

# SRJC Student Learning Outcome (SLO) Assessment Report Form

Department CFS Course or Certificate/Major Dietetic Technician Academic Year 2011-12

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<b>1</b>	<b>List Student Learning Outcome(s) to be assessed (add SLO number from Course Outline of Record)</b>	<p>1. Take and pass the Commission on Dietetic Registration (CDR) Exam for Dietetic Technicians, Registered (DTR) or be prepared to continue education in nutrition, dietetics, or foodservice at a higher level;</p> <p>2. Communicate clearly and professionally as a Dietetic Technician, Registered, in written and verbal formats</p> <p>7. Exhibit professional behaviors in all aspects of work as competent DTRs</p>
<b>2</b>	<b>Describe (a) the assessment method and (b) the criteria for success</b>	<p>A graduation requirement for Diet Tech Major students and a basic requirement for students preparing to take and pass their registration exam after graduation is completion of a portfolio that provides evidence of meeting the Commission on Dietetic Registration's 31 competencies. Most of these competencies are achieved in one of the major Supervised Field Experience (SFE) courses for the program.</p> <p>Reviews of student portfolios from 2011-2012 were completed to assess students' ability to complete and document achievement of the CDR competencies. SLO # 2 and 7, above, are two of the competencies; these are specifically assessed as part of students' work in SFE courses and in the subsequent documentation of these experiences in the student portfolio.</p>
<b>3</b>	<b>Summarize assessment results</b>	<p>Overall, student portfolios met or exceeded expectations. However, some students were delayed in completing some competencies in one or both SFE courses due to student or preceptor misinterpretation of course instructions about activities for these rotations. Some preceptors planned appropriate and complete activities for students more easily than others.</p> <p>While Program outcomes were met (students submitted complete portfolios demonstrating the ability to communicate clearly and professionally in written format and documenting professional behavior in the SFE course), the program coordinators agree that planning materials provided to students and sent to field supervisors could be improved to help support student success at each rotation.</p> <p>One of the 31 competencies was not met easily by some students indicating a need for addition of a specific activity to help students meet this competency.</p>

4a	Response to results: Check off or describe how the assessment findings are being discussed and communicated.	<input type="checkbox"/> Department dialogue <input type="checkbox"/> Department meeting presentation <input type="checkbox"/> Presentation or workshop <input checked="" type="checkbox"/> Dialogue with colleagues who teach this course <input type="checkbox"/> Written report to department chair <b>Other (please describe):</b> Discuss with DT Advisory Committee and with discipline faculty
4b	Response to results: Change or no change?	<input type="checkbox"/> <b>No change. Describe effective practice(s) confirmed by results:</b>  <input checked="" type="checkbox"/> <b>Change. Explain changes:</b> Course objectives, matched with learning activities and required DT competencies will be re-written for our Supervised Field Experience courses to make it easier for our off-campus field experience supervisors (preceptors) to plan rotations in which students can meet expected program competencies and be prepared to enter the field. Specific budget development assignment will be added to help students meet one competency.
5	Describe plans for follow-up assessment.	We will continue to assess the courses in this program on a regular cycle and continue to use the final student portfolios as our primary assessment tool for the major.
6	Submit form to Department Chair according to department procedures.	<b>Date entered in to Project LEARN SharePoint site:</b> <b>Details and data available through:</b> <b>Comments from Department Chair, Administrative Assistant, or other faculty/staff:</b>