DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING
2015-2018 ACADEMIC YEARS

Department: Nutrition and Dietetics
Program: B.S. in Dietetics

Mission Statement:

The Coordinated Program in Dietetics will prepare competent entry-level professionals by providing a strong foundation in the applied science of nutrition. This is accomplished through the emphasis on academic excellence and individual success through exceptional teaching, research and service. The area of program concentration is dietetic practice in rural communities.

By the completion of the program, students will be able to:

1. Integrate scientific information and research into practice
   a. Apply evidence-based guidelines such as the AND Evidence Analysis Library and Evidence-Based Practice Guidelines in the nutrition care process.
   b. Demonstrate the ability to properly interpret scientific information to research a nutrition problem

2. Practice medical nutrition therapy
   a. Perform the Nutrition Care Process (NCP)

3. Practice in food service production and food service management
   a. Develop and evaluate menus and recipes for various populations, groups and individuals

4. Practice in community nutrition and dietetics
   a. Communicate effectively, both orally and in writing, considering life experiences, cultural diversity, and education background of target audiences

5. Strategically apply principles of management in the provision of services to individuals and organizations
   a. Develop a plan to provide a program that includes a budget, staffing needs, equipment and supplies
   b. Develop a work schedule
   c. Conduct customer service quality management activities

6. Demonstrate beliefs, values, attitudes and behaviors for the professional level of practice
   a. Demonstrate professional attributes within various organizational cultures
   b. Demonstrate active participation, teamwork and contributions for group projects
   c. Participate in professional and community organizations

The assessment plan for the Coordinated Program in Dietetics is designed to monitor the student’s readiness to practice as an entry-level professional in medical nutrition therapy, community dietetics, foodservice and management. Feedback is solicited from a variety of internal and external constituents including
students, faculty and preceptors. Administrative faculty and the departmental advisory committee are also involved in reviewing assessment data and using the results to evaluate and improve program goals and outcomes.

<table>
<thead>
<tr>
<th>Student Learning Goals and Objectives</th>
<th>Educational Experience (Where Assessed)</th>
<th>Assessment Methods</th>
<th>Person Responsible/ Timeline</th>
<th>Outcomes for 2015-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate scientific information and research into practice</td>
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<tr>
<td>Practice Medical Nutrition Therapy</td>
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### Integrate scientific information and research into practice

- Apply evidence-based guidelines such as the AND Evidence Analysis Library and Evidence-Based Practice Guidelines in the nutrition care process

- Demonstrate the ability to properly interpret and utilize scientific information to research a nutrition problem

### Practice Medical Nutrition Therapy

- Perform the Nutrition Care Process (NCP)

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<tr>
<td></td>
<td>Major MNT case study (N&amp;D 498-MNT 2)</td>
<td>At least 80% of students will score 2/2 for citation of 4 peer-reviewed, evidence based references as part of the major case study presentation</td>
<td>Course Instructor/ Annually at the end of fall semester</td>
<td>2015: 2016: 2017: TOTAL:</td>
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<tr>
<td></td>
<td>Research project (N&amp;D 494)</td>
<td>At least 80% of CP students will score at least 8/10 for the introduction portion of the rubric evaluating a research paper</td>
<td>Course Instructor/ Annually at the end of fall semester</td>
<td>2015: 2016: 2017: TOTAL:</td>
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<tr>
<td></td>
<td>Major MNT case study (N&amp;D 498-MNT 2)</td>
<td>At least 80% of students will score 2/2 on evaluation of performance of the Nutrition Care Process as presented in the senior major case study</td>
<td>Course Instructor/ Annually at the end of fall semester</td>
<td>2015: 2016: 2017: TOTAL:</td>
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<td></td>
<td>Senior practicum; MNT focused rotation (N&amp;D 498 Practicum)</td>
<td>100% of students will be evaluated as at least meeting expectations (3/4) for performing the NCP as evaluated by their preceptor</td>
<td>Course Instructor/ Annually at the end of fall semester</td>
<td>2015: 2016: 2017: TOTAL:</td>
</tr>
</tbody>
</table>
### Practice in food service production and food service management

- **Develop and evaluate menus and recipes for various populations, groups and individuals.**

  Senior therapeutic menu writing group project (N&D 498-FSM)

  At least 75% of students will score within the 75-100% range (Good /Exceptional) for their ability to meet the multi-faceted considerations for effective menu planning the Team Menu Writing Project assessment rubric.

  *Guidance to evaluator: multiple considerations that all must be met in order to describe successful menu writing include factors such as: affordability, therapeutic nutrition needs, food production efficiency, aesthetics, palatability and cultural background.*

  **Course Instructor/**
  **Annually at the end of summer term**

### Practice in Community Dietetics

- **Communicate effectively, both orally and in writing, with intended audience**

  N&D 342 Community Assessment and Program Plan

  100% of CP students will score at least at the competent (adequate) rating for the ability to write for the intended audience on the final written submission of the Community Assessment and Program Plan

  **Course Instructor/**
  **Annually at the end of spring semester**

  100% of CP students will score at least at the competent (adequate) rating for the ability to communicate to the intended audience on their oral presentation of the Community Assessment and Program Plan

  **Course Instructor/**
  **Annually at the end of spring semester**

  **2016: 2017: 2018:** **TOTAL:**
### Strategic Management in Service Provision

- **Assessment and Program Plan assignment**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Component</th>
<th>Outcome</th>
<th>Deadline</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a plan to provide a program that includes a budget, staffing needs, equipment and supplies</td>
<td>Community Assessment &amp; Program Plan project</td>
<td>At least 80% of CP students score at least 19 of 22 points on management plan of the Community Assessment and Program Plan group project</td>
<td>Course Instructor/Annually at the end of spring semester</td>
<td>2016:</td>
<td>2017:</td>
<td>2018:</td>
<td>TOTAL:</td>
</tr>
<tr>
<td>Develop a departmental work schedule</td>
<td>N&amp;D 498-FSM</td>
<td>At least 80% of students score at least 21 points out of 25 on their employee work schedule assignment</td>
<td>Course Instructor/Annually at the end of summer session</td>
<td>2016:</td>
<td>2017:</td>
<td>2018:</td>
<td>TOTAL:</td>
</tr>
<tr>
<td>Conduct customer service quality management activities</td>
<td>N&amp;D 498-FSM</td>
<td>At least 80% of students will score at least 9 points out of 10 on their quality improvement monitoring assignment</td>
<td>Course Instructor/Annually at the end of summer session</td>
<td>2016:</td>
<td>2017:</td>
<td>2018:</td>
<td>TOTAL:</td>
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</tbody>
</table>

### Professional Practice 

-**Demonstrate beliefs, values, attitudes and behaviors for the professional level of practice**
<table>
<thead>
<tr>
<th>Professional Attributes</th>
<th>Course</th>
<th>Individual Evaluation</th>
<th>Team Project Evaluation</th>
<th>Service Learning Evaluation</th>
<th>Program Director Evaluation</th>
</tr>
</thead>
</table>
| Demonstrated within various organizational cultures. | Senior Practicum (N&D 498) | 100% of students will be evaluated as at least meeting expectations for each of the following professional attributes on their preceptor evaluations of performance:  
- Time management  
- Priority setting  
- Critical thinking  
- Decision making  
- Leadership  
- Collaboration | At least 80% of students will average at least a score of 7 out of 9 for their effort on the team as evaluated by their research team members  
At least 80% of students will attain at least a 7 out of 9 for their effort on the team project as evaluated by the instructor | 100% of students will report 10 hours of service learning for | 2015:  
2016:  
2017:  
TOTAL: |
| Competency portfolio | each year of the professional phase of the Program, beyond what is required for course credit. 100% of students will report accumulation of 30 mock-CEU’s obtained through attendance at professional meetings | the point of graduation | 2018:  
**TOTAL:**

2016:
2017:
2018:  
**TOTAL:**

Revised Fall Semester 2015
DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING  
2014-2015 ACADEMIC YEAR

Department: Nutrition and Dietetics
Program: B. S. in Dietetics

Mission Statement
The mission of the Coordinated Program in Dietetics at the University of North Dakota is to prepare entry-level dietetic practitioners, who are committed to lifelong learning. Faculty, students, and graduates serve the public through scholarly and creative endeavors and service activities that advance the profession of dietetics and promote optimal nutrition in individuals and groups, especially those living in rural and/or underserved communities.

The assessment plan for the Coordinated Program in Dietetics is designed to include feedback from a variety of internal and external constituents including students, faculty and preceptors. Administrative faculty and the departmental advisory committee are also involved in reviewing assessment data and using the results to evaluate and improve program goals and outcomes.

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<tr>
<td>Integrate scientific information and research into practice</td>
<td>Major MNT case study (N&amp;D 498A – MNT II)</td>
<td>At least 80% of students will score 3/3 for citation of 2 peer-reviewed, evidenced based references as part of the major case study.</td>
<td>Annually, at the end of fall semester</td>
<td>Course instructor</td>
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<tr>
<td></td>
<td>Research project (N&amp;D 494)</td>
<td>At least 80% of will score at least 8/10 for the Introduction portion of the rubric evaluating a research paper</td>
<td>Annually, at the end of spring semester</td>
<td>Course instructor</td>
</tr>
<tr>
<td>Demonstrate beliefs, values, attitudes and behaviors for the professional level of practice</td>
<td>N&amp;D 342</td>
<td>At least 80% of dietetic students will score at least 9/10 for the ability to communicate at the professional level on the final submission of the Community Assessment and Program Plan Assignment.</td>
<td>Annually at the end of spring semester</td>
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<tr>
<td>Communicate effectively, both orally and in writing, considering life experiences, cultural diversity, and educational background of target audience, with particular emphasis on rural populations</td>
<td>Individual evaluation and peer-evaluation from research group members (N&amp;D 494)</td>
<td>At least 80% of dietetic students will score at least 9/10 for the ability to communicate at the consumer level on the final submission of the Community Assessment and Program Plan Assignment.</td>
<td>Annually at the end of spring semester</td>
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<td>Demonstrate active participation, teamwork and contributions for group projects</td>
<td>Senior practicum (N&amp;D 498)</td>
<td>At least 80% of students will average at least a score of 7 out of 9 for their effort on the team as evaluated by their research team members.</td>
<td>Annually at the end of spring semester</td>
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<tr>
<td>Demonstrates professional attributes within various organizational cultures, including but not limited to time management, priority setting, critical thinking, decision making, leadership, and collaboration</td>
<td>Senior practicum (N&amp;D 498)</td>
<td>At least 80% of students will attain at least a 7 out of 9 for their effort on the team project as evaluated by the instructor.</td>
<td>Annually at the end of spring semester</td>
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<tr>
<td>Perform a self-assessment, develop goals and objectives, and prepare a draft portfolio for professional development as defined by the course instructor</td>
<td>100% of students will develop a draft professional portfolio that includes professional goals and objectives that meets the requirements of the CDR.</td>
<td>Annually at the end of spring semester</td>
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<td>Course instructor</td>
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<td>Commission on Dietetic Registration (CDR)</td>
<td>Undergraduate curriculum</td>
<td>At least 50% of classes taught within the N&amp;D Department will include a service learning component</td>
<td>Review of all syllabi done annually in summer</td>
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<tr>
<td>- Participate in professional and community organizations</td>
<td>Program application portfolio</td>
<td>100% of pre-dietetics students will report at least 60 hours of service learning with their program application materials</td>
<td>Annually, after February 15 application deadline</td>
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<td>- Students are prepared for professional practice as an entry level RD by graduation</td>
<td>Pre-graduation exit survey</td>
<td>At least 80% of graduating students will indicate they are prepared or well prepared for their first job</td>
<td>Annually at the end of spring semester</td>
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<td>CDR pass-rate reports</td>
<td>The UND Coordinated Program in Dietetics will maintain the accreditation benchmark of 80% first-time pass rate over five years</td>
<td>Scores released from Pearson Vue twice yearly</td>
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| Develop and deliver information, products and services to individuals, groups and populations | Major clinical case study (N&D 498A – MNT 2) | At least 80% of student will score 18/21 on evaluation of performance of the Nutrition Care Process as presented in the major case study | Annually at the end of fall semester |
| - Perform the Nutrition Care Process (NCP) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings | Senior practicum (N&D 498) | At least 80% of students will be evaluated as at least meeting expectations (3/4) for performing the NCP as evaluated by their preceptor in their senior practicum rotation | Annually at the end of senior practicum |
| - Develop and evaluate recipes, formulas and menus for | Senior therapeutic menu writing group | At least 75% of students will attain at least a score of B (84%) on the ability to meet patient therapeutic nutrition needs while | Annually at the end of |

| Program director |
| Program director |
| Program director |

<p>| Program director |
| Course instructor |
| Major preceptor submits evaluation to course instructor |
| Course instructor |</p>
<table>
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<tr>
<th>acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals</th>
<th>project (N&amp;D 498 – FSM)</th>
<th>considering food production criteria, palatability and cultural background.</th>
<th>summer session</th>
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**Strategically apply principles of management and systems in the provision of services to individuals and organizations**

- Develop a plan to provide a program that includes a budget, staffing needs, equipment and supplies
- Conduct customer service quality management activities

| | N&D 342 Program Plan | At least 80% of score at least a B on following components in the grading rubric of the final submission of the program plan:  
- Management system (8/10)  
- Budget, including direct and indirect costs (7/8) | Annually at the end of spring semester
| | N&D 498A - FSM | At least 80% of students will be evaluated as at least meeting expectations* (3/4) in accurately conducting their plate waste study | Annually at the end of summer session

*4 = exceeds expectations; outstanding; 3=meets expectations; 2=below expectations; needs improvement; 1= far below expectations; unsatisfactory
# DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING
## 2013-14 ACADEMIC YEAR

**Department:** Nutrition and Dietetics  
**Program:** B. S. in Community Nutrition

**Mission Statement**

The mission of the Community Nutrition major at the University of North Dakota is to prepare entry-level nutritionists, who are committed to lifelong learning. Faculty, students, and graduates serve the public through scholarly and creative endeavors and service activities that advance the profession and promote healthy food choices and optimal nutrition.

The assessment plan for Community Nutrition is designed to include feedback from a variety of internal and external constituents including faculty, preceptors and students. Administrative faculty and the departmental advisory committee are also involved in reviewing assessment data and using the results to evaluate and improve program goals and outcomes.

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| Demonstrate accurate understanding of the science of normal nutrition | 1. Final Comprehensive Exam (N&D 441) | 1. At least 80% of students will score 70% or better on their comprehensive final exam.  
2. Students will be able to translate current research into nutrition practice in their controversy paper (N&D 441) | Annually | Course faculty report appropriate data in the Assessment File found on the S drive by May 30 each academic year. Data is compiled by the department chair for review and discussion at the annual department assessment workshop in the early fall; actions to address problems are developed. The data and action are summarized and presented to the Nutrition & Dietetics Advisory Board at the annual fall meeting for their input. Intervention strategies are agreed upon and initiated the next time the course is offered. |
| | | 2. At least 80% of students in N&D 441 will score 3/3 in accurately interpreting research studies (Knowledge and Comprehension section of rubric) in their controversy paper | Annually | |
| Communicate effectively, both orally and in writing | N&D 342 abstracts, lay writing assignments and controversy paper (N&D 441) | At least 80% of CN students will score at least 9/10 for the ability to communicate at the professional level on the final submission of the Community Assessment and Program Plan Assignment.  
At least 80% of CN students will score at least 9/10 for the ability to communicate at the consumer level on the final submission of the Community Assessment and Program Plan Assignment.  
At least 80% of students in N&D 441 will score 3/3 on writing (Written with Clarity and Following Convention section of rubric) on their controversy paper.  
At least 80% of students in N&D 441 will score 3/3 on writing effectively (Written with Clarity and Following Convention section of rubric) on their article for the public. |
| Annually | Course instructor |

| Demonstrate the ability to conduct a needs assessment and develop nutrition intervention to individuals, groups and communities | 1. Nutritional assessment paper (N&D 245)  
2. Community needs assessment and program plan (N&D 341/342) | 1. At least 80% of students will attain at least a score of 12/15 on the accuracy of nutritional assessment component of the interview project in N&D 245  
2. At least 80% of students will attain at least a score of 8/10 on the accuracy of their community needs assessment.  
b. At least 80% of CN students will score at least 42/50 on their final submission of the Program Plan assignment |
| Annually | Course instructor |

| Demonstrate effective use of teaching strategies to individuals, groups, or through community education programming. | 1. Preceptor teaching evaluation in their supervised practice experience(N&D 498) | At least 80% of students will be evaluated as at least meeting expectations* on assessment of their teaching |
| Annually | Course instructor |

| Apply understanding of the influence of socioeconomic, psychological, and cultural food consumption issues and trends to nutrition practice. | 1. Comprehensive final exam (N&D 335) | 1. At least 80% of students will score 70% or better on their comprehensive final exam |
| Annually | Course instructor |
| | 2. Supervised practice experience (N&D 498B) | 2a. At least 80% of students will meet or exceed expectations* on their preceptor evaluation criteria: understanding the influences on nutrition and diet.  
2b. At least 80% of students will meet or exceed expectations* on their self-evaluation criteria: understanding the influences on nutrition and diet. | Annually | Course instructor |
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| Demonstrate professional attributes including time management, priority setting, work ethic, critical thinking, advocacy, and service to professional and community organizations | 1. Supervised practice experience (N&D 498B) | 1. At least 80% of students will be evaluated as at least meeting expectations* for each of the following professional attributes on their preceptor evaluations of performance:  
- time management  
- priority setting  
- work ethic  
- critical thinking  
- advocacy  
- service. | Annually | Course instructor |
| | | 2. Supervised practice application portfolio | 2. At least 80% of students will report at least 30 hours/year of service to a community organization in their application portfolio submitted for N&D 498. | Annually | Community Nutrition Program Director |
| | | 3. One year post-graduation | 3. At least 80% of graduates report membership in at least one professional or community org. | Annually | Community Nutrition Program Director |
| Demonstrate active participation, teamwork and contributions in group settings. | Self-evaluations and peer evaluations from research group members (N&D 494) | At least 80% of students will average at least a score of 7 out of 9 for their effort on the team as evaluated by their research team members  
At least 80% of students will attain at least a score of 7 out of 9 for their effort on the team project as evaluated by the instructor | Annually | Course instructor |
| Effectively apply thinking and reasoning skills to solve problems found in nutrition practice | 1. Controversy paper (N&D 441) | 1. At least 80% of students will score 3/3 on evaluating application of thinking and reasoning skills (Evaluation and Conclusions section of rubric) on their controversy paper | Annually | Course instructor |
| Function as an entry level nutritionist by graduation | 1. Pre-graduation survey | 1. At least 80% of graduating students will indicate they are prepared or well prepared for their first job on their pre-graduation survey. |
| | 2. 1-year post graduation survey | 2. At least 80% of graduates will indicate at one year post-graduation they were prepared for their first nutrition-related job |
| | 3. Employer survey | 3. At least 80% of responding employers of graduates will indicate the graduates were prepared for their job |

*4 = exceeds expectations; outstanding; 3=meets expectations; 2=below expectations; needs improvement; 1= far below expectations; unsatisfactory
DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING
2011-12 ACADEMIC YEAR

Department: Nutrition and Dietetics
Program: B. S. in Dietetics

Mission Statement
The mission of the Coordinated Program in Dietetics at the University of North Dakota is to prepare entry-level dietetic practitioners, who are committed to lifelong learning. Faculty, students, and graduates serve the public through scholarly and creative endeavors and service activities that advance the profession of dietetics and promote optimal nutrition in individuals and groups, especially those living in rural and/or underserved communities.

The assessment plan for the Coordinated Program in Dietetics is designed to include feedback from a variety of internal and external constituents including faculty, preceptors, students, alumni and employers. Administrative faculty and the departmental advisory committee are also involved in reviewing assessment data and using the results to evaluate and improve program goals and outcomes.

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<td>Students will be able to:</td>
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<tr>
<td><strong>Integrate scientific information and research into practice</strong></td>
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<tr>
<td>• Apply evidence-based guidelines such as the ADA Evidence Analysis Library and Evidence-Based Practice Guidelines in the nutrition care process and other areas of dietetic practice</td>
<td>Major MNT case study (N&amp;D 498A – MNT II)</td>
<td>At least 90% of students will receive a grade of B or better for applying evidence base guidelines in the nutrition care process for the major case study</td>
<td>Annually, at the end of fall semester</td>
<td>Course faculty report appropriate data in the Assessment File found on the S drive by May 30 each academic year. Data is compiled by the department chair for review and discussion at the annual department assessment workshop in the early fall; actions to address problems are developed. The data and action are summarized and presented to the Nutrition &amp; Dietetics Advisory Board at the annual fall meeting for their input. Intervention strategies are agreed upon and initiated the next time the course is offered.</td>
</tr>
<tr>
<td>• Conduct projects using appropriate research methods, ethical procedures, and data analysis</td>
<td>Research project (N&amp;D 494)</td>
<td>At least 80% of students will receive a grade of B or better on their research paper</td>
<td>Annually, at the end of spring semester</td>
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<td>Demonstrate beliefs, values, attitudes and behaviors for the professional level of practice</td>
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<tr>
<td></td>
<td>Communicate effectively, both orally and in writing, considering life experiences, cultural diversity, and educational background of target audience, with particular emphasis on rural populations.</td>
<td>Phase 2 and Phase 3 of Community Assessment and Program Plan (N&amp;D 341 and 342)</td>
<td>At least 80% of students in N&amp;D 341 and 342 will attain a grade of B or better on Phase 2: professional level of communication and Phase 3: consumer level of communication of their community assessment and program plan project</td>
<td>Annually at the end of fall semester (N&amp;D 341) and spring semester (N&amp;D 342)</td>
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<td></td>
<td>Demonstrate active participation, teamwork and contributions in group settings</td>
<td>Self-evaluation and peer-evaluation from research group members (N&amp;D 494)</td>
<td>At least 80% of students will meet or exceed expectations for team work and active contribution to group work in the preparation of their research proposals as evaluated by their research team members.</td>
<td>Annually at the end of spring semester</td>
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<tr>
<td></td>
<td>Demonstrates professional attributes within various organizational cultures, including but not limited to time management, priority setting, critical thinking, decision making, leadership, and collaboration</td>
<td>Senior practicum – two five-week rotations (N&amp;D 498B)</td>
<td>At least 80% of students will meet or exceed expectations for team work and active contribution to group work in the preparation of their research proposals as evaluated by their self-evaluation.</td>
<td>Annually at the end of spring semester</td>
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<tr>
<td></td>
<td>Perform a self-assessment, develop goals and objectives, and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration</td>
<td>Senior practicum (N&amp;D 498B)</td>
<td>At least 90% of students will meet or exceed expectations for professional attributes on their preceptor evaluations of performance</td>
<td>At the end of each 5-week rotation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100% of students will successfully complete their draft portfolio for professional development; reported by exception</td>
<td>Annually at the end of spring semester</td>
</tr>
</tbody>
</table>
- Participate in professional and community organizations

- Students are prepared for professional practice as an entry level RD by graduation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Methodology</th>
<th>Outcome</th>
<th>Timeframe</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni survey – 1 year post graduation</td>
<td>At least 80% of graduates will report membership and/or involvement in at least one professional or community organization</td>
<td>Annually in the summer</td>
<td>Program director</td>
<td></td>
</tr>
<tr>
<td>Pre-graduation exit survey</td>
<td>At least 80% of new graduates will indicate they are prepared or well prepared for their first job</td>
<td>Annually at the end of spring semester</td>
<td>Program director</td>
<td></td>
</tr>
<tr>
<td>Alumni survey - 1-year post graduation</td>
<td>At least 80% of respondents will indicate they were prepared or well prepared for their first dietetic-related job</td>
<td>Annually in the summer</td>
<td>Program director</td>
<td></td>
</tr>
<tr>
<td>Employer survey – 1-year post graduation</td>
<td>At least 80% of responding employers of graduates will indicate they were prepared for their first job</td>
<td>Annually in the summer</td>
<td>Program director</td>
<td></td>
</tr>
<tr>
<td>CDR pass-rate reports</td>
<td>The UND Coordinated Program in Dietetics will maintain the accrediting body’s benchmark of 80% pass rate over five years</td>
<td>Scores released from ACT twice yearly</td>
<td>Program director</td>
<td></td>
</tr>
</tbody>
</table>

### Develop and deliver information, products and services to individuals, groups and populations

- Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings

- Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

<table>
<thead>
<tr>
<th>Activity</th>
<th>Methodology</th>
<th>Outcome</th>
<th>Timeframe</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major clinical case study (N&amp;D 498A – MNT 2)</td>
<td>At least 80% of students will receive a grade of B or better on performing the NCP on their major clinical case study</td>
<td>Annually at the end of fall semester</td>
<td>Course instructor</td>
<td></td>
</tr>
<tr>
<td>Senior practicum; MNT focused 5-week rotation (N&amp;D 498B)</td>
<td>At least 80% of students will meet or exceed expectations for performing the NCP as evaluated by their preceptor in their MNT focused senior practicum rotation</td>
<td>Annually at the end of the MNT focused five week rotation</td>
<td>Major preceptor submits evaluation to course instructor</td>
<td></td>
</tr>
<tr>
<td>Senior therapeutic menu writing group project (N&amp;D 498 – FSM)</td>
<td>At least 80% of students will attain a grade of B or better on their senior therapeutic menu writing project</td>
<td>Annually at the end of summer session</td>
<td>Course instructor</td>
<td></td>
</tr>
</tbody>
</table>

At least 80% of students will perform the Nutrition Care Process on their major clinical case study.

Annually in the summer.

Scores released from ACT twice yearly.

See previous section for process.

Course instructor.

Major preceptor submits evaluation to course instructor.

Course instructor.
<table>
<thead>
<tr>
<th>Student Learning Goals and Objectives</th>
<th>Educational Experience (Where Assessed)</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsible Person/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
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<tr>
<td>Strategically apply principles of management and systems in the provision of services to individuals and organizations</td>
<td>• Develop a plan to provide a product, program or service that includes a budget, staffing needs, equipment and supplies</td>
<td>At least 80% of students attain a grade of B or better on phase 4 of their community assessment/program plan</td>
<td>Annually at the end of spring semester</td>
<td>Course instructor</td>
</tr>
<tr>
<td></td>
<td>• Conduct customer service quality management activities</td>
<td>At least 80% of students will meet or exceed expectation in conducting their plate waste study assignment</td>
<td>Annually at the end of summer session</td>
<td>Course instructor</td>
</tr>
<tr>
<td></td>
<td>Phase 4 of the community assessment and program plan project (N&amp;D 342)</td>
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<td></td>
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<tr>
<td></td>
<td>N&amp;D 498A - FSM</td>
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</tbody>
</table>
Mission Statement
The mission of the Coordinated Program in Dietetics at the University of North Dakota is to prepare entry-level dietetic practitioners, who are committed to lifelong learning. Faculty, students, and graduates serve the public through scholarly and creative endeavors and service activities that advance the profession of dietetics and promote healthy food choices and optimal nutrition.

<table>
<thead>
<tr>
<th>Student Learning Goals &amp; Objectives</th>
<th>Educational Experiences</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsibilities</th>
<th>Use of Results and Process for Documentation &amp; Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare graduates, through development of knowledge and skills, for entry-level practice as competent generalist dietitians.</td>
<td>~Didactic courses ~Supervised practice experiences</td>
<td>Performance by first-time examinees on the Registration Examination for Dietitians</td>
<td>At discretion of graduate; program director receives results twice a year (February and August) for January-June and July-December</td>
<td>Program director</td>
<td>Results shared with faculty when received and kept for further examination in conjunction with other feedback about curriculum</td>
</tr>
</tbody>
</table>
To provide opportunities in both didactic and supervised practice experiences for students to develop critical-thinking, communication, and self-assessment skills, preparing them for lifelong learning, adaptation to change, and self-direction in the dietetic profession.

<table>
<thead>
<tr>
<th>Critical-thinking skills</th>
<th>Community assessment/program plan → grading matrix</th>
<th>As designated in N&amp;D 342 course syllabus, when grading project</th>
</tr>
</thead>
<tbody>
<tr>
<td>~N&amp;D 342</td>
<td>Professional issue briefing paper and presentation → grading matrix</td>
<td>As designated in N&amp;D 400 course syllabus, when grading project</td>
</tr>
<tr>
<td>~N&amp;D 400</td>
<td>Controversial/evolving nutrition issue paper → grading matrix</td>
<td>As designated in N&amp;D 441 course syllabus, when grading paper</td>
</tr>
<tr>
<td>~N&amp;D 441</td>
<td>Research proposal and research paper → grading matrices</td>
<td>As designated in N&amp;D 494 course syllabus, when grading proposal and paper</td>
</tr>
<tr>
<td>~N&amp;D 494</td>
<td>~Performance on ServSafe® exam</td>
<td>~N&amp;D 220 course instructor to provide results to program director</td>
</tr>
<tr>
<td></td>
<td>~Exit interviews with graduating seniors</td>
<td>~Program director</td>
</tr>
<tr>
<td></td>
<td>~Graduate and employer surveys</td>
<td>~Program director</td>
</tr>
<tr>
<td></td>
<td>~Annually in fall (N&amp;D 220)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Final two weeks of semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>~A minimum of one year after graduation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>~N&amp;D 342 course instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N&amp;D 400 course instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N&amp;D 441 course instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N&amp;D 494 course instructor</td>
<td></td>
</tr>
</tbody>
</table>

Compiled information is examined at least every three years by faculty or if specific problems are identified. Summary reports are presented to Nutrition & Dietetics Advisory Committee for input and recommendations with final decisions being the responsibility of N&D faculty. Program Assessment Report sent to Commission on Accreditation for Dietetics Education by November 1, 2006 (to maintain accreditation through 2011). Compiled information from coursework in each of the three categories will be reviewed by faculty every third year, with an annual rotation of categories. Summary reports are presented to Nutrition & Dietetics Advisory Committee for input and recommendations with final decisions being the responsibility of N&D faculty. Program Assessment Report sent to Commission on Accreditation for Dietetics Education by November 1, 2006.
<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Assessment</th>
<th>Instructor(s) urinary</th>
</tr>
</thead>
<tbody>
<tr>
<td>~Communication skills</td>
<td>Instructor assessment of individual oral presentation for baseline</td>
<td>During final N&amp;D 200 group presentation</td>
<td>N&amp;D 200 course instructor</td>
</tr>
</tbody>
</table>
| -N&D 200             | Written community assessment/program plan—grading matrix  
Instructor assessment of individual oral presentation of community assessment/program plan                                                                 | As designated in N&D 342 course syllabus, when grading project and presentation                 | N&D 342 course instructor                                                                |
| -N&D 342             | Written professional issue briefing paper—grading matrix  
Instructor assessment of oral presentation of professional issue                                                                                                                                           | As designated in N&D 400 course syllabus, when grading paper and presentation                  | N&D 400 course instructor                                                                |
| -N&D 400             | Written controversial/evolving nutrition issue paper—grading matrix                                                                                                                                          | As designated in N&D 441 course syllabus, when grading paper                                  | N&D 441 course instructor                                                                |
| -N&D 441             | N&D faculty assessment of individual oral presentation of research project                                                                                                                                  | During research project presentation by group                                                | N&D 494 course instructor/N&D faculty                                                    |
| -N&D 494             | Instructor(s)’ assessment of oral presentation of major case study                                                                                                                                          | As designated in N&D 498-II course syllabus, when grading presentation                        | N&D 498-II course instructor(s)                                                          |
| -N&D 498-II          | Instructor assessment of oral presentation to school children                                                                                                                                              | As designated in N&D 498-III course syllabus, when grading presentation                       | N&D 498-III course instructor(s)                                                         |
| -N&D 498-III         | N&D faculty assessment of oral presentation of major case study                                                                                                                                             | During major case study presentations                                                       | N&D 498-V course instructor(s)/N&D faculty                                               |
| -N&D 498-V           | N&D faculty assessment of oral presentation of major case study                                                                                                                                             |                                                                                               |                                                                                         |
To foster a climate where students recognize and adopt for themselves the qualities of a professional, including a commitment to ethical practice and service to their profession and their communities.

<table>
<thead>
<tr>
<th>~Self-assessment skills</th>
<th>Completion of self-assessment using N&amp;D-developed forms, based on CADE’s Knowledge, Skills, and Competencies for Entry-Level Dietitian Education Programs, achieving the designated level of performance (completed in conjunction with faculty/preceptor evaluation)</th>
<th>Ongoing compilation of progression in communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>-N&amp;D 498-I</td>
<td></td>
<td>Self-assessment completed at points outlined in each course syllabus</td>
</tr>
<tr>
<td>-N&amp;D 498-II</td>
<td></td>
<td>N&amp;D faculty</td>
</tr>
<tr>
<td>-N&amp;D 498-III</td>
<td></td>
<td>N&amp;D faculty</td>
</tr>
<tr>
<td>-N&amp;D 498-IV</td>
<td></td>
<td>N&amp;D faculty</td>
</tr>
<tr>
<td>-N&amp;D 498-V</td>
<td></td>
<td>N&amp;D faculty</td>
</tr>
<tr>
<td>-N&amp;D 498-VI</td>
<td></td>
<td>N&amp;D faculty</td>
</tr>
<tr>
<td>~Ethical practice</td>
<td>Responses to performs in accordance with the Code of Ethics for the Profession of Dietetics on: -self-evaluations -preceptor evaluations -faculty evaluations</td>
<td>Completed as part of self- and preceptor/faculty evaluations as outlined in each course syllabus</td>
</tr>
<tr>
<td>-N&amp;D 494</td>
<td></td>
<td>N&amp;D faculty</td>
</tr>
<tr>
<td>-N&amp;D 498-I</td>
<td></td>
<td>N&amp;D faculty</td>
</tr>
<tr>
<td>-N&amp;D 498-II</td>
<td></td>
<td>N&amp;D faculty</td>
</tr>
<tr>
<td>-N&amp;D 498-III</td>
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<td>N&amp;D faculty</td>
</tr>
<tr>
<td>-N&amp;D 498-IV</td>
<td></td>
<td>N&amp;D faculty</td>
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<tr>
<td>-N&amp;D 498-V</td>
<td></td>
<td>N&amp;D faculty</td>
</tr>
<tr>
<td>-N&amp;D 498-VI</td>
<td></td>
<td>N&amp;D faculty</td>
</tr>
<tr>
<td>~Service to the profession and their communities</td>
<td>~Assess resumes and professional portfolios for professional and community involvement during college (outside of coursework)</td>
<td>As designated in N&amp;D 400 course syllabus</td>
</tr>
<tr>
<td>-N&amp;D 400</td>
<td></td>
<td>N&amp;D 400 course instructor</td>
</tr>
<tr>
<td>~Graduate surveys</td>
<td>~Responses to questions on graduate survey regarding professional and community service</td>
<td>A minimum of one year after graduation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program director</td>
</tr>
</tbody>
</table>

Lapses in ethical performance are handled immediately by program director/N&D faculty, with education/remediation, probation, or expulsions, as the situation warrants, and documented in the student's supervised practice experience performance file.

~Annual statistics for current students compiled and documented in the N&D annual report.

~Compiled information from graduates is examined at least every three years and reported in Program Assessment Report sent to CADE.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Course(s)</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To continue to incorporate a variety of experiences to enhance understanding of cultural diversity and increase sensitivity to cultural issues.</td>
<td>- N&amp;D 242</td>
<td>Assess student responses to what was learned from interview with an older adult</td>
</tr>
<tr>
<td></td>
<td>- N&amp;D 335</td>
<td>Assess student responses to final exam question regarding applying principles learned from course to personal and professional life</td>
</tr>
<tr>
<td></td>
<td>- N&amp;D 498-II, - N&amp;D 498-V, - N&amp;D 498-VI</td>
<td>~Assess preceptor evaluation of students regarding their interactions with culturally diverse populations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~Track supervised practice experience hours in settings with culturally diverse populations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completed in conjunction with assessment of older adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completed as part of N&amp;D 335 final exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~In conjunction with preceptor evaluations as designated in N&amp;D 498-II, V, VI syllabi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~Documented for N&amp;D 498-II, V, VI supervised practice experiences</td>
</tr>
<tr>
<td>To increase the number of minority students, with particular emphasis on American Indians, who graduate in dietetics at UND.</td>
<td>Multicultural Scholars into Dietetics Program</td>
<td>~Assess retention and graduation rates of MSDP scholars</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~Calculate percentage of minority students enrolled in and graduating from the dietetics program</td>
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<tr>
<td></td>
<td></td>
<td>Track contacts to assure MSDP has both applicants and tribal/IHS sites for supervised practice experiences</td>
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<td>Annually</td>
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<td></td>
<td></td>
<td>Completed in conjunction with assessment of older adult</td>
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<tr>
<td></td>
<td></td>
<td>Completed as part of N&amp;D 335 final exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~In conjunction with preceptor evaluations as designated in N&amp;D 498-II, V, VI syllabi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~Documented for N&amp;D 498-II, V, VI supervised practice experiences</td>
</tr>
</tbody>
</table>

~Compiled information is examined at least every three years by faculty. ~Summary reports are presented to Nutrition & Dietetics Advisory Committee for input and recommendations with final decisions being the responsibility of N&D faculty.

~Compiled information is examined annually by faculty with summary report to N&D Advisory Committee, and final decisions by N&D faculty.

~Hours spent working with individuals from culturally diverse populations will be reported as a percentage of total supervised practice experience hours in the N&D annual report and will be tracked to assure sufficient exposure to elicit positive responses in preceptor evaluations.

~Discussed annually by N&D faculty and documented in N&D annual report

~Discussed annually by N&D faculty and documented in N&D annual report
| Grant and other monetary support for minority students | Assess funds available through grants and scholarships to assure adequate support of minority students | At least every other year | MSDP director and other N&D faculty | Funding for minority students documented in N&D annual report |