APPENDIX E
Learning Assessment Summary Matrix (Standard 13)
On-going Assessment of Core Knowledge & Competencies for the RD
Assessment Period from _2014_ to _2019_

Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research[1] into practice					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
Example: Evaluate emerging research for application in dietetics practice	When given articles on emerging research that are relevant to a patient's care, all students (100%) are able to accurately explain the relevance of the articles and make appropriate suggestions on how to modify care in 75% of interventions.	MNT rotation	Preceptors	During the MNT rotation	When given articles on emerging research, less than 50% of students were able to explain the relevance of the articles and make appropriate suggestions for modifying care in 75% of interventions. (Not Met).
KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice. (Note: *Examples of evidence-*	Students will conduct research and write papers containing literature reviews, methods & materials, results and discussion sections based on their research findings. 80% of the students will achieve at least 80% of the	FCS 365 Advanced Nutrition	Swann	Fall 2014, 2016	

[1] Research is broadly defined as an activity that includes all components of the scientific method; i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. All students should have core experiences that prepare them to properly interpret research literature and apply it to practice (evidence-based practice), document the value of their services, and participate in adding to the body of scientific knowledge on nutrition, health, and wellness. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.

based guidelines and protocols include the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.)	assigned points on the introduction section of the paper that involves locating, interpreting and evaluating research literature. 80% of students will earn at least an 80% on their research paper after developing and testing a new product in Food Science. 80% of students will earn ≥ 80 pts of 100 on locating, interpreting and writing abstracts on nutrition research conducted across the lifespan.	FCS 455 Food Science FCS 335 Nutrition Research through the Lifecycle	Swann Swann	Spring 2015, 2017 Spring 2014, 2016	
Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Note: *Students must be able to demonstrate effective and professional oral and written communication and documentation*.)	80% of students will earn ≥ 40 of 50 points on an oral report covering one vitamin or mineral. 80% of students will earn ≥ 80% developing a nutrition educational tool for a community agency.	FCS 365 Advanced Nutrition FCS 414 Practices in Nutrition Education & Dietary Counseling	Swann Wing-Peterson	Fall 2014, 2016 Spring 2014, 2016	

KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods. (Note: *Students must be able to demonstrate counseling techniques to facilitate behavior change*.)	80% of students will earn ≥ 80% role playing counseling techniques on their video.	FCS 414 Practices in Nutrition Education & Dietary Counseling	Wing-Peterson	Spring 2014, 2016	
KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.	80% of students will earn at least 32 of 40 points on an ethical case study assigned in MNT class	FCS 415/417 Medical Nutrition Therapy	Swann	Spring 2015, 2016	
Domain 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. (Note: *Students must be able to use the nutrition care process to*	Students will complete 5 case studies, worth 40 pts each during MNT class. 80% of students will earn ≥ 32 of 40 pts on their 5th case study. 80% of students will earn ≥ 80% on the MNT final demonstrating the NCP process including assessment, diagnosis, intervention and strategies	 FCS 415/417 Medical Nutrition Therapy FCS 415/417 Medical Nutrition Therapy	 Swann Swann	 Spring 2015, 2017 Spring 2015, 2017	

make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions.)	for monitoring and evaluation on final case studies.				
KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. (Note: *Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups*.)	80% of students will earn ≥80% on an assignment to develop an educational piece for culturally diverse lay audiences, such as a group lesson plan or food-nutrition article. 80% of students will earn ≥ 80% developing a nutrition educational tool for a community agency.	FCS 330/331 Community Nutrition and Practicum FCS 414 Practices in Nutrition Education & Dietary Counseling	Wing-Peterson Wing-Peterson	Fall 2015 Spring 2014, 2016	
KRD 3.3: The curriculum must include education and behavior change theories and techniques. (Note: *Students must be able to develop an educational session or program/educational strategy for a target population*.)	80% of students will earn ≥ 80% of points performing role playing counseling techniques on their video	FCS 414 Practices in Nutrition Education & Dietary Counseling	Wing-Peterson	Spring 2014, 2016	
Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.	Submit a restaurant layout & design project; 80% of students will earn ≥ 80% on the project.	FCS 435 Food Service and Production Management	Wing-Peterson	Spring 2015	100% (27 of 27) scored at least 80% on the project.

KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.	Students are required to do 10 rotations in the campus cafeteria and kitchen. 80% will earn ≥ 80% on reflection papers after each rotation.	FCS 435 Food Service and Production Management	Wing-Peterson	Spring 2015	89% (24 of 27) scored at least 160 pts of 200 on their rotation reflection papers.
KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice. (Note: *Students must be able to explain the impact of a public policy position on dietetics practice*.)	Students will write an advocacy letter and 80% will earn ≥ 80% on the project.	FCS 330/330 Community Nutrition and Practicum	Wing-Peterson	Fall 2015	
KRD 4.4: The curriculum must include content related to health care systems. (Note: *Students must be able to explain the impact of health care policy and different health care delivery systems on food and nutrition services*.)					
KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers					

Domain 5: Support Knowledge: knowledge underlying the requirements specified above.

KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry,

biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.
KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology