UNIT REPORT

Dietetics (BS) - Reviewer's Report - Academic Data

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Dietetics (BS)

Dietetics BS Mission Statement

Mission:

The mission of the Food Science and Human Nutrition Department is to provide progressive and effective programs in teaching, research, and extension which meet the needs of the citizens of Florida, and benefit the nation. This mission is accomplished by faculty and staff through resident and distance instruction, research and extension. Dietetics Program Mission The mission of the Dietetics program at the University of Florida is to provide a progressive and effective program to educate students using a science-based food and nutrition curriculum to produce graduates who are competitive for supervised practice experiences or health or science related professions or graduate school. The mission of the Dietetics program reflects the mission of the university, the college and the department as it is focused on the importance of a high quality education, one of the three land-grant missions referenced in all three statements. The mission also addresses preparing graduates for careers or further education, components of the mission of the college and the university.

Program Type and Level: Bachelor (includes all bachelors level degrees)

Start: 07/01/2021

End: 06/30/2022

Program: Dietetics (BS)

Program CIP: 51.3101

Site Information: On Campus (Residential)

If Other Site: :

Responsible Roles: R Turner (returner@ufl.edu)

PG 1 Students enter a dietetic internship or graduate school

Goal: Students who successfully enter a dietetic internship, continue into graduate school, or pursue dietetics-related careers.

Program: Dietetics (BS)

Evaluation Method:

- Data are gathered by the undergraduate dietetics program director.

Results:

- Of **30** graduates in August 2021, December 2021, and May 2022:
  - 13 (43.3%) went on to a standalone dietetic internship
  - 10 (33.3%) went on to a combined dietetic internship and graduate degree program
  - 3 (10.0%) went on to graduate or professional school
  - 2 (6.7%) are taking a growth year with the intent to apply to a dietetic internship at a later date
  - 2 (6.7%) began careers (one in food quality testing and one in yoga instruction)
- Additional details are available in the attached spreadsheet: “Dietetics 2021-2022 Plans After Graduation”

PG 2 Critical Thinking and Problem Solving Skills

Goal: Foster development of critical-thinking and problem-solving skills relevant to dietetics practice.

Program: Dietetics (BS)

Evaluation Method:

- A question from the College of Agricultural and Life Sciences Undergraduate Exit Survey that asks students’ to rate their perception of their ability to navigate change and ambiguity upon graduation is used to assess this program outcome.

Results:

- Assessed on a five point scale (1=Very Good, 5=Very Poor) the mean rating for navigating change and ambiguity upon graduation was 1.47, corresponding to a rating of “Good” to “Very Good.”
- Response rate: n=15 (50% of the Dietetics graduates)
- Full aggregate survey results are attached (document entitled “Dietetics Undergraduate Exit Survey - Summer 21, Fall 21, Spring 22”), and the relevant excerpt is pasted below:

Rate your perception of your ability in the following areas when you entered UF.

Rate your current perception of your ability in the following areas.

Mean based on ratings of 1=Very Good, 2=Good, 3=Neutral, 4=Poor, 5=Very Poor.

Dietetics	Mean when entered UF	Mean at graduation	Difference	CALS Average Difference
Listened effectively	1.80	1.33	-0.47	-0.35
Communicated effectively (oral/written)	2.00	1.20	-0.80	-0.59
Recognized and responded to conflict	2.33	1.40	-0.93	-0.61
Accepted and applied critiques	2.13	1.47	-0.66	-0.68
Navigated change and ambiguity	2.33	1.47	-0.86	-0.83

PG 3 Quality of Instruction

Goal: Maintain and enhance the quality of instruction in the department.

Program: Dietetics (BS)

Evaluation Method:

- A question from the College of Agricultural and Life Sciences Undergraduate Exit Survey that asks about their satisfaction with the quality of instruction at the University of Florida is used to assess this program outcome.

Results:

- 15 out of 15 respondents were “satisfied” (n=9) or “very satisfied” (n=6) with the quality of instruction they received at the University of Florida for a percentage of 100%.
- Response rate: n=15 (50% of the Dietetics graduates)
- Full aggregate survey results are attached (document entitled “Dietetics Undergraduate Exit Survey - Summer 21, Fall 21, Spring 22”), and the relevant excerpt is pasted below:

Are you satisfied with the quality of instruction you received at the University of Florida?

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Total Response Count
Dietetics	6	9	0	0	0	15
CALS	244	200	40	13	13	510

PG 4 Student Advising

Goal: Provide effective advising to students.

Program: Dietetics (BS)

Evaluation Method:

- The Undergraduate Coordinator collects data on time-to-graduation for all undergraduate students in the department.
- Also used to assess this program outcome is a question from the College of Agricultural and Life Sciences Undergraduate Exit Survey that asks graduates to report the number of times they met with their primary academic advisor during a typical semester, and then to rate their academic advisor on “Provided quality service and was helpful.”

Results:

Time to Graduation

- Of the 30 students that graduated in August 2021, December 2021, and May 2022:

    - 53% (n=16) started at UF as freshmen
    - 47% (n=14) transferred to UF
- Of those starting as freshmen
    - 6% graduated in 3 years (n=1)
    - 81% graduated in 4 years (n=13)
    - 6% graduated in 6 years (n=1)
    - 6% graduated in 6.5 years (n=1)
- Of those transferring
    - 50% graduated in 2 years (n=7)
    - 21% graduated in 2.5 years (n=3)
    - 21% graduated in 3 years (n=3)
    - 7% graduated in 3.5 years (n=1)
- Supporting data available in the attached spreadsheet: "Dietetics 2021-2022 Graduation Data"

Academic Advisor Rating

- 14 of 15 respondents reported meeting with their academic advisor at least once a semester for a percentage of 93%.
- Response rate: n=15 (50% of the Dietetics graduates)
- Full aggregate survey results are attached (document entitled "Dietetics Undergraduate Exit Survey - Summer 21, Fall 21, Spring 22"), and the relevant excerpt is pasted below:
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During a typical semester, how many times did you meet with your primary academic advisor to discuss some aspect of your educational experience or career plans?

	None	1	2	3 or more	Total Response Count
Dietetics	1	11	3	0	15
CALS	48	266	139	50	503

- For "Provided quality service and was helpful," 14 of 14 respondents rated their academic advisor as "good" (n=4) or "very good" (n=10) for a percentage of 100%.
- Response rate: n=14 (47% of the Dietetics graduates)
- Full aggregate survey results are attached (document entitled "Dietetics Undergraduate Exit Survey - Summer 21, Fall 21, Spring 22"), and the relevant excerpt is pasted below:

Rate your primary academic advisor on "Provided quality service and was helpful".

	Very good	Good	Neutral	Poor	Very poor	Total Response Count
Dietetics	10	4	0	0	0	14
CALS	354	84	40	9	10	497

SLO 1 Content

Outcome:

Use the nutrition care process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.

SLO Area (select one): Content (UG)

Assessment Methods Checklist: Non-exam Course assignment(s)

Assessment Method Narrative:

SLO Not Assessed This Year:

Threshold of Acceptability: 80

How many students did you assess for this outcome?: 41

How many students met the outcome?: 41

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

Results:

Findings:

Please see rubric and grades (redacted) for this project, attached.

Students successfully learned to use the nutrition care process to make decisions, identify nutrition-related problems, and determine and evaluate nutrition interventions.

Effectiveness of Assessment Method:

This SLO is assessed using a Nutrition Assessment Case Study project that simulates the experience of a clinical dietitian interacting with a patient, conducting a nutrition-focused physical examination, and gathering pertinent data from the medical record. Students then comprehensively assess their findings, determine an appropriate nutrition diagnosis, plan a nutrition intervention, and determine how they will monitor and evaluate the effectiveness of their intervention. This process is known as the Nutrition Care Process (NCP), a framework for nutrition care advocated by the Academy of Nutrition and Dietetics and well-supported in the dietetics literature. The Nutrition Assessment Case Study project is designed to mimic the NCP. Students are provided with clinical background (as they would find in a medical record) for a simulated patient with squamous cell laryngeal cancer (throat cancer), which they use to prepare for a patient interview. A standardized patient (an actor) then visits with the students, and they have the opportunity to ask questions and perform a physical exam. They use the data from the clinical background (medical record), patient interview, and physical exam to perform a full nutrition assessment, make a diagnosis, plan an intervention, and create a monitoring and evaluation plan. The deliverable is an "ADIME" note (clinical chart note) that documents their findings and their plan. This assessment method is effective, as it requires students to take on the role of a clinical dietitian and work through a realistic clinical case study using the NCP framework.

Learning Strengths and Weaknesses:

Students were strong in their ability to plan for the patient interaction. They prepared appropriate and insightful questions and conducted the patient interview with empathy and professionalism. They also were strong in their technical ability to perform the nutrition-focused physical examination. Areas where students tend to struggle and need additional support and scaffolding include synthesizing data into a cohesive nutrition assessment, and writing clinical chart notes in a compelling, medically-sophisticated manner. Because students require more help in these areas, we have built into the syllabus more class time to focus on these elements, and this has helped significantly.

SLO 2 Content

Outcome:

Apply management and business theories and principles to the development, marketing and delivery of programs and services. **SLO Area (select one):** Content (UG)

Assessment Methods Checklist: Non-exam Course assignment(s)

Assessment Method Narrative:

SLO Not Assessed This Year:

Threshold of Acceptability: 80

How many students did you assess for this outcome?: 41

How many students met the outcome?: 41

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

Results:

Findings:

Please see rubric and grades (redacted) for this project, attached.

Students successfully learned to apply management and business theories and principles to the development, marketing and delivery of programs and services.

Effectiveness of Assessment Method:

This is one of several activities assigned in DIE 4125 that allow students to practice marketing a concept. In this assignment they prepare a short video of how to use an appliance provided in the lab. They are to research who their audience is, as well as their audience's reading level and language skills, and then market the demonstration to the customer. This assessment method is effective, as it requires students to integrate principles of business, management, and marketing in a context that simulates the role of a food service dietitian.

Learning Strengths and Weaknesses:

This assessment has several strengths. Presentation assignments help to prepare students for graduate level work, and/or careers as food service managers. Some students tend to be more comfortable video-recording themselves than giving "live" class presentations, and in this way, the video format for this assignment allows students to practice their presentation skills in a context that feels "safer" than a live presentation would. The instructor watches the demonstrations and provides feedback that helps to build confidence for future presentations. Later in the semester, the students give a presentation in class, and the instructor is able to see how they incorporated feedback to grow in their presentation skills. The main weakness of this assessment method is simply the time it takes for the instructor to watch and provide feedback on 41 marketing presentations.

SLO 3 Critical Thinking

Outcome:

Develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data for use in decision-making.

SLO Area (select one): Critical Thinking (UG)

Assessment Methods Checklist: Paper(s) - includes reports, plans, other documents

Assessment Method Narrative:

SLO Not Assessed This Year:

Threshold of Acceptability: 0

How many students did you assess for this outcome?: 41

How many students met the outcome?: 41

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

Results:

Findings:
Please see rubric and grades (redacted) for this project, attached.
Students successfully learned to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment, and evaluate data for use in decision-making.
Effectiveness of Assessment Method:
The Systems Analysis is a capstone project for DIE4125L, in which students integrate numerous analytical skills learned during the semester to create, analyze, and evaluate a multi-day menu for a child nutrition food-service operation. In food systems management, the menu is the lynchpin around which the food service operation revolves. Thus, practicing these skills in menu creation and analysis is essential for future dietitians. To successfully complete the Systems Analysis, students must learn to use Food Processor, a robust, industry-standard nutritional analysis software, and then use the program to analyze the menu they designed. Menus must comply with the USDA child nutrition guidelines for food components, federal regulations, and cost. This assessment method is effective, as it requires students to create and then comprehensively analyze a menu to meet strict USDA guidelines, drawing on principles of informatics, technology, and data analysis. This is often an iterative process, requiring multiple revisions before it is ready for submission. In this way, the project is a realistic reflection of the work of a food service dietitian in a child nutrition program.
Learning Strengths and Weaknesses:
Students tend to be strong in their ability to plan creative menus and to meet the USDA guidelines. Weaknesses for some students include time management, and learning the Food Processor software. The assignment is given early in the semester, and students have nearly the entire semester to complete it. Students with weaker time management skills can be overwhelmed when many weeks have passed and they still have not gotten started. To help keep students accountable and mindful of the passing time, the instructor added a required peer review assignment in which students are assigned to review a classmate's menu draft and make recommendations. This has encouraged students to be more proactive and start the project earlier in the semester to improve their work outcomes. To help students orient to the Food Processor software, this year the instructor assigned a sample short menu on the first day of class that had to be analyzed using Food Processor. Thus students had the opportunity to practice and get comfortable with the software with a low-stakes assignment, before using it for the Systems Analysis assignment. The instructor also had the software installed on several additional computers on campus. Previously, the software was available on eight computers in the Dietetics Lab, and it is now available on five more computers outside of the instructor's office. Per the instructor, the practice assignment has helped to reduce anxiety about using the software, and the increased availability of the program on additional computers has enabled more students to use it at the same time.

SLO 4 Communication

Outcome:

Create, interpret and analyze written text, oral messages, and multimedia presentations used in Agricultural and Life Sciences. **SLO Area (select one):** Communication (UG)

Assessment Methods Checklist: Non-exam Course assignment(s)

Assessment Method Narrative:

SLO Not Assessed This Year:

Threshold of Acceptability: 80

How many students did you assess for this outcome?: 34

How many students met the outcome?: 33

What percentage of students met the outcome?: 97

Does this meet your threshold of acceptability?: Yes

Results:

Students successfully learned to create, interpret and analyze written text, oral messages and multimedia presentations used in Agricultural and Life Sciences.

Specifically:

- 6 DTS students took AEC 3030C.
  - Assignment 1 – 6/6 satisfactory (100%)
  - Assignment 5 – 6/6 satisfactory (100%)
  - Assignment 7 – 6/6 satisfactory (100%)
  - This meets the Threshold of acceptability (80%)

- 8 DTS students took AEC 3033C.
  - Assignment 5 – 7/8 satisfactory (87.5%)
  - Assignment 6 – 8/8 satisfactory (100%)
  - This meets the Threshold of acceptability (80%)

BS - Dietetics

Improvement Types Checklist: Modified one or more SLO assessment methods.
Modified one or more courses.
Other changes (please describe in your narrative)

Use of Results for Improvement Narrative - Required:
The faculty who teach undergraduate dietetics students reviewed this report.

Course Modifications:

The faculty who teach undergraduate dietetics students reviewed this report. Outcomes were satisfactory, and we did not feel changes to our Academic Program Goals, SLOs, or assessment methods were necessary. However, reflecting on students' learning strengths and weaknesses, we did make some changes within specific courses to improve scaffolding for the concepts and skills that students tend to struggle with.

Examples:

In DIE4245 (Medical Nutrition Therapy 1), we observed that students needed more time and guidance to master the skills of nutrition assessment and clinical charting. To address this, we re-worked the course syllabus to allow more in-class time to practice these skills. The instructor also opened additional "pop-up" office hours when due dates were approaching for major assignments and case studies, to allow students to discuss and work through their questions. This allowed students to feel more confident submitting their assignments, knowing their work had been at least partially vetted by the instructor ahead of time. Class time was also set ahead for debriefing and reflecting on assignments and case studies after they had been submitted and graded.

In DIE4125/L (Food Systems Management), students struggled with overwhelm due to the size and scope of the capstone assignment ("Systems Analysis"), which sometimes led to procrastination and mounting stress. To address this issue and assist students in keeping to a manageable timeline, the instructor added touchstones throughout the semester, such as a peer review assignment where students reviewed a classmate's draft and made recommendations. The instructor also assigned a brief sample menu analysis early in the semester to give students an opportunity to practice with a low-stakes assignment, and build confidence for the larger project. Another potential challenge we identified was access to *Food Processor*, the software that students needed to complete the project. Previously, the software was available only on the eight computers in the Dietetics Lab, and this was sufficient when we only had ~30 students in the course. However, the Dietetics major is growing, and this year with 41 students, it was sometimes challenging for them to find a time to work when there was an available computer to use. To address this, the instructor arranged for additional licenses so that the software could be installed on five additional computers. Together, these changes have reduced barriers, built students' confidence, and encouraged proactivity.

Other Changes:

Because our Dietetics programs are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), they are subject to changes in ACEND accreditation standards. ACEND recently released their updated 2022 standards, which took effect June 1, 2022. For our undergraduate Dietetics major, several new KRDN standards (Knowledge Requirements for Dietitian Nutritionists) were added. The following is a summary of these new requirements and where we are planning to incorporate them into our curriculum:

- **KRDN 2.7**: Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.
  - Will be addressed in DIE3310 (Community Nutrition)
- **KRDN 3.4**: Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).
  - Will be addressed in DIE4246 (Medical Nutrition Therapy 2)
- **KRDN 3.6**: Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's/patient's needs.
  - Will be addressed in DIE4125/L (Food Systems Management Lecture and Lab)
- **KRDN 5.1**: Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.
  - Will be addressed in DIE4505 (Dietetics Seminar)
- **KRDN 5.2**: Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.
  - Will be addressed in DIE4505 (Dietetics Seminar)

- **KRDN 5.3**: Practice how to self-advocate for opportunities in a variety of settings (such as asking for support, presenting an elevator pitch).
    - Will be addressed in DIE4505 (Dietetics Seminar)
- **KRDN 5.4**: Practice resolving differences or dealing with conflict.
    - Will be addressed in DIE4125/L (Food Systems Management Lecture and Lab)
- **KRDN 5.5**: Promote team involvement and recognize the skills of each member.
    - Will be addressed in DIE4125/L (Food Systems Management Lecture and Lab)

Another upcoming change in Dietetics education and credentialing is that the Commission on Dietetic Registration (CDR) will begin requiring a graduate degree to sit for the Registration Examination for Dietitians beginning January 1, 2024. The Registration Examination for Dietitians is the national board examination that candidates must pass to earn the Registered Dietitian Nutritionist (RDN) credential. Previously, the requirements to sit for the exam were to complete an undergraduate ACEND-accredited Didactic Program in Dietetics (DPD), and to complete a 1200-hour ACEND-accredited Dietetic Internship (DI). Because of the upcoming graduate degree requirement, our advising strategy is evolving. We are now encouraging our undergraduate students to begin thinking about how they will fulfill the graduate degree requirement, as all of our graduates from here forward will be subject to the new standard. (Even those who are seniors for the 2022-23 academic year will be affected, as the January 2024 deadline will arrive before they have completed their Dietetic Internships.)

In addition, the exception that the College of Agricultural and Life Sciences had related to the communication SLO and the use of courses grades has been terminated. Therefore, in lieu of courses grades, non-exam course assignments were used in AEC 3033C (assignments 5 and 6) and in AEC 3030C (assignments 1, 5 and 7). A minimum score of 73% on each assignment was deemed satisfactory.

Program Results Not Reported This Year:

Program Results Reporting Complete: true

Dietetics BS AAP Detail

Providing Department: Dietetics (BS)

Assessment Cycle:

All SLOs will be assessed annually. Courses are updated by individual faculty each semester as needed based on SLO assessment results, to reflect new trends in dietetics practice and requirements for accreditation by the Accreditation Council for Education in Nutrition and Dietetics. Results are disseminated to the Dietetics faculty in May and shared with the external Dietetics Advisory Board in June of each year.

Analysis and Interpretation: April-May of each year
Improvement Actions: Completed by June 30 of each year
Dissemination: Completed by June 30 of each year

Year **SLOs**	**20-21**	21-22	22-23	23-24	24-25	25-26
Content Knowledge						
#1	X	X	X	X	X	X
#2	X	X	X	X	X	X
Critical Thinking						
#3	X	X	X	X	X	X
Communication						
#4	X	X	X	X	X	X

SLO Assessment Rubric:

Assessment Oversight:

Name	Department Affiliation	Email Address	Phone Number
Laura Acosta	Food Science and Human Nutrition Undergraduate Coordinator	ljacosta@ufl.edu	352-273-3472
Beth Gankofskie	Director, Didactic Program in Dietetics, Food Science and Human Nutrition	gankofskie@ufl.edu	352-273-3471
Jeanette Andrade	Director, Masters-Dietetic Internship, Food Science and Human Nutrition	jandrade1@ufl.edu	352-294-3975

Methods and Procedures - Undergraduate and All Certificate Programs:

Student Learning Outcome	Assessment Method	Measurement Procedure
Use the nutrition care process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.	Nutrition Assessment project	Rubric
Apply management and business theories and principles to the development, marketing and delivery of programs and services.	Marketing project	Rubric
Develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data for use in decision-making.	Systems Analysis of Event	Rubric
Create, interpret and analyze written text, oral messages, and multimedia presentations used in Agricultural and Life Sciences.	Speeches and papers graded by rubric	Rubric

The two content and the critical-thinking SLOs are evaluated based on comprehensive projects completed in senior level Dietetics courses. All of the components of the projects are graded using rubrics approved by the Dietetics faculty. Grades in oral communication and technical writing courses are used to assess achievement of the communication SLO. In the technical writing courses all of the points awarded are for written work that is graded by rubric. In the oral communications courses all but 5% of the points awarded are based on oral presentations that are graded by rubric. A report of grades in these courses is provided to the Undergraduate Coordinator each semester by the college Dean's Office. These are summarized in a table. The Dietetics faculty meets every two-three weeks throughout the year and curriculum is frequently discussed. All of the data relevant to SLO assessment are reviewed at meetings in May and June. A sample rubric used for assessment of a literature review completed in AEC 3033C for the communication SLO is provided as an attachment.

Indirect assessment of student learning is conducted by monitoring placement into dietetic internships, graduate school and employment and student satisfaction with quality of instruction, preparedness for their future positions, and development of critical-thinking, problem solving and scientific inquiry skills.

Curriculum Map - Undergraduate Degree Programs:

Key: **I**ntroduced **R**einforced **A**ssessed

Courses SLOs	DIE 3310	HUN 4445	DIE 4245	DIE 4246	DIE 4125	DIE 4125L	DIE 4436	AEC 3030C	AEC 3033C	Additional Assessments
Content Knowledge										
#1		I	R, A=Nutrition Assessment project	R			R			
#2	I				R, A=Marketing project	R				
Critical Thinking										
#3	I	R	R	R	R	A= Systems Analysis of Event	R			
Communication										
#4							R	I, R A= Speeches graded by rubric	I, R A= Papers graded by rubric	

Research :
SLO Measures - Graduate and Professional Programs:
Assessment Timeline - Graduate and Professional Programs: