

Self-Study for the Didactic Program in Dietetics
College of Saint Benedict | Saint John's University

INTRODUCTION TO THE PROGRAM

Background and Organization of the University

The following information was taken from the Saint Benedict & Saint John's Academic Catalog 2003-2005 (<http://www.csbsju.edu/catalog/2003-2005/default.htm>). The new Academic Catalog (2005-2007) will be available early January. In the meantime, you will find a web page printout in Appendix A of the catalog pages that apply to the Nutrition Department and the pages describing each institution. The new Academic Catalogue does however include information that has since changed (for example, the departmental faculty has changed, Nutrition 305 description has changed, Nutrition 300 is now Nutrition 230 and Nutrition 347 and Nutrition 357 is now Nutrition 345). The following explains the unique relationship between the College of Saint Benedict and Saint John's University. It also provides a brief history of each institution.

Two Colleges, One Education

The College of Saint Benedict and Saint John's University are two liberal arts colleges located four miles apart in Central Minnesota. Saint Benedict's is a college for women and Saint John's is a college for men. The students at these two colleges share in one common education, as well as coeducational social, cultural and spiritual programs. The colleges encourage students to come to terms with their own personal development in relation to their peers and to bring that enriched understanding into the lively coeducational life which characterizes the two campuses.

The College of Saint Benedict and Saint John's University have a common curriculum, identical degree requirements and a single academic calendar. All academic departments are joint, and classes are offered throughout the day on both campuses. The academic program is coordinated by the Provost for Academic Affairs, who is assisted by the Associate Provost/Academic Dean. In addition, there is one admission office, a joint registrar's office, a combined library system, joint academic computing services and a myriad of joint student activities and clubs. The two campuses are linked by free bus service throughout the day and late into the night.

The colleges enroll 3900 students from 38 states and 35 foreign countries and trust territories. Saint Benedict's currently enrolls 2000 women; Saint John's enrolls 1900 men. The combined faculties include approximately 275 professors, among them Benedictines and lay professors with diverse religious and cultural backgrounds.

The liberal arts education provided by the College of Saint Benedict and Saint John's University is rooted in the Catholic tradition and guided by the Benedictine principles of the colleges' founders and sponsoring religious communities. These principles stress cultivation of the love of God, neighbor and self through the art of listening, worship, and balanced, humane living. The liberal arts, valuable in themselves, are the center of disciplined inquiry and a rich preparation for the professions, public life and service to

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others in many forms of work. Graduates of the two colleges have a distinguished record in each of these areas.

Recognition of individual worth without regard for wealth or social standing is explicit in The Rule of Benedict. In harmony with this principle, the College of Saint Benedict and Saint John's University seek to exemplify an authentically Christian concern for human rights and to make education broadly available to students on the sole criterion of ability to benefit from enrollment in the colleges. While the College of Saint Benedict and Saint John's University have historically served first their own region, they welcome growing numbers of students and faculty from diverse cultures and regions, and increasingly serve a national and international community.

For an additional "Overview" of the College of Saint Benedict and Saint John's University, specifically when it was founded and the history of the buildings refer to the Academic Catalog printouts in Appendix A.

Background and Organization of the Department and Program

The College of Saint Benedict has a long history of dietetic education dating back to 1921. The college offered a didactic program until 1989. Since 1988 the Nutrition Department at the College of Saint Benedict and Saint John's University (CSB/SJU) has offered an accredited Coordinated Program (CP) in Dietetics. In 2001, the college received developmental accreditation for a Didactic Program in Dietetics (DPD). The DPD option was added for three major purposes: to increase the number of students in the major; allow students increased flexibility within their four year curriculum to take further electives, or complete a minor and increase flexibility for students who enter the major in the sophomore or junior year. Students following the DPD also had the option of taking electives for graduate school, or taking a year off before deciding if they wanted to pursue the option of a dietetic internship to qualify for the Registration Examination for Dietitians. However the majority of recent dietetic graduates are graduates of the CP.

This self study for the DPD is due now (2006) even though we received developmental accreditation in 2001 because the site visit for the DPD was being combined with the CP site visit. The Nutrition Department recently (December 2004) made the final decision to phase out the CP, and continue to offer the DPD. The program closure plan for the CP was approved by the Commission on Accreditation for Dietetics Education (CADE) in March 2005. There were several reasons why this decision was made, for example the escalating costs of running the CP (including paying sites), the difficulty of placing all students at sites in the area (students refused to go out of the area for their final semester of their senior year), and changes to the sites over the years. The last graduating class for the CP is May, 2006.

The College of Saint Benedict and Saint John's University is seeking initial accreditation for the DPD. The DPD meets the academic standards as prescribed by CADE and the supervised practice will be obtained through an accredited internship following

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graduation. Successful completion of the DPD makes it possible but does not guarantee placement in an internship. Upon completion of the internship, DPD students are eligible to take the national Registration Examination.

Other majors/minor: A Nutrition Science major is also offered and intended for students who will continue their education by attending graduate school or completing a professional program. Nutrition science is an excellent background for those individuals pursuing careers in medicine and other health professions. This major also provides the foundation for graduate work in nutrition, food science, or exercise physiology, leading to opportunities in research and development in food industry, or research and teaching at the college level. The Nutrition minor is offered for students with an interest in nutrition but major in such areas as management, psychology, communication, or education. Students can select a general minor or focus in community nutrition or food management. Information on the nutrition majors or minor is available on the department web site (<http://www.csbsju.edu/nutrition/> and a printout is also in Appendix B).

Combined with a liberal arts degree: The Catholic Benedictine tradition and the strong liberal arts core provided by the College of Saint Benedict and Saint John's University serves our dietetics and nutrition science students well. It encourages the development of strong communication skills, critical thinking, ethical decision making skills, a commitment to service, and respect for all individuals. In addition, the nutrition curriculum provides exceptional opportunities for active learning through laboratory experiences, service learning projects, and research.

DPD curriculum: On the nutrition web page and in Appendix B is a copy of the four year curriculum plan for the DPD. Also on the web page is information about the nutrition minor and under 'courses' a list of all our courses with a course description. All DPD course syllabi are in Appendix C.

DPD faculty: A link for the faculty, current schedule and courses taught in the department is on the web page and described in the table under Standard 3.

Constituencies Involved in Program Analysis

All of the degrees offered undergo institutional program review on a regular basis and the next review for the Nutrition Department is spring 2006. In addition, the institution has an Academic Assessment Committee that recommends all departments submit an annual assessment plan, with clear goals, outcomes measures and analysis of assessment data. The Nutrition Department submits an annual report and this self study will be the comprehensive report for October 2005. In addition, input is available from the program's Advisory Committee and the Twin Cities Consortium Group.

All tenure track faculty follow the institutional review process and are required to show strengths in pedagogy, continuing education and scholarship. Faculty administer end of course evaluations and these are used as part of the faculty review process.

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In addition to the above, this self study describes how the program uses student, graduate data and registration examination results to evaluate the program.

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ACCREDITATION STANDARDS

Standard One: Program Planning and Outcomes Assessment

Principle

Philosophical premises underlie the establishment and nature of any planned program. This philosophical basis is formalized in the program mission and determines the goals to which a program is directed. Identification, articulation, and ongoing examination of the mission and goals of an educational program enable the program to develop and progress in an efficient, planned manner. Systematic and continuous internal and external evaluation of relevant outcomes provides necessary feedback to ensure that program goals continue to be appropriate and that goals are attained.

Standard One

The dietetics education program has clearly defined a mission, goals, program outcomes, and assessment measures and implements a systematic continuous process to assess outcomes, evaluate goal achievement, and improve program effectiveness.

- *The program has established a mission and demonstrated that the mission is compatible with the mission statement or philosophy of the sponsoring organization and the preparation of entry-level dietetics practitioners.*

CSB/SJU:

The mission and philosophy of the College of Saint Benedict and Saint John's University Didactic Program in Dietetics strongly reflects the Catholic liberal arts tradition of these two institutions and The Standards of Practice of The American Dietetic Association. The two colleges each have a separate mission (below and Academic Catalog printout in Appendix A) and also a coordinate mission, values and vision (below and Academic Catalogue printout). The Academic Catalogue also provides an additional 'overview' of the history of the College of Saint Benedict and Saint John's University.

The College of Saint Benedict

Mission and Vision

The mission of the College of Saint Benedict is to provide for women the very best residential liberal arts education in the Catholic university tradition. Together with its partner Saint John's University, the college fosters integrated learning, exceptional leadership for change and wisdom for a lifetime. Its aspirations on behalf of the mission are shaped by the following vision:

A Commitment to Women's Education. The College of Saint Benedict will be considered among the most prestigious women's colleges in the country as measured by its commitment to recruiting, developing, and retaining a superb and diverse faculty and professional staff.

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A Commitment to Women's Development. The College of Saint Benedict will be recognized nationally for its leadership in programming for women, complementing a rigorous curriculum with enhanced opportunities for ethical, social and spiritual development, informed by the Catholic intellectual tradition.

A Commitment to Accessibility and Excellence. The college will be known for its unique educational environment, accessible to a diverse community of women who are among the nation's academically elite but reflects a broad range of socio-economic backgrounds.

A Commitment to the Fine and Literary Arts. The heritage of Benedictine humanism will continue to shape the character of the College of Saint Benedict, distinguished as a prominent venue for Fine Arts programming and highly regarded for its Literary Arts Institute.

A Commitment to the Catholic Benedictine Tradition. The College of Saint Benedict will promote women's leadership within the Church by an expanded and broadened theological curriculum, by increased dialogue with local faith communities and through outreach activities for women, sponsored by the college and the Sisters of the Order of Saint Benedict.

Saint John's University

Mission

The mission of Saint John's University is to renew the fabric of community from one generation to the next, ever striving for excellence, ever grounded in Benedictine tradition.

Saint John's University provides education in the liberal arts and graduate theological disciplines in the Catholic university tradition.

Saint John's seeks to preserve the well-springs of human culture, to deepen understanding of human interdependence, and to prepare students for full, integrated lives of faith and reason, action and love.

Saint John's strives to relate teaching, learning, and scholarship to the residential life of the campus, community worship, the practice of the arts, and programs of service.

These activities are animated by the Benedictine practices of community life, prayer, hospitality and the search for wisdom, as well as by Saint John's own historic commitments to the well-being of diverse human communities, the formation of leaders in successive generations, and the ongoing renewal of the Church.

Saint John's pursues this mission on the undergraduate level, where it offers residential liberal arts education in coordination with the College of Saint Benedict, as well as through graduate theological education, long-standing programs of cultural preservation and transmission, and a variety of sponsored programs.

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Commitment to Accessibility and Aspiration

Saint John's will excel in providing a unique and accessible educational environment for a diverse community of undergraduate men, as well as a graduate community of male and female students of theology, drawn from a broad range of socio-economic and cultural backgrounds and showing evidence of the capacity to pursue, respectively, liberal arts studies and graduate theological education with distinction.

Commitment to Educational Excellence

Saint John's will excel in providing undergraduate and graduate students with a superb education by recruiting, developing, and retaining a talented and diverse faculty and staff, with an exceptional commitment to teaching and service, scholarship and the mentoring of students.

Service to Church

Saint John's will excel in fostering exceptional scholarship, study and outreach in monastic studies, liturgical studies and lifelong learning for ministers, lay and ordained, women and men, leaders and committed members of faith communities within the Catholic tradition, the broader ecumenical Church and the multi-religious landscape of the contemporary world.

Witness to Benedictine Values

Saint John's will excel in fostering the understanding and cultivation of reflection and prayer, creativity and self-sacrifice, with a special emphasis on the intellectual, ethical, spiritual, physical and social development of men.

Stewardship of Knowledge and Culture

Saint John's will excel in the preservation and transmission of knowledge and culture, with special emphasis on unique and threatened religious cultural resources, the natural environment and artistic creativity.

College of Saint Benedict and Saint John's University

Coordinate Mission, Values and Vision

The Board of Trustees of the College of Saint Benedict and the Board of Regents of Saint John's University adopted a single statement of mission and values and vision for the future which guides the colleges in planning.

Coordinate Mission and Vision

The mission of the College of Saint Benedict and Saint John's University is to provide the very best residential liberal arts education in the Catholic university tradition.

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They foster integrated learning, exceptional leadership for change and wisdom for a lifetime.

On the undergraduate level, the College of Saint Benedict enrolls women and Saint John's University enrolls men. Together the two colleges make these mission commitments to their students:

- **A coherent liberal arts curriculum** which focuses on questions important to the human condition, demands clear thinking and communicating, and calls forth new knowledge for the betterment of humankind.

The colleges will excel in study of the intersection of global cultures and community sustainability, leavened by the commitments of the Catholic intellectual life.

- **An integrative environment for learning** which stresses intellectual challenge, open inquiry, collaborative scholarship and artistic creativity.

The colleges will excel as learning communities promoting the integration of professional and personal lives through opportunities for experiential learning.

- **An emphasis on the personal growth of women and men** which incorporates new knowledge about the significance of gender into opportunities for leadership and service on each campus and across both campuses.

The colleges will excel, individually and coordinately, in cultivation and reflection on the social, spiritual and physical development of men and women.

- **An experience of Benedictine values** which fosters attentive listening to the voice of God, awareness of the meaning of one's existence and the formation of community built on respect for individual persons.

The colleges will excel in fostering the understanding and cultivation of the individual and communal vocation of all, informed by the Catholic intellectual tradition, Benedictine values, ecumenism and respect for diverse cultures.

- **Cultivation of the habit of promoting the common good** which is formed by knowledge, faith and an open-hearted response to the needs of others.

The colleges will excel in fostering understanding of Catholic social teachings and consequent action to improve the well-being of the underserved, enhance overall community life and protect the environment.

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Academic Goals College of Saint Benedict and Saint John's University

Student learning at the College of Saint Benedict and Saint John's University is based in the mission statements of each institution and the coordinate mission statement. It is represented by the integrated system of learning goals articulated below.

1. Graduates will be able to analyze the influence of the Catholic and Benedictine traditions on the human condition.
2. Graduates will be able to integrate knowledge from the liberal arts and sciences as they explore the human condition.
3. Graduates will be able to integrate the liberal arts and sciences with the skills, values and depth of knowledge specific to a major field of study in preparation for further professional development.
4. Graduates will be able to apply clear thinking and communication skills to the exploration of fundamental questions of the human condition.
5. Graduates will be able to establish patterns of life-long learning to seek and integrate knowledge of self and the world.
6. Graduates will be able to provide leadership and service in community to improve the human condition.
7. Graduates will be able to communicate sensitivity to and understanding of gender and cultural differences in order to improve the human condition.

Student Development
Coordinate

Note: Number in parenthesis denotes complementary academic learning goal.

Graduates will be able to understand and practice Benedictine values as a way of life and this will be demonstrated by their ability to:

- Initiate, organize and be responsible for their own ongoing learning. (2)
- Develop the skills necessary to succeed in the world of work. (3)
- Practice inclusive dialogue, problem solving and written and verbal communication skills. (4)
- Integrate physical, emotional, social, spiritual, intellectual and occupational aspects of their development. (5)
- Develop a capacity for shared ethical leadership and become agents of social change. (6)
- Develop the capacity for life long service to community. (6)
- Create true partnerships between men and women which are based on equity, integrity and respect. (7)
- Seek and value diversity in every aspect of their lives. (7)
- Develop the capacity to create global community. (7)
- Develop the capacity to reflect on the nature of one's purpose for existence through the process of spiritual reflection.

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Departmental Mission:

The CSB/SJU Nutrition Department integrates the knowledge and skills required for nutrition and dietetics with the liberal arts which are rooted in the Catholic Benedictine values and foster a life-long love of learning and an open-hearted response to the needs of others. An appreciation and respect for the food habits and traditions of diverse peoples is balanced with the principles of scientific methodology and open inquiry. Intellectual growth of our students is promoted through innovative laboratory experiences, student research, study abroad opportunities, and community service. We are committed to helping our students develop skills in critical thinking, effective communication, ethical decision-making, and leadership in order to prepare them for contemporary nutrition careers, post baccalaureate studies, service to their communities, and life-long learning. We contribute to the liberal education of all CSB|SJU students through providing courses that meet Liberal Arts Core or other academic program requirements.

DPD Mission:

The mission of the Didactic Program in Dietetics of the College of St. Benedict | Saint John's University, is to prepare students to successfully enter dietetic internships, graduate school programs, or food and nutrition careers, through the integration of nutrition and dietetics studies within a broad liberal arts base.

- *The program has established goals and demonstrates how these goals reflect the program's mission statement and the environment in which the program exists.*

CSB/SJU:

To support the mission the DPD has two goals:

- The Didactic Program in Dietetics will prepare graduates to be successful in dietetic internships, graduate schools or entry-level employment in food and nutrition careers.
- The Didactic Program in Dietetics will produce liberally educated graduates who are prepared for the future.

The measurable program goals for the Didactic Program in Dietetics reflect the College of Saint Benedict and Saint John's University Coordinate Mission and Values and Vision for the Future. All program graduates will complete the required liberal arts core curriculum, which lays the foundation for meeting the college Academic and Student Development Goals, described earlier. The program goals are listed in the Program Assessment Plan (Table 1 and 2) with the outcome measure(s), data needed/available, groups assessed, assessment methods, who will conduct the assessment and the timeline.

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Note Curricular Changes: Nutrition 347, Management Systems in Food Industry and Nutrition 357, Entrepreneurship in Food Management and Nutrition will become Nutrition 345, Entrepreneurship and Management in Food Industry.

Data exists for Nutrition 347 where indicated. The learning objectives for these two courses were combined into a single course when the dietetics program was no longer required to provide supervised practice hours. Nutrition 345 will be taught in spring 2007. The data for Nutrition 347 strongly correlates with the learning objectives established for the new course, Nutrition 345. Another change, Nutrition 300, Cultural and Social Aspects of Food (4 credit course) will become Nutrition 230, Cultural Foods (2 credit course). This change was made to address institutional changes in the core curriculum while continuing to meet essential foundational knowledge for the dietetics program.

Program Goal One

The Didactic Program in Dietetics will prepare graduates to be successful in dietetic internships, graduate schools or entry-level employment in food and nutrition careers.

Goal one includes four outcome measures.

Outcome 1 prepare graduates "...who demonstrate the foundation knowledge and foundation skills..." and includes six different measures. Due to our initial small numbers of DPD majors all of our measures are based on a 5-year average.

- Measure 1: 100% of senior **students** self-assess their foundation knowledge and skills. This form is administered during Nutrition 305, Leadership in Dietetics and students take this course in the fall of their senior year. Students are required to self-assess their foundation knowledge, for example, describe an example of a project where they acquired or used their knowledge. The skills (ADA foundation skills) part of the form asks a student to rate their proficiency as beginning-advancing-proficient or exemplary. The Program Director collects the data and it is kept on the Nutrition Department shared drive. A copy of the Knowledge and Skills Self-Assessment Form is in Appendix D and completed forms are available for site reviewers.

- Measure 2: 90% of **students** who declare dietetics as a major complete the program. Students that complete the program are prepared and demonstrate foundation knowledge and skills. Students officially declare dietetics as their major during the spring semester of their sophomore year, when the CSB/SJU registrar requires students to complete a form "Application for Acceptance to a Major" that is submitted to the Chair of the Nutrition Department for signature. A copy of the form is kept by the student's nutrition advisor in the student's file. A copy of this form with instructions is included in Appendix E. The Nutrition Department through the registrar's list and a departmental list on the shared drive tracks the sophomores to program completion (copy in Appendix F).

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- Measure 3: **Internship Directors** will rate 80% of interns as good to excellent (5-year average). The Program Director will mail a survey to the dietetic intern asking for their permission to survey the Internship Director. The survey will assess an intern's preparation (foundation knowledge and skills) for the internship. The survey asks the Internship Director to rate the intern on a scale and a copy of the survey is in Appendix G. Data is kept by the Program Director. No surveys have yet been mailed to interns as the first graduate who applied for an internship was in 2004 and she started her internship in August, 2005. The first survey will be mailed in 2006.
- Measure 4: 90% of **Dietetic Interns** rate their preparation as good to excellent (5-year average). Following completion of an internship, the Program Director will mail a survey to the graduate (intern) and ask the intern to assess how well prepared (in terms of foundation knowledge and skills) they were for their internship; copy of the survey in Appendix H. Data is kept by the Program Director. No surveys have yet been mailed to interns as the first graduate started her internship in August, 2005. The first survey will be mailed in 2006.
- Measure 5: 80% of **graduates** rate their preparation as good to excellent (5-year average). Not all DPD graduates will pursue an internship immediately following the DPD. For example, they may go to graduate school, volunteer, or take some time off. In addition, some students never intend to apply for an internship as they intend to pursue another health career following the DPD. This measure uses a survey to ask all graduates to self-assess their preparation for their chosen path following graduation. Graduates who completed an internship will also receive this form and this will provide the department with employment data and help track alums. The survey (copy in Appendix H) will be mailed by the Program Director within 3 years of graduation and the first surveys will be mailed in 2006. Data is kept by the Program Director. Surveys will be available for site reviewers.
- Measure 6: **Employers** rate 80% of graduates preparation as good to excellent (5-year average). The Program Director will mail a survey to graduates to give to their immediate supervisor. The survey asks their immediate supervisor to rate the graduate on a scale across different categories (copy of the survey in Appendix I). The completed survey is returned by the employer (immediate supervisor) to the Program Director, who also keeps the data. No surveys have yet been mailed to employers and the first surveys will be mailed in 2006.

Outcome 2: 80% of **students/graduates** applying for an internship are successful (5-year average). DPD students (they may apply for an internship during their final year as a student) or graduates who apply for an internship successfully obtain an internship. The Nutrition Department tracks this information (refer to Table 4 in Standard One). Data is kept by the Program Director.

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Outcome 3: The 5-year mean for the pass rate of first time test takers of the Registration Exam who **complete internships** meets or exceeds the ADA standards. Commission on Dietetic Registration (CDR) reports of the Registration Examination are kept by the Program Director. No data is yet available.

Outcome 4: 80% of **graduates** seeking and applying for positions in the food and nutrition field are successful (5-year average). Not all graduates are seeking a position in the food and nutrition field therefore this outcome measure applies to the graduates who are seeking and applying for positions in the field without seeking an internship. The Program Director mails a survey to graduates (copy in Appendix H) and the first surveys will be mailed in 2006.

Limited DPD Data

Due to the small number of DPD graduates to date data is not yet available for several of the outcome measures. However, as mentioned earlier the Nutrition Department offers a CP (with the last graduating class in May 2006).

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Table 1 Program Assessment Plan

Program Goal 1 The Didactic Program in Dietetics will prepare graduates to be successful in dietetic internships, graduate schools or entry-level employment in food and nutrition careers.						
Program Mission Reference The mission of the Didactic Program in Dietetics of the College of St. Benedict St. John's University, is to <u>prepare students to successfully enter dietetic internships, graduate school programs, or food and nutrition careers</u> , through the integration of nutrition and dietetics studies within a broad liberal arts base.						
Outcomes Measures	Data Needed	Data Already Available	Groups Assessed	Assessment Methods	Who Will Conduct Assessment	Timeline
<p>Outcome 1 The program will prepare graduates who demonstrate the Foundation Knowledge and Foundation Skills for the Didactic Component of Entry level Dietetic Education Programs:</p> <p>Measure 1 100% of senior students self-assess their foundation knowledge and skills (5 year average).</p> <p>Measure 2 90% of students who declare (spring of sophomore year) dietetics as a major complete the program (5 year average).</p> <p>Measure 3 Internship Directors will rate 80% of interns as good to excellent (5 year average).</p> <p>Measure 4 90% of dietetic interns rate their preparation for the internship as good to excellent (5 year average).</p> <p>Measure 5 80% of graduates rate their preparation as good to excellent (5 year average).</p> <p>Measure 6 Employers rate 80% of graduates preparation as good to excellent (5 year</p>	.	Some	Senior Dietetic Students	Survey	Program Director	Annually during the fall of the senior year
	Dietetic Program tracking data.	Some	Dietetic Students	Descriptive Statistics	Program Director	Annually
	Results of Internship Director Survey	No	Internship Director	Survey	Program Director	Annually upon completion of internship
	Results of Dietetic Intern Survey.	No	Dietetic Interns	Survey	Program Director	Annually upon completion of internship
	Results of graduate survey.	No	Alumni/ graduates	Survey	Program Director	Assessed within 3 years of graduation
	Results of employer survey.	No	Employers	Survey	Program Director	Assessed within 3 years of graduation

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Program Goal 1 The Didactic Program in Dietetics will prepare graduates to be successful in dietetic internships, graduate schools or entry-level employment in food and nutrition careers.						
Program Mission Reference The mission of the Didactic Program in Dietetics of the College of St. Benedict St. John's University, is to <u>prepare students to successfully enter dietetic internships, graduate school programs, or food and nutrition careers</u> , through the integration of nutrition and dietetics studies within a broad liberal arts base.						
Outcomes Measures	Data Needed	Data Already Available	Groups Assessed	Assessment Methods	Who Will Conduct Assessment	Timeline
average).						
Outcome 2 80% of students/graduates applying for an internship are successful (5 year average).	Internship tracking data	Some	Students/ /Dietetic Interns	Descriptive statistics	Program Director	Annually
Outcome 3 The 5-year mean for the pass rate of first time test takers of the Registration Exam who complete internships meets or exceeds the ADA standards.	Data provided by CDR.	No	Exam Takers	Descriptive Statistics	Program Director	At 5 year intervals
Outcome 4 80% of graduates seeking and applying for positions in the food and nutrition field are successful (5 year average).	Results of surveys of graduates and employers.	No	Graduates	Survey	Program Director	At 3 year intervals.

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Program Goal Two

The Dietetic Program in Dietetics will produce liberally educated graduates who are prepared for the future.

The outcome measures below focus on the strengths of the liberal arts education and directly relate to the college mission and values. The outcome measures also include skills and are specific to be able to measure whether graduates are prepared for the future.

Program Goal Two has eight outcome measures.

Outcome 1: 100% of students majoring in the DPD satisfy the curriculum requirements of the major and the graduation requirements of CSB/SJU. The College of Saint Benedict and Saint John's University are undergraduate, liberal arts institutions. It is a goal of the institutions that all students experience an integrated curriculum in which the core requirements of CSB/SJU, reflecting its liberal learning character, are distributed across the four year experience along with courses required in the disciplinary major. Faculty advisors work with students to ensure that courses required for both the major and the liberal arts core curriculum are met within the four year, eight semester curriculum. The objectives of the core curriculum include many of the same outcomes valued by the DPD, for example, written and oral communication, critical thinking, and service to the community. Courses completed and courses required to satisfy the core curriculum are tracked electronically by the registrar's office, and current transcripts are available to faculty electronically as well. Advisors use these electronic tracking systems to advise students regarding the progress in the major and toward graduation. A Verification Statement is issued to DPD graduates by the Program Director after student transcripts have been verified to ensure that all degree requirements have been met. Students may not graduate with outstanding credits required for either the major or the core curriculum.

An example of a student ON-TRACK form is available in Appendix J. Current Core Curriculum requirements are available in the Academic Catalog (see printouts in Appendix A).

Outcome 2: Students demonstrate effective oral communication. This outcome includes five measures.

- Measure 1: 80% of **students** in their senior year score above average on the oral communication rubric (copy in Appendix K). Currently, in the spring of the junior year the rubric is used to assess a group presentation in Nutrition 347, Management Systems in Food Industry. Another course where this rubric is used is Nutrition 333, Medical Nutrition Therapy, Chronic Disease. Data is collected by individual faculty and examples will be available to site reviewers.
- **Rubrics:** During the academic year 2003-2004 the Nutrition Department discussed each nutrition course and assignments to determine where rubrics will be used for departmental assessment and DPD assessment. Refer to the

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“Assessment Plan/Portfolio Guide” Table 5 at the end of Standard One. This guide lists outcome measures and the course numbers indicating the nutrition courses where a student is required to collect data (link the assignment and rubric to their portfolio). It is important to note that not all courses listed on this guide are used in the Program Assessment Plan. Other nutrition courses are listed for a student to collect data (link an assignment and rubric to their portfolio) in order for the student to become familiar with the rubrics and so they can self-assess their portfolio and reflect back on their work and progress over time. For example, “*demonstrate effective oral communication skills*” is measure 1 under outcome 2 (goal 2) for students in the senior year but students also get exposed to the same rubric as a sophomore in Nutrition 225, Experimental Food Science. The rubrics underwent several revisions before the final format was determined, for example the scale may have changed or the precise wording of the categories. The rubrics in Appendix 00 are the final version of the rubrics that the department currently uses. The on-line student portfolio started in the fall of 2003 and is discussed further below.

Faculty Evaluation using the Rubrics: Faculty use the rubrics to evaluate the students in specific courses. For example, in Nutrition 347, Management Systems in Food Industry, the oral communication rubric is used to assess students’ oral presentations of their projects. The student is given the rubric back as a ‘pdf’ file and comments. The student adds the file to their online portfolio. Further explanation is described under the portfolio and the Assessment Plan/Portfolio Guide Table 5 indicates which courses use rubrics. Examples of assignments, completed rubrics and student portfolios will be available for site reviewers.

- Measure 2: 80% of **students** rate themselves as proficient or higher (assessing their communication skills). In the senior year, in Nutrition 305, Leadership in Dietetics, students complete a self-assessment of their communication skills (with a scale of beginning, advancing, proficient, to exemplary); form in Appendix D. The Program Director collects the self-assessment data. This data is available for site reviewers.
- Measure 3: **Internship Directors** rate 80% of interns as proficient or higher. Following completion of a student’s internship, Internship Directors will be asked to assess an intern’s (CSB/SJU DPD graduate) communication skills. The Program Director will mail the forms and collect the data (copy in Appendix G). The first survey form will be mailed in 2006 after the first intern completes their internship.
- Measure 4: 80% of **interns** rate themselves as proficient or higher. Following the completion of a student’s internship, the Program Director will mail the intern (CSB/SJU DPD graduate) a self-assessment form to rate their oral communication skills (copy in Appendix H). The first survey form will be mailed in 2006 after the first intern completes their internship.

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- Measure 5: **Employers** rate 80% employees as proficient or higher. The Program Director will mail a survey to the CSB/SJU graduate. The graduate will be asked to give the survey (copy in Appendix I) to their immediate supervisor to complete. The first survey form will be mailed after the first intern commences employment and this will likely be later in 2006.

Outcome 3: Students demonstrate effective written communication.

- Measure 1: 80% of **students** in their senior year score above average on the written communication rubric. Faculty use the rubric in Nutrition 333, Medical Nutrition Therapy Chronic Disease and in Nutrition 341, Nutrition Education. Rubric in Appendix K. Data is collected by individual faculty and examples available for site reviewers.
- Measure 2: 80% of **students** rate themselves as proficient or higher. As noted earlier the scale is: beginning-advancing-proficient-exemplary. In the senior year, in Nutrition 305, Leadership in Dietetics students complete a self-assessment of their written communication skills (copy of the form in Appendix D). The Program Director distributes and collects the self-assessment data.
- Measure 3: **Internship Directors** rate 80% of interns as proficient or higher. Following completion of a student's internship, Internship Directors will be mailed an assessment form (copy in Appendix G) to complete an assessment of the intern's (CSB/SJU DPD graduate) written communication skills. The Program Director collects the data and the first survey form will be mailed in 2006.
- Measure 4: 80% of **interns** rate themselves as proficient or higher. Following the completion of a student's internship, the Program Director will mail the intern (a CSB/SJU DPD graduate) a self-assessment form (copy in Appendix H) for the intern to self-assess their written communication skills. The first survey will be mailed in 2006.
- Measure 5: **Employers** rate 80% employees as proficient or higher in written communication. The Program Director will mail a survey to the CSB/SJU graduate. The graduate will be asked to give the survey (copy in Appendix I) to their immediate supervisor to complete. The first survey will be mailed late 2006 or 2007, after the first graduate of an internship commences employment.

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Outcome 4: 100% of **students** (prior to graduation) utilize critical thinking and problem solving skills. Students are required to complete projects or exams in every upper division class. The Critical Thinking process that is incorporated into these upper division courses includes:

Identify the problem

Analyze data

Evaluate a situation

Determine the appropriate solution

Develop a plan

Provide the rationale to support a decision

The ability to do these steps successfully is incorporated into the grading for the project, case study, paper, or exam. The grade is determined by individual faculty.

Outcome 5: 100% of students satisfactorily complete an ethics module during the senior year. Ethical models are discussed in other core courses, for example, the Senior Seminar course that all students take. Ethics is discussed in Nutrition 305, Leadership in Dietetics. All DPD seniors take this course. The Program Director ensures that all seniors complete the ethics module. An example, of the ethics module for Nutrition 305 will be available to site reviewers.

Outcome 6: 100% of **students** complete the leadership assessment in the junior and senior year (copy of the assessment form in Appendix L). Students complete an initial self-assessment in the fall of the junior year during Nutrition 343, Food Production and Procurement and then again in the spring of the senior year in Nutrition 337, Medical Nutrition therapy. This assessment form asks students what leadership opportunities they have had and to reflect on the experience. The purpose of this outcome measure is to encourage leadership (an important quality recognized in the institutional and departmental missions). If a student has not had a leadership opportunity by the junior year (in or out of the classroom) faculty will encourage students to seek a leadership opportunity. Completed self-assessment leadership forms are scanned and entered into the department drive for assessment and used in the students' on-line portfolios. Examples of the leadership self-assessment form available to site reviewers.

Outcome 7: 100% of students participate in service to the community. All students are required to participate in at least one service experience. For example, in Nutrition 343, Food Production and Procurement all students participate in a service learning project planning a meal, preparing, transporting and serving it in Saint Cloud at the Place of Hope, a homeless "drop-in" center. Students write a reflective essay about the service project including personal reflection in relationship to self growth and service to community as well as integrating the course academic curriculum with the project. In addition, students complete a self assessment utilizing the teamwork and service learning rubrics (copies in Appendix M) and the service learning project peer evaluation form (copy in Appendix M). Faculty compile the peer feedback, calculate averages and provide individual feedback to the students. The completed rubrics and reflective essays

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are scanned and entered into the department drive for assessment and use in the students' on-line portfolios. Examples are available to site reviewers.

Outcome 8: 100% of students collaborate.

As stated in the CSB/SJU institutional mission and vision we are committed to creating an integrated environment for learning that stresses intellectual challenge, open inquiry, collaborative scholarship and artistic creativity. Students realize these aspects of the mission via learning opportunities provided by both their CSB/SJU core curriculum courses as well as the didactic dietetic curriculum. In order to assess this aspect of the mission, each fall (since 2001) CSB/SJU seniors participate in the *CSB/SJU Senior Survey* (copy in Appendix N) modeled in part on the *National Survey of Student Engagement* (Indiana University). Student survey responses are collected for nine different indicators including active and collaborative learning. Data obtained from the survey is used by the Nutrition Department to assess this outcome. Results of the Senior Survey will be available to site reviewers.

Student Portfolio

The on-line Nutrition portfolio was first implemented in fall 2003 with the sophomores in Course of the College 140 (COLG 140), Healthy Lifestyles: Introduction for Health Professionals. The instructors for the course discussed the benefits of a portfolio and why portfolios are useful to a student and as a graduate. The text "Creating Your Career Portfolio" by Anna Graf Williams and Karen J. Hall was recommended to students as a resource. To set up the online portfolio a computer lab time (workshop) was arranged to instruct the class on how to access and navigate their online portfolio. During the workshop, Information Technology (IT) services was on hand to assist students in accessing their portfolio template (through their own website), navigating the outcomes and linking their assignment or rubrics. An example of the portfolio template is included in Appendix O. Note that the outcomes listed in the portfolio and on the document "Assessment Plan/Portfolio Guide" (Table 5) includes data collection from courses not identified in the Program Assessment Plan. These additional courses are included to expose the student to the rubric and allow students to reflect back over their progress. The student portfolio is referred to under several outcomes and is used for collecting data. Initially, a faculty advisor scans the rubric and creates a student folder on the departmental shared drive. Later, the scanned rubric is emailed to the student to link the document to their portfolio along with the assignment. Examples of student portfolios will be available to site reviewers.

Recent Changes to the Portfolio. The above course (COLG 140) is no longer offered; the course was a joint course taught by the Nutrition and Nursing Departments and after review it was jointly decided between the two departments to discontinue the course. The Nutrition Department still requires all sophomores to start an online portfolio in Nutrition 225, Experimental Food Science offered fall 2005. The faculty instructor and the Program Director will require the DPD students to complete a portfolio workshop, directed by IT Services. During the workshop students will be instructed on how to access and navigate their online portfolio. Faculty teaching subsequent courses will

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require DPD students to submit the relevant assignment and rubric data to their portfolio. Students are also encouraged to keep a back-up hard copy of their assignment.

Assessment of Portfolio. In the senior year in Nutrition 305, Leadership in Dietetics students will be required to self-assess their portfolio by writing a paper to reflect back on their progress (identifying strengths, areas for improvement and setting future goals). This reflection will be related to oral and written communication, quantitative reasoning skills, ethical issues, service, leadership and collaboration/teamwork. The portfolio may also include other examples of accomplishments, such as awards or research, Nutrition Club events, professional memberships or meetings attended, and students will be encouraged to reflect on all of the areas in their portfolio. Examples will be available for site reviewers.

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Table 2 Program Assessment Plan

Program Goal 2						
The Didactic Program in Dietetics will produce liberally educated graduates who are prepared for the future.						
Program Mission Reference						
The mission of the Didactic Program in Dietetics of the College of St. Benedict St. John's University, is to prepare students to successfully enter dietetic internships, graduate school programs, or food and nutrition careers, through the integration of nutrition and dietetics studies <u>within a broad liberal arts base.</u>						
Outcomes Measures	Data Needed	Data Already Available	Groups Assessed	Assessment Methods	Who Will Conduct Assessment	Timeline
Outcome 1 100% of students majoring in the DPD satisfy the curriculum requirements of the major and the graduation requirements of CSB/SJU.	Online tracking data for individual students. Final official CSB/SJU transcript. Verification Statements.	Yes	Dietetic students	Online tracking data	Faculty Advisor	Annually
Outcome 2 Students demonstrate effective oral communication:						
Measure 1 80% of students in their senior year score above average on rubric.	Completed rubrics for class presentations.	Some	Dietetic Senior Students	Rubric Data in Portfolio	Faculty	Annually (senior year)
Measure 2 80% of students rate themselves as proficient or higher.	Completed student self assessment forms.	Some	Dietetic Students	Self-assessment forms	Program Director	Annually (senior year)
Measure 3 Internship Directors rate 80% of interns as proficient or higher.	Completed Internship Director Assessment Forms.	No	Dietetic Interns	Internship Director Evaluation Form	Program Director	Annually
Measure 4 80% of interns rate themselves as proficient or higher.	Completed Intern self-assessment forms.	No	Dietetic Interns	Intern Self-assessment forms.	Program Director	Annually (at the end of internship)
Measure 5 Employers rate 80% employees as proficient or higher.	Completed employer assessment forms.	No	Alumni/ graduates	Employer survey.	Program Director	Annually (within 3 years of graduation)
Outcome 3 Students demonstrate effective written communication:						
Measure 1 80% of students in their	Completed rubrics for	Some	Dietetic Senior	Rubric Data in Portfolio	Faculty	Annually (senior year)

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Program Goal 2 The Didactic Program in Dietetics will produce liberally educated graduates who are prepared for the future.						
Program Mission Reference The mission of the Didactic Program in Dietetics of the College of St. Benedict St. John's University, is to prepare students to successfully enter dietetic internships, graduate school programs, or food and nutrition careers, through the integration of nutrition and dietetics studies <u>within a broad liberal arts base.</u>						
Outcomes Measures	Data Needed	Data Already Available	Groups Assessed	Assessment Methods	Who Will Conduct Assessment	Timeline
senior year score above average on rubric.	class presentations.		Students			
Measure 2 80% of students rate themselves as proficient or higher.	Completed student self assessment forms.	Some	Dietetic Students	Self-assessment forms	Program Director	Annually (senior year)
Measure 3 Internship Directors rate 80% interns as proficient or higher.	Completed Internship Director Assessment Forms.	No	Dietetic Interns	Intern Evaluation Form	Program Director	Annually
Measure 4 80% of interns rate themselves as proficient or higher.	Completed Intern self-assessment forms.	No	Dietetic Interns	Intern Self-assessment forms.	Program Director.	Annually (at the end of internship)
Measure 5 Employers rate 80% employees as proficient or higher.	Completed employer assessment forms.	No	Alumni/graduates	Employer survey.	Program Director	Annually (within 3 years of graduation)
Outcome 4 100% of students utilize critical thinking and problem solving skills.	Grade for selected assignments.	No	Dietetic Students	Grade	Faculty	Annually
Outcome 5 100% of students satisfactorily complete an ethics module during the senior year.	Completed ethics module in Nutrition 305, Leadership in Dietetics.	No	Students	Ethics discussion in portfolio.	Program Director	Senior Year
Outcome 6 100% of students complete leadership assessment in the junior and senior year.	Data provided by leadership assessment form.	Some	Students	Self-assessment data.	Faculty	Junior and Senior year
Outcome 7 100% of students participate in service to the community.	Portfolio documentation under service learning.	Some	Students	Rubric Data	Faculty	Annually

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Program Goal 2						
The Didactic Program in Dietetics will produce liberally educated graduates who are prepared for the future.						
Program Mission Reference						
The mission of the Didactic Program in Dietetics of the College of St. Benedict St. John's University, is to prepare students to successfully enter dietetic internships, graduate school programs, or food and nutrition careers, through the integration of nutrition and dietetics studies <u>within a broad liberal arts base</u> .						
Outcomes Measures	Data Needed	Data Already Available	Groups Assessed	Assessment Methods	Who Will Conduct Assessment	Timeline
Outcome 8 100% of students collaborate.	Completed CSB/SJU Senior Surveys.	Some	Dietetic Senior Students	CSB/SJU Senior Survey	CSB/SJU Office of Institutional Planning, Research, and Communication	Annually during the fall of the senior year

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- *The program has established outcomes and appropriate measures to assess achievement of goals and program effectiveness, including at least program completion rates, postgraduate performance, such as supervised practice program placement, job placement, or graduate school acceptance rates, and the pass rate of first-time test takers on the Registration Examination. If the pass rate is less than 80% for first-time test takers, the program implements and monitors a plan of action to improve graduate performance.*

CSB/SJU:

Outcome measures are listed in the Program Assessment Plan (Table 1 and Table 2) and discussed above. The following outlines the assessment data under each of the outcome measures.

Goal 1 Outcomes and Measures – data collected

The Didactic Program in Dietetics will prepare graduates to be successful in dietetic internships, graduate schools or entry-level employment in food and nutrition careers.

A copy of forms and surveys (previously referred to) included in Appendix 00.

Outcome 1: The program will prepare graduates who demonstrate the Foundation Knowledge and Foundation Skills for the Didactic Component of Entry level Dietetic Education Programs.

Measure 1: 100% of senior **students** self-assess their foundation knowledge and skills. Data is available for three senior classes. Since this form was implemented in the fall of 2003, 100% of DPD students completed the self-assessment of knowledge and skills in Nutrition 305, Leadership in Dietetics. However, data is only available for a small number of DPD graduates (due to the larger number of CP graduates). Data is available for the three DPD classes for the site reviewers. Data will be available for larger numbers of DPD students after the end of the CP.

Measure 2: 90% of **students** who declare dietetics as a major complete the program. To date we have only had a small number of DPD graduates. The current Sophomores and Juniors are tracked (copy in Appendix F) and we expect the first large class of DPD graduates in May 2007.

Measures 3, 4, 5 and 6: All refer to **graduates, internships or employers**. Refer to Table 4. To date, two DPD students graduated in 2003 (neither applied for an internship); one student graduated in spring 2004 and one in fall 2004 (neither applied for an internship); three students graduated in spring 2005 (only one student applied for an internship and matched for a place at Penn State University, commencing August 2005). Data is not yet available since this measure is for a 5 year average. The Program Director will mail the first survey to a graduate (for internship director) in 2006.

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Outcome 2: 80% of DPD **students/graduates** applying for an internship are successful. We have had one student apply (Table 4) and she was accepted to the Penn State University Internship (one of her top choices). (This measure is for a 5 year average).

Outcome 3: The 5-year mean for the pass rate of first time test takers of the Registration Exam who complete internships meets or exceeds the ADA standards. No DPD student has yet taken the Registration Exam. CP RD exam data is available for site reviewers.

Outcome 4: 80% of graduates seeking and applying for positions in the food and nutrition field are successful. As discussed earlier, not all graduates are seeking a position in the food and nutrition field therefore this outcome measure applies to the graduates who are seeking and applying for positions in the field. Refer to Table 4. The Program Director will mail the first surveys in 2006

Goal 2 Outcomes and Measures - data collected

The Didactic Program in Dietetics will produce liberally educated graduates who are prepared for the future.

Outcome 1: 100% of graduates satisfy DPD curriculum and core requirements. Students' core courses are tracked. Nutrition faculty advisors continue to track that a student has met all of the core requirements. Data is available by checking a student's on-track information. In order to graduate a student has to meet all core requirements and 100% of DPD graduates meet all core requirements. The Program Director maintains files of DPD graduates, including final transcripts and copies of verification statements (available for site reviewers).

Outcome 2: Students demonstrate effective oral communication:

Measure 1: 80% of students in their senior year score above average on the rubric. Students' class presentations are evaluated by peers and instructor. An oral communication rubric is used in the courses listed on the "Portfolio/Assessment Guide" (Table 5). Data is available for Nutrition 347 and Nutrition 333.

For example, in Nutrition 347, Management Systems in Food Industry, students work in groups of 2-3 students, read a section of an assigned book and present the information to the class using Power Point. In addition each group is encouraged to incorporate interactive and innovative activities as a part of this 70 minute presentation. Each student is given an individual copy of the completed oral communication rubric for their group presentation. These rubrics are scanned and entered into the department drive for assessment and use in the students' on-line portfolios.

Measure 2: 80% of **students** rate themselves as proficient or higher.

In the senior year, each DPD student completes a self-assessment of oral communication skills (from beginning, advancing, proficient to exemplary). Data is available to site reviewers for three small classes. This outcome measure is for a 5 year average.

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Measure 3: Internship Directors rate 80% interns as proficient or higher. Internship Directors are surveyed to assess student's oral communication skills. No students have yet completed a dietetic internship. The first survey will be mailed in 2006.

Measure 4: 80% of **interns** rate themselves as proficient or higher. Graduates are surveyed at the end of their internship to assess oral communication skills. No students have yet completed a dietetic internship. The first survey will be mailed in 2006.

Measure 5: Employers rate 80% employees as proficient or higher. Employers are surveyed within three years of graduation to assess graduate's oral communication skills. No employers have been surveyed for DPD graduates, as the first graduating DPD students were in the class of 2003. Employers will be surveyed in 2006.

Outcome 3: Students demonstrate effective written communication:

Measure 1: 80% of students in their senior year score above average on rubric. Student's written work is evaluated by the instructor in Nutrition 333, Medical Nutrition therapy Chronic Disease and Nutrition 341, Nutrition Education. Examples of assignments in these courses and completed rubrics, are available to site reviewers for one DPD class (fall 2005). Data is collected and tracked by individual faculty.

Measure 2: 80% of **students** rate themselves as proficient or higher; the scale is from beginning, advancing, proficient to exemplary. In the senior year, DPD students complete a self-assessment of their written communication skills. Data is available for the small number of DPD students who have completed this assessment; completed forms available for site reviewers.

Measure 3: Internship Directors rate 80% interns as proficient or higher. Internship Directors are surveyed to assess a student's written communication skills. No students have yet completed a dietetic internship. The first survey will be mailed in 2006.

Measure 4: 80% of **interns** rate themselves as proficient or higher. Graduates are surveyed at the end of internship to assess written communication skills. No students have yet completed a dietetic internship. The first survey will be mailed in 2006.

Measure 5: Employers rate 80% employees as proficient or higher. Employers are surveyed within three years of graduation to assess graduate's written communication skills. No employers have been surveyed for DPD graduates, as the first graduating DPD students were in 2003. Employers will be surveyed in 2006.

Outcome 4: 100% of **students** utilize critical thinking and problem solving skills. Students are required to complete projects or exams in every upper division class. The

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critical thinking process that is incorporated into these upper division courses and examples of projects, and exams will be available for site reviewers.

Outcome 5: 100% of **students** satisfactorily complete an ethics module during the senior year. Ethics is part of Nutrition 305, Leadership in Dietetics. Commencing fall 2005, 100% of DPD students will complete the ethics module. An example, of the ethics module is available to site reviewers.

Outcome 6: **Students** assess leadership ability: 100% of **students** complete leadership assessment in the junior and senior year. Although leadership opportunities for students are provided and encouraged, due to the large numbers of upcoming DPD students it is not possible to provide every student with a guaranteed leadership opportunity within a class. Therefore students are encouraged to seek opportunities outside the classroom. Students in the junior and senior year complete a leadership assessment form. This form will be used in Nutrition 343, Food Production and Procurement commencing fall 2006 (therefore to date the department has no data).

Outcome 7: 100% of **students** participate in service to the community. All students are required to participate in at least one service opportunity. The Service Learning rubric was implemented in spring of 2003 and of the DPD graduates taking Nutrition 343, Food Production and Procurement, 100% of the students participated in a service learning project. The project entailed planning, preparing, transporting and serving a meal in St. Cloud at the Place of Hope homeless drop-in center. These students wrote a reflective essay about the service project including a personal reflection in relation to self growth and service to the community as well as integrating the course academic curriculum with the project. In addition, students completed a self assessment utilizing the teamwork and service learning rubrics and the service learning project peer evaluation form. The faculty member compiles the peer feedback, calculates averages and provides individual feedback to the students. The completed rubrics and reflective essays are scanned and entered into the department drive for assessment and use in the students' on-line portfolios, also available to site reviewers.

Outcome 8: 100% of **students** collaborate.

In order to assess this aspect of the mission, each fall CSB/SJU seniors participate in the *CSB/SJU Senior Survey* modeled in part on the *National Survey of Student Engagement* (Indiana University). Data obtained from the active and collaborative learning segment of the *CSB/SJU Survey* is used by the Nutrition Department to assess collaboration. At this time 100% of all CSB/SJU dietetic graduates completing the survey from 2001- 2004 indicated that they had collaborated with others through working in groups (giving oral presentations) or on group projects and discussed ideas from readings or classes with others outside of class.

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- *The program demonstrates that administrators, faculty/preceptors, students, graduates, individuals outside the program, and other appropriate constituencies participate in a systematic process of planning, implementation, and evaluation of all components of the program and its effectiveness on a regular and continuing basis.*

CSB/SJU:

The Nutrition Department gathers input from internal and external sources who contribute toward the planning, implementation and evaluation of the DPD on a continual basis. Internal input is gathered from students, faculty and institutional assessment. External input is gathered (or will be gathered when initial surveys are mailed) from graduates, employers, internship directors, the Nutrition Advisory Committee and Educators Consortium Group. The Program Assessment Plan indicates that data is gathered from this variety of sources.

Annual Academic Assessment Committee (AAC) Review

A systematic college assessment plan (with a timeline) is in place and is reviewed outside the department by the Institutional Academic Assessment Committee on an annual basis. The evaluation process is ongoing. The department is invited to submit an annual report on the assessment plan and evaluation of data collected, including any curriculum changes made as a result. All Nutrition faculty are involved in contributing to the assessment plan, by collecting and analyzing data. The Assessment Coordinator and Nutrition Department Chair meet with the Assessment Committee to discuss the annual assessment report.

Student Feedback

Input for the program is gathered from students in each class at our group Advising Session (held once per semester) or our annual Open House. In addition student representatives (one junior and one senior representative) are invited to attend relevant departmental meetings. Students are also openly invited to seek faculty advice as they plan their four year curriculum to incorporate study abroad or a minor. Students are encouraged to provide feedback on any issues related to the curriculum. This is valuable input for future planning of the program. All DPD students have a nutrition faculty advisor and we encourage feedback on any issue relevant to the program. Student feedback was also considered in making the decision to phase out the CP.

Senior Exit Survey

In the past students were interviewed as a group in the spring semester of the senior year. More recently, the department has been required instead to use a written feedback system. Graduating seniors (at the end of their last semester) are emailed a set of questions that ask about the program curriculum (copy in Appendix P). Completed surveys available to site reviewers, although the majority of the surveys to date apply to the CP; only a small number of DPD students have completed the survey. The exit survey data was used to help make the decision to phase out the CP. In addition, student feedback from the senior

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exit survey has been used to make program improvements, for example adding a new course (Nutrition 220: Weight Issues: Obesity and Eating Disorders), and developing new 2 credit course, Nutrition 230: Cultural Foods. The decision to phase out the CP resulted in a review of the two curriculums (CP and DPD) and creating one DPD curriculum.

Graduate/Intern Surveys, Dietetic Intern Surveys and Employer Surveys

To date, no surveys have been mailed for DPD students or their employers/internship directors. Surveys have been updated and will be mailed in 2006. DPD students in Nutrition 305, Leadership for Dietetics in the senior year will be informed that they should expect to receive surveys in the future to pass along to their employer and/or internship director. By asking the student to pass along the survey this ensures student permission and that the most appropriate person to evaluate the student receives the survey.

Faculty: Nutrition Department Meetings

Nutrition Department meetings are held regularly with an Agenda set by the Chair. In addition to regular departmental meetings, longer workshops are scheduled as needed to discuss the DPD curriculum. Meetings also include discussion of assessment data, future planning, implementation and evaluation of the DPD program. Data is collected at least every semester for some of the outcome measures (for example rubric data) and other data is collected annually. The student portfolio is also used for collecting and assessing outcomes. Minutes of the meetings available for site reviewers.

Course Evaluations

A requirement of all tenure track faculty is to provide students with Course Evaluations at the end of every course. Course Evaluations of untenured faculty are reviewed by the Nutrition Department Chair, by the Rank and Tenure Committee, and the Academic Dean and Provost. Individual faculty use student feedback from course evaluations to make course improvements. Every year nutrition faculty set course goals and assess their goals at the end of the academic year.

Advisory Committee

Input is sought from outside the program from several other sources. The program has an Advisory Committee including members from the community and other college disciplines (nursing). The current Advisory Committee is listed below. The committee meets for important Agenda items and the department seeks input on aspects of the program and curriculum. Members of the Committee are listed below, Table 3.

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Table 3 Nutrition Advisory Committee	
Name and Position	Contact Information
Kathy Twohy, RN, PhD Chair, Nursing Department	CSB/SJU – Nursing Department (320) 363-5244 KTwohy@csbsju.edu
Lori Klapperich, MS Health and Wellness Coordinator	CSB/SJU (320) 363-2587 LKlapperich@csbsju.edu
<u>Annette Maggi</u> , MS, RD, LD, FADA Manager, Nutrition, Labeling, & Regulatory Compliance Target <i>(also a CSB graduate)</i>	Annette Maggi, MS, RD, LD, FADA Manager, Nutrition, Labeling, & Regulatory Compliance Target Phone: 612.696.3341 Annette.Maggi@target.com
Judy Ament, RD Supervisory Dietitian	VA Medical Center, St. Cloud 4801 Eighth Street North St. Cloud, MN 56303 (320) 255-6314 Judy.Ament@med.VA.gov
Brenda Braulick Foodservice Director	District #748 Sartell – St. Stephen Schools Sartell Middle School Foodservice 212 – 3 rd Avenue North Sartell, MN 56377 braulick@sartell.k12.mn.us
Louise M. Mullen, MS, RD, LD Assistant Professor, Emeritus	University of Minnesota 2315 Valentine Avenue St. Paul, MN 55106 (651) 645-1917 lmullan@umn.edu
Betty Orchard, MA, RD, LD Coordinated Program Teaching Specialist	University of Minnesota Department of Food Science and Nutrition 1334 Eckles Avenue St. Paul, MN 55108 borchard@umn.edu

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Input from Administration – Budget Needs

The Chair of the department meets with the administration to discuss the budget needs of the program at least once per semester, plus regular correspondence via emails.

Institutional and Departmental Evaluation

Other campus constituencies that consult with the Nutrition Department include the Division Head of Natural Sciences, the Institutional Assessment Coordinator, Admissions, the Office of Academic Advising, and the Committee on Academic Standards.

Twin Cities Educators Consortium Group

The Program Director attends meetings with other Program or Internship Directors to discuss issues relevant to program planning. See the discussion below (under strengths). Minutes available for site reviewers. Copy of the Consortium members in Appendix Q.

- *The program demonstrates that its planning and evaluation process includes evidence that data are collected and analyzed to identify the extent that goals for the program are being achieved and feedback is incorporated to improve the program.*

CSB/SJU:

The Program Assessment Plan (Table 1 and 2) outlines the Nutrition Department's well-defined assessment plan for collecting information. The DPD has two program goals and several outcome measures for collecting data. Within this departmental assessment plan is the DPD assessment goals and outcome measures. The Academic Assessment Committee (AAC) met with the Program Director and Chair of the department to discuss the departmental assessment plan. A letter from the AAC was also given to the department and this is available for site reviewers. The AAC provided positive feedback, recognizing that the department has a good assessment plan in place. It is expected that as the new plan is implemented, annual feedback from the AAC will be incorporated to amend the assessment plan as needed.

To date the majority of our students were following the Coordinated Program (CP). Data for the DPD is limited due to the small number of graduates to date, see Table 4. Under the DPD we currently have a large number of juniors and sophomore students and the number changes when the sophomores declare their major in the spring of the sophomore year.

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Table 4 DPD Graduates 2003- 2005				
DPD Graduates/ Year of Graduation	Employed in Dietetics	Applied and/or Enrolled in Graduate School	Applied for an Internship	Other
2005 – JS	No	Applying spring 06	No	Volunteering
2005 – KS	Yes (WIC)	Yes	No	-
2005 – KR	No	No	Yes- currently at Penn State University Internship	-
2004 (Dec) LJS	No	No	No	Employed
2004 – JB	No	RN program	No	-
2003 – RS	Information not available			
2003 – TW	Yes – Food Service Management	No	No	-

Program Goal One:

The Didactic Program in Dietetics will prepare graduates to be successful in dietetic internships, graduate schools or entry-level employment in food and nutrition careers.

There are four outcome measures for this goal and due to the initial small numbers of DPD graduates (until we phase out the CP) the outcomes are for 5 year averages. The Table 4 above of DPD Graduates indicates that only one student has applied for an internship and she was accepted. These students have discovered other interests within their liberal arts education or decided to go to graduate school for a different health related field. Again, not all graduates so far have applied for graduate school but after volunteering or working may later apply. The pass rate for the RD exam is therefore not available for the DPD graduates as no one has completed an internship to take the RD exam. Survey data will ask graduates if they are seeking and applying for a position in the field. Several of the outcomes under goal 1, relate to survey data and the department has recently reviewed all surveys which will be mailed out for the first time in 2006. In 2007, we will have our first large DPD class graduate and from then more data will be available to assess this goal.

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Program Goal Two:

The Didactic Program in Dietetics will produce liberally educated graduates who are prepared for the future.

There are eight outcome measures for this goal and all DPD graduates (100%) are liberally educated. Evidence is available online by checking the CSB/SJU on-track record (example in Appendix J); outcome measure 1 is being achieved. Outcome 2, 3, 4 and 7 include the use of rubric data. Together, the faculty spent time developing, using and amending rubrics. Several rubrics have been developed and the DPD assessment plan uses the written and oral communication rubric, teamwork/collaboration and service learning rubric. Limited rubric data is available, again due to the small numbers of DPD graduates to date but also because rubrics have recently been implemented (fall 2003). Examples of assignments and completed rubrics will be available to site reviewers. Outcome 5, relates to DPD students completing an ethics module. All students are exposed to ethics as part of their core classes (for example, Senior Seminar) and in the senior year in Nutrition 305, Leadership in Dietetics they all discuss ethics. Outcome 6, is for leadership. Almost all of the small number of DPD graduates have had an opportunity to be a leader as part of a classroom project. However, due to the larger numbers of DPD students (sophomores and juniors) it is not possible to give every student a leadership opportunity within a classroom. All students are therefore required to reflect (assess) if they have taken an opportunity to be a leader and to discuss the experience. The data for outcome 8 collaboration is available in the form of the CSB/SJU senior exit survey all students take.

Feedback from students indicated that they would like more elective options. A new 2-credit course, Environmental Nutrition is currently being developed and will be offered as an elective for majors and also offered to non-majors. Another new course, Nutrition 220, Weight Issues was developed to focus on the areas of obesity and eating disorders in one course. This decision was in part based on student feedback.

- *Through the evaluation process, the program has identified strengths and limitations and has delineated short and long term plans for management of the program to assist in achieving program goals.*

CSB/SJU:

As a result of the evaluation process and data collected so far the program has identified strengths and limitations. However, as mentioned earlier the number of DPD graduates is small therefore we anticipate that when more data is available we will identify more strengths and limitations. Therefore we have also speculated below on strengths and limitations of the institution and Nutrition Department; the following is also based on feedback from running a successful CP.

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Program Strengths

Increase in DPD Enrollment

Tracking of prospective majors in Nutrition 125, Concepts of Nutrition (a first nutrition course that majors take) shows a significant increase in the number of majors from 6 potential majors (although primarily CP) in fall 2002 to 29 potential DPD majors in the first year class in fall 2004 (Nutrition 125 tracking spreadsheet Appendix R). An Advising Coordinator role was designed in fall 2002 to enhance recruitment and retention. This faculty member meets with all prospective students, ensures they are enrolled in the correct classes and helps them connect with an advisor in the department. This person is also responsible for scheduling the Nutrition Department Open Houses (typically held once per semester), when potential students can meet faculty and dietetics majors. Group Advising sessions are also held once per semester prior to registration to facilitate student registration for courses for the following semester. The actual advisees are divided up among all Nutrition Department faculty, but the Coordinator assists students in the initial phase, answers their questions, and supports them through the decision process. Student Recruitment and Advising is further discussed under 'Standard Three'.

Institutional Strengths

Institutional strengths include an overall 90% CSB/SJU retention rate from first year to second year. CSB/SJU also maintains an excellent graduation rate, 90% of students earning degrees earn them in four years compared to the average of 58% nationally at other private schools and 36% nationally at public schools (source, Appendix S).

As a liberal arts institution we have a particularly strong emphasis on learning both inside and outside the classroom. CSB/SJU created an integrated environment for learning while focusing on cultivating the habit of promoting the common good in our students through our institutional Benedictine and Catholic values. This combination is a natural fit with the dietetic profession and creates a supportive environment for our students' academic life here with a genuine commitment to service and respect for others. Our DPD curriculum is attractive to prospective CSB/SJU dietetics majors due to the additional opportunities for experiential learning and obtaining a minor in another field. Examples of current experiential endeavors include service learning/volunteering, undergraduate research and study abroad. DPD students are presently working on minors in a wide range of disciplines such as Sports Medicine, Management, Psychology, Communications, and Spanish. DPD students also benefit from the small class sizes offered at CSB/SJU. Our current CSB/SJU faculty to student ratio is 13:1 with an average class size of 21. Finally, our 2001-2004 dietetic senior students' responses on the CSB/SJU Senior Survey, modeled in part on the *National Survey of Student Engagement* (Indiana University), reflect CSB/SJU's strong commitment to active and collaborative learning (as described earlier under Outcome 8).

Financial Support

Through the CSB/SJU annual institutional budgeting process and Capital Request plan we are able to make equipment requests and space renovations justifying these expenditures to the administration and phasing in large requests over time. This

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procedure allows us to consider replacing out dated equipment or adding new instruments to all of our labs.

As a result of our Five-year Capital Acquisition Plan CSB/SJU Academic Administration approved a Nutrition Department capital budget expenditure for the Food Science Lab renovation in spring 2005, i.e. replacing the existing ranges and installing exhaust hoods, and replacing ceiling tiles and covered light fixtures. Nutrition faculty keep up to date with grant writing by attending the Institutional Advancement workshops. In planning for the future we are teaming with the College of Saint Benedict Food Service Director. The College is planning to build a new College Food Service building and we are intending to design a shared space that would benefit both the Nutrition Department as well as the College Food Service. For other examples of financial support refer to 'Standard Three'.

Faculty

The Nutrition Department faculty is engaged in various studies of pedagogy as a form of scholarship. Examples of teaching methodologies used include: service learning, simulations, case studies, and laboratory based research. Together the faculty cover a variety of research interests (for example omega 3 fatty acids, exercise nutrition, recipe development and obesity). This breadth of interests not only meets the requirements of the required curriculum but provides students with a variety of learning opportunities through student research or Independent Learning Projects (ILPs). Nutrition faculty are members of the American Dietetic Association and many are members of various Dietetic Practice Groups. Faculty are committed to keeping up to date in the field and each faculty member has a small budget to attend professional meetings or continuing education. Refer to 'Standard Three' for more information on the faculty.

Research

Faculty encourage student participation in research. The Nutrition Department web page includes a link which illustrates past students' research projects. The Nutrition Department established *Student Research Guidelines*, which includes advice on how to start research and useful links to apply for funding, or opportunities for students to present their research at a professional meeting. Collaborative efforts to do research are being explored, e.g. Nutrition and Biology; Nutrition and Chemistry; Nutrition and Exercise Physiology at St. Cloud State University. A research seminar course (Nutrition 380) has been developed to inform and guide students engaged in research and facilitate their progression through the steps. Students are expected to present their research at *Scholarship and Creativity Days* in an on campus event held in the spring semester. Each research student is encouraged to present their work twice, once on campus and once at a professional meeting (for example Twin Cities District Dietetic Association meetings). In addition, each student is encouraged to submit their research, if appropriate for publication.

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Twin Cities Educators Consortium Group

In addition to the Advisory Committee, the Nutrition Department is part of the Twin Cities Consortium Group. CSB/SJU DPD Program Director joined a group of educators (Program Directors, Internship Directors) in May 2004, from around the Twin Cities area. The group was originally set up to discuss and share guest speakers for dietetic interns or students completing their Supervised Practice. The group also discusses dietetic competencies and shares knowledge on many areas relevant to dietetics, for example, dietetic handbooks or the recent Task Force Report. This group is valuable in sharing ideas and offering support. Almost all Minnesota dietetic educators are now on the email list and invited to the meetings. Agendas and Minutes are available to site reviewers.

Resources – Information Technology Support, Clemens and Alcuin Libraries

One discipline specific software program available to dietetics students on the CSB/SJU campus network is Oracle-based Computrition Hospitality Suite software (discussed under Standard Three). The CSB/SJU Nutrition Department was the first educational grant account to receive not only the multi-user version of the Hospitality Suite foodservice management software but also the diet office functions as well. CSB/SJU have extensive computer information technology capabilities including 100 % of residence hall rooms wired to our high-speed campus network backbone, 54 smart classrooms in our academic buildings with 15 additional mobile computer/projectors for instructional use, on-line advisee tracking information for faculty advisors and web-based portfolio software for our dietetic students to utilize in developing their personal dietetic portfolios. Computer access areas are available for student use seven days a week with modern PCs and laser printers. Wireless access is also available in the libraries on both campuses. Faculty are regularly updated with new computers. Both CSB (Clemens Library) and SJU (Alcuin Library) have excellent library facilities. The Nutrition Department has a yearly budget for buying books and a librarian (*Peggy Roske*) is assigned to work closely with the department and DPD students to provide support and education, for example, how to use refworks for a research paper. The library and Information Technology Support is also discussed in 'Standard Three'.

Program Limitations

Number of DPD Students to Date and Data Gathered

An evaluation limitation of our DPD program at this time is the quantity of data collected due to the small number of DPD students enrolled prior to fall 2004. The DPD tracking data (registrar's list and departmental list in Appendix F) however shows the larger number of DPD students in the coming classes, in part due to the phasing out of the CP and our recruitment efforts.

Number of Graduates to Date and Number of Interns

From spring 2003 through spring 2005 we have had a total of seven DPD graduates (Table 4). However, to the current numbers of majors we expect to have 18 graduates in 2007 (after the CP ends in 2006). Of the graduates so far only one applied for a dietetic

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internship and this student was successfully placed on the first attempt (commencing fall 2005).

The Nutrition Department recognizes that we can not comment on the graduates or intern data until we have more DPD graduates. We are not able to accurately assess the specified criteria in the DPD assessment plan until more data has been gathered.

New Assessment Plan

The Nutrition Department submitted a new Assessment Plan for institutional review in fall 2003; within this plan is the DPD assessment. The student portfolio and rubrics are also new and have undergone revisions. In 2006, the first DPD graduates (3 students) will be completing the online portfolio and rubric data. Therefore evaluation is ongoing as more data is collected and assessed on a larger number of students.

Other Limitations - CP

Many of the past program limitations have been related to the nature of the CP, for example lack of electives and the difficulty of fitting in all of the core requirements and meeting all of the foundation knowledge and skills. Our last CP class will graduate in May 2006. The DPD makes it easier for students to take a minor, study abroad, do research and pursue other interests within the dietetic requirements and the liberal arts framework. Phasing out the CP has also allowed courses to be moved around within the curriculum (a strength and discussed under 'Standard Two').

Short-term Management Plans for the Program:

(1) Gather Assessment Data

- Short and long term goal. Review our assessment plan as we gather data from a larger number of DPD students/graduates.
- Continue to refine use of the rubrics in the DPD curriculum as a basis for consistent student evaluation. Continue to revise the student portfolio.
- Continue annual DPD assessment, collect data (for example mail surveys in 2006) and calculate 5 year averages.

(2) Develop 2-credit courses

The phasing out of the CP allows for curriculum changes (discussed in 'Standard Two'). This management plan (below) is based on student feedback on the senior exit surveys; students recommended courses on other areas of interest, such as eating disorders and obesity, or environmental nutrition.

- Develop 2-credit elective courses open to majors and non-majors to enable dietetic students to expand their knowledge in a specific area of dietetic practice such as culinary arts, herbal nutrition therapy, nutrition and the environment. Enrolling non-majors in these courses will increase the cost effectiveness of our program as well as address topics/areas of the dietetic profession that senior students have expressed an interest in via their program exit interviews held in the spring of the senior year.

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Long-term Management Plans for the Program:

(1) Recruitment and Retention of DPD majors

- Continue to hold Group Advising Sessions for majors and offer a Nutrition Open House for potential majors. Continue to track numbers of DPD majors.

(2) Provide a quality DPD within a Liberal Arts Institution

- Continually gather and review assessment data and make amendments to the curriculum as needed. In addition, continual review of changes in the profession and technology is necessary to keep lab facilities current and the curriculum focused toward the future.

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Table 5 Assessment Plan/Portfolio Guide Program Goal 2: The Didactic Program in Dietetics will produce liberally educated graduates who are prepared for the future.	
<p>Oral Communication Outcome 2: Students demonstrate effective oral communication.</p> <ul style="list-style-type: none"> Students add the rubric and assignment to their portfolio, in the courses indicated. 	Nutrition 225: Experimental Food Science (group research project) Nutrition 333: Medical Nutrition Therapy Chronic Disease (individual research topic) Nutrition 341: Nutrition Education (group presentation) Nutrition 347: Management Systems in Food Industry (group presentation)
<p>Written Communication Outcome 3: Students demonstrate effective written communication.</p> <ul style="list-style-type: none"> Students add the rubric and assignment to their portfolio, in the courses indicated. 	Nutrition 323: Public Health Nutrition (individual research paper) Nutrition 330: Nutritional Biochemistry (individual research paper) Nutrition 331: Exercise Nutrition (individual research paper) Nutrition 333: Medical Nutrition Therapy Chronic Disease (individual research topic) Nutrition 341: Nutrition Education (individual research paper)
<p>Quantitative Reasoning</p> <ul style="list-style-type: none"> Students add the rubric and assignment to their portfolio, in the courses indicated. 	Nutrition 337: Medical Nutrition Therapy Critical Care (individual problem sets) Nutrition 347: Management Systems in Food Industry (individual budget finance project)
<p>Research: Critical Thinking & Problem Solving Outcome 4: 100% of students (prior to graduation) demonstrate critical thinking and problem solving skills by scoring above average on rubric.</p> <ul style="list-style-type: none"> Students add the research rubric and assignment to their portfolio, in the courses indicated. 	Nutrition 255: Experimental Food Science Nutrition 330: Nutritional Biochemistry and Assessment Nutrition 331: Exercise Nutrition and Supplements
<p>Leadership Ability Outcome 6: 100% of students complete leadership assessment in junior and senior year.</p> <ul style="list-style-type: none"> Students add the rubric and assignment to their portfolio, in the courses indicated. 	Nutrition 343: Food Production and Procurement Nutrition 337: Medical Nutrition Therapy (critical care)
<p>Engage in Service Outcome 7: 100% of students participate in service to the community.</p> <ul style="list-style-type: none"> Students add the rubric and assignment to their portfolio, in the courses indicated. 	Nutrition 343: Food Production and Procurement Nutrition 357: Entrepreneurship in Food Management and Nutrition <i>(data is available for CP students from Nutrition 357)</i>
<p>Work Collaboratively Outcome 8: 100% of students collaborate.</p> <ul style="list-style-type: none"> Students add the rubric and assignment to their portfolio, in the courses indicated. 	Nutrition 225: Experimental Food Science Nutrition 330: Nutritional Biochemistry and Assessment Nutrition 331: Exercise Nutrition and Supplements

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Standard Two: Curriculum and Student Learning Outcomes

Principle

An entry-level dietetics education program is based on knowledge, skills, and competencies necessary to provide dietetics services. The curriculum sequentially builds knowledge, skills, and competencies for each student. Graduates must demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. The curriculum will vary with the program environment, the type of program, mission, goals, and measurable outcomes for the program, and student needs.

Standard Two

The dietetics education program has a planned curriculum that provides for achievement of student learning outcomes and expected competence of the graduate.

- *The program demonstrates that the curriculum is based on the Foundation Knowledge and Skills and/or Competencies defined for an entry-level dietetic technician or dietitian according to the type of program (see pages 9-15 for dietitian and pages 16-20 for dietetic technician).*

CSB/SJU:

The Didactic Program in Dietetics (DPD) will demonstrate that the curriculum is based on the Foundation Knowledge and Skills for an entry-level dietitian.

- *The Coordinated program curriculum is based on the Foundation Knowledge and Skills and Competency Statements for dietitians.*
Not applicable

CSB/SJU:

- *The Didactic program curriculum is based on the Foundation Knowledge and Skills for dietitians*

The Didactic program curriculum meets the Foundation Knowledge and Skills defined for entry-level dietitians in two ways; through required prerequisite courses, and courses within the Nutrition Department required for the dietetics major. The sequence of these courses is presented in the four year plan for the DPD (Appendix B).

Required prerequisite courses outside the Nutrition Department (Chem 105; Biol 121 and 214, Math 124) are selected specifically to meet the Foundation Knowledge in the content area of physical and biological sciences. Faculty from the DPD meet regularly with faculty representatives from the departments of Biology and Chemistry to review course syllabi for prerequisite courses and suggest content that will meet the learning needs of students in the DPD. The chair of the Nutrition Department is advised of any changes made in course content in the designated prerequisite courses offered by the

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departments of Biology and Chemistry. Course descriptions and syllabi for the required biology and chemistry courses are available in Appendix T. A basic course in Statistics and Probability is offered through the department of Mathematics (Math 124) and is a required prerequisite course for the DPD major, as well as meeting a mathematics requirement for the Core Curriculum (graduation requirement) of the College/University (copy of the syllabus in Appendix T). This course offers specialized knowledge in the terminology and rules of basic probability and statistics which contributes to knowledge and skills in the content area of Research.

Course content for required courses for the DPD major offered through the Nutrition Department is based primarily upon the Foundation Knowledge and Skills designated by CADE, while integrating overall learning goals for a liberal arts education. Nutrition courses build and expand upon knowledge and skills provided in prerequisite courses, offering specialized knowledge and opportunities demonstrate abilities needed to be successful in Dietetics, as well as relating knowledge about food and nutrition to other disciplines. All Foundation Knowledge and Skills for the content areas of Food, Nutrition, Management, and Health Care Systems are provided within courses offered by the Nutrition Department that are required for the DPD major. Foundation Knowledge and Skills in the content area of Research is offered primarily through required courses in the Nutrition Department, with some additional knowledge provided by *Math 124; Probability and Statistics*. The inclusion of these competencies within the courses of the major allows for the direct supervision and assessment of Foundation Knowledge and Skills by faculty teaching in the DPD program. Course syllabi in the Nutrition Department include learning objectives for the course as well as the specific Foundation Knowledge and Skills provided through the didactic content and supervised activities within the course. Syllabi for all courses required for the DPD major are available in Appendix C. A comprehensive summary of the Foundation Knowledge and Skills required by CADE and met through required courses for the DPD is provided in a table, in Appendix U.

Recent Curricular Changes: Nutrition 347, Management Systems in Food Industry and Nutrition 357, Entrepreneurship in Food Management and Nutrition will become Nutrition 345, Entrepreneurship and Management in Food Industry. Data exists for Nutrition 347 where indicated. The learning objectives for these two courses were combined into a single course when the dietetics program was no longer required to provide supervised practice hours. Nutrition 345 will be taught in spring 2007. The data for Nutrition 347 strongly correlates with the learning objectives established for the new course, Nutrition 345. Another change, Nutrition 300, Cultural and Social Aspects of Food (4 credit course) will become Nutrition 230, Cultural Foods (2 credit course). This change was made to address institutional changes in the core curriculum while continuing to meet essential foundational knowledge for the dietetics program.

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- *The Dietetic Internship program curriculum is based on the Competency Statements for dietitians.*

Not applicable

- *The Dietetic Technician program curriculum is based on the Foundation Knowledge and Skills and Competency Statements for dietetic technicians*

Not applicable

- *The program demonstrates how the curriculum is consistent with the mission, goals, and measurable outcomes for the program.*

CSB/SJU:

The goals and outcomes of the DPD are stated in Standard One. Outcome measures are directly related to each of the two program goals which are directly related to the mission. Program goals have been designed to address the program mission. They are:

Program Goal 1: *“The Didactic Program in Dietetics will prepare graduates to be successful in dietetic internships, graduate schools or entry-level employment in food and nutrition careers.”*

Program Goal 2: *“The Didactic Program in Dietetics will produce liberally educated graduates who are prepared for the future.”*

The outcomes measures employ a variety of methods to assess the effectiveness of the curriculum. The outcomes measures are listed in Standard One.

The curriculum of the DPD is consistent with the mission of the DPD program (see Standard One) because it allows the integration of courses that meet the Foundation Knowledge and Skills for dietitians into a four year plan of study that also allows the completion of the liberal arts core curriculum outside of the dietetics major. This variety of courses provides students with a broad base of knowledge and skills that complements their academic work in nutrition. The four year curriculum plan includes a flexible third and fourth year schedule that would permit a semester of study abroad, as well as elective credits that would allow for a minor field of study. Thus, students who wish to prepare for graduate school or focus on a particular aspect of the dietetics profession (for example, mass communication or psychology) are able to select elective courses to meet these interests. The Four Year Plan for the Didactic Program in Dietetics is available in Appendix B.

In addition, students keep a portfolio of their work to provide evidence of how knowledge, skills and competencies related to the Foundation Knowledge and Skills has progressed, as well as progress in the learning goals for the liberal arts (see Standard One)

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For the portfolio, student progress is focused not only on achievement of course content, primarily indicated by performance on course examinations and assignments, but on their development as liberally educated professionals. Progress in this regard is assessed by the use of rubrics that focus on writing, oral presentation, service learning, research, leadership and collaboration. Specific courses in the DPD provide opportunities to demonstrate that students have successfully integrated these knowledge and skill areas in their development as liberally educated professionals. The department assessment plan/portfolio guide (Standard One, Table 5) lists those courses that incorporate the rubrics into the assessment of course work. The rubrics are included in Appendix K.

- *The program demonstrates that the curriculum includes both didactic and practice-related learning experiences according to the type of program.*

CSB/SJU:

All courses required in the program employ lecture and/or discussion for teaching. The intended learning goals for each course are included on course syllabi, available in Appendix C. Syllabi include reading assignments from required texts and other sources that expand and enhance the content provided through lecture and discussion. Assessment of learning outcomes is described in course syllabi as well, including how specific examinations and assignments contribute to the overall assessment for assigning a course grade.

In addition, many courses include laboratory experiences. Courses required for the DPD major that include active laboratory experiences include:

Biology 121:	Introduction to Cell/Molecular Biology
Biology 214:	Principles of Human Anatomy and Physiology
Chemistry 105:	Chemistry and Disease
Nutrition 125:	Concepts of Nutrition Science
Nutrition 225:	Experimental Food Science
Nutrition 330:	Nutritional Biochemistry and Assessment
Nutrition 331:	Exercise Nutrition and Supplements
Nutrition 341:	Nutrition Education
Nutrition 342:	Nutrition Interviewing and Counseling
Nutrition 343:	Food Production and Procurement
Nutrition 345:	Entrepreneurship and Management Systems in Food Industry

Courses that include laboratory and skill development activities are distributed across the four year curriculum so that students are able to relate didactic experiences to practice issues throughout their four year education. This integration is intended to enable students to determine interests and strengths so that post-graduate planning may be more focused.

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Specific examples of practice-related learning within the program curriculum:

(This list is a representative sample and is not inclusive of all activities in all courses)

Service Learning. In Nutrition 343: Food Production and Procurement students complete a group service learning project with The Place of Hope homeless drop-in center in downtown St. Cloud. During a segment of their Nutrition 343 laboratory sessions, students plan a client appropriate menu, calculate food and supply costs, quantify the recipes and create a production and service plan based on theories/techniques learned in class. Nutrition 343 students then prepare, transport and serve the meal at The Place of Hope.

Field Trips: Experiential learning includes not only laboratory sessions in Nutrition 343: Food Production and Procurement but field trips as well. Sites for field trips are selected to provide students with a variety of food production and procurement applications in the food industry. Class discussion links theories and techniques from lecture and texts with actual experiences at the field trip locations. Examples of previous field trips includes Appert Foods, a broad line distributor and foodservice processor in St. Cloud, Gold'n Plump's chicken processing plant in Cold Spring, Coborn's Incorporated central bakery in St. Cloud and the Upper Midwest Hospitality Show in Minneapolis.

Research. Students obtain first hand experience in designing and conducting research through group projects in the laboratory components of selected classes [125, 225, 330, & 331]. Students choose their own research question, conduct a background study to determine an appropriate design, implement the experiment, and collect and interpret the results. These research projects give students the opportunity to develop skills in developing a hypothesis, solving problems, and critically analyzing data to draw conclusions.

Case Studies. Students enrolled in Nutrition 323: Public Health Nutrition and both semesters of Medical Nutrition Therapy (Nutr. 333 and 337) are required to complete case studies as assignments in the course.

In Public Health Nutrition, students complete a case study for each stage of the lifecycle (pregnancy, infancy/childhood, adolescence, and adults/elderly). Students work in groups of three and complete an assessment of a client at a particular lifecycle stage. The student is presented with a case study providing anthropometric data, a diet history and a description of the client, including any medical problems. The client has specific questions and concerns that need to be addressed. Students interpret the anthropometric data, diet and clinical history. The case study is graded and discussed in class.

In Medical Nutrition Therapy, students are required to purchase the text, *Medical Nutrition Therapy: A Case Study Approach*, by Nelms and Anderson. Each student is expected to independently complete assigned cases related to the topic being covered in the lecture component of the course. The cases require students to look up laboratory values, find detailed answers and apply problem solving skills. Labs are graded and

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returned to students, who are encouraged to use the case studies as an adjunct learning source to the text and lecture notes. In addition to these assignments, examinations are based on case studies that require students to interpret clinical history and laboratory values and develop nutrition care plans that address their clinical assessment. Students incorporate nutrition diagnosis and standardized language when writing documentation notes for case studies.

In Nutrition 341: Nutrition Education, students research a topic of interest to the public and then **present to a public audience** an educational talk or program. In addition, students **prepare posters, brochures, bulletin boards**, etc. that are graded and then used for campus programs or to present to a public audience.

In Nutrition 342: Interviewing and Counseling, students practice learned techniques through **role-playing** with cohorts in their class. The final project in the class requires the student to meet with a volunteer client who was not previously known to them on two occasions to provide supervised nutrition counseling. The first meeting is video-taped and critiqued by student and instructor. The second meeting is tape recorded and critiqued by student and instructor. This allows the student to self-assess their skills in the area of interviewing and counseling related to nutrition care planning and interventions.

- *The Coordinated (CP) and Dietetic Internship (DI) program each demonstrate that the curriculum includes a minimum of one emphasis area in addition to the core competencies. To accomplish the foregoing, the program chooses from the following options and is able to justify its choices(s) based on mission, goals, and resources.*

Not applicable

- *The program demonstrates that the curriculum logically progresses from introductory learning experiences to the expected learning outcomes upon completion of the program (novice to beginner).*

CSB/SJU:

The four-year plan (Appendix B) illustrates the progression of courses required in the program as well as the distribution of core curriculum and elective courses. Figure 1 illustrates how pre-requisite and program courses are related to each other with regard to progression from introductory learning experiences to the advanced knowledge and skills required for entry into a dietetic internship.

Students at CSB/SJU must declare a major in the spring of the sophomore year. Therefore, students wishing to complete the DPD would indicate this to the chair of the Nutrition Department at this time. After completion of three full semesters, students should have completed Nutrition 125: Concepts of Nutrition Science, and be enrolled in Nutrition 225: Experimental Food Science to be on track for graduation in four years

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from the DPD. Thus, student performance in the two foundational introductory courses is available for advising purposes when the student is accepted into the DPD. If a student transfers into CSB/SJU from another institution, progress toward graduation requirements is determined by the academic advising department, and progress within the DPD is determined by the program director and department chair.

Learning Goals for courses are included in course syllabi, Appendix C. Course descriptions are included on course syllabi and in the Academic Catalog. The DPD curriculum distributes courses related to foods and nutrition across the four year liberal arts college experience. This allows for the core curriculum courses and elective courses, or a disciplinary minor, to be integrated with dietetics courses. Introductory concepts in dietetics are introduced in the first two required courses, and more technical and advanced concepts are addressed in the upper division courses. Classes may be grouped by the primary area of dietetics practice addressed through the content.

Introduction to Foods and Nutrition:

- Nutrition 125: Concepts of Nutrition Science is designed to address two objectives and serve as a terminal course for non-majors that address the learning goals of the natural science core curriculum course, and a broad, foundational introductory overview of the science of nutrition to program majors.
- Nutrition 225: Experimental Food Science also serves as a terminal natural science core course for non-majors, and as the foundation introductory course in food science and food production for majors.
- Nutrition 125 and 225 are required prerequisite courses for most of the remaining upper division courses in the DPD.

Community Nutrition; Public Health; Healthy Lifestyle Promotion;

- Nutrition 220: Exploring Weight Issues and Nutrition 323: Public Health Nutrition provide fundamental concepts related to lifestyle and nutrition status, the psychology of eating, nutritional needs throughout the lifespan, and the role of public health nutrition programs in the promotion of health and disease prevention through nutrition and food choices and techniques for promoting a healthy lifestyle. The role of socioeconomic status is also addressed in Public Health Nutrition, as well as the types and roles of community food and nutrition programs.
- Nutrition 230: Cultural Foods addresses the role and meaning of food in society and the importance of food in the context of health, well being and expression of religion and culture. Content addressed in this course is applied in later course work such as nutrition interviewing and counseling, nutrition education and medical nutrition therapy.
- Nutrition 323: Public Health Nutrition: Infancy Through Aging. This course addresses changing nutrient needs across the lifespan. Physiological, psychological, and common disease states of associated with life stages and the related nutritional implications are addressed. Implications for public health

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policy and the role of existing federal, state and community programs are addressed.

Physiology, Metabolism, Nutrition and Health Assessment, Pathophysiology, Medical Nutrition Therapy, Supplement and Complementary and Alternative Therapies;

- Chemistry and biology provide basic knowledge that is further developed in nutritional biochemistry, exercise nutrition and supplements and medical nutrition therapy.
- Nutrition 330: Nutritional Biochemistry and Assessment covers in detail the physiological functions and biochemical roles of major nutrients and the theory and technique of nutrition assessment. This course also introduces students to the role and importance of well designed research in advancing knowledge in nutrition and dietetics by creating laboratory experiences that teach research design, implementation and interpretation. Nutrition 331: Exercise Nutrition and Supplements addresses energy metabolism for physical activity and provides information and learning experiences that address nutrient function, sport supplements and herbs. Laboratory experiences provide further opportunity to design, implement and interpret research.
- Medical Nutrition Therapy has two sections. Nutrition 333: Chronic Conditions addresses pathophysiology and the role of nutrition in the prevention and management of such conditions as cardiovascular disease, diabetes, neurological disorders, and food allergies. Nutrition 337: Critical Care addresses pathophysiology and nutrition management in acute and traumatic conditions, with a focus on nutrition support.

Food Service Systems, Food Technology, Food Safety, Management

- Nutrition 343: Food Production and Procurement provides applied knowledge and learning activities related to planning and purchasing food and food production for food service facilities. Sanitation and safety are also addressed in this course as well as culinary techniques.
- Nutrition 345: Entrepreneurship and Management in Food Industry builds on knowledge gained in Food Production and Procurement but emphasizes management theory and practice relative to food service systems, human resources and organizational change.
- Nutrition 305: Leadership in Dietetics, is the course that ties together the curriculum pieces, and helps students to see how the various areas of practice relate to one another. In the Fall semester, students are assisted in evaluating choices for dietetic internship and/or graduate study, or career planning. The course also includes an ethics module and learning activities related to practice management, legislative activities related to food and nutrition, and reimbursement issues in food and nutrition practice. This course also provides opportunities for students to self-assess their progress in the curriculum as well as discern their particular interests, strengths and areas for growth. Intended for DPD majors only.

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- *The program demonstrates use of a variety of educational approaches (eg, field trips, role-playing, simulations, problem-based learning, distance education, classroom instruction, laboratory experiences) to facilitate student learning outcomes.*

CSB/SJU:

Table 6 below demonstrates the various types of teaching approaches and learning experiences incorporated into courses in the DPD major. Please see above for examples of didactic and skill development related activities in specific courses.

Learning outcomes are evaluated by faculty, and students are often required to include a self-assessment component upon the completion of various activities. Laboratory activities, simulations, case studies, supervised and observed presentations and other active forms of learning imbedded in the course content contribute to the course grade earned by the student. The curriculum is designed to allow students to transfer skills from one course to another (for example, research writing, oral presentations, research project design). For key skills related to program goals and objectives, the same assessment tool (rubric) is used across the curriculum to illustrate progress and improvement in skill development. Rubrics are available in Appendix 00.

- *The program implements an assessment process to demonstrate that learning experiences develop communication, collaboration, teamwork, problem solving, and critical thinking skills.*

CSB/SJU:

The program is required by the College/University to have an assessment plan in place. This assessment plan and the data included is described in Standard One. Beginning with the sophomore year, or second year in the program, students maintain a portfolio which includes examples of assignments designed to develop specific skills, and the rubrics used to assess those skills. Rubrics are completed by instructors. Specific courses in the curriculum are designated as including assignments that will be assessed using the rubrics. Table 5 in Standard One lists the courses in the DPD where specific rubrics are used for the assessment of specific skills. Assessment also includes self-evaluation by students, and evaluation by internship directors and employers. These are described in Standard One.

Communication: Rubrics for Oral Communication and Written Communication are in use for assessment of specific learning experiences. In addition, student self assessment, and surveys completed by internship directors and employers will be designed and implemented. Sample rubrics are found in Appendix K.

Collaboration and Teamwork Rubrics for Leadership, Collaboration/Teamwork and Large Group Participation are in use for assessment of specific learning experiences. Institution based surveys are also used to assess this. Samples in Appendix M.

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Problem Solving and Critical Thinking: Rubrics for Research and Quantitative Reasoning are in use for specific assignments. Sample in Appendix K.

Examples of class activities that provide students the opportunity to demonstrate the activities above include; the design, implementation and presentation of results of research projects done collaboratively in teams and individually, research papers, in-class presentation of individual research topics, in-class presentation of debates between teams of students, evaluation of case study chart notes that incorporate nutrition diagnosis and standardized language (critical thinking), public presentation of nutrition education topics that are evaluated by the audience, working collaboratively on service learning activities. Refer to Table 6.

- *The program implements an assessment process to demonstrate that learning opportunities develop personal and professional attitudes and values, ethical practice, and leadership and decision making skills*

CSB/SJU:

The assessment process for the program is provided in Standard One.

Ethical Practice. The core curriculum provides learning opportunities to develop an academic understanding of the principles of moral reasoning, the structure and development of a moral argument, and the development of cultural and personal values. The courses that address these issues are Introduction to Christian Heritage (Theo 180), the Judeo-Christian Heritage course, and Senior Seminar. Students must complete these courses as a requirement for graduation, and these courses are taken for a letter grade. In addition, the capstone course for the DPD, Nutrition 305: Leadership in dietetics, includes a case based ethics module.

Personal and Professional Attitudes; Leadership and Decision Making. At the end of the four year college experience, students self-assess their professional readiness. This provides a data base to compare the student's perception of professional readiness with the assessment of an internship director and/or employer to determine the effectiveness of the program curriculum and other learning opportunities.

- *The program demonstrates that the curriculum includes experiences with other disciplines and exposure to a variety of dietetics practice settings, individuals and groups.*

CSB/SJU:

The core curriculum of the College/University provides learning experiences in the following academic divisions that include a variety of disciplines; Foreign Languages, Humanities (including theology and philosophy), Social Sciences, Fine Arts, Natural Sciences and Mathematics. In addition, students must complete coursework that incorporates Gender Perspectives, Global Perspectives and Quantitative Reasoning (referred to as "flags" in the core curriculum). As a DPD, exposure to practice settings

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and groups is limited to field trips and attendance at professional meetings. However, the faculty who teach in the program represent a diverse set of professional experiences and expertise within the profession, and are able to incorporate a variety of professional issues into courses. As previously mentioned, the curriculum is planned to expose students to the diversity and variety within the profession so that by participating in all aspects of the curriculum, undergraduates may determine what their particular interests and strengths might be, and to see the interrelationships among the various practice areas in dietetics.

Courses in the DPD curriculum that are open to students outside of the dietetics major include, Nutrition 125, Nutrition 220, Nutrition 225, Nutrition 230. The DPD students would be participating in group projects and laboratory activities with students from other backgrounds who have a diverse set of learning goals when enrolled in these courses

- *The program demonstrates that curriculum length is based on the program mission and goals, conforms to commonly accepted practice in higher education, and is consistent with student learning outcomes.*

CSB/SJU:

The DPD curriculum is integrated into a four year, 8 semester undergraduate liberal arts experience. A four year undergraduate experience is common practice in higher education. To be consistent with institutional goals, students must be enabled to “integrate knowledge from the liberal arts and sciences with the skills, values and depth of knowledge specific to a major field of study in preparation for further professional development (Undergraduate Learning Goal #3, Academic).” As demonstrated in the Four Year Plan (Appendix B), courses that meet program mission and goals are distributed and sequenced in such a way to allow distribution of program courses, core curriculum, and elective courses across the eight semesters, including enough flexibility in scheduling program coursework to permit opportunities to study abroad, or participate in a minor field of study. This distribution also allows greater opportunity for students and program faculty to integrate knowledge and skills across and among disciplines rather than isolating the program courses from learning experiences acquired in coursework outside the program curriculum. Students would not be required to take summer session courses unless they transferred into the program or College/University with insufficient or inappropriate credits to satisfy program and/or graduation requirements.

The minimum required number of credits to graduate from the College/University is 124, with 40 of these credits being completed in upper division courses (level 300). There are 46 credits offered through the Nutrition Department as required course work for the DPD, and 16 additional credits of pre-requisite course work outside the Nutrition Department (Biol 212, 214; Chem 105; Math 124). Courses required in the major (including prerequisites) fulfill the College/University core requirements of Natural Science, Mathematics and Quantitative Reasoning. Upper division course requirements are met

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through the program course requirements and core curriculum. Depending upon a student's language proficiency when enrolled at CSB/SJU, and credit for advance placement courses, students have approximately 22-30 credits of elective coursework available after meeting program and core curriculum requirements.

For students who transfer into the College/University to enroll in the DPD program, institutional requirements state that no less than 50% of credits in the major must be completed at CSB/SJU, and a minimum of 45 of the required 124 graduation credits must be completed at CSB/SJU. Credit for core curriculum courses is determined by academic advising. Credit for DPD required courses taken outside of CSB/SJU is determined by the Department Chair and Program Director, and based on a review of the catalog course description, course syllabi, and student's performance in the course (course grade of C or better).

- ***The program implements a process to assess student progress toward achievement of student learning outcomes using a variety of methods during and at the conclusion of the program.***

CSB/SJU:

A portfolio is maintained by each student accepted into the major that includes assignments from across the DPD curriculum, beginning with Nutrition 225: Experimental Food Science. The portfolio incorporates the assessment rubrics to track learning outcomes as well as self-assessment tools for students to assess professional readiness (see Appendix O for an example of the portfolio). Courses within the program incorporate a variety of assessment tools, including; written examinations, research projects, research papers, case studies, problem sets, oral presentation of research to peers, classroom debates, presentation of nutrition education programs to a public audience, video-taped interviewing and counseling experiences.

At the end of the program, students complete a self-assessment of professional readiness. They review and evaluate their portfolio.

- ***The program demonstrates periodic evaluation of the curriculum objectives, content, length, and educational methods to improve educational quality. Periodic evaluation includes assessment of new knowledge and technology impacting dietetics practice.***

CSB/SJU:

The assessment plan for evaluation of program goals includes periodic surveys to internship directors and employers. At the present time there have not been a sufficient number of DPD graduates to use this data for objective evaluation. In the future, the program director and department chair will review this data and present a summary to the program faculty to use in evaluating and improving student learning. It is anticipated that 3 years of aggregated data would be sufficient to do an objective evaluation. As the

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Foundation Knowledge and Skills are revised by CADE they are incorporated into the curriculum.

The program faculty members receive a small budget for professional development activities. Faculty members are encouraged to attend national, state and regional meetings as often as possible, and incorporate new information and technology into courses where it is appropriate. The department faculty review the curriculum on an on-going basis during department meetings and discuss the incorporation of new information and technology. The program has an advisory committee that is convened whenever substantial changes to the curriculum are required to meet accreditation standards.

Curriculum changes for the DPD are determined by institutional standards as well as accreditation standards. For example, the College /University strongly encourages academic departments and majors to require no more than 50 credits to meet program/major requirements. Programs and majors are also encouraged to offer a variety of courses that appeal to a wide student audience, rather than have the majority of courses be available strictly to program or department majors. Course syllabi with learning objectives are included in the Annual Report of the Nutrition Department that is reviewed by the Academic Dean at the end of the spring semester of every academic year.

Students contribute to curriculum review through course evaluations and through the use of an exit survey conducted during the final week of the spring semester, senior year. Examples of course evaluations and exit survey questions will be available for site reviewers.

It is an institutional policy that faculty members who are not tenured conduct student course evaluations in every class they teach. Tenured faculty members are required to conduct student evaluations in two classes each academic year. Probationary faculty members submit a summary of course evaluations annually to the department chair. Course evaluations address course content as well as teaching effectiveness. The exit survey requested of graduating seniors is designed to elicit comments about the program as a whole, as well as specific curriculum areas. Information from all student evaluation tools is used to inform faculty of course content and credit distribution.

- ***The program demonstrates use of a process to monitor the comparability of educational experiences and evaluation strategies used to assess student progress and ensure consistency of learning outcomes when students are assigned to different sites for the same type of experiences.***

Not applicable.

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Standard Three: Program Management

Principle

An education program requires sound management of all components, including the resources necessary for effective education to occur. Resources include competent and sufficient program administrators, faculty and/or preceptors, support personnel, and adequate services to provide the planned education of students. Fair, equitable, and considerate treatment of both prospective students and those enrolled in the educational program is incorporated into all aspects of the program.

Standard Three

Management of the dietetics education program and availability of program resources are evident in defined processes and procedures and demonstrate accountability to students and the public.

- *The program demonstrates that the program director has the authority, responsibility and sufficient time to manage the program, including assessment, planning, implementation, and evaluation critical for program effectiveness. Program director responsibilities include at least:*
 - *Policy development;*
 - *Student recruitment, advisement, evaluation, and counseling;*
 - *Program record maintenance, including student complaints and resolutions;*
 - *Curriculum development;*
 - *Program communication and coordination; and*
 - *Continuous internal and external program evaluation.*

CSB/SJU:

The primary role for the Program Director of the DPD is to serve as the liaison to the American Dietetic Association and CADE. In addition, this person has the responsibility to oversee or coordinate the completion of all tasks required for the maintenance of the dietetic program. A complete job description is included in Appendix V. The Program Director (PD) completes all reports required by ADA, Annual Report and CDR Registration Eligibility Applications and Verification Statements for graduating students, and additional documents when necessary, e.g. Five Year Report, and the coordination of self-study documents for accreditation. The Nutrition Department is fairly small (6 faculty) and everyone shares in the tasks of the department, including assessment, advising, and curricular development.

Policy Development

Current *Policies and Procedures* are outlined in the DPD Student Handbook (Appendix W). The PD has the authority to periodically assess these policies and recommend change as needed. Policies included in the Student Handbook range from the department's approach to *Absences/Attendance* to *Verification Statements*. Feedback on the clarity and effectiveness of current policies is obtained from current students and

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faculty. Feedback from graduate surveys and employer or internship director surveys is also considered where relevant. When a policy or assessment form, for example, appears to need revision, the PD has the authority to make recommended changes. The issue and the proposed revision are discussed at a department meeting so that everyone is involved in the process and kept current with changes.

Student Recruitment, Advisement, Evaluation, and Counseling

The Program Director takes a lead role in Advising and Recruitment. Recruitment is a long-term management plan, discussed in Standard One. The Admissions Department contacts the PD to arrange an appointment for all prospective dietetic students visiting campus. The PD meets with all potential dietetics majors, evaluates transcripts, assists in the initial registration process, and takes the time to answer questions and identify their career goals. After this initial visit, the PD assists students in obtaining a primary advisor in the Nutrition Department. Each faculty member has approximately 10-15 advisees. The PD serves as an initial contact with Admissions typically; however, all faculty can be involved with prospective students. Annual meetings are arranged with the whole Admissions staff to keep them up-to-date with new changes in our majors and/or requirements, and all Admissions materials related to Nutrition and Dietetics are also annually reviewed and revised if necessary. When major curricular changes occur, the PD organizes a workshop which includes both Admissions and the Academic Advising staffs to explain the changes and provide handouts including four year plans. This process attempts to keep everyone potentially connected with dietetics majors supplied with current, accurate information.

The college catalog (Appendix A) is an important recruitment tool. Students may find initial information about nutrition and dietetics through the college's Admissions links: http://www.csbsju.edu/admission/academics/majors_minors/nutrition/nutrition.htm (Appendix Y). Or, they may opt to go directly to the Nutrition Department's web page: <http://www.csbsju.edu/nutrition/Default.htm> (Appendix Y).

Please note hard copies (printouts) of all web links included in Appendix Y and Z.

Advising is an on-going process. Early in the fall semester the PD arranges an information meeting, like an *Open House*, to provide an opportunity for new students to meet nutrition faculty, current majors, and ask questions about the dietetics or nutrition science majors. In addition, each semester the PD schedules group advising sessions to assist students in the registration process. Separate sessions are held for sophomores, juniors, and senior dietetics majors, and nutrition science majors. All faculty assist during these scheduled events, typically meeting with their own advisees. When a curricular conflict is identified, all affected individuals are present so solutions can be developed without creating another potential problem. The students and faculty advisor together develop the four year plan which is included in the student's file. Students are encouraged to explore areas of interest (potential minor) and study abroad opportunities. Students **must** meet with their advisor each semester in order to receive the pin number

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needed to engage in the on-line registration. Students may seek out additional opportunities to discuss academic progress, concerns, and career interests as desired.

When students have issues related to academic areas outside the department, the PD or faculty member contacts the Academic Advising office for referral or information. Issues unrelated directly to academics are referred to the Counseling and Health Education Office; services provided through this office include: alcohol education workshops, counseling and psychological services, consultations, presentations/workshops, and *walk-in* Wednesday Mental Health Screenings.

Program Record Maintenance, including Student Complaints and Resolutions

Records related to student retention, student academic performance related to assessment goals, and RD exam scores are tracked by the PD. The PD is able to access student portfolios online and remind students to correctly link their work; later in the senior year, the PD requires all students to self-assess their portfolio. In addition, as outlined in standard one, the PD mails surveys (discussed under the outcome measures) and keeps records of surveys returned. All verification statements are kept by the PD in a secure filing cabinet.

College academic policies, residential policies, human rights policies, complaints policies, and student life policies are available through the on-line *Every Woman's Guide* (for women) <http://www.csbsju.edu/ewg/> or *J-Book* (for men) <http://www.csbsju.edu/jbook/>. *Every Woman's Guide* and the *J-Book* are in Appendix Y.

Policies related to the operation of the DPD are outlined in the DPD Student Handbook and include the procedure for processing student complaints. Conflicts between a student and faculty member or student and another student are addressed following the *Grievance Procedures* outlined in the DPD Handbook. Students are encouraged to identify the problem and speak to the relevant instructor as soon as possible. The student is asked to explain what has led to the situation and to suggest a plan that can re-establish a positive learning environment. If the conflict cannot be resolved at this level, an appointment with the PD is arranged to attempt to resolve the problem. The next level is with the Department Chair, and ultimately the Academic Dean.

There have been no formal complaints taken to the PD for the small number of DPD graduates to date. The larger classes of junior and sophomore DPD students have also had no formal complaints. An example of how a complaint would be handled can be drawn from the operation of our CP. The decision to phase out the CP evolved largely based on student complaints taken to the PD and ultimately the Chair. The size of our CP exceeded the available clinical opportunities in the local community and in order to accommodate the increased class size, additional clinical facilities were recruited. However, the CP students were unwilling to move off campus because of their involvement with campus-related activities. Students felt so strongly about staying on campus that they refused to consider clinical facilities outside the immediate area. The PD explained the reasoning for the new sites, demonstrated the superior characteristics of

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these new sites and was willing to conduct visits with the students. However, she was unable to persuade a sufficient number to agree to placement at these alternative sites. Students then approached the Chair with their requests. Faced with increasing class size and the impossibility of providing adequate experiences for all CP students in the immediate area, the PD together with the whole department and input from our Advisory Committee carefully made the decision to phase out the CP. The intent is to develop an internship which would occur *after graduation* and could utilize more distant clinical facilities, thus avoiding the current resistance to leaving campus.

Curriculum Development

The curriculum is continuously re-evaluated and revised in response to student performance, feedback from students, in-put from the DPD Advisory Committee and changes in CADE Foundation Knowledge and Skills.

- Development of a new course. Evidence of response to student feedback and the recognition to enhance the curriculum resulted in the development of a new course *Exploring Weight Issues: Obesity and Eating Disorders*. These topics were always included in the curriculum but the content was divided into various courses. The growing obesity crisis and pervasive nature of weight issues in all aspects of the dietetic profession directed us to devote a whole course to this content. Upper division courses will build upon this foundation course but greater emphasis is now given to this topic.
- Elimination of a required course from the curriculum. Feedback from students over the course of several years revealed that despite efforts to improve the course, significant overlap with other required classes persisted. The emphasis on liberal arts and allowing students opportunities to choose electives resulted in the decision to drop COLG 140 as a required class once the PD ensured that all competencies could be met through other required classes.
- Rearrangement of required supporting courses within the four year plan. A newly revised chemistry class – Chemistry 105 - designed specifically for dietetics majors was implemented this academic year 2004-2005. The class contained both first and second year students, since the intent was to move this chemistry course to the spring semester of the first year from the sophomore year. [The biology sequence would remain in the sophomore year.] However careful analysis of student performance strongly suggested that the sophomores performed much better, regardless of their prerequisite background. Sophomores demonstrated an advantage over first year students in their ability to learn and apply the chemistry concepts; consequently, rather than move this class to the first year – the PD initiated discussion to consider retaining chemistry in the sophomore year and adjusting the courses to move another class to the first year.

Program Communication and Coordination

The Nutrition Department faculty meet regularly (twice per month). The agendas for these meetings are set by the Department Chair and PD. All faculty attend these meetings and all issues related to the curriculum and student progress are addressed at

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these meetings. Agendas are sent out prior to the meeting; minutes are recorded and posted on the common shared departmental drive – accessible to all faculty in the department.

Continuous Internal and External Program Evaluation

The PD also has primary responsibility for the completion of the Annual Nutrition Assessment report for the College and coordinates the collection of assessment data within the department and consults with the Academic Assessment Committee as necessary. Many of the departmental tasks are divided among the faculty, so the whole department participates in the collection of assessment data for the didactic program; however, the PD assumes the responsibility to ensure completion of all data collected. As part of the curricular assessment, the PD also has primary responsibility for administering exit surveys with the graduating students and communicating with the Advisory Committee, with the purpose to seek feedback and make recommendations for indicated changes to the department as a whole. Surveys are sent to graduates, internship directors and/or employers to obtain additional feedback regarding program strengths and areas to address.

- *The program demonstrates that it has the administrative and financial support, learning resources, physical facilities and support services needed to accomplish its goals. The annual budget for the program or other financial information, such as percentage of department budget allocated to support the program, is sufficient to produce the desired outcomes.*

Administrative Support and Financial Support/Budget

The Nutrition Department budget includes salary for 6 full-time faculty and salaries for six student workers that serve as teaching assistants for the laboratory components. The budget was submitted (September, 2005) in the DPD Eligibility document and approved by CADE. Each department submits a budget (planning is typically done two years in advance) and is allocated budget for phones and office expenses. Course fees generate additional budget for laboratory expenses and is determined by enrollment in fee-designated classes. Each department submits a rationale for needed budget changes which are considered within the context of the needs of the college as a whole.

Historically, the Nutrition Department has been successful in acquiring the funds needed for clinical travel and supervision (associated with our CP), accreditation and annual ADA fees, and an extra stipend for the PD to attend DEP meetings.

Salaries for support staff, for example, office assistants, are paid through the Natural Science Division and not directly from the nutrition budget. Computer acquisitions are also handled separately; computer related requests with supporting rationale are submitted annually and determinations are based upon criteria set by the Committee on Academic Computing and Information Technology staff. Faculty are given regular desk top computer upgrades (every 3-5 years) and frequent software upgrades. Also an annual allowance is also provided to each department for library acquisitions to direct specific

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book and journal acquisitions; this allowance is ~\$4, 408.00; however, during the academic year 2004-2005 we were allowed to spend \$5,329.89 in library acquisitions.

Major capital acquisitions of equipment or laboratory instruments and/or renovations are incorporated into five year planning documents. A five-year plan with supporting rationale and budget is submitted to the Director of Academic Budget. Specific allocations for each department are determined annually. For example, most recently renovation to our food science laboratory was approved to allow for upgrades to commercial ranges and the installation of exhaust hoods to better vent this space when in heavy use. The total cost of this renovation is ~\$25,000.00. Curricular revision and the intense interest in the culinary arts are driving a desire to provide additional educational opportunities to a wider range of audiences. In order to meet health codes for these new audiences, modifications to the existing laboratory are necessary. These changes are incorporated into the five year capital plan (and a copy of this plan will be available to site reviewers).

Administrative support for faculty is also demonstrated through a variety of opportunities for faculty to continue their education, pursue scholarship activities or enhance their teaching effectiveness.

- The Learning Enhancement Service: <http://www.csbsju.edu/les/> (Appendix Y) provides on-going opportunities to attend conferences or on-campus discussion groups on a variety of teaching related issues. This service sponsors forums, teaching seminars, master teacher sessions, reading groups, faculty interest groups, individual assistance, resources on effective teaching pedagogy, and a special program designed to mentor new faculty.
- Faculty Stipend: Each faculty member of the department receives ~ \$500 each year to support continuing education or scholarship activities. This money can be used for travel, conference tuition or fees.
- Faculty Development Funds: The Faculty Development and Research Committee solicits requests from faculty to support Professional Development (support for individual projects contributing directly to the professional growth) or Curriculum and Program Development (which are available for individual departmental, or group projects aimed at improving curriculum and academic programs). These grants are competitive.
- Sabbatical: Proposals are considered at six year intervals for tenured faculty. The Faculty Handbook (development) section which addresses faculty development can be found at the following link: https://www.csbsju.edu/academicaffairs/Faculty/Handbook/Part_2/009.htm (Appendix Y). Sabbaticals are typically granted for one semester for full salary and benefits and the time spent on sabbatical leave counts toward promotion. Sabbatical leaves are competitive and the number of sabbaticals funded each year is determined based upon the quality of the sabbatical proposals, the potential impact of the proposal on the professional growth of the faculty member and contributions to the department, and the feasibility of staffing replacements.

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Learning Resources

Library

The faculty and students have access to two libraries, the Clemens Library located immediately across from the Ardolf Science Center on the Saint Benedict's campus and the Alcuin Library located on the Saint John's campus. The CSB/SJU Joint Libraries and Media feature one of the largest collections among Minnesota's private colleges, numbering approximately 700,000 items. The media collection of over 35,000 items contains a variety of holdings in several formats including video, laser disk, film, audiotape, LP, CD and DVD. The online catalog, MnPALS, provides access to these collections as well as the collections of some 70 additional libraries in Minnesota. The WorldCat database makes worldwide library holdings searchable from here, and items not owned by the Joint Libraries can be obtained via Interlibrary Loan from almost any library in the world.

The libraries' home page at <http://www.csbsju.edu/library/> (Appendix Y) is a starting point for accessing an increasing array of electronic materials, including electronic books, databases, journal indexes, and approximately 16,000 electronic journals. All electronic and printed information is accessible in both libraries; indeed, all of the libraries' electronic resources are available, via its proxy server, to students and staff from any place in the world, 24 hours a day. Building hours, when classes are in session, are 8:00 a.m. on weekdays (10:00 a.m. on Saturday/Sunday), to midnight (10:00 p.m. on Friday/Saturday).

The libraries' web site also provides complete information on the services and policies of the joint libraries, guidance and instruction in resource use, forms for requesting resources and services, and a library blog for announcements and comments. The entire site consists of over 500 pages, and is the largest website on the campus.

Eleven librarians and nineteen support staff provide a full range of services. Professional reference staff members are available to assist students with all their information needs. In-person, email, and instant messenger service (via the major instant messenger services of AOL, MSN, and Yahoo!) are available during regular hours; for more help with in-depth needs, a reference librarian is available by appointment for one-on-one assistance. While all librarians provide general guidance in all subjects, each librarian possesses an in-depth knowledge of one or more subject areas that can be tapped by students working on complex research topics.

In conjunction with the First-year Symposium, first-year students spend at least two class sessions in the library or computer lab with a Reference librarian. Typically, the fall sessions provide an orientation and tour of the libraries, plus an overview of the library website and databases. The spring sessions coincide with the research paper assignments in First-year Symposium classes and are tailored to the subject area of the course. Students learn to access relevant, scholarly materials from a variety of sources.

The Nutrition Department has a separate library budget (discussed above) to buy new nutrition books and it also has a journal budget. A nutrition faculty bibliographer works closely with a librarian. The librarian (Peggy Roske), who has worked with the Nutrition

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Department for a number of years, does an excellent job of communicating new search engines, texts, journals, and emails the department relevant news releases on nutrition. Peggy Roske attends departmental meetings at least once a year to update the department on the library web page or other available resources. In addition, the Nutrition Department has taken advantage of the libraries' information literacy instruction services for several nutrition courses requiring research and technical writing. Information literacy instruction is provided to dietetic/nutrition students in their 225 and 330/331 courses, and for Nutrition Science majors (but also open to dietetic majors) in Nutrition 380 (Nutrition Research) course, so that graduates are able to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (from the American Library Association's *Presidential Committee on Information Literacy*).

In addition to the materials available through the libraries, the Nutrition Department maintains a nutrition resource center housed in a departmental designated classroom. Nutrition education materials, including newsletters, textbooks, cookbooks, and other resources, are available to the students. Majors and minors can access the materials during the day, as well as evenings and weekends."

The budget, resources available and individual attention from the department's assigned librarian (Peggy Roske) is a major strength of the DPD, as discussed under standard one.

Information Technology (IT) and Media Services

The program has excellent access to IT Services. The computer facilities consist of 54 presentation-ready computer classrooms, 11 mobile computer & projector setups for use in classrooms without installed presentation setups, 15 computer access/lab facilities, 33 residence hall computer clusters. There are 569 workstations available for student-access (computer labs, access areas, and residence hall clusters). All areas have modern networked workstations offering the latest versions of e-mail, web browser, office productivity (word processing, spreadsheet, database, & presentation), and graphical applications.

The Nutrition Department takes advantage of discipline-specific software (e.g., diet analysis programs and course web pages). One discipline specific software program available to dietetics students on the CSB/SJU campus network is Oracle-based Computrition Hospitality Suite software. The CSB/SJU Nutrition Department was the first educational grant account to receive not only the multi-user version of the Hospitality Suite foodservice management software but also the diet office functions as well. In today's software market Computrition has the most extensive system of totally integrated foodservice, diet office and nutritional analysis programs available. The cutting edge computer technology of Computrition is a significant technological asset for the education of our students and is used for classroom instruction as well as supporting undergraduate research. Through using Computrition, CSB/SJU Nutrition Department graduates have a unique and progressive educational experience, setting them apart from their peers and making them highly employable in our field today.

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The PD works with IT Services to implement the web-based nutrition portfolio. IT Services instruct DPD students on how to access their portfolio template, how to navigate their web site and link assignments. The portfolio template (table of outcomes) has been revised and IT Services worked with the PD to incorporate changes. IT Services also established password protection for all nutrition student portfolios, so that a student and the PD or other nutrition faculty could view the assignments and rubrics in the portfolios but not another student.

All workstations have access to the Internet. Computer facilities are available weekdays, evenings, and weekends for students' convenience, some 24 hours. Network connections are provided in all student rooms. Students are not required to own a computer, though over 2,500 students bring one to campus.

The mission of our IT Services is to provide appropriate information resources, technology and services in order to facilitate learning, instruction, research, creative activities and public service. Workshops are offered through IT Services for operation of a variety of software programs available to all faculty (e.g., Power Point, Excel, Internet, SPSS, building web-based course resources, WebCT, and graphics programs). IT Services consultants are available to assist faculty on an individual basis. In addition, an IT Service representative meets with program faculty, the Program Director, and Department Chair intermittently to solicit input from the trenches to determine future information technology needs of the department. All dietetics faculty have a personal computer in their office, access to a laser and color printers.

All classrooms in the Ardolf Science Center, which houses the Nutrition Department, are equipped with computer data projectors. Faculty can use PowerPoint, course specific software, and Internet applications with these systems.

Each campus classroom and seminar room is equipped with a blackboard, screen, and overhead projector. VCRs, TVs, slide projectors, and mobile computer and data projectors are maintained and readily attainable from Media Services.

Physical Facilities and Support Services

The Nutrition Department is housed with the Chemistry Department in the Ardolf Science Center, a building completed in the spring of 1992. The nutrition faculty has 5 offices for 6 faculty members. Each office has a private furnished office, with large picture window, private phone, and personal computer. The DPD program has the following department designated classrooms and laboratories: an experimental food science laboratory, a Nutrition seminar room which houses a departmental library and has storage cabinets for nutrition specific resources, a core laboratory [for the introductory nutrition course laboratories], and a biochemistry laboratory [for upper division nutritional biochemistry and exercise nutrition] which is shared with the Chemistry Department. Each laboratory also has an adjacent preparation room. In addition the

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Ardolf Science Center also provides: six classrooms equipped with computer data projectors; 1 multimedia computer classroom with individual 11 PCs, a faculty mail room with photo copier, laser printer and, typewriter, a faculty lounge, and a separate student study lounge equipped with photo copier.

The Division of Natural Science has three full-time office coordinators. The coordinators are supported by nine work-study students who work under their direction in the administrative office of the Ardolf Science Center and perform clerical functions. Clerical support for department faculty and the Program Director is excellent. Clerical support is available for all program faculty for copying; typing syllabi, exams, laboratory manuals, and other educational materials; graphic design of invitations and certificates; bulk mailings of letters, assessment surveys, and invitations; and faculty meeting and advisory committee minutes. The turn around time on typing and copying is usually less than 24 hours, even with short notice. All of the office coordinators have been with the division/department for several years and are well prepared to assist the Program Director with official ADA and CADE business.

The Nutrition Department employs six work-study students during the academic year who each work 6 to 12 hours per week. Work-study students serve as teaching assistants (TAs) within the department. The TAs perform a number of functions to support faculty teaching, which include: inventory and maintenance of the core, nutritional biochemistry, and experimental food science laboratories, laboratory prep; food preparation and procurement; demonstrating and conducting biochemical assessment procedures; data collection, tabulation, and dissemination to students for lab reports; graphing; and grading. All laboratory courses, however, are directly taught by the faculty member. In addition, the department has been allocated two full-time (40 hours per week) work-study students for the summer; these students are involved in a combination of TA responsibilities and undergraduate student research.

Additional support services are provided through various offices on campus that are utilized needed. These include Admissions, Academic Advising, Student Development, Institutional Advancement, Counseling and Health Education, Human Resources, the Learning Enhancement Service, and the International and Multicultural Office.

- *The program demonstrates that it has a sufficient number of faculty and/or preceptors to provide learning experience and exposure to the diversity of practice. Faculty and /or preceptors can show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, research or other activities leading to professional growth and the advancement of their profession. In addition,*
- *Faculty in regionally accredited colleges and universities meet the institution's criteria for appointment.*

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The Nutrition Department consists of six faculty positions (Table 7 below). The credentials required for appointment and tenure and promotion include a graduate degree in nutrition or an appropriately related area (MBA, MPH). The PhD is the preferred terminal degree, but a master's degree *with appropriate professional experience as a RD* is accepted. Consideration is given to the expertise of the individual relative to the courses they teach in the curriculum.

As discussed in standard one, under the department's management plan, a short-term goal is to convert a current faculty position back to a tenure track position. A long-term goal is to be able to offer a sixth tenure track position. Currently, there are two tenured faculty and two tenure track faculty.

Expectations for teaching, advising, service, support of the mission, and scholarship for promotion and tenure are provided in the Faculty Handbook <https://www.csbsju.edu/academicaffairs/Faculty/Handbook/> (Appendix Y).

All faculty engage in continuing education to maintain their RD and licensure credentials. Vitae for all 6 faculty members, listing continuing professional/educational development is included in Appendix X.

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Table 7 Nutrition Department Faculty

Faculty	Courses Taught	Site of Terminal Degree and Areas of Interest
Jayne Byrne MS, RD, LD Tenured – Associate Professor Department Chair	Nutr. 125: Concepts of Nutrition Science Nutr. 332: Case Studies in Medical Nutrition therapy Nutr. 333: Medical Nutrition Therapy: Chronic Conditions Nutr. 337: Medical Nutrition therapy: Acute Care Nutr. 342: Interviewing and Counseling Nutr. 120: Medical terminology Department Chair	The Pennsylvania State University (1980) Omega-3 fatty acids and inflammatory response, nutrition in prevention and management of cardiovascular disease and diabetes, biomedical ethics, nutrition as complimentary medicine
Bernadette Elhard MBA, RD, LD Tenure-track – Asst. Professor	Nutr. 225: Experimental Food Science and Laboratories Nutr. 343: Food Production and Procurement and Laboratories Nutr. 345: Entrepreneurship in Food Management and Nutrition Nutr. 347: Management Systems Nutr. 357: Entrepreneurship and Laboratory	Saint Cloud State University (1991) Food Safety & Sanitation Quantity Food Production Catering Recipe Development & Standardization
Amy Olson PhD, RD, LD Tenured – Professor	Nutr. 125: Concepts of Nutrition Science Nutr. 330: Nutritional Biochemistry and Assessment Nutr. 331: Exercise Nutrition and Supplements Nutr. 380: Nutrition Research	The Ohio State University Obesity and Energy Metabolism Sports Nutrition
Linda Shepherd MPH, RD Tenure-track – Asst. Professor	Program Director DPD Nutr. 125: Concepts of Nutrition Science Nutr. 305: Leadership in Dietetics Nutr. 220: Weight Issues: Obesity and Eating Disorders Nutr. 323: Public Health Nutrition, Infancy through Aging Nutr. 335; Clinical Nutrition	University of Minnesota Adolescent nutrition, obesity, eating disorders, infant and maternal nutrition, public health programs.
Elizabeth Tilak MS, RD, LD Asst. Professor	Nutr. 341: Nutrition Education Nutr. 125: Concepts of Nutrition Science Nutr. 230: Social and Cultural Aspects of Nutrition Nutr. 335: Clinical Nutrition	The Chicago Medical School / Finch University of Health Sciences Infant / pediatric nutrition, LCPUFA supplementation in infants/children, nutrition during lactation / pregnancy, environmental nutrition issues, nutrition education
Erin Miller MS Asst. Professor	Nutr. 125: Concepts of Nutrition Science and Laboratories	St. Cloud State University (2004) Exercise nutrition, body composition, eating to stay injury free, benefits of protein and carbohydrate supplementation on mental performance in female soccer players.

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- *Preceptors in supervised practice program are credentialed or licensed as appropriate for the area they are supervising students or demonstrate equivalent education and experience.*

Not relevant for DPD.

- *The Coordinated (CP), Dietetic Internship (DI), and Dietetic Technician (DT) programs demonstrate that a process is used to select and periodically evaluate adequacy and appropriateness of facilities to provide supervised practice learning experiences compatible with the competencies students are expected to achieve.*

Not relevant for DPD.

- *The Coordinated (CP), Dietetic Internship (DI), and Dietetic Technician (DT) programs demonstrate that a process is used to maintain written agreements, signed by administrators with appropriate authority and delineating the responsibility between the sponsoring organization and affiliating institutions, organizations, and/or agencies providing supervised practice experiences.*

Not relevant for DPD.

- *The program provides clear, consistent, and truthful information to prospective students, enrolled students, and the public at large. Program information is accessible in a catalog, program bulletin, brochure, or other printed and/or electronic materials. Program information includes at least the following:*

CSB/SJU:

Clear, consistent and truthful information is provided in the DPD handbook (enrolled students), College Catalogue and Nutrition Department web-page (prospective and enrolled students). All of these documents or relevant web pages are included in Appendix Y.

- *Type and description of the program, including mission, goals, and measurable outcomes*

CSB/SJU:

This information is provided in the DPD Student Handbook (Appendix W) and the Nutrition Department web page <http://www.csbsju.edu/nutrition/Default.htm> (Appendix Y).

- *Description of how the program fits into the credentialing process for dietetics practitioners*

CSB/SJU:

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This information is provided in the DPD Student Handbook and the Department web page: <http://www.csbsju.edu/nutrition/DPD.htm>.

- *Cost to the students, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms, in addition to application fees and tuition, if applicable*

CSB/SJU:

This information is provided in the DPD Student Handbook and tuition, fees, housing costs and available scholarships information is available through Admissions: <http://www.csbsju.edu/admission/finaid/default.htm> (Appendix Y) and in the College catalog.

- *Accreditation status, including the full name, address, and phone number of the commission on Accreditation for Dietetics Education*

CSB/SJU:

Included in the DPD Student Handbook and on the departmental web page: <http://www.csbsju.edu/nutrition/DPD.htm>.

- *Admission requirements*

CSB/SJU:

The college admission requirements are listed in the College catalog and at <http://www.csbsju.edu/admission/apply/> (Appendix Y). The Nutrition Department does not have any admission criteria for the DPD.

- *Academic/program calendar or schedule*

CSB/SJU:

Calendars through the Registrar's Office <http://www.csbsju.edu/registrar/calendars/default.htm> (Appendix Y). A copy of the calendars for the academic year 2005-2006 (fall and spring) are included in Appendix Y.

- *Graduation and/or program completion requirements*

CSB/SJU:

Registrar <http://www.csbsju.edu/registrar/>; http://www.csbsju.edu/catalog/2003-2005/Academic_Programs/default.htm.

General Information http://www.csbsju.edu/registrar/general_info/default.htm

Department requirements for graduation <http://www.csbsju.edu/nutrition/DPD.htm>

Information is also included in the DPD Student Handbook. All in Appendix Y.

- *Computer matching information (for dietetic internships, if applicable)*

CSB/SJU:

The DPD Student Handbook (in Appendix W) provides information on computer matching. This is also discussed in the course, Nutrition 305, Leadership in Dietetics.

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- *The program protects student civil rights and complies with institutional equal opportunity programs.*

CSB/SJU:

Human Rights Policies http://www.csbsju.edu/ewg/Student_HR.htm (Appendix Y).

The department complies with the institution's equal opportunity programs

<http://www.csbsju.edu/humanresources/employment-opportunities/default.htm>

(Appendix Y). Statement of equal opportunity is found in the DPD Student Handbook.

- *The Program makes students aware of and implements written policies and procedures that protect the rights of students and are consistent with current institutional practice. Policies and procedures include at least the following:*
 - *Withdrawal and refund of tuition and fees*

CSB/SJU:

<http://www.csbsju.edu/catalog/2003->

[2005/General_Information/Financial_Information/default.htm](http://www.csbsju.edu/catalog/2003-2005/General_Information/Financial_Information/default.htm) (Appendix Z).

- *Scheduling and program calendar, including vacation and holidays*

CSB/SJU:

<http://www.csbsju.edu/registrar/calendars/>. Current academic calendars (fall and spring) are included in Appendix Z.

- *Protection of privacy of information*

CSB/SJU:

The DPD Student Handbook provides information on privacy.

- *Access to personal files*

CSB/SJU:

The DPD Student Handbook provides information on student access to personal files.

- *Access to student support services, including health services, counseling and testing, and financial aid resources*

CSB/SJU:

General Student <http://www.csbsju.edu/students/>

SJU Student Health Center <http://www.csbsju.edu/sjuhealthcenter/>

Student Counseling and Health <http://www.csbsju.edu/counseling/>

Financial Aid <http://www.csbsju.edu/financialaid/> All Appendix Z.

- *Insurance requirements, including those for professional liability*

CSB/SJU:

The DPD Student Handbook provides information on liability.

- *Liability for safety in travel to and from assigned areas*

CSB/SJU:

The DPD Student Handbook provides information on liability for safety and travel.

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- *Injury or illness while in a facility for supervised practice*

Not relevant for DPD in terms of supervised practice. However, is relevant for laboratory experiences, for example, in Nutrition 343: Food Production and Procurement and Nutrition 345: Entrepreneurship and Management in Food Industry. There is an injury form in the DPD handbook Appendix W.

- *Grievance procedures*

CSB/SJU:

The DPD Student Handbook provides information on the grievance procedure.

- *Assessment of prior learning and credit toward program requirements (coursework and/or experiential)*

CSB/SJU:

The PD determines credit for prior learning or coursework on an individual basis. Students may be asked to take an exam or demonstrate competency in a given area to have a particular course requirement waived. The program does accept transfer students only after they have been evaluated by the PD. The PD reviews their official transcripts, course syllabi and often meets with the student to assess their coursework.

- *Formal assessment of student learning and regular reports of performance and progress at specified intervals throughout the program, such as within and at the conclusion of any given course, unit segment, or rotation of a planned learning experience*

CSB/SJU:

Formal assessment is the academic testing that a student must complete as part of a nutrition or core course. Each nutrition syllabus lists the percentage or points necessary to achieve a specific grade. To maintain enrollment in the DPD major (or any CSB/SJU major) a student must have an overall GPA of 2.0 (4 point scale), as outlined in the Academic Catalogue in Appendix 00. The DPD does not require a specific GPA but encourages students (in the DPD Handbook) to pay attention to their nutrition and overall GPA to be competitive if they intend to apply for a Dietetic Internships and/or graduate school. Specific courses require a pre-requisite and students must achieve a grade 'C' or higher to continue into the next course. For example, students must achieve a grade 'C' or higher in Biology 121 to continue into Biology 214. Students are assessed throughout their program, in every nutrition course and core course. A student meets with their Nutrition advisor at least once per semester to discuss their progress and courses for the next semester. An advisor can also access their advisee's grades by checking a student's on-track CSB/SJU transcript. If the faculty have concerns about a student's progress they discuss their concerns at a department meeting and if necessary the PD can meet with the student. The college requires faculty to submit grades at designated deadlines at the end of each semester. However, grades are considered confidential information.

- *Disciplinary/termination procedures*

CSB/SJU:

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Information on disciplinary/termination procedures is provided in the Academic Catalogue, Every Woman's Guide and J-Book at the links below (copy in Appendix Y).

http://www.csbsju.edu/catalog/2003-2005/Academic_Programs/default.htm

Every Woman's Guide http://www.csbsju.edu/ewg/Student_HR.htm

J-Book <http://www.csbsju.edu/jbook/>

The DPD Student Handbook also provides information on disciplinary and termination procedures.

- *Graduation and/or program completion requirements, including guidelines ensuring that all students completing requirements as established by the program receive verification statements.*

CSB/SJU:

The following provides information on graduation and/or program completion requirements to ensure that all students completing requirements receive a verification statement. Registrar <http://www.csbsju.edu/registrar/>;

http://www.csbsju.edu/catalog/2003-2005/Academic_Programs/default.htm

General Information http://www.csbsju.edu/registrar/general_info/default.htm

Department requirements for graduation <http://www.csbsju.edu/nutrition/DPD.htm>

All in Appendix Z. Information is also included in the DPD Student Handbook.