**DIETETICS**

**CIP Code:** 513199

**Degree Level:** Bachelor of Science

**Program Coordinator:** Colette Leistner and Simone Camel

**Department:** Allied Health Sciences

**College:** Nursing and Allied Health

**Program Mission Statement:**

Registered Dietitians (RDs) are food and nutrition experts who have met the following criteria to earn the RD credential:

- Completed a minimum of a bachelor’s degree at a US regionally accredited university or college and course work accredited or approved by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA).
- Completed a CADE-accredited supervised practice program at a health-care facility, community agency, or a foodservice corporation or combined with undergraduate or graduate studies. Typically, a practice program will run six to 12 months in length.
- Passed a national examination administered by the Commission on Dietetic Registration (CDR). For more information regarding the examination, refer to CDR’s website at www.cdrnet.org.

The mission of the Didactic Program in Dietetics (DPD) at Nicholls is to address the first of these steps—to prepare dietetics students to function as self-directed, accountable, entry-level practitioners of professional dietetics in a dietetic internship or to pursue graduate study. The program seeks to develop graduates who are committed to professional involvement, leadership and service.

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**STUDENT LEARNING OUTCOMES**

**Program graduates will be able to**

The following has been copied verbatim from the program review document located <M:\admins\ACADEMIC PROGRAM REVIEWS\2010-11 Reviews: Dietetics (B.S.).sp11.pdf>:

a. What are the student learning outcomes for this academic program?

   Student Learning Outcomes for Didactic Programs in Dietetics are guided by the Commission on Accreditation of Dietetics Education (CADE). Table 2.1.a. [See Table 2.1.a] 2008 Eligibility Requirements and Accreditation Standards (ERAS), Commission on Accreditation of Dietetic Education, Foundation Knowledge Requirements and Learning Outcomes for Didactic Programs in Dietetics presents the most up-to-date expectations of the accrediting body. Current data collection in Nicholls’ program reflects the 2008 ERAS and will be followed in preparation for the next Self-Study and Site Visit by CADE scheduled in 2014.

   The Student Learning Outcomes assessed in the DPD’s 2009 submission to CADE are based upon the 2002 ERAS as reflected in Table 2.3. These were the requirements in effect during the period reported in this University Program Review.

b. How are they assessed and what have been the results of this assessment during the past five years?

   CADE expects a thorough review of each student learning objective as noted in the template provided to dietetic programs [See Table 2.1.a]. Assessment methods and expected outcomes are delineated in Column 1 of each student learning outcome. A description of types of qualitative and quantitative data collected to assess outcome, including response rate and when data is reported in Column 2. A summary of feedback and data collected over the past five years is provided in Column 3. Pertinent findings regarding the achievement of Student Learning Outcomes are included and an opportunity to explain why an outcome can be included.
Of the eight (8) Student Learning Outcomes, six (6) have been met (Outcomes 1, 2, 3, 4, 5, and 8). A review of Student Learning Outcomes 6 and 7 follow.

In regard to Item 6.1 “Satisfactory completion of senior assessment exam (Practice RD Exam)” it must be explained that this exam is designed for individuals in the final months of, or who have completed, a post-baccalaureate dietetic internship. Because of this expecting a dietetics senior to score 70% or better is rather unrealistic. Faculty believe that the improvement in scores seen since the exam was first administered is a positive sign that efforts to enhance the curriculum in the past few years is having the desired effect on student learning.

In regard to the remainder of Student Learning Outcome #6, the faculty compares the comprehensive final exam to course syllabi to ensure that the exam is reflective of instruction. Students evaluated the course (SIRS) twice during the period under review and responses have not indicated clear reasons for difficulty with the final exam. Textbook review is ongoing in an effort to select a text that may be more accessible to students.

Components 7.1 and 7.3 of Learning Outcome #7 The student will demonstrate knowledge of organization and management in a food service facility have been met. These two items directly reflect course instruction.

Component 7.2 Satisfactory completion (score of 70% or above) of senior assessment exam is another example of the situation discussed in Component 6.1.

In regard to the use of the RD Practice Exam, the faculty have discussed the feasibility of developing their own senior exit exam; time constraints demand utilization of the RD Practice Exam already available. A trend of improved scores overall is a positive sign that the curriculum changes and teaching methods have been strengthened. The faculty are considering a re-wording of the assessment method outcome measure.

c. Give specific examples of how these assessment results have been used to improve the academic? (Give specific examples of improvements made during the last five years as reflected in the annual plans or other departmental actions (ex. Change in curriculum, change in course content, addition of classroom experiences, change in learning outcomes, etc.)

(See ... Table 2.3 ...)
<table>
<thead>
<tr>
<th>Table 2.1.a</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS (ERAS)</td>
</tr>
<tr>
<td>COMMISSION on ACCREDITATION of DIETETICS EDUCATION</td>
</tr>
<tr>
<td>Foundation Knowledge Requirements and Learning Outcomes for Didactic Program in Dietetics</td>
</tr>
</tbody>
</table>

### 1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice

KR 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.

KR 1.1.a. *Learning Outcome:* Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.

KR 1.1.b. *Learning Outcome:* Students are able to use current information technologies to locate and apply evidence based guidelines and protocols, such as the ADA Evidence Analysis Library, 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.

### 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice

KR 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

KR 2.1.a. *Learning Outcome:* Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.

KR 2.1.b. *Learning Outcome:* Students are able to demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.

KR 2.2. The curriculum must provide principles and techniques of effective counseling methods.

KR 2.2.a. *Learning Outcome:* Students are able to demonstrate counseling techniques to facilitate behavior change.

KR 2.3. The curriculum must include opportunities to understand governance of dietetics practice, such as the ADA Scope of Dietetics Practice Framework, the Standards of Professional Performance and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

KR 2.3.a. *Learning Outcome:* Students are able to locate, understand and apply established guidelines to a professional practice scenario.

KR 2.3.b. *Learning Outcome:* Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.

### 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

KR 3.1. The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KR 3.1.a. *Learning Outcome:* Students are able to use the nutrition care process to make decisions, to identify nutrition related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.

KR 3.2 The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and
disease prevention.

KR 3.2.a. Learning Outcome: Students are able to apply knowledge of the role of environment, food and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups.

KR 3.3. The curriculum must include education and behavior change theories and techniques.

KR 3.3.a. Learning Outcome: Students are able to develop an educational session or program/educational strategy for a target population.

4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

KR 4.1. The curriculum must include management and business theories and principles required to deliver programs and services.

KR 4.1.a. Learning Outcome: Students are able to apply management and business theories and principles to the development, marketing and delivery of programs or services.

KR 4.1.b. Learning Outcome: Students are able to determine costs of services or operations, prepare a budget and interpret financial data.

KR 4.1.c. Learning Outcome: Students are able to apply the principles of human resource management to different situations and groups.

KR 4.2. The curriculum must include content related to quality management of food and nutrition services.

KR 4.2.a. Learning Outcome: Students are able to apply safety principles related to food, personnel and consumers.

KR 4.2.b. Learning Outcome: Students are able to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making.

KR 4.3. The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

KR 4.3.a. Learning Outcome: Students are able to explain the impact of a public policy position on dietetics practice.

KR 4.4. The curriculum must include content related to health care systems administration.

KR 4.4.a. Learning Outcome: Students are able to explain the impact of health care policy and different health care delivery systems and current reimbursement issues, policies and regulations on food and nutrition services.

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

SK 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.

SK 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.

SK 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.
**Table 2.3. Student Learning Outcomes**

**Student Learning Outcome #1:**  
The student will demonstrate knowledge of the fundamentals of marketing food and nutrition services.

<table>
<thead>
<tr>
<th>1. Assessment methods used and expected outcome</th>
<th>2. Description of types of qualitative and quantitative data collected to assess outcome, including response rate and when data was collected</th>
<th>3. Summary of feedback and data collected over past five years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum score of 70% on marketing projects completed in FACS/DIET 404 and FACS 490/DIET 390.</td>
<td>Scores earned on projects identified in Column 1. 100% of student scores are available at completion of course.</td>
<td>Average score on project in FACS 490/DIET 390 over the past 5 years is 99. Marketing project in FACS/DIET 404 was reassigned to DIET 316 Organization and Management when DIET 404 began to be taught in the campus dining hall. 100% of the scores on the project containing a marketing plan was 80% or above. This outcome measure goal has been met.</td>
</tr>
</tbody>
</table>

*Describe the comparison between Column 1 above and Column 3 above. Include all pertinent findings.*  
Based on the criteria selected to demonstrate acquisition of knowledge regarding the marketing of food and nutrition services, i.e., project in FACS 490/DIET 390 and DIET 316 the desired outcome has been achieved. When the curriculum is reviewed to meet 2008 ERAS the measure may be modified.

**Is the program achieving this learning outcome?**  
Yes | X No

**If program is not achieving this learning outcome, explain the process used to identify factors that might have contributed to not achieving this outcome.**  
N/A

**Student Learning Outcome #2:**  
The student will demonstrate competency in interviewing and counseling skills.

<table>
<thead>
<tr>
<th>1. Assessment methods used and expected outcome</th>
<th>2. Description of types of qualitative and quantitative data collected to assess outcome, including response rate and when data was collected</th>
<th>3. Summary of feedback and data collected over past five years</th>
</tr>
</thead>
</table>
| Minimum score of 70% on final exam in FACS 320/DIET 418 and FACS 490/DIET 390.  
On-site Supervisor’s Evaluation/Instructor’s Clinical Evaluation of interviewing skills during FACS 497 Internship/DIET 495 Practicum with a minimum score of 70%. | Scores earned on exam and evaluations are collected from faculty when course ends. | Didactic learning occurred in FACS 320/DIET 418 while evaluation of skills were completed in FACS 497/DIET 495.  
Scores for FACS 490/DIET 390 reveal that 89% of students scored 70% or higher on final exam. The average score on interviewing skills as evaluated by supervisors during FACS 497 Internship/DIET 495 Practicum was 96 %. This outcome measure goal was met. |
Describe the comparison between Column 1 above and Column 3 above. Include all pertinent findings.
Evaluation of the scores indicates that the students have been achieving this goal. Outcome measure may be revised to meet 2008 ERAS.

Is the program achieving this learning outcome? Yes X No

If program is not achieving this learning outcome, explain the process used to identify factors that might have contributed to not achieving this outcome.
N/A

Student Learning Outcome #3:
The student will plan and present lessons as a means of developing effective verbal and written communication skills.

<table>
<thead>
<tr>
<th>1. Assessment methods used and expected outcome</th>
<th>2. Description of types of qualitative and quantitative data collected to assess outcome, including response rate and when data was collected</th>
<th>3. Summary of feedback and data collected over past five years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum score of 70% on mini-lessons completed FACS 458.</td>
<td>Scores available for tabulation at completion of each semester. FACS 458 deleted from curriculum in 2007-08. Scores from 26 students completing degrees in the 2004-2006 catalog were tallied.</td>
<td>Of the 26 students, 89% (23) scored a 70 or above on the mini-lessons in FACS 458 meeting the outcome measure goal.</td>
</tr>
<tr>
<td>Minimum score of 70% on mini-lessons completed in FACS 490/DIET 390.</td>
<td>Scores earned on mini-lessons are available when course is completed. In Fall 2006 the course content was changed to include a community education project that incorporated written lesson planning and presentation of a community education program.</td>
<td>100 % of students from Fall 2006, 2007, 2008 DIET 390 classes earned &gt;70% on the community education projects provided by faculty member hired in Fall 2005.</td>
</tr>
<tr>
<td>Minimum score of 70% on mini-lessons completed in FACS 497/DIET 495.</td>
<td>Scores available from faculty when course is completed.</td>
<td>All students scored a minimum of 90% on the inservice presented.</td>
</tr>
</tbody>
</table>

Describe the comparison between Column 1 above and Column 3 above. Include all pertinent findings. Include all pertinent findings.
Available data indicate that students are meeting the outcome measure for this student learning outcome.

Is the program achieving this learning outcome? Yes X No

If program is not achieving this learning outcome, explain the process used to identify factors that might have contributed to not achieving this outcome.
N/A

Student Learning Outcome # 4:
The student will demonstrate the ability to conduct nutritional assessments.

<table>
<thead>
<tr>
<th>1. Assessment methods used and expected outcome</th>
<th>2. Description of types of qualitative and quantitative data collected to assess outcome, including response rate and when data was collected</th>
<th>3. Summary of feedback and data collected over past five years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum score of 70% on case studies completed in FACS 497/DIET 495.</td>
<td>Scores earned on case studies provided by faculty at completion of semester.</td>
<td>The average score on case studies in FACS 497/DIET 495 is 86% and meets goal.</td>
</tr>
<tr>
<td>Minimum score of 70% on case studies completed in FACS 320/DIET 418.</td>
<td>Scores for FACS 320/DIET 418 are provided at the completion of the semester.</td>
<td>100% of students have scored 80% or above on case studies completed in Spring 2006, 2007, 2008, 2009 provided by faculty member hired in Fall 2005.</td>
</tr>
</tbody>
</table>

Describe the comparison between Column 1 above and Column 3 above. Include all pertinent findings. Include all pertinent findings.
findings.
Evaluation of DIET 495 case studies reveals that the outcome is satisfactory.
Initiation of didactic learning for conducting Nutritional Assessments is taught in DIET 201, and has been incorporated into DIET 416. Faculty will review the appropriateness of the current assessment method.

**Is the program achieving this learning outcome?**
Yes

**If program is not achieving this learning outcome, explain the process used to identify factors that might have contributed to not achieving this outcome.**
N/A

**Student Learning Outcome #5:**
The student will identify resources for delivery of nutrition care in community programs.

<table>
<thead>
<tr>
<th>1. Assessment methods used and expected outcome</th>
<th>2. Description of types of qualitative and quantitative data collected to assess outcome, including response rate and when data was collected</th>
<th>3. Summary of feedback and data collected over past five years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum score of 70% on final exam in FACS 490/DIET 390.</td>
<td>Scores earned will be collected by faculty at completion of semester for Fall 2004-Fall 2008.</td>
<td>89% of 39 students enrolled scored 70% or higher: 12 (34%) scored 90-100%; 13 (37%) scored 80%-89%; 6 (17%) scored 70-79%; and 4 (11%) scored 69% or below. Currently outcome measure goal is not met.</td>
</tr>
</tbody>
</table>

*Describe the comparison between Column 1 above and Column 3 above. Include all pertinent findings.*
11% of students did not score 70% or better on the final exam.

**Is the program achieving this learning outcome?**
Yes

**If program is not achieving this learning outcome, explain the process used to identify factors that might have contributed to not achieving this outcome.**

**Student Learning Outcome #6:**
The student will demonstrate basic knowledge of food science and nutrition in health and disease.

<table>
<thead>
<tr>
<th>1. Assessment methods used and expected outcome</th>
<th>2. Description of types of qualitative and quantitative data collected to assess outcome, including response rate and when data was collected</th>
<th>3. Summary of feedback and data collected over past five years</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Satisfactory completion of senior assessment exam (Practice RD Exam).</td>
<td>Score for entire Practice RD Exam is available at its completion each semester.</td>
<td>A steady improvement in the average score has been seen since the Practice RD Exam was first administered to graduating seniors in 2005. The average score in 2005 was 48%. The graduates in the 2009-2010 class scored an average of 65%. 69% of the 48 students completing FACS/DIET 264 scored 70% or higher on the final exam. Does not meet goal.</td>
</tr>
<tr>
<td>6.2 Minimum score of 70% on FACS 264/DIET 264 on final exam.</td>
<td>Scores are obtained from faculty at completion of course.</td>
<td></td>
</tr>
</tbody>
</table>
6.3 Minimum score of 70% on FACS 318/DIET 418 final exam.

Scores are obtained from faculty at completion of course.

Data for students scoring a minimum of 70% by year:
- 2004: 93% (14/15)
- 2005: missing data
- 2006: 42.8% (6/14)
- 2007: 100% (6/6)
- 2008: 100% (7/7)
- 2009: missing data
- 2010: 67% (8/12)

Total: 76% (41/54)

Did not meet target goal.

Describe the comparison between Column 1 above and Column 3 above. Include all pertinent findings.

6.1 A steady improvement in outcome on the RD Practice Exam (senior exit exam) is a positive sign. Progress continues to be monitored.

6.2 Sixty-nine percent of students met the minimum score criteria for the Food Science final exam, not yet meeting the 100% target.

6.3 Target goal has not yet been met. Scores from 2004 and the missing data from 2005 are from an instructor no longer employed in the program. The low scores from the 2006 class may be reflective of the lack of preparation identified by the new faculty member who came to the program with more teaching and practical experience. In subsequent years, the scores may be reflective of improved preparation for upper level courses related to increased rigor of all courses and improvement in progression of learning with enhanced prerequisite requirements.

Is the program achieving this learning outcome? Yes No X

If program is not achieving this learning outcome, explain the process used to identify factors that might have contributed to not achieving this outcome.

6.1 The RD Practice Exam is designed for individuals who have completed a post-baccalaureate dietetic internship. Use of it in an undergraduate program serves as a general assessment for faculty. Scores will be reviewed in terms of the food science domain specifically to identify needs that can be addressed in DIET 111, 215, and 264.

6.2 Faculty compares comprehensive final to course syllabi content to ensure exam is reflective of instruction. Students evaluate the course in a rotation chosen by administration. In the past 5 years the course has been evaluated twice. No student responses have indicated clear reasons for non-performance in the course. Faculty have identified that this course may be better suited to a later semester in the curriculum as students may benefit from completion of other foods courses and an increase in academic maturity. A textbook review for this course is taking place in preparation for the implementation of the 2008 ERAS.

6.3 Review of student course achievement, informal student interviews, faculty meeting discussions regarding advising, and program work on curriculum review including syllabi and course content evaluations were employed to identify preparation course rigor and the need to revise course prerequisites to better control student progression of learning through the curriculum.

Examples of how these assessment results have been used to improve the academic program:

6.1 The Practice RD exam is designed for individuals who have completed a dietetic internship. Use of it with undergraduates serves as a general assessment for faculty. Faculty aim to see a steady improvement in scores. Since it was first administered in 2005 the average overall score has gone from 48% to 65% in the 2009-2010 class which is positive.

6.2 Scores between Fall 2009 and Fall 2010 ranged from 61 to 96 with eight of twelve (67%) of students scoring above 70%. Faculty member responsible for the course is studying ways to teach more effectively to improve the test results short of reducing the rigor of the course.

6.3 Faculty continues to monitor course results to determine if final exam is representative of course content.

Student Learning Outcome #7:
The student will demonstrate knowledge of organization and management in a food service facility.

<p>| 1. Assessment methods used and expected outcome | 2. Description of types of qualitative and quantitative data collected to assess outcome, including response rate and when data was collected | 3. Summary of feedback and data collected over past five years |</p>
<table>
<thead>
<tr>
<th>7.1 Minimum score of 70% on project completed in FACS/DIET 404.</th>
<th>Scores of all students completing the course are available from faculty upon completion of semester.</th>
<th>100% of students enrolled in FACS/DIET 404 during Fall 2004 and Fall 2005 scored over 70% on the selected project achieving the expected outcome. The project was reassigned to DIET 316 Organization &amp; Management in Spring 2006. 100% of students scored over 70% meeting the expected outcome. A steady improvement in the average score has been seen since the practice RD exam was first administered to graduating seniors in 2005. The average in 2005 was 48%; the average score in 2009 was 65%. Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2 Satisfactory completion (score of 70% or above) of senior assessment exam.</td>
<td>Scores from the Practice RD Exam are available for 31 graduates (Spring 2005-Spring 2009). Exam was administered each semester during each student’s final semester but some forgot to complete it. It is now administered in DIET 495 Practicum in Dietetics which is completed in the final semester. Having it assigned to a specific course makes it easier for faculty to maintain the records.</td>
<td></td>
</tr>
<tr>
<td>7.3 Minimum score of 70% for on-site supervisor’s evaluation of management rotation in FACS 497/DIET 495.</td>
<td>Scores are available from faculty following completion of course.</td>
<td>Average score of the 36 students whose scores were available was 94%. Meets target goal.</td>
</tr>
</tbody>
</table>

Describe the comparison between Column 1 above and Column 3 above. Include all pertinent findings.

7.1 Expected outcome was achieved.
7.2 The improvement in the average exit exam score has been improving since 2005—a positive finding.
7.3 Expected outcome was achieved.

Is the program achieving this learning outcome?

Yes | No | X

If program is not achieving this learning outcome, explain the process used to identify factors that might have contributed to not achieving this outcome.

7.2 The RD Practice Exam is designed for individuals who have completed a post-baccalaureate dietetic internship. Use of it in an undergraduate program serves as a general assessment for faculty. Scores will be reviewed in terms of the management domain in the exam to identify needs that can be addressed in DIET 301, 316, and 404.

Examples of how these assessment results have been used to improve the academic program:

7.2 Regular review of course content, assignments and exams insures that courses are meeting current needs in dietetics.

**Student Learning Outcome #8:**

The student will demonstrate the ability to become an advocate for issues affecting the dietetics profession.

1. Assessment methods used and expected outcome

   Minimum score of 70% on public policy project completed in FACS/DIET 459.

   Minimum score of 70% on final exam in FACS 490/DIET 390.

2. Description of types of qualitative and quantitative data collected to assess outcome, including response rate and when data was collected

   Scores available from faculty upon completion of course.

3. Summary of feedback and data collected over past five years

   All students scored 70% or above. Students’ average score was 88%. Target goal has been met.

   All students scored 70% or above. Average score on final exam was 83%. Target goal has been met.

Describe the comparison between Column 1 above and Column 3 above. Include all pertinent findings. Include all pertinent findings.

These results suggest that the graduates will be able to impact the legislative process as it relates to issues affecting the dietetics profession.

Is the program achieving this learning outcome?

Yes | X | No

If program is not achieving this learning outcome, explain the process used to identify factors that might have contributed to
not achieving this outcome.