

Assurance of Student Learning Report 2023-2024

College of Health and Human Sciences

Applied Human Sciences

Certificate of Dietetic Practice – 0451

Ann E. Embry

Is this an online program? ☐ Yes ☒ No

Please make sure the Program Learning Outcomes listed match those in Course Leaf. Indicate verification here
☒ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: Competently perform the Nutrition Care Process and use standardized nutrition language for individuals, groups, and populations of differing ages and health status, in a variety of settings

Instrument 1 **Direct:** MNT Case Study

Instrument 2 **Indirect:** Review of MNT internship rotations assigned CRDNs

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 1.

X Met

☐ Not Met

Program Student Learning Outcome 2: Demonstrate the functions of Management

Instrument 1 **Direct:** Special Event Project

Instrument 2 **Indirect:** Review of FSM internship rotations assigned CRDNs

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 2.

X Met

☐ Not Met

Program Student Learning Outcome 3: Demonstrate competency to become an entry level Registered Dietitian Nutritionist in the workforce.

Instrument 1 **Direct:** The Commission on Dietetic Registration Examination

Instrument 2

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 3.

X Met

☐ Not Met

Assessment Cycle Plan:

In consultation with the Dietetic Internship faculty and the Dietetic Internship advisory board, program learning outcomes were discussed and modified as needed in the 2023 – 2024 academic year. A course was added to the Certificate of Dietetic Practice through the curriculum process during the 2023 – 2024 academic year for implementation in Fall 2024. The modifications to the SLOs were primarily clarification in verbiage.

Program Student Learning Outcome 1

Program Student Learning Outcome	MNT Case Study		
Measurement Instrument 1	Each student completes a case study in which they submit a comprehensive paper and does a formal presentation related to a patient they followed during supervised practice. The paper includes discussion related to the patient history, nutrition history, disease state, nutrition assessment and analysis, a written nutrition care plan, nutrition diagnosis, intervention(s), monitoring and evaluation. The paper is to reference a minimum of 5 peer reviewed articles and reflection on any changes to the nutrition care plane and intervention if such a patient presented again.		
Criteria for Student Success	Students must achieve a 70/100 on the assignment.		
Program Success Target for this Measurement.	100% of the students will achieve a 70% or greater.	Percent of Program Achieving Target	3 of 3 scored over 70% on the assignment.
Methods	All three students in the program were assessed through a written case study document and a formal presentation of the case study.		
Measurement Instrument 2	Review of MNT internship rotations assigned CRDNs		
Criteria for Student Success	All CRDNs associated with MNT supervised practice will be assess at a minimum of a 4 out of 5.		
Program Success Target for this Measurement	100% of students will achieve a minimum of a 4 out of 5 on all MNT CRDNs	Percent of Program Achieving Target	100% of students achieved the program target.
Methods			
Measurement Instrument 3	N/A		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p><u>Results:</u> Instrument 1: All three interns successfully met the target measurement on the case study assignment in the HMD 586 MNT in Practice course. The selected case study patients were chosen and approved by the professor of the course. All students scored above a 70% on the assignment, though one student had to resubmit one section of the assignment.</p> <p><u>Conclusions:</u> Measurement Instrument 1: Outcome targets were achieved by all three students in the program. However, one student was requested by the professor of the course to repeat a section of the case study pertaining to the documentation of the Nutrition Care Process. The instructions regarding the case study were posted months in advance of the completion of the assignment, and explanations may have been forgotten by the time students completed the assignment. Thus, this lag in assignment discussion and implementation will be addressed in the next academic year.</p> <p><u>Plans for Next Assessment Cycle:</u> The upcoming intern class will complete their MNT rotations toward the 1st half of their supervised practice, providing more time for faculty input and guidance on the case study.</p>			

Program Student Learning Outcome 2			
Program Student Learning Outcome	Demonstrate the functions of Management		
Measurement Instrument 1	Each intern is required to complete a “Special function” project in which they oversee the development and execution of a special event day.		
Criteria for Student Success	Each student must achieve a 70/100 minimum on the assignment.		
Program Success Target for this Measurement	100% of the interns will receive a 70/100 or greater on the assignment as assessed by their preceptor and the faculty member for HMD 583	Percent of Program Achieving Target	100% received a 70% or greater on the assignment
Methods	All students (3) were assessed through a preceptor’s evaluation of the event and students submitted written documents including menus, employee schedules, recipes as part of the project which were assessed by the faculty for HMD 583.		
Measurement Instrument 2	All interns will meet the CRDNs related to the Food Systems Management supervised practice rotations		
Criteria for Student Success	Students will have all CRDNs assessed as a level of 4 or 5 out of 5.		
Program Success Target for this Measurement	100% of students will have all FSM CRDNs assessed at a level of 4 or 5.	Percent of Program Achieving Target	100% of students achieved FSM CRDNs at a level of 4 or 5.
Methods	Review of assessments completed by supervised practice preceptors and/or the Dietetic Internship Director. All 3 students were assessed.		
Measurement Instrument 3			

Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<u>Results:</u> Yes the results are as expected, the scope of the projects was acceptable.			
<u>Conclusions:</u> This project has been a part of the internship for a long time with some changes over the years; however, it really provides the interns with a chance to manage a project and gain important and specific skills.			
<u>Plans for Next Assessment Cycle:</u> The plan for the next assessment cycle is for the faculty member to attend each special function event if possible. The faculty member was able to attend 1 of 3 events. 2 events were scheduled when the faculty member was not available. The faculty member will emphasis to students to check the faculty member's availability as they work to schedule their event.			

Program Student Learning Outcome 3			
Program Student Learning Outcome	Demonstrate competency to become an entry level Registered Dietitian Nutritionist in the workforce.		
Measurement Instrument 1	The national Registered Dietitian Nutritionist credentialing exam.		
Criteria for Student Success	Passing the CDR exam within 1 year of the 1 st attempt of taking the exam.		
Program Success Target for this Measurement	80% or greater will pass the CDR exam within 1 year of the 1 st attempt of taking the exam.	Percent of Program Achieving Target	75 % passed the exam within 1 year of their 1 st attempt – this is a 3 year rolling average.
Methods	Reports provided by the CDR testing agency. Twelve of sixteen students earned a passing score.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			

Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>Results: The percentage is expected to decline next year based on preliminary data. – The pass rate did decrease as expected. This is the trend nationwide; however, the program is working to increase the pass rate for our graduates. We have implemented the new 2022 accreditation standards and met with the students for feedback related to the implementation of the standards. We have purchased an exam prep program for the interns to use and the program reviews the materials on a regular basis. We will be adding monthly quizzes based on CDR practice exams and review the quizzes during the year.</p> <p>Conclusions: The percentage of graduates that pass within the 1st year has fallen below our baseline. We have implemented processes to help increase the pass rate for our students. We are also working on increasing our program size which should help with improving the pass rate as well.</p> <p>Plans for Next Assessment Cycle: A new practice CDR exam was purchased and will be reviewed to ensure interns are exposed to relevant information in their classwork as related to expected exam content. – This was completed with an exam prep program purchased for the interns.</p>			

***** Please include Curriculum Map (below/next page) as part of this document**

CURRICULUM MAP TEMPLATE

Program name:	Certificate of Dietetic Practice
Department:	Applied Human Sciences
College:	College of Health and Human Services
Contact person:	Ann E. Embry
Email:	ann.embry@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes		
			LO1:	LO2:	LO3:
			Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	Demonstrate the functions of management.	Demonstrate competency to become entry level Registered Dietitian Nutritionists in the workforce.
Course Subject	Number	Course Title			
HMD	583	Foodservice Systems Management		M/A	M/A
HMD	584	Community Nutrition			M/A
HMD	586	Medical Nutrition Therapy Practice	M/A		M/A
HMD	587	Seminar of Dietetic Practice		M/A	M/A

Western Kentucky Dietetic Internship
HMD 586 Medical Nutrition Therapy in Practice

CASE STUDY ASSIGNMENT GUIDELINES

Please follow these guidelines when preparing your case study report. You will have one case study report during your MNT rotation. The case study should be a patient/resident with a complex medical condition. The purpose of this assignment is to see how well you can obtain and analyze patient information; identify outcomes and goals for nutritional care and develop plans for implementing patient care. An additional component to this assignment is for you to investigate related literature which will give you additional information about the disease process, associated problems and treatment modalities.

Student Learning Outcomes/Competencies

CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings

Guidelines for the written paper:

1. Select a patient from your facility for whom you have provided nutritional care.
2. Case study must be typed and double spaced.
3. Use the case study outline below to prepare your report. Include subheadings within your report (Disease Condition, Review of Medical Record, Nutritional History, etc.)
4. Literature relating to the case study should describe the etiology of the disease and medical nutrition therapy. You may also discuss similar cases, related symptoms and/or complications and treatment modalities. Please include at least 5 articles from peer reviewed journals that are pertinent to the case.
5. Use proper citation in the American Medical Association format. Below is a nice reference on AMA formatting: <http://www4.samford.edu/schools/pharmacy/dic/amaquickref07.pdf>
6. The case study is due within one week of completing the MNT rotation. The case study will be presented orally during the last week of the internship.

NEATNESS COUNTS! Points will be deducted for sloppiness. Make sure your paper is double-spaced with proper margins (1-1.5 inch margins) and page numbers.

PATIENT CASE

- A. **20 points DISEASE CONDITION:** Prevalence, pathophysiology of the disease, diagnostic criteria, recommended treatments and rationale, and nutritional implications of the disease.

B. 15 points REVIEW OF MEDICAL RECORD

1. Patient background information: Age, sex, ethnic background, socioeconomic status, mental status, occupation, marital status, family, nationality, social problems, handicaps, and substance abuse. Please do not divulge patient's name or date of birth. You can make up initials for this patient.
2. Anthropometric data: Height/weight, frame, ideal body weight, weight change over time, triceps skinfold, mid-arm muscle circumference.
3. Medical/surgical history and treatments: symptoms, clinical signs, onset, duration, complications, previous history and hospitalizations.
4. Medical diagnosis and chief complaint(s).
5. Current medications (focus on pertinent medications only and explain why the patient is on the medication) – can use a table
6. Any ongoing treatments (e.g. hemodialysis, radiation)
7. Current and previous diet orders.

C. 15 points NUTRITIONAL HISTORY

If patient is alert and oriented, information should be obtained directly from patient. If the patient is unable to provide information, a significant other should be questioned or the information may be obtained from the medical chart.

1. Nutritional history including 24 hour recall.
2. Patient's food tolerances: appetite, anorexia, nausea, vomiting, mechanical problems (disabilities, ill-fitting dentures), dysphagia, dysgeusia, food aversions, allergies.
3. History of previous diet, past diet modification and diet instructions, and vitamin/mineral supplementation.
4. Recent intake at home/change in food intake.
5. History of weight changes, involuntary or voluntary.
6. Normal bowel habits, change in bowel habits.
7. Socioeconomic factors affecting food intake (i.e., financial food assistance, kitchen/cooking/refrigeration facilities).

D. 20 points NUTRITIONAL ASSESSMENT and ANALYSIS

Information obtained from the previous sections should be analyzed.

1. Estimate caloric intake, evaluation of overall nutritional adequacy of diet prior to admission.
2. Calculate BMI, % ideal body weight, and % weight change.
3. Determine caloric needs
4. Evaluate laboratory and diagnostic test results (include normal values for reference; for the abnormal data, indicate nutritional and/or nonnutritional factors that could alter the blood chemistries/results)
5. Evaluate impact of disease states and therapies including medication on nutritional status (potential food and drug interactions and their effects).
6. Determine presence/degree of nutritional risk.
7. Determine protein and other significant nutrient requirements.

E. 20 points NUTRITION CARE PLAN: NUTRITION DIAGNOSIS, INTERVENTION, MONITORING and EVALUATION

Review and evaluate the information you collected (B-D), then complete the following by using the table which follows:

1. Number and list each Nutrition Diagnosis (problem)
2. For each Nutrition Diagnosis, list the etiology (root cause or contributing risk factors that are related to the diagnosis).
3. For each Nutrition Diagnosis, identify signs and symptoms that provide evidence of the existence of this problem. This could include any of the data collected (e.g. lab values, current dietary intake, medications, living conditions, medical problems, etc.)
4. For each Nutrition Diagnosis, list interventions you executed or plan to execute in an attempt to resolve the nutrition problem.
5. For each Nutrition Diagnosis, list the change(s) in the patient's status you expect to occur as a result of your intervention(s). These are your desired outcomes or goals.
6. For each Nutrition Diagnosis, identify ways you intend to monitor the patient and identify any changes in the patient's status that have actually occurred as a result of your intervention(s). These are your actual outcomes.

Nutrition Diagnosis Problem and code	Etiology Cause/contributing factors	Signs/Symptoms Evidence of nutrition problem	Interventions	Desired Outcomes	Actual Outcomes (Monitoring/ Evaluation)

F. **5 points RELATED LITERATURE:** Integrate articles to support your case study. Do not just list articles and critique them. You can use WKU Library to help you search for peer-reviewed articles. Be sure to use and reference a minimum of 5 pertinent articles.

G. **2.5 points CHANGES:** Consider your nutritional care plan, actions taken, and results. What would you do differently if presented with a patient such as this again?

H. **2.5 points REFERENCES:** Use proper AMA format for citations and references. Be sure to reference the articles within the case study.

HMD 583

Manage a Special Event

Outcome Measures

Terminal Performance Objective: The intern will demonstrate the functions of management through the process of planning, organizing, directing, controlling and evaluating a special event meal.

CRD 2.5: Demonstrate active participation, teamwork and contributions in group settings

CRD 3.3: Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.

CRD 3.7: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

CRD 4.1: Use organizational processes and tools to manage human resources

CRD 4.6: Use current informatics technology to develop, store, retrieve and disseminate information and data

CRD 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.

CRD 4.9 Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes.

CRD 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies.

CRD 4.11 Complete documentation that follows professional guidelines, guidelines require by health care systems and guidelines required by the practice setting

Project Description:

Each intern will plan and implement a special meal that is assigned by their primary preceptor. The special event can be a catering event, sit down dinner, theme/holiday meal, fund raising event, celebration meal (Mother's/Father's Day, Valentine's Day, President's Day, National Nutrition Month, Thanksgiving, Farm to Table, etc.), or any special meal deemed appropriate by the preceptor. The meal can be for patients, students, staff, community, staff, etc. The size, style, and date of the event will vary according to the needs of the facility.

Procedures:

1. Menu Development. Develop a menu which supports the purpose of the event and is consistent with aesthetic guidelines, budget, production capabilities, availability of food, and the current menu practices. Make any necessary modifications to the menu to include variations necessary for service (i.e. low sodium, cardiac, etc.). Coordinate with the foodservice staff, managers, and support personnel. Incorporate recipe(s) into the menu to emphasize the theme as appropriate. At least one recipe should be an original recipe, not currently found in the facility's recipe file. NOTE: Each training site may give additional guidance on what the menu must include at a minimum, e.g., the site might require 1 soup; 2 entrees; 2 starches; 2 vegetables; 2 salads; 2 desserts.
2. Evaluate the menus for the week of the special event, especially the day before, day after, and evening meal the day of the theme meal to ensure menu items are not duplicated. Identify cycle menu changes that will be required. Try to make minimal changes to the rest of the cycle as each change may impact other aspects of the cycle menu. For any changes, remember to follow through with recipes, subsistence orders, production worksheets, etc.
3. Develop timeline(s) for the event. The timeline(s) should have an overall (long-term) timeline, including purchasing, recipe testing, etc. and then a specific timeline (short-term) of the production, delivery, and completion of the meal itself. Submit to preceptor for approval.
4. Obtain approval for the menu before proceeding with purchasing and production planning.
5. Once the menu is approved, select the recipes, modify/standardize a recipe, not part of the standard recipe book, remembering to consider cost and availability of ingredients. Select which recipe(s) to test at a formal taste panel based upon the menu, the specific recipes selected, the cooks' familiarity with the recipes, etc.
6. Based on funding available, determine a plan for decorations, tray mats, etc. Provide sketches, layouts of any set-up required. If possible, use decorations already available. Order decorations ensuring sufficient lead-time and costs are within the established budget. Plan and coordinate decoration set-up and removal.
7. Prepare an advertising/marketing plan (if appropriate) based on a target audience identified by your preceptor. Consider electronic mail messages, posters, facility news articles, internet/intranet postings, etc. Make sure nothing leaves the department without prior approval from the preceptor.
8. Coordinate with the procurement office the receipt, storage, issue and security of all food and non-food items to include decorations. Inventory supplies on hand and identify items and source to purchase.
9. Evaluate the menu in terms of food production equipment and man-hours required. Determine scheduling of personnel and labor hours available. Coordinate all activities and

ensure appropriate personnel are informed. Conduct planning meetings with production staff as determined by the training site.

10. Forecast the census and determine popularity factors for all menu items. Coordinate this activity with the facility's production planner. Obtain approval of these numbers from the preceptor at least three weeks prior to the meal.

11. Determine the food cost and sales price for all cafeteria items using Computrition or other software available in the facility. Make sure prices are entered into the cash register correctly and brief cashiers on menu items and prices.

12. For patient menus, estimate patient census and forecast menu selections. Coordinate printing of the patient menus, allowing for site-specific lead time to accomplish this task.

13. Prepare layout diagrams for the cafeteria serving lines. Include all equipment needed for service and special decorations and/or garnishing. Determine the number of tables required for displays and the number of tablecloths, table skirts, etc., needed for the seating area.

14. Prepare layout diagrams for patient trays: tray favors, garnishes, etc.

15. Communicate plans to appropriate production and patient tray service personnel. Include them in the planning process so they will be familiar with the meal.

16. Two to three days before the meal, conduct a meeting with the supervisors and employees on shift the morning of the meal. Include the following:

- The menu, special food production instructions, and special serving instructions
- Patient tray special instructions, e.g., layout diagram, tray favors, garnishes
- Estimated census for patients and cafeteria patrons
- Decorations, table clothes, and garnishes in the cafeteria
- Serving line layout diagrams

17. Make final arrangements for the meal the day before the special event meal is to be served. Consult with all employees to ensure everyone is informed of their role. Check all ingredients to insure all items are available in the appropriate quantities.

18. The intern is the manager-in-charge of the meal. Supervise the preparation and service of the meal to be sure that all tasks are accomplished according to plan.

19. At the completion of the meal, supervise disposition of leftovers, completion of cook's worksheets, security of special equipment, and cleanup.

20. Determine the final census, number of servings sold, leftovers, and the number of meals produced per labor hour for the day. Show the calculations and include in the after action report.

21. Within three working days after the meal, write letters of appreciation recognizing individuals who contributed to the success of the meal—those that went “above and beyond the call of duty” to help make the event successful. In some cases, an informal thank you may be more appropriate or a consolidated letter to a specific section. Keep in mind when thanking someone, to specifically address that individual’s contribution in making the meal a success.

22. Submit an “after action report” no later than three working days following the meal through the preceptor to the course instructor. Include:

(1) Introduction. Describe the theme of the meal, the date/hours of the meal, and the significance/purpose of the theme.

(2) Sequence of Events. Discuss the planning/implementation of the theme meal.

(3) Strengths and Weaknesses of the Event. Discuss what went well and why.

(4) Lessons Learned. Discuss what could have been improved and why.

(5) Documents. Include:

- Menus
- Information on featured meal
- Copies of new and adjusted recipes
- Layout diagrams (cafeteria, patient tray assembly)
- Advertising notices
- Patient selling price report
- Master menu report
- Forecast planning/actual report
- Profit and loss statement

23. Each intern will provide a professional briefing/presentation to the dietetic staff and other stakeholders outlining both the process and the outcome of the special event meal.

24. The Site Coordinator and/or designated preceptor will evaluate this project and assign a grade using the Special Event Meal Evaluation Form.

Special Event Meal Checklist

Intern: _____

Preceptor: _____

Dates of Rotation: _____

Activity	Status		Date Completed	Notes
	Submitted for Approval	Approved		
Planning				
Timeline Special Event Requirements				
Timeline of Special Event Setup, Production, Service, and Completion				
Menu and Theme				
Date set				
Menu(s) approved				
Decorations: *Identified *Ordered *Received				
Nutrition education material(s): *Designed *Printed				
Marketing Strategy				
Advertisements developed:				
Advertisement(s) deployed				
Taste Panel				
Date coordinated				
Staff and customers invited				
Food ordered				
Taste panel conducted				
Results tallied; recipes adjusted as needed				
Production Planning				
Recipes Determined and placed in database (as appropriate)				

Activity	Status		Date Completed	Notes
	Submitted for Approval	Approved		
Planning				
Timeline Special Event Requirements				
Timeline of Special Event Setup, Production, Service, and Completion				
Recipe Production Levels determined				
Forecasting completed				
Food ordered				
Production timeline scheduled				
Task lists prepared				
Layout designed				
Production staff briefed				
Presentation of the Meal				
Task lists reviewed				
Production supervised				
Service of meal supervised				
Leftovers coordinated				
Informal satisfaction survey conducted with customers				
Final Details				
Letters of appreciation written				
Decorations removed and stored				
Advertising removed				
Sales data analyzed				
After Action Report completed				As coordinated with the preceptor

****NOTE:** Depending on your facility, you may be limited with what you can do; please coordinate this activity with your preceptor.

COMMENTS:

SIGNED:

Preceptor: _____ Date: _____

Intern: _____ Date: _____

Site Coordinator: _____ Date: _____

Evaluation Form for Special Event Meal

Intern: _____ Theme Meal: _____ Date: _____

	Possible Points	Points Earned
THEME/MENU (20 points)		
Plans appropriate menu for theme/event that is manageable in terms of food cost, production capability, availability of foods, etc.	5	
Develops appropriate nutrition education materials supported by theme/event menu.	5	
Develops effective advertising/marketing strategy.	5	
Plans aesthetically pleasing decorations within budgetary limits.	5	
PLANNING (25 points)		
Develops project timeline (or something similar) and effectively uses it to track progress/meet deadlines.	5	
Provides staff/employee briefings that reflect appropriate planning and follow-up.	5	
Coordinates purchasing with supply.	5	
Accurately completes menus and production planning documents in a timely manner.	5	
Accurately computes recipe costs and pricing.	5	
MEAL MANAGEMENT (32 points)		
Coordinates with supervisor on work assignments, delegating tasks appropriately.	4	
Provides clear directions; prepares appropriate task lists.	4	
Ensures timely set-up of special meal decorations/layout, etc.	4	
Ensures recipes are followed and timely preparation.	4	
Provides comprehensive and appropriate supervision and line back-up.	4	
Forecasts adequate amounts of food.	4	
Supervises meal service; is available to correct problems and answer questions.	4	
Coordinates leftover use, cleanup, and security of decorations.	4	
AFTER ACTION REPORT (23 points)		
Adequately covers all areas outlined in guidelines.	5	
Effectively analyzes what went well and what improvements could have been made.	5	
Submits report no later than 3 working days following the meal.	9	
Uses good grammar, punctuation, and expression.	4	
	Total Points Earned: (100 points possible)	
Intern's Signature: _____	Date: _____	
Preceptor's Signature: _____	Date: _____	
Site Coordinator's Signature: _____	Date: _____	
Internship Director Signature: _____	Date: _____	

COMMENTS: