

Pass Rate Improvement Plan

The Accreditation Standards require that a program having a pass rate less than 70% for first-time test takers over a five-year period must implement and monitor a plan of action for improving the pass rate (see Standard One). If the program’s pass rate is less than 70% for first-time test takers over a five-year period at the time that a self-study or Program Assessment Report (PAR) is prepared, programs are required to report their Pass Rate Improvement Plan using this form. The plan of action should include a comprehensive analysis of program components to determine the possible factor(s) influencing the pass rate. Programs are encouraged to be proactive and develop a plan of action the first time the pass rate is less than 70% for first-time test takers over a five-year period.

Part 1: Analysis of Program Components

1. Record your program’s 5-year pass rate, as reported by CDR, for first time test takers for each year since your last self-study or PAR.									
Current year: (2012)	55%	Last year: (2011)	67 %	3 years ago: (2010)	25%	4 years ago: (2009)	67%	5 years ago: (2008)	100%

2. Briefly describe the trend(s) in your program’s pass rate over the past five-year period.

The DTP five-year pass rate is inconsistent. Several factors contribute to this inconsistency. Five years ago only two DTP graduates took the exam and both passed resulting in a 100% pass rate. Over the last two to three years the number of DTP graduates has risen significantly. Of those taking the exam during the first year post-graduation 30% to 40% do not pass the first time. The one year pass rate is calculated using the First-Time Repeaters data provided by ACT and is 74% for the five-year average.

3. Describe the methods the program has used to evaluate the program components in order to identify possible factors influencing the pass rate.

Program Policies:

Students must complete DTP nutrition course requirements and chemistry within five years or risk retaking nutrition courses. This policy is intended to keep the graduate’s knowledge recent.
 Since 2010 the interns have been required to purchase Visual Veggies or the CDR study materials.

Program Procedures:

Students have been required to keep in contact with the Dietetic Technician Advisor since 2009. Providing a more “high touch” advising process is important for distance students.

Program Curriculum:

The DTP curriculum has been revised and improved over the last five years based in part on input from students, faculty the Advisory Committee. Trends and technology in nutrition and dietetics has also precipitated changes. The implementation of the 2008 ERAS and then recently the ACEND 2012 Standards assists with the progression of the curriculum and should have a positive effect on the DTP pass rate.

Program Assessment:

The DTP program assessment process continues to be integral in the creation and implementation of pass rate improvement initiatives. The DTP is continually being assessed for continuous quality improvements. Once a potential improvement is recognized by a student, graduate, faculty or staff member action is taken. We evaluate, plan, implement and then evaluate again to see if the change is effective.

Other Program Components (specify):

Prior to 2010 DTP graduates were not sent the exit packet until after their graduation was posted in the CAC system. This process caused delays in getting the exit packets back in a timely manner, issuing the verification statements and processing the graduates name with CDR for the examination eligibility. Since 2010 the exit packet is due during the internship and the DTP has been able to significantly reduce the time from graduation to the issuance of the verification statement.

4. List all internal and external constituents involved in the evaluation of program components listed above.

A complete list of the DEP Advisory Committee members is listed in Standard XX of the self-study. In addition to the committee members discussions with regional Dietetic Technology Programs, NDEP communications and professional networking with the CAC Program Directors for Nursing, Health Information Systems, Certified Nursing Assistant, Radiography, Sonography have all been helpful with ideas and recommendations.

5. Describe the results of the analysis of the evaluation described in number 3 and 4 above. Identify possible factors influencing your program having a rate less than 70% for first-time test takers over a five-year period.

Six major themes have been identified as possible factors influencing the DTP first-time test takers pass rate over the last five-year period. Improvement, implementation, monitoring and evaluation steps are shown on Part 2 of this document.

- Test anxiety
- Testing the test
- Recency of knowledge
- Poor math skills
- Not using a credible study guide
- Being overwhelmed by the amount of material to study

Part 2: Pass Rate Improvement Plan

For each of the possible factors influencing your program having a pass rate less than 70% for first-time test takers over a five-year period, list specific step(s) that will be taken to improve the pass rate. For each step, include a timeline and the method(s) that will be used to monitor and evaluate the results of implementation.

What are the possible factor(s) influencing the pass rate?	What steps will be taken for improvement?	When will this step be implemented?	How and when will this step be monitored and evaluated?
Graduates may have test anxiety or just not be good and taking standardized test.	Require a final exam at the end of the internship that models the DTR credentialing exam.	At the end of the fall 2013 semester.	Final exam scores will be a good predictor for success for both the student and the DTP. Focus can be on domain areas that did not score well. Monitored at the end of the fall and spring semesters and follow the CQI cycle.
	Market to the DTP students the importance of passing the exam on the first attempt.	In the terminal didactic course NTR157 and in NTR295 and NTR296 the internship courses.	This step can be monitored in the course specific discussion board and evaluated against the pass-rate for first time test takers.
Graduates testing the test. Taking the test to see what they really need to study.	Require a final exam at the end of the internship that models the DTR credentialing exam.	At the end of the fall 2013 semester.	Final exam scores will be a good predictor for success for both the student and the DTP. Focus can be on domain areas that did not score well. Monitored at the end of the fall and spring semesters and follow the CQI cycle.
	Market to the DTP students the importance of passing the exam on the first attempt.	In the terminal didactic course NTR157 and in NTR295 and NTR296 the internship courses.	This step can be monitored in the course specific discussion board and evaluated against the pass-rate for first time test takers.
Recency of knowledge, graduates wait too long after the internship to take the test.	The final exam may motivate the graduates to study and take the exam sooner rather than putting it off.	At the end of the fall 2013 semester.	Final exam scores will be a good predictor for success for both the student and the DTP. Focus can be on domain areas that did not score well. Monitored at the end of the fall and spring semesters and follow the CQI cycle. This step can be monitored in the course specific discussion board and evaluated against the pass-rate for first time test takers
	Market to the DTP students the importance of passing the exam on the first attempt.	In the terminal didactic course NTR157 and in NTR295 and NTR296 the internship courses.	This step can be monitored in the course specific discussion board and evaluated against the pass-rate for first time test takers.
Graduates need to refresh their math skills prior to taking the test.	Require a final exam at the end of the internship that models the DTR credentialing exam and requires math skills.	At the end of the fall 2013 semester.	Final exam scores will be a good predictor for success for both the student and the DTP. Focus can be on domain areas that did not score well. Monitored at the end of the fall and spring semesters and follow the CQI cycle.

What are the possible factor(s) influencing the pass rate?	What steps will be taken for improvement?	When will this step be implemented?	How and when will this step be monitored and evaluated?
<p>Graduates many not have purchased or used an exam study guide. Graduates may be overwhelmed by the amount of information that must be studied.</p>	<p>The DTP currently requires the purchase of an exam study guide but is unable to verify that each student has purchased one. Beginning fall 2013 the DTP will purchase and send the graduates a DT study guide.</p>	<p>The DTP currently requires the purchase of an exam study guide but is unable to verify that each student has purchased one. Beginning fall 2013 the DTP will purchase and send the graduates a DT study guide.</p>	<p>Monitored and evaluated based on the credentialing exam reports sent to the DTP.</p>
	<p>Market to the DTP students the importance of passing the exam on the first attempt.</p>	<p>In the terminal didactic course NTR157 and in NTR295 and NTR296 the internship courses.</p>	<p>This step can be monitored in the course specific discussion board and evaluated against the pass-rate for first time test takers.</p>