Pass Rate Monitoring and Improvement Plan (Standard 6 and 8)

All programs must comprehensively determine factors influencing their pass rates and take steps to improve student performance using the findings.

1. Use the most recent CDR Registration Examination Five Year Summary Reports to complete the non-grey cells in the following table for the last five years or more. Then, select the entire table, and press the F9 key to automatically calculate the Pass Rate Percentages and column totals in grey.

<table>
<thead>
<tr>
<th>List years sequentially from least recent to most recent (e.g., 2006, 2007...2010)</th>
<th>Students Passing the CDR Exam</th>
<th>Pass Rate Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(A) # of Students Taking the Exam for the First Time</td>
<td>(B) # of Students Passing on Their First Try</td>
</tr>
<tr>
<td><strong>Optional: Previous Five Years 2010¹ – 2014⁵</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td><strong>Least Recent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011⁶</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>2012⁷</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>2013⁸</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>2014⁹</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td><strong>Most Recent 2015¹⁰</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td><strong>Current Five Years 2011⁶ - 2015¹⁰</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>61</td>
<td>48</td>
</tr>
</tbody>
</table>

2. Describe the trend(s) in your program's benchmarks over the last five years by placing an "X" in the appropriate boxes.

<table>
<thead>
<tr>
<th>Annual Benchmarks</th>
<th>Constant</th>
<th>Declining</th>
<th>Increasing</th>
<th>Inconsistent</th>
<th>Missing Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time Pass Rate</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Year Pass Rate</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. For each of the areas listed below, describe in detail the factors that either positively or negatively influence your program's pass rate. For each factor, list the specific action steps that will be taken to improve the pass rate. For each step, include a timeline of implementation and steps taken to date. If data are available for some of the action steps, please list the resulting data. You are encouraged to include progress/results from your previous pass rate improvement plans. Provide a narrative to address the areas below, and include in the appendices the completed Pass Rate Improvement Plan matrix. Refer to Appendix for the template.

**Table #1**
Dietetic Technology Enrollment
2011-2015

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Degree</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dietetic Technology</td>
<td>DTT.AAS</td>
<td>105</td>
<td>102</td>
<td>110</td>
<td>99</td>
<td>70</td>
</tr>
</tbody>
</table>

Average enrollment annually over the past five years = 97.2
Table #2
Degrees Awarded in Dietetic Technology

2011 – 2015

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Degree</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dietetic Technology</td>
<td>DTT.AAS</td>
<td>15</td>
<td>27</td>
<td>12</td>
<td>15</td>
<td>22</td>
<td>91</td>
</tr>
</tbody>
</table>

Average degrees awarded annually over the past five years = 18.2

A 9.19% increase in the first time test takers pass rate was identified. A 69.49% first time test takers pass rate during the five-year period 2010 – 2014, reached a 78.6885% first time test takers pass rate during the five-year period 2011 – 2015. The One-Year Pass Rate during the five-year period 2010 – 2014 was 75%, which increased to 81.96% in the five-year period 2011 – 2015.

Admission Requirements:
The changes implemented in the student program requirements have had a positive influence on our program’s pass rate. All prospective, new and current students are encouraged to meet with a full-time faculty member within the DTT program for advisement to plan courses for the subsequent semester. Prerequisites for courses must be evaluated and appropriate advisement and counseling implemented. If students are identified early and provided with options, they can find an alternative career path that they will be successful in achieving. It has been identified that a student maintaining a 3.0 grade point average is most likely needed to pass the DTR exam on the first take attempt or within the first year after graduation. All students must earn a C grade or higher in all major courses required in the Program.

Students who are not succeeding in the DTT Program classes, or who are identified by faculty and the Program Directors as potentially unable to succeed in the DTT Program, are encouraged to explore other options, such as the Academic Certificate in Nutrition Care Manager, NCM.CT. Graduates from the NCM.CT program are encouraged to take the Certified Dietary Manager (CDM) Exam.

Program Curriculum:
A negative influence is open admission, which may initially attract some students to enroll in the DTT.AAS degree program. Open admission or open enrollment generally means that the admission process is unselective and non-competitive; the only criterion for admission is that the student possess a high school diploma or a GED certificate. In the Fall 2014 semester, approximately 95 students were enrolled in the DTT.AAS, degree program. There has been a decline in enrollment by 38% since 2011. The DTT.AAS Degree program has an average number of 17.6 student degrees awarded annually over the past five years. Currently, 73% of students graduating from the program are taking the exam within the first year. Increasing the number of students graduating and taking the DTR exam within the first year after graduation has improved the DTR exam pass rate.

The grading scale was changed in January 2011 to the following: (Dietetic courses have a “No D grade” policy):
A= 92-100   B= 83-91   C= 75-82   F= 74 or below.

FNS-220- Quantity Food Production a, three-credit course, has been replaced with FNS-221- Quantity Food Production, a four-credit course. The rationale for the change was to increase the student’s exposure to information in the areas of food and nutrition science, foodservice systems, and management of food and nutrition services. The standards of practice for entry level DTRs in the area of dietetic technology have
increased in the areas of food and nutrition science, foodservice systems, and management of food and
nutrition services. Student’s hands-on application experience was increased ten hours per semester to the
current fifty hours of hands-on application experience during the semester.

Teaching & Learning Methods:
Positive influences are that all major courses within the curriculum are taught by full-time or adjunct faculty
members with RD certification and Master or Doctoral degree credentials. Multiple teaching methods
(lectures, power points, DVDs, roleplaying, web site links, etc.) and assessment tools (exams, case studies,
portfolios, oral presentations, problem sets logbooks, evaluation rubrics, pretests-posttests, observations,
focus groups, journals, surveys, etc.) are used to achieve expected outcomes.

All full-time faculty members are encouraged to participate in active lifelong learning. A negative influence is
the decline in funding provided in the Program operating budget to allow for attendance at local and national
conferences and workshops. However, the College provides multidisciplinary learning opportunities through
scheduled seminars and professional development activities. Labor contracts with the Faculty provide
provisions for leadership positions within professional associations. Tuition assistance provides a mechanism
for degree advancement for all Program full-time faculty members.

A positive influence is Webstudy which has been in use since Fall 2013. Webstudy is an online system that
brings web-enhancement into courses to assist with engagement. Instructors can upload course syllabi,
power point presentations, worksheets, handouts, web links, etc., allowing students to have access to
educational resources.

Another positive influence will be TurningPoint Clickers, which will be implemented in Fall 2016, in DTT
program courses to enhance teaching methods. With clickers, instructors will have the ability to assess
learning, report student progress indicators and evaluate measurable gains in retention and learning.

Simulations will be explored for use in the classroom to supplement the supervised practice rotation courses.
The use of computerized simulations focusing on case studies will also be used.

Faculty and Preceptors:
A negative influence is that preceptors are not always able to continue from one semester to another.
Preceptors choose not to supervise a student for various reasons: work constraints, staffing shortages,
organizational restructuring and personal or medical leave.

Preceptor training started Fall 2015. Current and new preceptors have received the link:
www.cdr campus.com Once training has been completed, the preceptor is instructed to email the Program
Director with the attached certificate of completion, which will be downloaded, printed and saved on file. All
preceptors are given the program’s expectations for the rotation including course objectives, outcomes and
activities, how to make the preceptor’s expectations clear to interns, evaluating students, providing feedback,
and so on. Regular training updates such as changes to rotations and information to improve preceptor skills
are provided through media such as CDR’s online modules. All preceptors are invited annually to a
department meeting and are invited to be active members of the DTT Advisory Board, which meets at least
twice annually.

Academic Counseling:
Negative influences are that prospective and new students are still being advised by the college advisement
services and not being advised or counseled by the DTT program director or a full-time faculty member prior
to enrollment into the DTT.AAS degree program. These negative influences occur when a college advisor
neglects to follow the DTT program department criteria. The college’s use of part-time advisors increases the
risk of the lack of poor advisement.
Positive influences are that students must maintain a 2.0 grade point average to prevent probation and to earn a degree from the college. Individualized program specific advisement assists with student success (i.e. retention, completion, job placement). All prospective and current students in the DTT program are strongly encouraged to meet with a full time faculty member within the DTT program for on-going advisement. This is announced in the college program catalog, and in the Dietetic Foundations (FNS-100) course, and repeated in all FNS courses. Advisement and counseling within the DTT program by a full-time faculty member will provide an awareness of the program’s expectations, requirements for program completion and a means to identify students who may not be capable of completing the DTT.AAS degree and passing the DTR exam. A strict criterion of a 3.0 GPA and no repeating of courses within the DTT program curriculum has been implemented to increase the pass rate of the DTR exam. Program curriculum planning and scheduling will be tailored to meet the student’s academic, personal, and financial capabilities.

Positive influences are that students who are not succeeding in the DTT Program classes, or who are identified by faculty and the Program Directors as potentially unable to succeed in the DTT Program, are encouraged to explore other options, such as the Academic Certificate in Nutrition Care Manager, NCM.CT. Graduates from the NCM.CT Program are encouraged to take the Certified Dietary Manager (CDM) Exam.

Student Support Services:
Positive influences are that the DTT Program receives funds for instructional materials and provides for the professional development needs of its Faculty. The Program and its students have access to ALL College resource and support services. Each semester, members of the transfer, advisement, library and employment services offices make themselves available to the Program Directors and the students. Through the office of Academic and Student Support Services, the Program students receive funds for their student club. The Dietetic Technology Student Club gives Program students opportunities to host, attend and participate in dietetic association sponsored events. The Club also allows students to become involved in community service activities on and off campus.

Educational Resources:
A positive influence is the new science building, Halpern Hall, which opened Spring 2013 semester. The DTT program now has a fully equipped quantity foods production kitchen where students can learn and expand their knowledge. Additionally, the new building provided a new office suite, and classrooms with modern technological equipment such as projectors, document cameras, DVD players, and computers with internet accessibility.

Program Assessment Process:
A positive influence is that assessment and revision of the DTT program are ongoing processes. The ever-changing field of nutrition requires the Program to respond to new needs and information. The College’s commitment to student learning outcomes assessment requires the department to critically evaluate one course per Academic year. These course evaluation efforts ensure that students are prepared for the current and future work force and profession. Meetings with Program students prove to be a very effective means of Program evaluation. Students in the Program realize that their input is wanted and is validated by changes that take place in the Program.

Other Factors:
CDR Registration Examination Summary Report:
A negative influence is that test takers do not check the box that allows their name to be disclosed, so it is difficult to identify which students have passed or not passed the DTR exam. The ability to identify the student would be helpful to trouble shoot and determine possible factor(s) influencing the pass rate (e.g. poor test taker, student with poor study habits, took test more than a year following graduation). The importance of disclosure is explained during the twice-yearly DTR Exam Review course.
Positive influences are that the Program director meets with administrators, faculty, preceptors, students and the advisory board to determine factors influencing the pass rate, and can modify the pass rate improvement plan as needed (e.g. additional problem areas for certain students may be identified).

Positive influences are surveying graduates who have taken the exam to determine what factors they feel helped them to successfully pass the exam, or that may have led to having to re-take the exam.

4. Describe any processes used for screening students who are applying to your program to assure that they have the knowledge, skills and values to successfully complete it and how you know whether they are effective. (e.g., GPA, GRE Scores, essays, interviews, letters of recommendation, work experience, etc.)

There are no selective criteria for admission to the program. All applicants are required to meet the college admission requirements and complete all prerequisites prior to enrollment into courses. All prospective and current students in the DTT program are strongly encouraged to meet with a full time faculty member within the DTT program for on-going advisement. Advisement and counseling within the DTT program by a full-time faculty member will provide an awareness of the program’s expectations, requirements for program completion and a means to identify students who may not be capable of completing the DTT.AAS degree. Implementing a strict criterion of a 3.0 GPA and of no repeating of courses within the DTT program curriculum has been implemented to increase the DTR exam pass rate.

The DTT Program specific requirements are printed in the College Catalog and Academic Program Guide:

- High School Preparatory Diploma or equivalent.
- Placement into college level English and math.
- An interview with the Program Director.
- 450 hours of supervised field experience is required prior to graduation.
- Students are required to purchase lab coats, aprons, and scrubs for field experiences, maintain student health insurance and provide reliable transportation to field sites.
- Field sites require a criminal background check.
- All program major courses have a no “D” grade policy.
- Academy of Nutrition and Dietetic Association student membership.
- Minimum cumulative grade point average of 3.0 for application to the Commission on Dietetic Registration Exam

5. Summarize the criteria and process used to identify students who are having difficulty in the program and what is done to improve their learning. (e.g., performance on assignments, evaluation by preceptors, etc.)

Transcript and degree audits are completed during each advisement session. Preparation for Chemistry is recommended for students (a) who have never taken chemistry, (b) who took chemistry in high school and earned a “C” less, or (c) who have been out of high school for several years. Prior to beginning the first 135 hours of the 450 hour requirement, FNS-200 Community Nutrition Rotation, students are screened to assure that the minimum cumulative grade point average of 3.0 has been obtained. The ability of a student to maintain a minimum cumulative grade point average of 3.0 is consistently monitored. If a student is identified as having difficulty in the program, their transcript is evaluated to determine areas of weaknesses. Tutoring in mathematics and science courses is recommended.
6. Describe how students are advised when they are not meeting program expectations or options offered as a last resort?

If a student has not completed a Mathematics General Education Elective and CHM-101 with a grade of C or above, or has not maintained a minimum cumulative grade point average of 3.0, they are encouraged to repeat math and or chemistry or other problematic courses. A student may be advised to explore other options, such as the Academic Certificate in Nutrition Care Manager, NCM.CT.

7. Describe your plans for improving your program’s first-time pass rate or maintaining it if it is at 100%.

a) All prospective, new and current students are encouraged to meet with a full-time faculty member within the DTT program for advisement to plan courses for the subsequent semester.

b) Prerequisites for courses must be evaluated and appropriate advisement and counseling implemented. If students who are having difficulty are identified early, they may be counseled to find an alternative career path that they will be successful in achieving. It has been identified that a student maintaining a 3.0 grade point average is more likely to pass the DTR exam on the first attempt, or within the first year after graduation, than a student with a lower GPA.

c) All students must earn a grade of C or higher in all major courses required in the Program.

d) In accordance with accreditation standards, a summary of each preceptor’s credentials has been provided in a table showing the preceptor name, degrees and certifications, area of expertise, their facility, and the rotation area for which the preceptor is responsible.

e) Preceptor training: Current and new preceptors have received the link for training: www.cdrcampus.com

f) Once training has been completed the preceptor is instructed to email the Program Director with the attached certificate of completion, which will be down loaded, printed and saved on file.

g) All preceptors are given the program’s expectations for the rotation including a list of course objectives, outcomes and activities; information on how to make the preceptor’s expectations clear to interns, and instructions on evaluating students and providing feedback.

h) Regular training updates such as changes to rotations and information to improve preceptor skills will are provided through media such as CDR’s on line modules.

i) All preceptors are invited annually to a department meeting and are invited to be active members of the DTT Advisory Board, which meets at least twice annually. Minutes are emailed to all preceptors.

j) Award preceptors annually with a certificate of participation.

k) Twice-yearly DTR Exam Review courses are offered by the Program. The importance of the disclosure of name is explained. Students are encouraged to disclose their results, so that the Program Faculty can trouble shoot and determine possible factor(s) influencing the pass rate (e.g. student is a poor test taker, student has poor study habits, student took the test more than a year following graduation).