

**Appendix 1.4.4a Graduate Intern Survey (4 pages)**

**September 3, 2008**

Dear \_\_\_\_\_,

**In an ongoing effort to evaluate our dietetic internship program, I would like to ask you to take a few minutes to fill out the enclosed Dietetic Internship Assessment form. The form contains a number of competency statements, developed by the Commission on Accreditation for Dietetics Education, which specify what every dietitian should be able to perform at the beginning of his or her career. It is likely that you have not been called upon to use every competency outlined in your practice thus far, but the intent is that you should feel comfortable to practice in each of the competency areas as you begin your career.**

The performance level for each competency is indicated by an action verb used at the beginning of the statement. The action verbs reflect four levels of performance as outlined below:

- ***Participate*** – take part in team activities;
- ***Perform*** – able to initiate activities without direct supervision;
- ***Conduct*** – activities performed independently;
- ***Supervise*** – able to oversee daily operation of a unit including personnel, resource utilization, and environmental issues; or coordinate and direct the activities of a team or project work group;
- ***Manage*** – able to plan, organize and direct an organization unit.

**Due to the transition following Nancy Buerger's retirement I am a bit behind in getting these surveys to you. Please try to remember how competent you were feeling with that first job during that first year of employment.**

**As part of this evaluation process, I would also like to ask the employers of our graduates to evaluate how well prepared they feel our graduates are in these competency areas. To help in this evaluation process, we would like for you to please indicate the name and address of your first supervisor on the attached form. Please send back both forms in the enclosed self-addressed, stamped envelope.**

**Thank you for your participation in our ongoing evaluation of the dietetic internship program at Central Washington University. Please keep in touch with us; we are very interested in knowing how you are doing and please stop by whenever you are traveling through Ellensburg.**

Sincerely,

**Linda Cashman  
Dietetic Internship Director**

Central Washington University  
Dietetic Internship Assessment

Please rate how well you feel you were prepared in the following areas of competence when you initially began your dietetic practice as an entry-level dietitian.

*1 = Very Well Prepared, to 5 = Unprepared, and 6 = I Am Not Able to Evaluate*

**Nutrition Care:**

1. Supervise nutrition screening of individual patients/clients.	1	2	3	4	5	6
2. Supervise nutrition assessment of individual patient/clients with common medical conditions.	1	2	3	4	5	6
3. Assess nutritional status of individual patients/clients with complex medical conditions, i.e., more complicated health conditions in select populations.	1	2	3	4	5	6
4. Manage the normal nutrition needs of individuals across the lifespan, i.e., infants through geriatrics and diversity of people, cultures, and religions.	1	2	3	4	5	6
5. Design and implement nutrition care plans as indicated by the patient's/client's health status.	1	2	3	4	5	6
6. Manage monitoring of patient's/clients' food and/or nutrient intake.	1	2	3	4	5	6
7. Select, implement, and evaluate standard enteral and parenteral nutrition regimens to meet nutrition requirements.	1	2	3	4	5	6
8. Develop and implement transitional feeding plans, i.e., conversion from one form of nutrition support to another, e.g., total parenteral nutrition to tube feeding or oral diet.	1	2	3	4	5	6
9. Coordinate and modify nutrition care activities among caregivers.	1	2	3	4	5	6
10. Conduct nutrition care component of interdisciplinary team conferences to discuss patient/client treatment and discharge planning.	1	2	3	4	5	6
11. Refer patient/client to appropriate community services for general health and nutrition needs and to other care providers, as appropriate.	1	2	3	4	5	6
12. Conduct general health assessment, e.g. blood pressure, vital signs (perform).	1	2	3	4	5	6
13. Supervise quality improvement, including systems and customer satisfaction for dietetics service and/or practice.	1	2	3	4	5	6
14. Develop and measure outcomes for food and nutrition services and practice.	1	2	3	4	5	6
15. Supervise documentation of nutrition assessment and interventions.	1	2	3	4	5	6
16. Provide nutrition education to clients.	1	2	3	4	5	6
17. Develop and review education materials for target populations.	1	2	3	4	5	6

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**Food Service Management:**

18. Participate in business or operating plan development.	1	2	3	4	5	6
19. Supervise the collection and processing of financial data.	1	2	3	4	5	6
20. Perform marketing functions.	1	2	3	4	5	6
21. Participate in human resource functions.	1	2	3	4	5	6
22. Participate in facility management, including equipment selection and design/redesign work units.	1	2	3	4	5	6
23. Supervise the integration of financial, human, physical, and material resources and services.	1	2	3	4	5	6
24. Supervise production of food that meets nutrition guidelines, cost parameters, and customer acceptance.	1	2	3	4	5	6
25. Supervise development and/or modification of recipes/formulas.	1	2	3	4	5	6
26. Supervise design of menus as indicated by the patient's/client's health status or needs.	1	2	3	4	5	6
27. Participate in applied sensory evaluation of food and nutrition products.	1	2	3	4	5	6
28. Supervise procurement, distribution and service within food delivery systems.	1	2	3	4	5	6
29. Manage safety and sanitation issues related to food and nutrition.	1	2	3	4	5	6

**Community Nutrition:**

30. Supervise screening of nutrition status of population and/or community groups.	1	2	3	4	5	6
31. Conduct assessment of nutrition status of the population and/or community groups.	1	2	3	4	5	6
32. Provide nutrition care of population groups across the lifespan, i.e. infants through geriatrics, and a diversity of People people, cultures, and religions.	1	2	3	4	5	6
33. Conduct community-based health promotion/disease prevention programs.	1	2	3	4	5	6
34. Participate in community-based food and nutrition program development and evaluation.	1	2	3	4	5	6
35. Supervise education and training for target groups.	1	2	3	4		6
36. Supervise counseling, education and/or interventions in health promotion/disease prevention for patients/clients Needing medical nutrition therapy for common conditions.	1	2	3	4	5	6
37. Supervise community-based food and nutrition programs.	1	2	3	4	5	6

**Other:**

38. Perform ethically in accordance with the values of the American Dietetic Association.	1	2	3	4	5	6
39. Participate in professional activities.	1	2	3	4	5	6
40. Interpret and incorporate new scientific knowledge into practice.	1	2	3	4	5	6
41. Use current technologies for information and communication activities.	1	2	3	4	5	6
42. Perform self-assessment and participate in professional development.	1	2	3	4	5	6
43. Participate in legislative and public policy processes as they affect food, food security and nutrition.	1	2	3	4	5	6

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1 = Strongly agree, 5 = Strongly Disagree.

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<b>Overall, I believe the dietetic internship program prepared me to practice effectively as an entry-level dietitian.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Graduate Intern Name:** \_\_\_\_\_

**Please provide a brief description of your first job and the job title.**

**Date of beginning first job:** \_\_\_\_\_ **Job Title:** \_\_\_\_\_

**Brief description of job:**

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**Name and address of first employer:**

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**Have you taken any class work towards an advanced degree in nutrition or a related field?**  
\_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Did you participate in continuing education activities during the first year after completing the internship?** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Additional comments about the internship you would like to share to help us improve our program:**

**What resources did you find the most help in preparing for the RD exam?**

**Thank you for your help. I greatly appreciate any and all comments.**

**Appendix: 1.4.4b Employer Survey (3 pages)**

May 24, 2005

Administrator  
Bayview Manor  
11 West Aloha St.  
Seattle, WA 98119

To Whom It May Concern:

The dietetic internship program at Central Washington University is anxious to evaluate how well prepared its graduates are able to practice as entry-level dietitians. \_\_\_\_\_ has given permission to contact you as her first supervisor to help with this evaluation.

Would you please take a few minutes to fill out the enclosed dietetic internship assessment regarding Monica's preparedness to complete the job responsibilities of her first position? Please feel free to provide any additional comments, which would help us strengthen our program. Please use the enclosed stamped self-addressed envelop to return the questionnaire.

Thank you for your participation in the evaluation of the dietetic internship program at Central Washington University.

Sincerely,

Linda Cashman, MS, RD  
Dietetic Internship Director

Central Washington University  
Dietetic Internship Program  
Follow-up Assessment

Please rate the dietitian's preparedness to perform the following professional skills using the following criteria:

**1 = very well prepared, to 5 = unprepared, and 6 = I am not able to evaluate.**

<p>▪</p> <p><b>1. <i>Manages the nutritional needs of various individuals across the lifespan, including individuals with common medical conditions.</i></b></p> <p>Evidenced by:</p> <ul style="list-style-type: none"> <li>▪ Assesses the nutrition needs of patients/clients.</li> <li>▪ Designs and implements nutrition care plans indicated by the patient/client's health status.</li> <li>▪ Selects, implements and evaluates standard enteral and parenteral nutrition regimens to meet nutrition requirements.</li> <li>▪ Provides nutrition education to clients.</li> <li>▪ Coordinates nutrition care activities among caregivers.</li> <li>▪ Supervises the nutrition care of patients/clients.</li> </ul>	1	2	3	4	5	6
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Please provide comments as appropriate:

<p><b>2. <i>Demonstrates ability to effectively manage an assigned unit or organization.</i></b></p> <p>Evidenced by:</p> <ul style="list-style-type: none"> <li>▪ Supervises employees, including hiring, training, and discipline functions.</li> <li>▪ Determines costs of services/operation, interprets financial data, prepares budgets.</li> <li>▪ Participates in facility management, including equipment selection and design/redesign of work units.</li> <li>▪ Supervises the integration of financial, human, physical and material resources and services.</li> <li>▪ Supervises the production of food that meets nutritional guidelines, cost parameters and customer acceptance.</li> <li>▪ Manages safety and sanitation issues.</li> </ul>	1	2	3	4	5	6
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Please provide comments as appropriate:

<p><b>3. Professional Characteristics:</b></p> <p>Evidenced by:</p> <ul style="list-style-type: none"> <li>▪ Performs ethically in accordance with the values of the institution and profession.</li> <li>▪ Participates in professional activities.</li> <li>▪ Interprets and incorporates new scientific knowledge into practice.</li> <li>▪ Uses current technologies for information and communication activities.</li> <li>▪ Performs self-assessment and participates in professional development.</li> </ul>	1	2	3	4	5	6
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Provide comments as appropriate:

<p><b>1 = Strongly Agree, 5 = Strongly Disagree</b></p> <p>Overall, I believe the dietitian was prepared to practice effectively as an entry-level dietitian.</p>	1	2	3	4	5
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Please share additional suggestions/ comments you would like to make which would further strengthen the dietitian's entry-level skills and competencies.

**Appendix 1.4.4c DI Assessment by Preceptor**

**Dietetic Internship Program  
End of Year Preceptor Evaluation (2007-2008)**

**Name:** \_\_\_\_\_ **Title** \_\_\_\_\_ **Facility** \_\_\_\_\_

**Rotation (circle one):**    **MNT**        **Food Service**        **Community**        **Other**

Please circle the number indicating your level of agreement with the following statements using the scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

<b>The intern(s) were fully prepared for this supervised experience.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Please comment regarding areas where intern(s) were particularly well prepared or poorly prepared.					
<b>I had adequate support from the dietetic internship director.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Please comment on ways the dietetic internship director could provide additional support or assistance.					
<b>The length of this rotation was appropriate for this specific are of practice.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Please comment on whether you feel the intern should spend less time or more time in this specific rotation in order to master entry level skills.					



**(Please complete the back of this form)**

1. What could the program do to facilitate or improve your role as a preceptor in the program?  
(ie. Training needs, orientation for new preceptors?)

2. Please provide any other comments that might be helpful for program design.?

**Thank you for your feedback.**

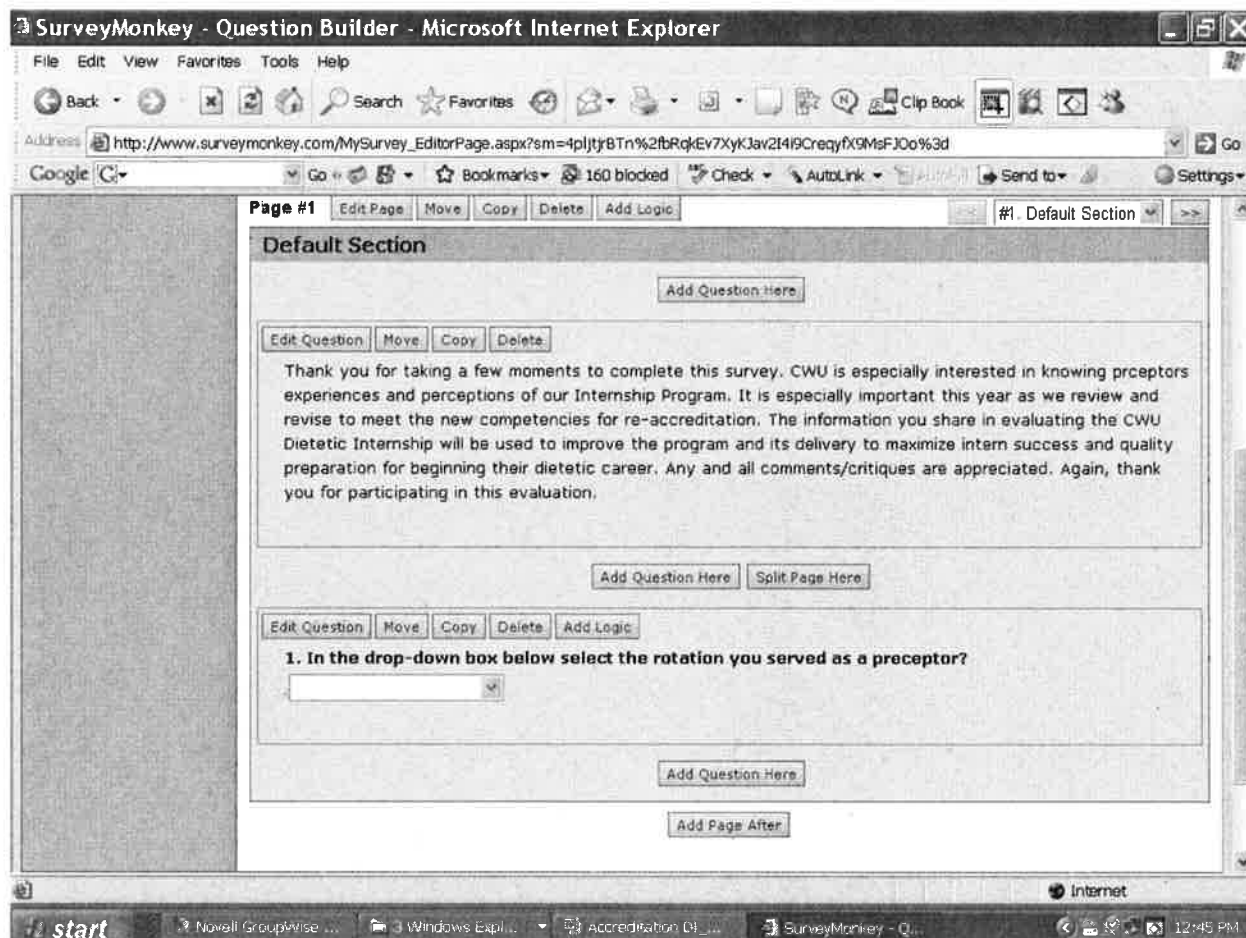
## Appendix 1.4.4d DI Assessment by Preceptors

The following link provides access to the Survey Monkey that was emailed to preceptors:

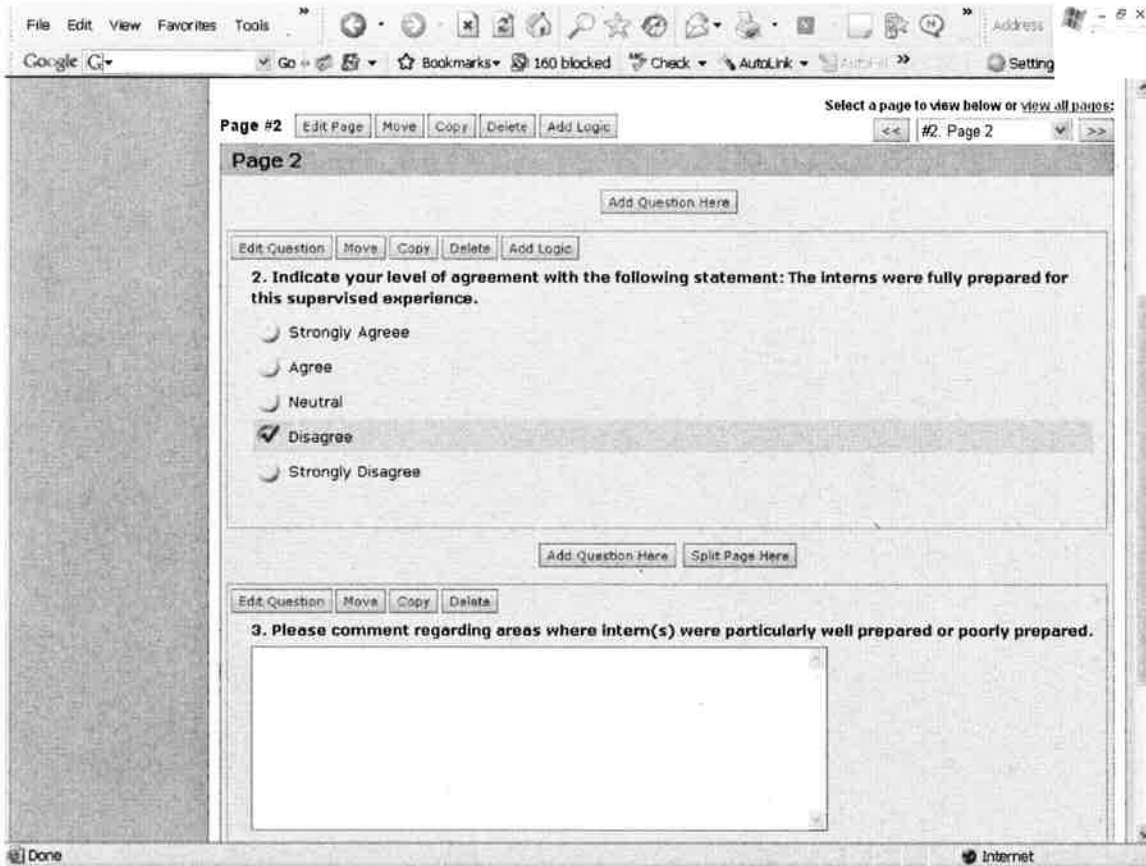
[http://www.surveymonkey.com/s.aspx?sm=CbjIFGyy88Tf4oy3SYIjbw\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=CbjIFGyy88Tf4oy3SYIjbw_3d_3d)

Views of the online survey pages are included here for use without accessing the WWW.

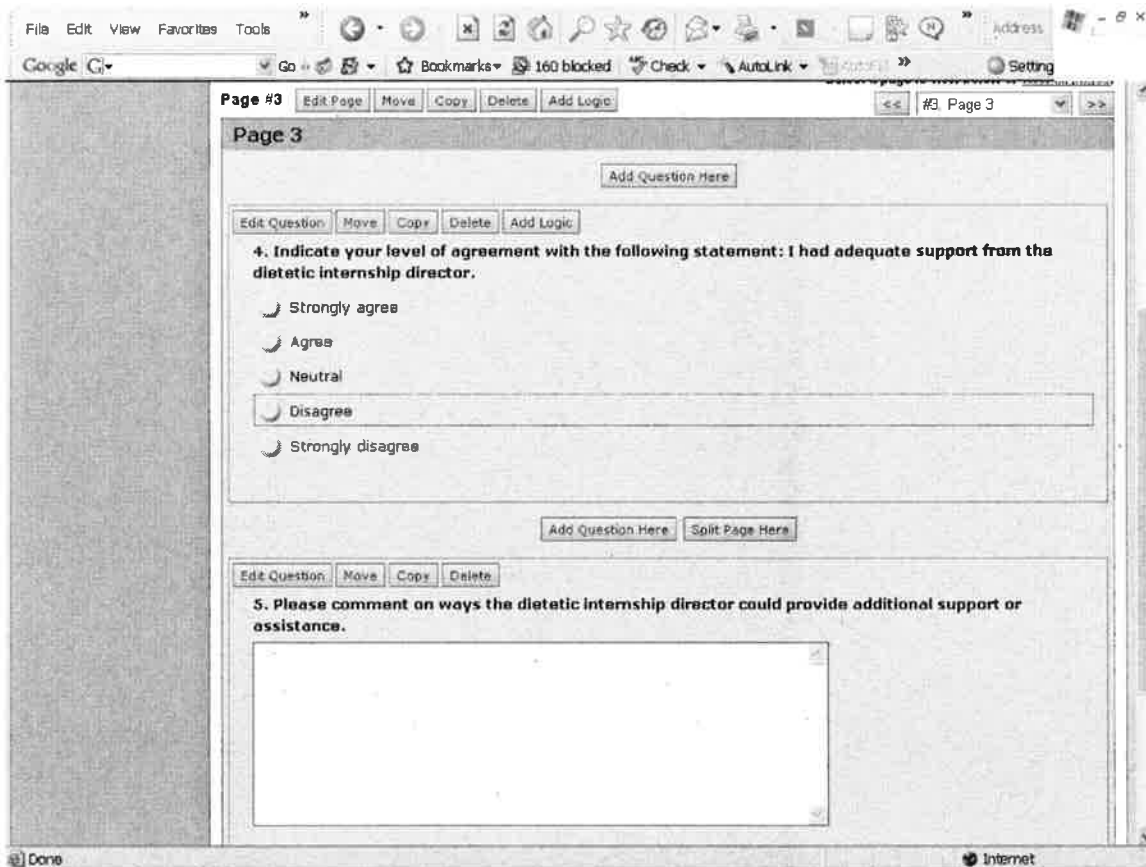
Page 1 of survey:



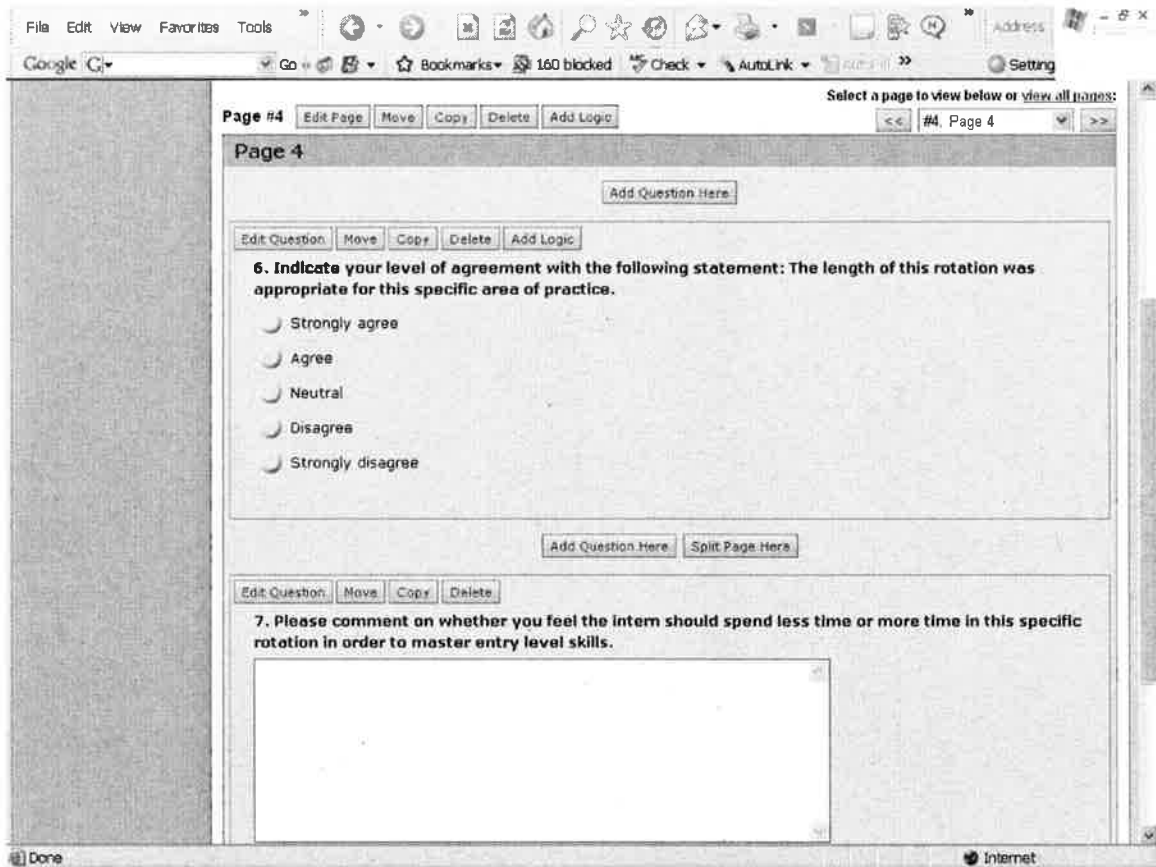
Page 2 of survey:



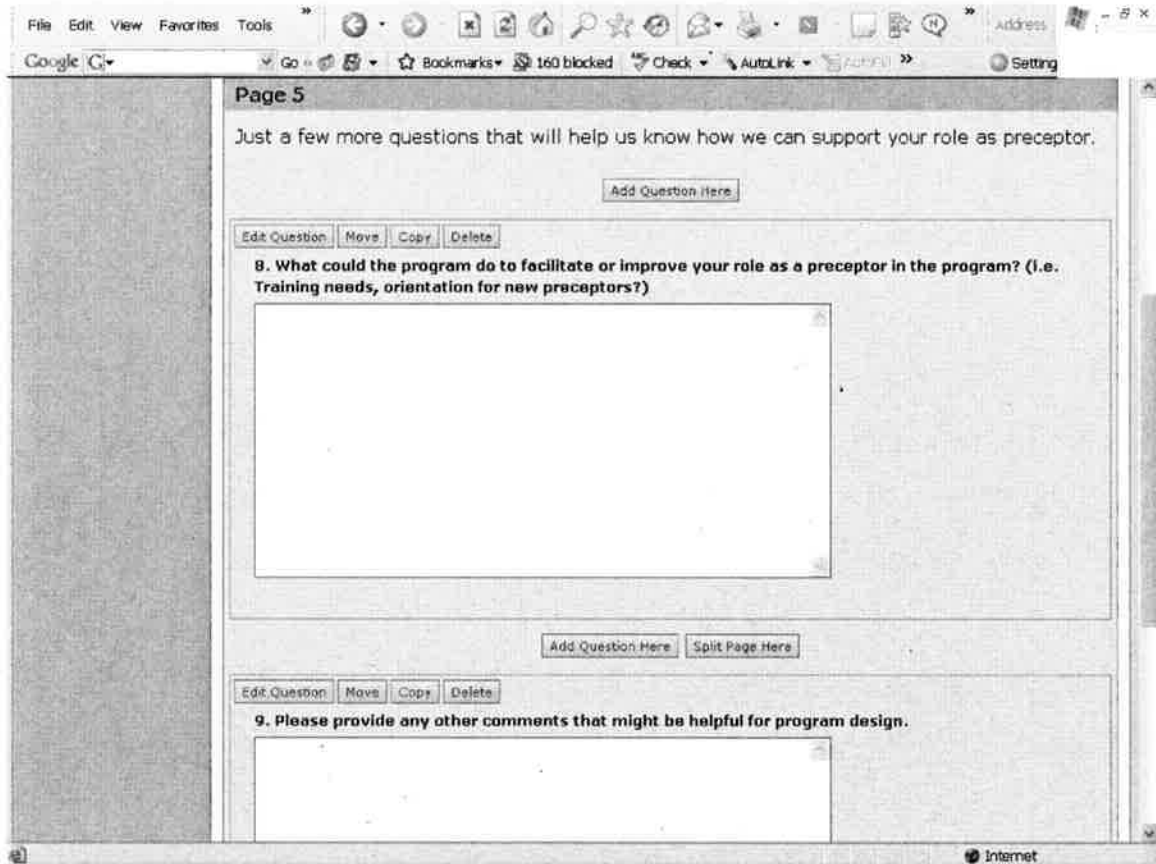
Page 3 of survey:



Page 4 of survey:



Page 5 of survey:



## **Appendix 1.7**

### **Student Learning Outcome Assessment at Central Washington University 2007-2008 Executive Summary**

**As Prepared by**

**Tracy L. Pellett, Associate Vice President for Undergraduate Studies**

**Ian Quitadamo, Assessment Committee Co-Chair**

**September 24, 2008**

The academic life of Central Washington University is organized into four colleges: Education and Professional Studies, Business, Sciences, and Arts & Humanities. Central Washington University offers 88 undergraduate degree programs and 28 graduate degree programs of study. Assessment of student learning is an essential component of Central Washington University's ongoing efforts to evaluate overall academic and institutional effectiveness as indicated by development of student knowledge, skill, and dispositions. The mission and goals of Central Washington University states: "The University will "maintain and strengthen an outstanding academic and student life on the Ellensburg and University Center campuses." Academic Affairs strategic objectives refer to "cultivating a creative and challenging learning environment" and "preparing students for their personal and professional lives and for lifelong learning." The University accomplishes these goals and objectives through effective planning, instructional, and assessment processes. Assessment of student learning outcomes is an ongoing departmental, college, and university responsibility and the cornerstone of continuous improvement at Central Washington University.

As of spring, 2008, all 115 degree programs were expected for the first time to provide ongoing documentation (i.e., yearly) of achievement of programmatic student learning outcomes. Three quarters (75%) of all academic programs submitted a first year report for 2007-2008. Undergraduate programs tended to submit proportionately more reports than graduate programs (87% of undergraduate programs compared to 40% of graduate programs), suggesting a more developed emphasis and assessment culture at the undergraduate level. The following summary is intended to provide a qualitative aggregated analysis of those individual programmatic reports and provide documentation and evidence of college and university student learning outcome attainment for 2007-2008.

Programmatic assessment of student learning at Central Washington University is framed around five component questions:

1. Are learning outcomes appropriate?
2. Are assessment methods effective?
3. Is there evidence that students achieve stated learning outcomes?
4. In what ways are student learning results used for programmatic improvement?
5. In what ways are student learning results disseminated?

## **Component 1: Student Learning Outcome Appropriateness**

All academic departments have developed clear student learning outcomes that encompass all degree offerings and focus on development of student knowledge, skill, and/or dispositions.

(see [http://www.cwu.edu/~avpugrad/programreview/assessment\\_plans.html](http://www.cwu.edu/~avpugrad/programreview/assessment_plans.html)). All student learning outcomes are aligned to Central Washington's goals to "maintain and strengthen an outstanding academic and student life on the Ellensburg and University Center campuses" as well as specific departmental and college goals as noted. This alignment demonstrates program coherence and connection with and between individual programmatic, departmental, college, and university goals, curriculum, instruction, and assessment processes.

In examining the eighty-six assessment reports submitted in 2007-2008, all but three clearly linked student learning outcomes with broader departmental, college, and university goals. This is strongly encouraging and verifies institutional, college, departmental, and programmatic coherence at Central Washington University.

Reports also indicated that student knowledge and skills were assessed much more frequently than dispositions/attitudes. Specifically, 363 student learning outcomes were assessed across all university programs. Three hundred and thirty-eight of the 363 (93%) were knowledge or skill-related outcomes, whereas 25 (7%) were dispositions. This demonstrates Central Washington's emphasis and varied approach to analyzing whether CWU "prepares students for their personal and professional lives and for lifelong learning" as emphasized in the Academic Affairs strategic plan. It also indicates that, while professional attitudes are likely to be important within particular disciplines, the assessment of these could be more intentional and explicit.

## **Component 2: Assessment Method Effectiveness**

One of the most important factors in to assessing programmatic student learning outcomes is whether information can be collected by methods that indicate whether students are learning and developing in ways that program faculty and professional associations (if applicable) deem important.

Effective methods of analysis should be related to learning outcomes and the activities that support those outcomes. Assessment methods should include *direct* (i.e., tests, essays, projects, assignments, etc.) and *indirect* (i.e., surveys, focus groups, interviews) approaches to provide as complete a picture as possible as to whether students are developing targeted knowledge, skills, dispositions. Methods should also have clear standards of mastery against which results are compared to provide assurance of student outcome attainment.

Examination of the assessment reports submitted during the 2007-2008 academic year showed that all but twelve programs (14%) used some form of direct or indirect method



for programmatic outcome measurement. Direct methods were used more frequently and proportionately more often than indirect methods. Only four programs (5%) reported the use of both direct and indirect methods for programmatic outcome measurement. Three hundred and eight of the 363 program outcomes (84%) measured had clear standards of mastery that allowed definitive analysis of outcome attainment. The holistic programmatic assessment framework now in place at Central Washington University provides important data that allows grounded conclusions regarding student proficiency and outcome attainment to be made across Central Washington University's academic programs.

### **Component 3: Evidence of Student Learning Outcome Achievement**

Student learning and programmatic outcome attainment is an important element of institutional academic integrity and achievement. Assessment reports submitted during the 2007-2008 academic year indicated that 74 of 86 (86%) of CWU programs collected data and reported on student learning outcome achievement. Undergraduate programs (87%) provided greater documentation of assessment practice and reporting than graduate programs (40%). Of the 75 undergraduate assessment reports that were submitted, more than three quarters (n=65, 86%) presented student learning results in specific quantitative (measurable) terms. Of the 11 graduate assessment reports that were submitted, all but one (n=10, 91%) presented student learning results in specific quantitative (measurable) terms. In addition, 71 of 86 (83%) of submitted program reports compared their results to established standards of mastery. These comparisons, when qualitatively analyzed, reflected strong and positive academic programmatic outcome attainment. Specifically, 308 programmatic outcomes (51 graduate and 257 undergraduate) were assessed and compared to established standards of mastery. Two hundred and ninety-six of the 308 (96%) programmatic outcomes were reported as students meeting and/or exceeding stated outcome mastery/criterion levels. This trend was just as strong at the graduate level (n= 48 of 51, 94%) as it was for undergraduate (248 of 257, or 96%). These results provide an important element of assurance of institutional student learning and achievement.

### **Component 4: Using Student Learning Evidence for Programmatic Improvement**

“The important question is not how assessment is defined but whether assessment information is used...” (Palomba & Banta, 1999). Assessment evidence was analyzed and clearly used to improve pedagogy and/or program curricula at Central Washington University. Of the 86 assessment reports submitted for 2007-2008, 73 (85%) provided documentation of pedagogical and/or curricular change as a result of their assessment findings. In addition, 35 (41%) of programs provided further evidence that assessment results and findings from previous years were being used for long-term pedagogical and curricular decision-making. This finding provides strong evidence that – even though this was the first year of systematic assessment reporting – academic programs have been actively engaged in continuous improvement for some time.

## **Component 5: Student Learning Results Dissemination**

Student learning is a campus-wide responsibility. Disseminating programmatic assessment results is important, particularly for increasing the transparency of how assessment processes are (and should be) used to continuously improve student learning, instruction, and ultimately programs. Whereas faculty play a key role in all aspects of the assessment process, questions of program and institutional effectiveness cannot be fully addressed without participation and collaboration with other internal (student-affairs, librarians, administrators, faculty, and students) and external (alumni, trustees, employers) audiences whose experience and potential input can enrich discussion and further broaden programmatic understanding and support.

During the 2007-2008 academic year, only 19 of 86 (22%) submitted program reports provided evidence that assessment results and/or changes were reported to internal and external constituents.

### **Summary**

Initial assessment results are encouraging, and validate the assessment process used to identify areas of strength and challenges to be addressed. Overall, the following conclusions are drawn from the Central Washington University 2007-2008 degree program assessment report cycle.

1. The majority of academic programs submitted a student learning outcome assessment report for the 2007-2008 academic year. Undergraduate programs tended to submit proportionately more reports than graduate programs, suggesting a more developed emphasis and assessment culture at the undergraduate level.
2. Programmatic student learning outcomes are aligned to broader departmental, college, and university goals. This demonstrates program coherence and connection with and between programmatic, departmental, college, and university goals, curriculum, instruction, and assessment processes.
3. Academic programs use some form of direct or indirect methods for outcome measurement. Direct methods are used proportionately more often than indirect methods while very few programs use both direct and indirect methods combined. The majority of academic programs have clear standards of mastery that allow for focused analysis of outcome attainment.
4. The majority of CWU academic programs collect data and report on student learning outcome achievement in quantitative terms that compare results to established standards of mastery.

5. Students met and/or exceeded most mastery/criterion levels for programmatic outcomes. This trend was as strong at the graduate level as it was the undergraduate level.
6. The majority of CWU academic programs provide documentation of pedagogical and/or curricular change as a result of assessment findings.
7. A small percentage of CWU academic programs report assessment results and curricular/pedagogical changes and improvement to internal and external constituents.

### Suggestions for Continuous Improvement

As a result of this first year's programmatic assessment reporting and feedback cycle, the following suggestions are made to improve the process and departmental performance for the next year:

1. Continue to develop and refine the assessment yearly reporting and feedback system currently in place. For example, raising expectations as to reporting outcomes, methods, and results seem plausible since institutional performance already exceeds current expectations.
2. Provide professional development and continue to fund assessment grants that assist faculty in integrating best practice assessment processes. This should continue to bolster and improve direct assessment methods and include greater focus on indirect assessment of knowledge, skill, and student dispositions.
3. Recognize and reward departments and programs that exhibit best practice assessment processes.
4. Provide examples and means for programmatic assessment information dissemination through the academic assessment newsletter, web-based streaming video assessment news update, and webinar forums