CORRESPONDENCES WITH THE COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION (CADE)
July 29, 2008

Mary K. Gould, EdD, RD, LD
Director, Didactic Program in Dietetics
Marshall University
Department of Dietetics
One John Marshall Drive
Huntington, WV 25755-9521

Dear Dr. Gould:

This letter is to advise you of the action of the Commission on Accreditation for Dietetics Education board regarding the Didactic Program in Dietetics at Marshall University. During its July 21-22, 2008 meeting, the CADE board voted to grant continued Accreditation of the Program. Accreditation is granted for the Didactic Program in Dietetics at the baccalaureate level.

The decision was based upon a peer review of the self-study application addressing the 2002 Eligibility Requirements and Accreditation Standards (ERAS), site visit report, and the Program’s response. An interim report to monitor continued compliance with the following Standard is requested. Three copies of the report must be submitted postmarked no later than October 17, 2008.

**Standard One: Program Planning and Outcomes Assessment**

The program has identified target measures for each outcome and as stated in the site visit report, all of the CADE-required outcome measures are included in the program assessment plan. However, while program completion is included in the program assessment plan, the timeframe for program completion is not defined. As the CADE Standards require each program to track the number of students who begin the program and complete program requirements for verification within a timeframe appropriate for the institution, the outcome measure must also specify the timeframe for program completion. The program may want to consider using the timeframe specified in the 2008 Eligibility Requirements and Accreditation Standards, which is the percentage of students enrolled in the DPD that are expected to complete all program requirements within 150% of the time planned for completion.

In addition, the CADE board requested a second interim report to monitor continued compliance of Standard One. Three copies of this report addressing the following must be submitted postmarked no later than July 1, 2010.

**Standard One: Program Planning and Outcomes Assessment**

The program has identified a plan to improve the pass rate on the registration examination for dietitians. Evidence that this plan has been implemented, including the results of the effectiveness of the plan, is needed. Specifically, the program must discuss:

- the trend in the pass rate since the plan was implemented
Mary K. Gould, EdD, RD, LD
July 29, 2008
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- actual changes made and implemented in the curriculum, policies and procedures
- progress on assessment of the student learning outcomes
- the sustainability of the plan

CADE values the commitment to the quality and continued improvement of dietetics education demonstrated by the Didactic Program in Dietetics during the accreditation process. In this spirit, the next review of the program will be in 2012, the five-year interval of the ten-year accreditation period, when the Program Assessment Report (PAR) is due. The PAR documents the comprehensive evaluation of the accredited program that has occurred during the previous five years. Maintenance of the program’s accreditation status is dependent on the CADE board’s acceptance of the PAR, which reaffirms continuation of the accreditation status of the program for the next five years. Approximately one year prior to the PAR submission date, the CADE staff will notify the Program and provide further information. Subsequent to the PAR, the next self-study and site visit for continued accreditation will be scheduled for 2017.

In the meantime, if major changes occur in the Program, you must submit the changes in writing to CADE for review prior to implementation. The CADE board maintains the right to require an interim report, self-study, and/or site visit as a result of these changes. Guidelines for reporting major changes are on the ADA/CADE Website at www.eatright.org/CADE under the Apply/Maintain Accreditation tab.

Thank you for your interest in and support of dietetics education and students. If there are any questions, please call the CADE staff at 800-877-1600 ext. 5400.

Sincerely,

Debra Hollingsworth, PhD, RD, LDN
Chair
Commission on Accreditation for Dietetics Education

cc: Stephen J. Kopp, PhD
    Charles McKown, MD
    Shortie McKinney, PhD, RD, FADA
    Kelli J. Williams, PhD, RD, LD
    Karen R. Greathouse, PhD, RD, Lead Program Reviewer
    Lauri Y. Wright, MS, RD, Accompanying Program Reviewer
    Dawna T. Mughal, PhD, RD, LDN, Accompanying Program Reviewer

Program Director Please Note: For tracking purposes, please email J. Johnson at jjohnson@eatright.org when you receive this letter.
Program Title: Didactic Program in Dietetics
Sponsoring Institution: Marshall University
Address: Huntington, WV
Program Director: Mary K. Gould, MS, RD, LD

<table>
<thead>
<tr>
<th>Didactic Program in Dietetics</th>
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<tbody>
<tr>
<td><strong>Current Enrollment</strong></td>
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<tr>
<td>3rd Year</td>
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<td>19</td>
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Degree Granted: Baccalaureate
Date of Site Visit: December 2-4, 2007

Site Visitors:
- Karen R. Greathouse, PhD, RD
  (Lead)
- Lauri Y. Wright, MS, RD
  (Accompanying)
- Dawna T. Mughal, PhD, RD, LDN, FADA
  (Accompanying)
- Beverly E. Mitchell, MBA, RD
  (CADE Staff)
INTRODUCTION:
Marshall University is one of ten public universities in West Virginia and traces its origin to 1837. The main campus is situated in Huntington, which borders Ohio and Kentucky, and is approximately 50 miles from Charleston, the state capitol. Marshall offers degrees at the associate, baccalaureate, master and doctorate levels. Enrollment is approximately 14,000 students, including 4,000 graduate and medical students. Marshall University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

The Didactic Program in Dietetics (DPD) was established in 1977 and was most recently accredited by the Commission on Accreditation for Dietetics Education (CADE) in 2000. The program is housed in the Department of Dietetics within the College of Health Professions. The Department also sponsors a CADE-accredited Dietetic Internship (DI) and the DPD and DI accreditation site visits were conducted concurrently. With this self-study and site visit, the program is seeking continued accreditation from CADE for a DPD at the baccalaureate level.

PROGRAM STRENGTHS:
- Small class size
- Faculty who are role models and committed to the success of the students
- Administrative support
- Community support for service learning opportunities and early exposure to dietetic practice settings

<table>
<thead>
<tr>
<th>Accreditation Standard</th>
<th>Team Findings</th>
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<tr>
<td><strong>STANDARD ONE:</strong> The dietetics education program has clearly defined a mission, goals, program outcomes, and assessment measures and implements a systematic continuous process to assess outcomes, evaluate goal achievement, and improve effectiveness.</td>
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<tr>
<td>- Has the program established a mission and demonstrated that the mission is compatible with the mission statement or philosophy of the sponsoring organization and the preparation of entry-level dietitians and dietetic technicians?</td>
<td>Yes.</td>
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<td></td>
<td>The mission of the DPD is to “to provide the depth and breadth of food and nutrition knowledge and skills that prepare students to enter a supervised practice program in dietetics.” The mission is compatible with the sponsoring organization as they both focus on high quality education. In addition, the university mission of improving healthcare in the region is supported by the variety of nutrition experiences in urban and rural areas.</td>
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<td>- Has the program established goals and demonstrated how these goals reflect the program’s mission statement and the environment in which the program exists?</td>
<td>Yes.</td>
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<td>The program has identified the following five broad program goals:</td>
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<td>1. To encourage, motivate, and support students to complete the DPD.</td>
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<tr>
<td>2.</td>
<td>Provide graduates with knowledge, skills, and competencies necessary to successfully compete for dietetic internship positions.</td>
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<tr>
<td>3.</td>
<td>Provide graduates with knowledge, skills, and competencies necessary to successfully complete a dietetic internship.</td>
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<tr>
<td>4.</td>
<td>Adequately prepare graduates to pass the Registration Examination.</td>
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<tr>
<td>5.</td>
<td>Adequately prepare graduates to pursue individual interests in nutrition and dietetics.</td>
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</table>

The above goals are consistent with the program's missions and the community and environment in which it exists.

- Has the program established outcomes and appropriate measures to assess achievement of goals and program effectiveness, including at least program completion rates, postgraduate performance, such as supervised practice program placement, job placement, or graduate school acceptance rates, and the pass rate of first-time test takers on the Registration Examination? If the pass rate is less than 80% for first-time test takers, has the program implemented and monitored a plan of action to improve graduate performance?

  Partially.

  The program has established outcome measures to assess achievement of each goal and includes all of the CADE-required outcome measures. However, as discussed onsite, not all of the outcome statements include a target measure. The outcomes must contain a target measure in order to determine goal achievement and the program director indicated targets will be identified for the outcome measures.

  The program's current first-time pass rate on the dietitian registration examination (2002-2006) is 74%, below the 80% CADE-required minimum. The program has developed a plan to improve the pass rate which not only includes taking practice RD exams throughout the program and incorporating more multiple choice tests in classes, but the curriculum was revised in 2005. Examples of changes made to the curriculum include incorporating the nutrition care process in DTS 215, Education and Assessment Strategies in Dietetics, adding group projects and field experiences and adding a senior project into DTS 476, Senior Seminar in Dietetics, that requires knowledge of food science, nutrition, marketing and budgeting.

- Has the program demonstrated that administrators, faculty/preceptors, students, graduates, individuals outside the program, and other constituencies participate in a systematic process of planning, implementation, and evaluation of the program and its effectiveness on a regular and continuing basis?

  Yes.

  It was confirmed that the program seeks feedback from students, graduates, DI Directors, undergraduate advisors and an Advisory Committee for the program planning and evaluation process. The assessment occurs on a systematic and ongoing basis, with data collected at the end of each semester and at six and 18 months after completion of program. Completed alumni and DI Director surveys for 1998 to present were reviewed onsite and the review team confirmed the Advisory Committee is involved in systematic planning for the program.

- Has the program demonstrated that its planning and evaluation process includes evidence that data are collected and analyzed to identify the extent that goals for the program are being achieved and feedback is incorporated to improve the program?

  Yes.

  It was confirmed onsite that data are collected and analyzed on an ongoing basis and results are used to make changes to the program. As stated above, survey data from 1998 through 2006 were reviewed and now that the program has a separate program director for
the DI, a DI Director survey will be instituted for the graduates who enter the Marshall DI. Examples of changes the program has made as a result of the evaluation process include changing the instructor and course materials in DTS 201, Introductory Nutrition and restructuring DTS 476, Senior Seminar in Dietetics to include a culminating experience and community presentations.

- Through the evaluation process, has the program identified strengths and limitations and delineated short- and long-term plans for the management of the program to assist in achieving program goals?

  Yes.

  Strengths and weaknesses were identified onsite by the program director and were reiterated by the Advisory Committee, graduates and administrators. Program-identified strengths include the small class size and faculty involvement. It was verified onsite that changes have either already been made to address the program limitations or plans are in place to address them. For example, new recruitment materials have been developed and were reviewed onsite to address increasing the recruitment efforts for the program.

  It was also verified onsite that the strengths and weaknesses were used to develop specific short- and long-term plans for management of the program. Short-term management plans include revising the graduate and DI Director surveys, updating the program's information on the Department Web site, implementing a practice RD exam in multiple courses and improving recruiting efforts. Long-term management plans include instituting a Nutrition Clinic on campus, enhancing the food and nutrition laboratory experiences and engaging the faculty and students in meaningful research.

**STANDARD TWO:** The dietetics education program has a planned curriculum that provides for achievement of student learning outcomes and expected competence of the graduate.

- Has the program demonstrated that the curriculum is based on the Foundation Knowledge and Skills defined for an entry-level dietitian?

  Partially.

  An audit of course syllabi and student projects and interviews with students, graduates and faculty confirmed that the program has planned a curriculum to meet the Foundation Knowledge and Skills (FKS), except for **Graduates will have demonstrated the ability to develop a personal portfolio.** The program director confirmed that the portfolio will be instituted in DTS 476, Senior Seminar in Dietetics and the site team offered suggestions for implementation onsite. Therefore, evidence that the above FKS is incorporated in the curriculum is needed.

- Has the program demonstrated how the curriculum is consistent with the mission, goals, and measurable outcomes for the program?

  Yes.

  It was verified onsite that the curriculum is based on the mission, goals and outcome measures. The curriculum provides various courses to develop communication skills and a variety of foods and nutrition courses at beginning, intermediate and advanced levels provide the depth and breadth in the FKS.
<p>| Has the program demonstrated that the curriculum includes both didactic and practice-related learning experiences according to the type of program? | Yes. Faculty, students and alumni verified that both didactic and practice-related experiences are provided in the curriculum. For example, laboratory components for practice-related experiences are part of DTS 201, Introductory Nutrition, DTS 202, Introductory Foods, DTS 302, Foodservice Safety and Systems Management II and DTS 458, Chemistry of Food. Students also tour a variety of facilities and are exposed to guest speakers with various dietetic practice areas. |
| Has the program demonstrated that the curriculum logically progresses from introductory learning experiences to the expected learning outcomes upon completion of the program (novice to beginner to competent)? | Yes. The curriculum progresses logically from introductory learning experiences to the expected learning outcomes upon completion of the program. Prerequisites are stated on the course syllabi and the signed Suggested Course Sequencing sheets were reviewed onsite. However, discussions with students revealed that timely completion of the program took precedence over pre-requisite requirements. For example, two senior students indicated that they took course work out of sequence because courses offerings occur in alternate years. While the program director confirmed that this was problematic in the past for transfer students, this has been alleviated by improved student advising. As a result, prerequisites are now adhered to and students verbally described the progression of knowledge in the management sequence as well as in the nutrition sequence, building to culmination in DTS 470, Medical Nutrition Therapy II. |
| Has the program demonstrated use of a variety of educational approaches (eg, field trips, role-playing, simulations, problem-based learning, distance education, classroom instruction, laboratory experiences) to facilitate student learning outcomes? | Yes. Interviews with faculty and students confirmed a variety of educational strategies are used throughout the program. For example, laboratory experiences have been added to DTS 201, Introductory Nutrition to include a comparison of My Pyramid to another nutritional analysis, a blood glucose and blood pressure lab as well as body composition. Students stated that the many hands-on projects they do are a program strength, particularly the ingredient substitution, the community assessment and program development projects. |
| Has the program implemented an assessment process to demonstrate that learning experiences develop communication, collaboration, teamwork, problem solving, and critical thinking skills? | Yes. It was verified onsite that communication, collaboration, teamwork, problem solving and critical thinking skills are developed throughout the program. Onsite, students verbalized that a group project is present in every course they take. Examples of projects reviewed onsite to develop these professional skills include written and oral presentations, a book review of a fad diet, a dietary supplement evaluation and tube feeding calculation worksheets. In addition to faculty feedback, students receive peer evaluation on their participation. |
| Has the program implemented an assessment process to demonstrate that learning opportunities develop personal and professional attitudes and | Yes. The program develops and assesses professional attitudes, values, ethical practice and |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<td>values, ethical practice, and leadership and decision-making skills?</td>
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<td>Has the program demonstrated that the curriculum includes experiences with other disciplines and exposure to a variety of dietetics practice settings, individuals, and groups?</td>
<td>Partially.</td>
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<td>It was evident onsite that students are exposed to a variety of dietetics professionals through guest lecturers. However, it does not appear that there are opportunities for interdisciplinary learning experiences. Therefore, evidence that the students share projects or learning experiences with students from other disciplines is needed.</td>
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<td>Has the program demonstrated that curriculum length is based on the program mission and goals, conforms to commonly accepted practice in higher education, and is consistent with student learning outcomes?</td>
<td>Yes.</td>
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<td>The program length is consistent with commonly accepted practice and allow ample opportunity to achieve program missions and goals. Students must successfully complete a minimum of 128 semester credit hours in order to earn a bachelor's degree and receive a Verification Statement.</td>
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<td>Has the program implemented a process to assess student progress toward achievement of student learning outcomes using a variety of methods during and at the conclusion of the program?</td>
<td>Yes.</td>
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<td>It was verified onsite that the program has a process to assess student progress toward achievement of student learning outcomes using a variety of methods, including exams, presentations, papers, worksheets calculations and lesson plans. Review of exams in upper level courses revealed many application questions to test higher level learning. In addition, rubrics are used with division of points to assess larger assignments and these were reviewed onsite. Students also confirmed that they received detailed feedback on assignments. For example, they stated that the community nutrition program development project is completed in steps and that they receive feedback upon completion of each step so that they can make revisions and continually improve the project at each successive step.</td>
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<td>Has the program demonstrated periodic evaluation of the curriculum objectives, content, length, and educational methods to improve educational quality? Does the periodic evaluation include</td>
<td>Yes.</td>
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<td>It was verified onsite that the program periodically evaluates the curriculum objectives, content, length and educational methods. The university requires each program to evaluate</td>
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<td>Question</td>
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<td>assessment of new knowledge and technology impacting dietetics practice?</td>
<td>their curriculum every five years. In addition, the Advisory Committee confirmed that their annual meeting includes curricular update discussions for the DPD and the faculty confirmed that they meet quarterly to discuss curriculum issues. Lastly, as stated in Standard One, changes have been made to the curriculum to incorporate newer knowledge and technology as confirmed by the Advisory Committee, graduates and DI Directors.</td>
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<td>• Has the program demonstrated use of a process to monitor the comparability of education experiences and evaluation strategies used to assess student progress and ensure consistency of learning outcomes when students are assigned to different sites for the same type of experiences?</td>
<td>Yes. Due to the small size of the program, multiple sections of courses are not available. In addition, standard syllabi are used for each course and comparability of learning experiences is ensured for each student.</td>
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<td><strong>Standard Three: Management of the dietetics education program and availability of program resources are evident in defined processes and procedures and demonstrate accountability to students and the public.</strong></td>
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<td>• Has the program demonstrated that the program director has the authority, responsibility, and sufficient time to manage the program, including assessment, planning, implementation, and evaluation critical for program effectiveness? Do the program director responsibilities include at least:  - policy development;  - student recruitment, advisement, evaluation; and counseling;  - program record maintenance, including student complaints and resolutions;  - curriculum development;  - program communication and coordination; and  - continuous internal and external program evaluation?</td>
<td>Partially.  It was verified onsite that the program director receives a great deal of support from administration and has the authority, responsibility, and sufficient time to manage the program. All constituents interviewed commented on the accessibility of the program director and the ongoing communication with the program director. However, as discussed onsite, in order to ensure continuity of program management, the job description should be revised to include all the CADE-required responsibilities including policy development, recruitment and record maintenance.</td>
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<td>• Has the program demonstrated that it has the administrative and financial support, learning resources, physical facilities, and support services needed to accomplish its goals? Is the annual budget for the program or other financial</td>
<td>Yes. Discussions with the Dean, Provost and Director of Assessment and Program Review confirmed support for the program. Examples of administrative support include the establishment of separate tenure track program director positions for the DI and DPD and</td>
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<tr>
<td>Has the program demonstrated that it has a sufficient number of faculty and/or preceptors to provide learning experiences and exposure to the diversity of practice? Do faculty and/or preceptors show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, research, or other activities leading to professional growth and the advancement of their profession? In addition,</td>
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<td>- Do faculty in regionally accredited colleges and universities meet the institution's criteria for appointment?</td>
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<td>- Are preceptors in supervised practice programs credentialed or licensed as appropriate for the area they are supervising students or demonstrate equivalent education and experience?</td>
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<tr>
<td>Yes.</td>
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<td>Interviews with the faculty and review of curriculum vitas verified that all faculty members are appropriately credentialed for their teaching role in the program and are involved in professional associations. Faculty described how they maintain competence in their area of teaching responsibilities, which include attending FNCE, DEP area meetings and state association meetings. In addition, the three full-time faculty are engaged in clinical practice in a variety of settings.</td>
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<tr>
<th>Has the program provided clear, consistent, and truthful information to prospective students, enrolled students, and the public at large? Is program information accessible in a catalog, program bulletin, brochure, or other printed and/or electronic materials? Does program information include at least the following:</th>
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<tr>
<td>- Type and description of the program, including mission, goals, and measurable outcomes</td>
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<td>- Description of how the program fits into the credentialing process for dietetics practitioners</td>
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<td>- Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms, in addition to application fees and tuition, if applicable</td>
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<td>- Accreditation status, including the full name,</td>
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<tr>
<td>Yes.</td>
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<td>The most current source of information is available to prospective students, enrolled students and the public at large via the Departmental website, which may be accessed at <a href="http://www.marshall.edu/dietetics">www.marshall.edu/dietetics</a>. The site has devoted space to both the DPD and DI. The Web site includes all the CADE-required information.</td>
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address, and phone number of the Commission on Accreditation for Dietetics Education
- Admission requirements
- Academic/program calendar or schedule
- Graduation and/or program completion requirements, and
- Computer matching information (for dietetic internships, if applicable)?

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<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>Has the program protected student civil rights and complied with institutional equal opportunity programs?</td>
<td>Yes.</td>
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<tr>
<td>A policy on protection of student civil rights is available and can be found in the University Catalog as well as in the DPD Handbook.</td>
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<td>Has the program made students aware of and implemented written policies and procedures that protect the rights of students and are consistent with current institutional practice? Do policies and procedures include at least the following:</td>
<td>Yes.</td>
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<td>- Withdrawal and refund of tuition and fees</td>
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<td>- Scheduling and program calendar, including vacation and holidays</td>
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<td>- Protection of privacy information</td>
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<td>- Access to personal files</td>
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<td>- Access to student support services, including health services, counseling and testing, and financial aid resources</td>
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<td>- Insurance requirements, including those for professional liability</td>
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<td>- Liability for safety in travel to or from assigned areas</td>
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<td>- Injury or illness while in a facility for supervised practice</td>
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<td>- Grievance procedures</td>
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<td>- Assessment of prior learning and credit toward program requirements (coursework and/or experiential)</td>
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<td>- Formal assessment of student learning and regular reports of performance and progress and specified intervals throughout the program, such as within and at the conclusion of any given course, unit, segment, or rotation of a program</td>
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Students confirmed that they are provided the DPD Handbook, which contains the CADE-required policies and procedures. The students are introduced to the DPD Handbook during their first advising appointment, where the advisor accesses the Handbook electronically and reviews important components with the student. This is part of the initial advising checklist, which must be signed and included in the student’s file upon completion of his/her first meeting with an advisor. The advisor also provides written material to the student on how to access the handbook online and students are encouraged to visit the site often for the most current information available. Student records reviewed onsite confirmed the advisement of these policies and procedures.

It was also verified onsite that the program has established requirements for issuing Verification Statements, including obtaining a minimum score on a practice registration examination in DTS 476, Senior Seminar in Dietetics and a minimum grade point average, which were reviewed with legal counsel prior to implementation. Completed verification statements were reviewed onsite.
<table>
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<th>planned learning experience</th>
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<tr>
<td>- Disciplinary/termination procedures</td>
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<tr>
<td>- Graduation and/or program completion requirements, including guidelines ensuring that all students completing requirements as established by the program receive verification statements?</td>
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</table>
February 9, 2008

Susan Clayton Smith, MSEd, MS, RD
Manager, Program Accreditation
Commission on Accreditation for Dietetics Education
120 South Riverside Plaza, Suite 2000
Chicago, Illinois 60606-6995

Dear Ms. Smith,

We at Marshall University would like to express our appreciation for the work the site team completed while in Huntington, West Virginia. Their suggestions for program assessment and improvement were very helpful and in the pages that follow, I will provide additional and updated information regarding how the Didactic Program in Dietetics meets CADE's Accreditation Standards.

STANDARD ONE:

The dietetics education program has clearly defined a mission, goals, program outcomes and assessment measures and implements a systematic continuous process to assess outcomes, evaluate goal achievement, and improve effectiveness.

- Has the program established outcomes and appropriate measures to assess achievement of goals and program effectiveness, including at least program completion rates, postgraduate performance, such as supervised practice program placement, job placement, or graduate school acceptance rates, and the pass rate of first-time test takers on the Registration Examination?

Site Team Response: Partially

The program has established outcome measures to assess achievement of each goal and includes all of the CADE-required outcome measures. However, as discussed onsite, not all of the
outcome statements include a target measure. The outcomes must contain a target measure in order to determine goal achievement and the program director indicated targets will be identified for the outcome measures.

DPD Response:

The addition of target measures has been added to all DPD outcomes and are noted as follows:

Goal 1: To encourage, motivate, and support students to complete the DPD.

- 100% of Pre-Dietetics and Dietetics majors will receive faculty advising.
- 85% of Dietetics majors will complete the degree upon admission to the DPD.

Goal 2: Provide graduates with knowledge, skills, and competencies necessary to successfully compete for dietetic internship positions.

- 100% of graduates will complete the DPD with a GPA of 2.5 or higher.
- 85% of graduates applying for dietetic internship positions will gain acceptance to a program.

Goal 3: Provide graduates with knowledge, skills, and competencies necessary to successfully complete a dietetic internship.

- 90% of DPD graduates participating in dietetic internships will respond either strongly agree or agree that the program prepared them for the internship.
- 90% of Dietetic Internship Directors will rate DPD graduates satisfactory or higher with regard to overall academic preparation for supervised practice.
- 90% of Dietetic Internship Directors will rate DPD graduates as about the same or better prepared when compared to students from other programs.

Goal 4: Adequately prepare graduates to pass the Registration Examination.

- The DPD will achieve a minimum pass rate for program graduates of 80% on the Registration Examination over a five-year period.
- 90% of students in DTS 476 (Senior Seminar) will score 80% or higher on the practice RD examination.

Goal 5: Adequately prepare graduates to pursue individual interests in nutrition and dietetics.

- 90% of DPD graduates will respond either strongly agree or agree that the program prepared them for graduate education.
• 90% of DPD graduates will respond either strongly agree or agree that the program prepared them for entry into work.
• 90% of DPD graduates will respond either strongly agree or agree that they are satisfied with the program.

Furthermore, these changes are also reflected in the DPD Programmatic Assessment Plan (Attachment A) and have been updated on the DPD’s website.

STANDARD TWO:

The dietetics education program has a planned curriculum that provides for achievement of student learning outcomes and expected competence of the graduate.

• Has the program demonstrated that the curriculum is based on the Foundation Knowledge and Skills defined for an entry-level dietitian?

Site Team Response: Partially

An audit of course syllabi and student projects and interviews with students, graduates and faculty confirmed that the program has planned a curriculum to meet the Foundation Knowledge and Skills (FKS), except for Graduates will have demonstrated the ability to develop a personal portfolio. The program director confirmed that the portfolio will be instituted in DTS 476, Senior Seminar in Dietetics and the site team offered suggestions for implementation onsite. Therefore, evidence that the above FKS is incorporated in the curriculum is needed.

DPD Response:

DPD faculty recognize the importance of student portfolios in order to assess student learning and learning progression throughout the course of study. Based on DPD Student Learning Outcomes, specific assignments have been selected for inclusion in the portfolio, and a plan for implementation has been determined. Because this will be new to the DPD, it may take several years for students to have a portfolio containing all required assignments and essays; nevertheless, the process will begin in the Fall of 2008 for all Pre-Dietetics and Dietetics students.

DPD students will be informed of portfolio requirements during mandatory advising. Specific assignments to be included in the portfolio will be identified by course instructors at the beginning of a semester and in the respective course syllabi. The Undergraduate Handbook will also provide a reference for the portfolio framework.
Students will be required to maintain electronic copies of designated assignments. In addition, the portfolio will also contain two essays written by students; one written upon completion of the introductory courses in Dietetics (DTS 201 and 202) and the other written in the final weeks of DTS 476 (Senior Seminar). In these essays, students will be asked to reflect upon and articulate their educational experiences and professional goals.

The electronic portfolios will be turned in as an assignment in DTS 476 and all DPD faculty will review and assess them. Since this is a Fall course, it will not be the last semester for many students; therefore, incomplete portfolios will be expected. The instructor for Senior Seminar will check for inclusion of assignments up to that point and will inform students of additional assignments, which must be added to the portfolio. A complete portfolio must be presented to the DPD Director on a CD before a Verification Statement is issued. The purpose of faculty assessment of the portfolios will be for program development and/or improvement.

A program policy reflecting the portfolio requirement has been added to the Undergraduate Handbook (p. 7), as has a detailed description of the portfolio framework (p.10). Attachment B is a copy of the Portfolio Requirements identified in the Handbook.

- Has the program demonstrated that the curriculum includes experiences with other disciplines and exposure to a variety of dietetics practice settings, individuals, and groups?

Site Team Response: Partially

It was evident onsite that students are exposed to a variety of dietetics professionals through guest lecturers. However, it does not appear that there are opportunities for interdisciplinary learning experiences. Therefore, evidence that the students share projects or learning experiences with students from other disciplines is needed.

DPD Response:

Although Dietetics students at Marshall University must take 36 courses to meet DPD requirements, over half of these classes are taken outside the department. All students enrolled in courses with laboratory components interact with students in other disciplines as lab partners. These courses include Principles of Biology, Anatomy, Physiology, Microbiology, Principles of Chemistry I and II, Introduction to Organic Chemistry, and Clinical Biochemistry. In addition, several courses have group assignments which bring students from multiple disciplines together. Students have described group projects and in-class assignments in Principles of Management, General Psychology and Child Development. Students have also talked about playing a Jeopardy-type game in both Exercise
Physiology and Psychology where classes have been divided into several groups to allow multi-discipline students to participate in teams.

Like many universities, Marshall University has a general education component, known as the Marshall Plan, which must be completed prior to graduation. Dietetics students are required to take two University designated international courses, one multicultural, and one writing-intensive course. In these courses, students interact with individuals from multiple majors. In January, the College of Health Professions (COHP) offered its first *International Health* course designed to bring COHP students together and provide an international credit within the College. Dietetics students are able to interact with COHP students from Nursing, Clinical Lab Sciences, Communication Disorders, and Social Work, as well as other students interested in global health.

Finally, all Marshall students, including transfer and non-traditional students, are required to take UNI 101 (New Student Seminar). This course is designed to introduce students to one another, faculty and administrators, and to the multiple services and majors offered by the University. Group assignments such as campus scavenger hunts, book reviews, and registration and library projects bring multi-discipline students together as well. Although Dietetics students spend a significant amount of time together, they have many opportunities to interact with students in other majors, both in class and through a wide variety of campus activities.

**STANDARD THREE:**

Management of the dietetics education program and availability of program resources are evident in defined processes and procedures and demonstrate accountability to students and the public.

- *Has the program demonstrated that the program director has the authority, responsibility, and sufficient time to manage the program, including assessment, planning, implementation, and evaluation critical for program effectiveness? Do the program director responsibilities include as least*
  - Policy development;
  - Student recruitment, advisement, evaluation, and counseling;
  - Program record maintenance, including student complaints and resolutions;
  - Curriculum development;
  - Program communication and coordination; and
  - Continuous internal and external program evaluation?
Site Team Response: Partially

It was verified onsite that the program director receives a great deal of support from administration and has the authority, responsibility, and sufficient time to manage the program. All constituents interviewed commented on the accessibility of the program director and the ongoing communication with the program director. However, as discussed onsite, in order to ensure continuity of program management, the job description should be revised to include all the CADE-required responsibilities including policy development, recruitment and record maintenance.

DPD Response:

Modifications have been made to the DPD Director's Job Description to better reflect all CADE-required responsibilities. The additions are noted in bold, italicized print and can be seen in Attachment C.

Thank you once again for the opportunity to respond to the site visit report. We appreciate the efforts of the site team, as well as their knowledge and expertise in the education of Dietetics students. Throughout the accreditation process, we learned a tremendous amount about our programs and how to better position them for the future of Dietetics education. If you have any additional questions or concerns, please do not hesitate to contact me at 304.696.3364 or gouldm@marshall.edu.

Sincerely,

Mary Kathryn Gould, EdD, RD, LD
DPD Director/Assistant Professor

Enclosures: Attachment A – DPD Programmatic Assessment Plan
Attachment B – Portfolio Policy and Requirements
Attachment C – Position Description: DPD Director
ATTACHMENT A
# Marshall University Didactic Program in Dietetics

## Programmatic Assessment Plan

### Goal I

**Program Goal**

I. To encourage, motivate, and support students to complete the DPD.

**DPD Mission**

To provide the depth and breadth of food and nutrition knowledge and skills that prepare students to enter a supervised practice program in dietetics.

**Marshall’s Mission Reference**

Provide services and resources to promote student learning, retention, and academic success.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Data Needed</th>
<th>Data Available</th>
<th>Group(s) to be Assessed</th>
<th>Assessment Methods</th>
<th>Individual Responsible</th>
<th>Time Frame</th>
<th>Progress Toward Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of Pre-Dietetics and Dietetics majors will receive faculty advising each semester.</td>
<td>No</td>
<td>Yes</td>
<td>Pre-Dietetics and Dietetics majors</td>
<td>Student advising list generated from MU BERT</td>
<td>Undergraduate student advisors</td>
<td>Fall and Spring semesters</td>
<td>100% (n=47) Pre-Dietetics and Dietetics majors received advising prior to registration</td>
</tr>
<tr>
<td>85% of Dietetics majors will complete the degree upon admission to the DPD</td>
<td>Yes</td>
<td>No</td>
<td>Dietetics Majors</td>
<td>Comparison of DTS majors list to graduation list</td>
<td>Program Director</td>
<td>Annually</td>
<td>New outcome measure.</td>
</tr>
</tbody>
</table>
Goal II

Program Goal
II. Provide graduates with the knowledge, skills, and competencies necessary to successfully compete for dietetic internship positions.

DPD Mission
To provide the depth and breadth of food and nutrition knowledge and skills that prepare students to enter a supervised practice program in dietetics.

Marshall's Mission Reference
Provide services and resources to promote student learning, retention, and academic success.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
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<th>Data Available</th>
<th>Group(s) to be Assessed</th>
<th>Assessment Methods</th>
<th>Individual Responsible</th>
<th>Time Frame</th>
<th>Progress Toward Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of graduates will complete the DPD with a GPA of 2.5 or higher.</td>
<td>No</td>
<td>Yes</td>
<td>Program graduates</td>
<td>Student transcript/ MUBERT</td>
<td>Program Director and COHP Records Officer</td>
<td>End of Fall and Spring semesters</td>
<td>100% (n=11) Dec. 2006, May 2007, and July 2007 graduates completed the program with GPA in excess of 2.5</td>
</tr>
<tr>
<td>85% of graduates applying for dietetic internship positions will gain acceptance to a program.</td>
<td>No</td>
<td>Yes</td>
<td>Dietetics Majors</td>
<td>Graduation list and D&amp;D Digitaf's Match/ No Match list</td>
<td>Program Director</td>
<td>Annually</td>
<td>100% (n=11) Dec. 2006, May 2007, and July 2007 graduates who applied for internships were accepted to programs</td>
</tr>
</tbody>
</table>
### Goal II

#### Program Goal

III. Provide graduates with knowledge, skills, and competencies necessary to successfully complete a dietetic internship.

#### DPD Mission

To provide the depth and breadth of food and nutrition knowledge and skills that prepare students to enter a supervised practice program in dietetics.

#### Marshall's Mission Reference

Provide services and resources to promote student learning, retention, and academic success.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Data Needed</th>
<th>Data Available</th>
<th>Group(s) to be Assessed</th>
<th>Assessment Methods</th>
<th>Individual Responsible</th>
<th>Time Frame</th>
<th>Progress Toward Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of DPD graduates participating in dietetic internships will respond either strongly agree or agree that the program prepared them for the internship.</td>
<td>No</td>
<td>Yes</td>
<td>Program graduates attending internships</td>
<td>DPD Graduate Survey</td>
<td>Program Director</td>
<td>18 months following graduation</td>
<td>All graduates (n=5) returning 2006-2007 surveys indicated they strongly agreed the DPD prepared them for entry into an internship.</td>
</tr>
<tr>
<td>90% of Dietetic Internship Directors will rate DPD graduates satisfactory or higher with regard to overall academic preparation for supervised practice.</td>
<td>No</td>
<td>Yes</td>
<td>DI Directors outside of Marshall University</td>
<td>DI Director Survey</td>
<td>Program Director</td>
<td>12 months following graduation</td>
<td>One of 2 surveys returned; Director rated DPD graduate as satisfactory in preparation for DI</td>
</tr>
<tr>
<td>90% of Dietetic Internship Directors will rate DPD graduates as about the same or better prepared when compared to students from other programs.</td>
<td>No</td>
<td>Yes</td>
<td>DI Directors outside of Marshall University</td>
<td>DI Director Survey</td>
<td>Program Director</td>
<td>12 months following graduation</td>
<td>One of 2 surveys returned; Director rated DPD graduate as better prepared when compared to interns from other programs.</td>
</tr>
</tbody>
</table>

Programmatic Assessment Plan

DPD 2007-2008
Goal IV

Program Goal
IV. Adequately prepare graduates to pass the Registration Examination.

DPD Mission
To provide the depth and breadth of food and nutrition knowledge and skills that prepare students to enter a supervised practice program in dietetics.

Marshall's Mission Reference
Provide services and resources to promote student learning, retention, and academic success.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Data Needed</th>
<th>Data Available</th>
<th>Group(s) to be Assessed</th>
<th>Assessment Methods</th>
<th>Individual Responsible</th>
<th>Time Frame</th>
<th>Progress Toward Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The five-year average pass rate on the Registration Examination for graduates of the DPD will be 80% or higher.</td>
<td>No</td>
<td>Yes</td>
<td>Program Graduates completing a Dietetic Internship</td>
<td>CDR Report</td>
<td>Program Director</td>
<td>Annually</td>
<td>Pass rate for years 2002-2006 at 74%; plan to improve has been agreed upon by faculty and implemented in didactic courses.</td>
</tr>
<tr>
<td>90% of students in DTS 476 (Senior Seminar) will score 80% or higher on the practice RD examination.</td>
<td>Yes</td>
<td>No</td>
<td>DTS 476 students</td>
<td>RD practice examination</td>
<td>Instructor of DTS 476</td>
<td>Annually</td>
<td>New outcome measure; results will not be available until December 2007</td>
</tr>
</tbody>
</table>

Programmatic Assessment Plan
DPD 2007-2008
## Goal V

### Program Goal

V. Adequately prepare graduates to pursue individual interests in nutrition and dietetics.

### DPD Mission

To provide the depth and breadth of food and nutrition knowledge and skills that prepare students to enter a supervised practice program in dietetics.

### Marshall's Mission Reference

Enhance the quality of health care in the region; Allow students to undertake intensive graduate-level education in their chosen fields upon admission to graduate school, giving them solid foundations for becoming competent professionals.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Data Needed</th>
<th>Data Available</th>
<th>Group(s) to be Assessed</th>
<th>Assessment Methods</th>
<th>Individual Responsible</th>
<th>Time Frame</th>
<th>Progress Toward Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of DPD graduates will respond either strongly agree or agree that they are satisfied with the program.</td>
<td>Yes</td>
<td>No</td>
<td>Program Graduates</td>
<td>DPD Graduate Survey</td>
<td>Program Director</td>
<td>18 months following graduation</td>
<td>The graduate survey has been revised to include a question regarding satisfaction with the program.</td>
</tr>
<tr>
<td>90% of DPD graduates will respond either strongly agree or agree that the program prepared them for entry into their chosen field of practice.</td>
<td>No</td>
<td>Yes</td>
<td>Program Graduates</td>
<td>DPD Graduate Survey</td>
<td>Program Director</td>
<td>18 months following graduation</td>
<td>One (n=5) graduate agreed and 4 strongly agreed the DPD prepared them for entry to work.</td>
</tr>
<tr>
<td>90% of DPD graduates will respond either strongly agree or agree that the program prepared them for graduate education.</td>
<td>No</td>
<td>Yes</td>
<td>Program Graduates</td>
<td>DPD Graduate Survey</td>
<td>Program Director</td>
<td>18 months following graduation</td>
<td>Two (n=5) graduates agreed and 3 strongly agreed the DPD prepared them for graduate education.</td>
</tr>
<tr>
<td>18 months after graduation, 80% of graduates will be employed in the profession or pursuing graduate education.</td>
<td>No</td>
<td>Yes</td>
<td>Program Graduates</td>
<td>DPD Graduate Survey</td>
<td>Program Director</td>
<td>18 months following graduation</td>
<td>88% (n=9) Dec. 2004 and May 2005 graduates are employed. 4 have Masters, 2 in graduate school.</td>
</tr>
</tbody>
</table>

Programmatic Assessment Plan
DPD 2007-2008
9. Students enrolled in DTS 476 (Senior Seminar in Dietetics) are required to take a series of practice tests in order to better prepare them for the national Registration Examination. Scores on these examinations will reflect 20% of the final course grade. Additionally, students must score a minimum of 80% on the final practice examination in order to complete the course. Those who do not will be given remedial work until such a time that the desired score is achieved.

10. All Dietetics students are required to construct an electronic portfolio. Complete portfolios will be presented to the DPD Director on a CD no later than two weeks prior to graduation. Verification Statements will not be issued until portfolios are complete. See Portfolio Requirements below for further explanation.

Course and Academic Policies

**Academic Dishonesty:**
Academic dismissal from a program or from the University, as well as a failing grade for the course, may be imposed for violation of the University’s policy on academic dishonesty. Academic dishonesty is defined as any act of dishonorable nature, which gives the student engaged in it an unfair advantage over others engaged in the same or similar course of study, which if known to the classroom instructor in such course of study, would be prohibited. This shall include but not be limited to the following: securing or giving unfair assistance during examinations or required work of any type; the improper use of books, notes, or other sources of information; submitting as one’s own work or creation any oral, graphic, or written material wholly or in part created by another; securing all, or any part of assignments or examinations, in advance of their submission to the class by the instructor; altering of any grade or other academic record; and any other type of misconduct or activity which manifests dishonesty or unfairness in academic work.

Any act of academic dishonesty in the Department of Dietetics will result in a failing grade for the course. The Office of Academic Affairs will be notified of the incident and departmental consequence.

**Student Evaluation:**
In order to assess learning in courses and throughout the DPD, a variety of methods will be used to evaluate students. These methods include, but are not limited to, examinations, quizzes, papers, presentations, group projects, and case studies. At the conclusion of each course, points received throughout the class will be totaled and the final grade will be calculated using the grading scale noted below.

**Grading:**
A standard grading scale has been adopted for the Department and follows below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>82 - 91%</td>
</tr>
<tr>
<td>C</td>
<td>72 - 81%</td>
</tr>
<tr>
<td>D</td>
<td>62 - 71%</td>
</tr>
<tr>
<td>F</td>
<td>Below 62%</td>
</tr>
</tbody>
</table>

Examinations can only be made up in the case of a University excused absence or at the discretion of the instructor. Students will have 72 hours from the original exam date to take the test, if permission to reschedule the exam is granted.
Marshall University
Didactic Program in Dietetics
Electronic Portfolio

All students are required to maintain an electronic portfolio throughout their course of study. There are two major components of the portfolio, personal reflections and assignments. The portfolio framework is provided below.

**Personal Reflections:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Portfolio Requirement</th>
<th>What is it?</th>
<th>Who responds?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>Essay I</td>
<td>Personal reflection on the field of dietetics and educational goals</td>
<td>DPD Director</td>
<td>Completion of DTS 202</td>
</tr>
<tr>
<td>Senior</td>
<td>Essay II</td>
<td>Personal reflection on educational experiences &amp; professional goals</td>
<td>DPD Faculty</td>
<td>Two weeks prior to end of Senior Seminar (DTS 476)</td>
</tr>
</tbody>
</table>

Essay I: Discuss your personal interest in the field of Dietetics and two or three educational goals you hope to achieve during your time at Marshall University.

Essay II: Summarize your educational experience at Marshall and within the Department of Dietetics. What were the most significant parts of your education? Have your personal interests in Dietetics changed? If so, how? What are your professional goals at this point, and do you believe your experience at Marshall will help you attain them?

Essays should be short, focused, and clear, and the equivalent of 2-4 pages, double-spaced.
### Assignments:

#### Knowledge of Food Science

<table>
<thead>
<tr>
<th>Class</th>
<th>Portfolio Requirement</th>
<th>Why?</th>
<th>Who responds?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Foods</td>
<td>1st and last lab report</td>
<td>Assess progression in technical writing and knowledge of food science</td>
<td>Instructor</td>
<td>During course (DTS 202)</td>
</tr>
<tr>
<td>Chemistry of Foods</td>
<td>Experimental Laboratory Report</td>
<td>Synthesize knowledge of food science and scientific research</td>
<td>Instructor</td>
<td>During course (DTS 468)</td>
</tr>
</tbody>
</table>

#### Knowledge of Nutrition

<table>
<thead>
<tr>
<th>Class</th>
<th>Portfolio Requirement</th>
<th>Why?</th>
<th>Who responds?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Nutrition</td>
<td>Diet Analysis Projects</td>
<td>Introduce essential nutrients and assess personal eating habits</td>
<td>Instructor</td>
<td>During course (DTS 201)</td>
</tr>
<tr>
<td>Advanced Nutrition</td>
<td>Nutrient Pathway Assignment</td>
<td>Assess progression of knowledge of nutrient need and metabolism</td>
<td>Instructor</td>
<td>During course (DTS 403)</td>
</tr>
</tbody>
</table>
### Knowledge of Assessment and Education

<table>
<thead>
<tr>
<th>Class</th>
<th>Portfolio Requirement</th>
<th>Why?</th>
<th>Who responds?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Education Strategies in DTS</td>
<td>Assessment Assignment and video</td>
<td>Introduce patient assessment and education strategies</td>
<td>Instructor</td>
<td>During course (DTS 215)</td>
</tr>
<tr>
<td>Intermediate Nutrition</td>
<td>Menu planning assignment</td>
<td>Progression of knowledge</td>
<td>Instructor</td>
<td>During course (DTS 320)</td>
</tr>
<tr>
<td>Medical Nutrition Therapy I</td>
<td>Case Study</td>
<td>Synthesis of assessment and education strategies</td>
<td>Instructor</td>
<td>During course (DTS 469)</td>
</tr>
</tbody>
</table>

### Knowledge of Foodservice Management

<table>
<thead>
<tr>
<th>Class</th>
<th>Portfolio Requirement</th>
<th>Why?</th>
<th>Who responds?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foodservice Safety &amp; Systems Mgt. I</td>
<td>Menu Planning Assignment</td>
<td>Introduce FS operations</td>
<td>Instructor</td>
<td>During course (DTS 301)</td>
</tr>
<tr>
<td>Foodservice Safety &amp; Systems Mgt. II</td>
<td>Layout and Design Project</td>
<td>Synthesis of knowledge in FS Management</td>
<td>Instructor</td>
<td>During course (DTS 302)</td>
</tr>
</tbody>
</table>

### Communication Skills

<table>
<thead>
<tr>
<th>Class</th>
<th>Portfolio Requirement</th>
<th>Why?</th>
<th>Who responds?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Nutrition</td>
<td>Vitamin/Mineral Paper and Presentation</td>
<td>Assess written and oral communication skills</td>
<td>Instructor</td>
<td>During course (DTS 320)</td>
</tr>
<tr>
<td>Community Nutrition</td>
<td>Grant Proposal Paper and Presentation</td>
<td>Assess progression of written and oral communication skills</td>
<td>Instructor</td>
<td>During course (DTS 409)</td>
</tr>
</tbody>
</table>
During the Senior Seminar in Dietetics course (DTS 476), students will submit their portfolio on a CD to be assessed by all DPD faculty. Since DTS 476 is a Fall semester course, students may have one or two assignments that have not been completed. If this is the case, students will be expected to submit their complete portfolio to the DPD Director prior to receiving a Verification Statement.
Position: Director

Program: Didactic Program in Dietetics

Description:

I. Organizational Relationship
   - Reports to the Department Chair and/or Dean of the College of Health Professions

II. Qualifications
   - Registered Dietitian with a minimum of a Master's Degree in Nutrition or related field, Doctorate Degree preferred
   - Full-time faculty member in a tenure-track position
   - Active member in the American Dietetic Association
   - Minimum two years experience as a practitioner in a healthcare setting
   - Demonstrated ability for teaching, service, and research

III. Responsibilities
   - Assume leadership role for directing the educational program, such as, maintenance, development, implementation, and continuous evaluation
   - Responsible for development, revision, and implementation of program policies
   - Communicate regularly with prospective students, the Advisory Committee, and other stakeholders
   - Assume major responsibility for undergraduate curriculum development and revisions; seek input from program stakeholders
   - Recruit competent DPD students through electronic communication, website updates, campus visits, University Open Houses, High School College Fairs, and other recruiting opportunities as available
   - Maintain accurate and current student and program records, such as evaluations (program, student, and graduate), advising checklist, Verification Statements, to name a few
   - Distribute, collect, and analyze data from DI Director and DPD Alumni Surveys every 18 months
- Participate in University Assessment Day activities
- Establish a conducive atmosphere for learning, which facilitates an intellectual exchange among students and faculty
- Advise students of program completion requirements, academic progress, University registration requirements, and deficiencies, if appropriate
- Provide counsel for students experiencing deficiencies in academic course work and develop and record a plan for remediation
- Communicate with students voicing program and other complaints and maintain record of the communication and resolutions, when applicable
- Disseminate information regarding internship application and matching process
- Prepare and submit Program Assessment Document and Self-Study reports to the Commission on Accreditation for Dietetics Education
- Complete and submit Annual Report to CADE
- Complete and submit Annual Assessment Report to the University's Office of Assessment and Program Planning
- Complete and distribute Verification Statements for all program graduates meeting the outlined criteria
- Coordinate and facilitate meetings of the Advisory Committee
- Submit Annual Report and Planning Page to Department Chair and/or Dean each year
- Represent the Didactic Program within the College and University, as well as in the community

IV. Time Allocated to Position
- Nine-month, tenure-track position
- Teach a maximum of nine hours per semester
- Receive three hours release time each semester to perform program responsibilities
- Additional release time may be granted for major curriculum or policy revisions or writing of self-study
October 3, 2008

Debra S. Hollingsworth, PhD, RD, LDN
Chair
Commission on Accreditation for Dietetics Education
120 South Riverside Plaza, Suite 2000
Chicago, Illinois 60606-6995

Dear Dr. Hollingsworth,

We at Marshall University are pleased to have been granted continued Accreditation for our Didactic Program in Dietetics and look forward to providing quality education for current and future Dietetic students. We have been asked to provide an interim report to monitor compliance with Standard One: Program Planning and Outcomes Assessment. This correspondence is intended to provide the necessary information for the following issue:

The program has identified target measures for each outcome and as stated in the site visit report, all of the CADE-required outcome measures are included in the program assessment plan. However, while program completion is included in the program assessment plan, the timeframe for program completion is not defined. As the CADE Standards require each program to track the number of students who begin the program and complete program requirements for verification within a timeframe appropriate for the institution, the outcome measures must also specify the timeframe for program completion.

The outcome used to address this issue falls under Goal 1 of the DPD which is to encourage, motivate, and support students to complete the DPD and has been updated to specify a timeframe for program completion. The updated outcome is as follows:

- Within 3 years of admission to the DPD, 85% of students will complete degree requirements.

Attached, please find a copy of the DPD Programmatic Assessment Plan (PAP) which reflects the revision made to the outcome. Data gathered for this outcome measure are also provided.
We would like to again thank the staff at CADE and the site visitors for the time and effort taken to provide our program with such positive feedback. We value your guidance and assistance. If you have any further questions or need more clarification, please do not hesitate to contact me at 304.696.3364 or gouldm@marshall.edu.

Very truly yours,

Mary Kathryn Gould

Mary Kathryn Gould, EdD, RD, LD
DPD Director/Associate Professor
Marshall University Didactic Program in Dietetics
Programmatic Assessment Plan

Goal I

Program Goal
1. To encourage, motivate, and support students to complete the DPD.

DPD Mission
To provide the depth and breadth of food and nutrition knowledge and skills that prepare students to enter a supervised practice program in dietetics.

Marshall's Mission Reference
Provide services and resources to promote student learning, retention, and academic success.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Data Needed</th>
<th>Data Available</th>
<th>Group(s) to be Assessed</th>
<th>Assessment Methods</th>
<th>Individual Responsible</th>
<th>Time Frame</th>
<th>Progress Toward Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of Pre-Dietetics and Dietetics majors will receive faculty advising each semester.</td>
<td>No</td>
<td>Yes</td>
<td>Pre-Dietetics and Dietetics majors</td>
<td>Student advising list generated from MU BERT</td>
<td>Undergraduate student advisors</td>
<td>Fall and Spring semesters</td>
<td>100% (n=47) Pre-Dietetics and Dietetics majors received advising prior to registration</td>
</tr>
<tr>
<td>Within 3 year of admission to the DPD, 85% of students will complete degree requirements</td>
<td>Yes</td>
<td>Yes</td>
<td>Dietetics Majors</td>
<td>Comparison of admitted to DTS major list to graduation list</td>
<td>Program Director</td>
<td>Annually</td>
<td>2007-2008; 100% (n=12) 2006-2007; 100% (n=11)</td>
</tr>
</tbody>
</table>

Programmatic Assessment Plan
DPD 2008-2009
December 15, 2008

Mary K. Gould, EdD, RD, LD
Director, Didactic Program in Dietetics
Marshall University
Department of Dietetics
One John Marshall Drive
Huntington, WV 25755-9521

Dear Dr. Gould:

The interim report dated October 3, 2008 in response to the July 29, 2008 decision letter from the Commission on Accreditation for Dietetics Education (CADE) board has been reviewed and accepted. Thank you for providing CADE with documentation regarding Standard One. The Program continues to be accredited for the Didactic Program in Dietetics at the baccalaureate level.

Our records indicate that the Program has another interim report regarding documentation of Standard One. Three copies of the report must be submitted postmarked no later than July 1, 2010. In the meantime, if the Program wants to propose major changes, you must submit the changes in writing to CADE for review and approval prior to implementation. CADE maintains the right to require an interim report, self-study, and/or site visit as a result of these changes. Guidelines for reporting major changes are on the ADA/CADE Website at www.eatright.org/CADE under the Apply/Maintain Accreditation tab.

Thank you for your interest in and support of dietetics education and students. If there are any questions, please call the CADE staff at 800-877-1600 ext. 5400.

Sincerely,

Debra S. Hollingsworth, PhD, RD, LDN
Chair
Commission on Accreditation for Dietetics Education

DSH/jj

cc: Stephen J. Kopp, PhD
Charles McKown, MD
Shortie McKinney, PhD, RD, FADA
Kelli J. Williams, PhD, RD, LD
Program Review Team
Debra S. Hollingsworth, PhD, RD, LDN, Chair, Commission on Accreditation for Dietetics Education
College of Health Professions • Dietetics

June 25, 2010

Jane F. Allendorph, MS, RD, LD
Chair
Commission on Accreditation for Dietetics Education
120 South Riverside Plaza, Suite 2000
Chicago, Illinois 60606-6995

Dear Ms. Allendorph,

This letter is being sent to provide an interim report to address compliance with Standard One: Program Planning and Outcomes Assessment for Marshall University’s Didactic Program in Dietetics. The correspondence is intended to provide the response necessary for the following issue:

The program has identified a plan to improve the pass rate on the registration examination for dietitians. Evidence that this plan has been implemented, including the results of the effectiveness of the plan, is needed. Specifically, the program must discuss:

- Actual changes made and implemented in the curriculum, policies and procedures
- Progress on assessment of the student learning outcomes
- The trend in the pass rate since the plan was implemented
- The sustainability of the plan

Actual changes made and implemented in the curriculum, policies and procedures

Marshall University faculty, administrators, graduates, and Advisory Committee members worked to develop a plan to improve the pass rate for the DPD in 2005, with additional measures taken in 2007. As a result, several revisions and changes to courses and policies have been made.

Regarding the curriculum, students provided feedback that hands-on experiences help improve their learning potential; thus, more of these types of experiences have been added. A laboratory component is now included in the Introductory Nutrition course. Students are provided more hands-on experience with food labels, anthropometric measurements, body composition, blood pressure and blood glucose monitoring, as well as vitamins and minerals. In addition, a new course (Assessment and Education Strategies in Dietetics) was added in the spring of 2008. Students are now provided with earlier and more
frequent exposure to these essential topics. The Department has received positive feedback regarding this course, especially with the role play activity on the subject of counseling skills.

Many other courses in the curriculum provide hands-on or field experiences to enhance learning as well. The most recent addition is a requirement for students in our Community Nutrition course. Students must work a set number of hours with our Department's Nutrition Education Program. This is a grant in which Marshall's Dietetic Interns provide nutrition education to qualifying K-12 schools in locations including and surrounding Huntington, West Virginia. The DPD students are given the opportunity to see a lesson plan put into action. They assist both with the food preparation and presentation of the lesson in a supervised setting. Many DPD students have elected to continue volunteering with this program upon completion of the Community Nutrition course.

With regard to policies and procedures, the Department recently added a policy requiring all students in the Senior Seminar in Dietetics course to take a series of practice tests resembling the Registration Examination. Students must score a minimum of 80% on the final practice examination in order to complete the course. Those who do not score 80% or higher are given remedial work, based on their areas of weakness, until the desired score is achieved. This policy was implemented in the fall of 2008. In addition, faculty have been providing more multiple choice examinations in several courses where short answer or essay tests predominated. This is an attempt to familiarize and improved the confidence of students taking multiple choice examinations.

**Progress on assessment of the student learning outcomes**

The assessment of each of the above strategies is conducted on a course by course basis. Requirements for successful completion of each are provided to students and subsequently used in the evaluation process. With regard to programmatic student learning outcomes, faculty have developed a timeline for assessing outcomes and meet on an annual basis to do so. These meetings are intentionally set to discuss the measuring, assessment, and results of the evaluation of learning outcomes. Attached is an example of the Pass Rate Improvement Plan that is used as a tool to monitor the 5-year pass rate and interventions for improvement.
The trend in the pass rate since the plan was implemented

<table>
<thead>
<tr>
<th>Year</th>
<th>First Time Test Takers</th>
<th>Number Passing</th>
<th>% Passing</th>
<th>5-year Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>10</td>
<td>7</td>
<td>70%</td>
<td>74%</td>
</tr>
<tr>
<td>2006</td>
<td>9</td>
<td>7</td>
<td>78%</td>
<td>70%</td>
</tr>
<tr>
<td>2007</td>
<td>5</td>
<td>3</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>2008</td>
<td>5</td>
<td>3</td>
<td>60%</td>
<td>72%</td>
</tr>
<tr>
<td>2009</td>
<td>14</td>
<td>12</td>
<td>86%</td>
<td>74%</td>
</tr>
<tr>
<td>Totals</td>
<td>43</td>
<td>32</td>
<td>74%</td>
<td></td>
</tr>
</tbody>
</table>

As noted above, changes were made to the curriculum in 2005 to address the pass rate; however, they were not as effective as anticipated. Thus, additional actions were taken in 2007 and 2008. We did not expect to see the full effect of these changes until 2009 since the students affected by the revisions were not eligible to take the registration examination until then. In 2009, the DPD pass rate improved significantly to 86%.

Because Marshall has a small Dietetics program, the number of students eligible to take the registration examination is not usually very high. This was certainly an issue in 2007 and 2008 when only 5 students took the exam in each year respectively. The passing rate for those two years will continue to affect the five-year pass rate for several years. Nonetheless, we believe we have made significant progress toward improving the DPD pass rate. Providing more hands-on experiences and increasing the students' exposure to multiple choice examinations has helped to better prepare our students for the national exam.

Although the pass rate is improving, we realize there will always be ways to enhance student learning and we will continue to assess learning outcomes, the curriculum, and our policies and procedures. The administrators, Advisory Committee, and graduates of our program are incredibly supportive of our Department and want to ensure it's on going success. We will continue to utilize these resources in order to strengthen the program.

The sustainability of the plan

The faculty of the Department of Dietetics believes the plans we have implemented are sustainable. These revisions have been incorporated into the curriculum as well as in our policies and procedures where indicated. We will continue to assess the effects of the revisions by monitoring the registration examination pass rate, as well as by seeking feedback from graduates of our program. In addition, we will work with all stakeholders to identify further areas for programmatic improvement.
We appreciate the time and effort the CADE staff makes to provide our program with guidance and feedback. The faculty at Marshall University care deeply for the program and its students. We will continue to work diligently in order to educate students who are successful in the field of Dietetics. Thank you for your time and attention; if you have any further questions, please do not hesitate to contact me at 304.696.3364 or gouldm@marshall.edu.

Very truly yours,

Mary Kathryn Gould, EdD, RD, LD
DPD Director/Associate Professor
Pass Rate Improvement Plan

The Accreditation Standards require that a program having a pass rate less than 80% 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 80% 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 if the first time the pass rate is less than 80% 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.


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

   The pass rate has fallen to a low of 70% largely due to the small number of test takers from the DPD. Over the past three years, there has been a small but steady increase. On an annual basis, 2009 saw a significant improvement in % pass rate to 86%.

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:** Policies are reviewed on a regular basis to assess their appropriateness to the program. Input from administrators, graduates, and the Advisory Committee is solicited. Graduates and Advisory Committee member viewpoints are especially beneficial as many are practicing dietitians and familiar with entry-level skill requirements. Graduate surveys are requested annually and the Advisory Committee meets on an annual basis as well.

   **Program Procedures:** Similar to policies, procedures are reviewed regularly with input from all stakeholders

   **Program Curriculum:** DPD curriculum is assessed annually by faculty. Changes to the curriculum are discussed with Advisory Committee members. In addition, student/graduate feedback is important in assessing the need to revise the curriculum. Extensive revisions require approval from both the College and University Curriculum Committee.
Program Assessment: Program assessment occurs annually. The DPD Director prepares an assessment report and submits to the Office of Assessment. The Board of Governors reviews programs every five years. Input from all constituents is used in program assessment, which is discussed at the annual Advisory Committee meeting. Exam pass rate is always considered with regard to programmatic assessment.

Other Program Components (specify):

4. List all internal and external constituents involved in the evaluation of program components listed above.
DPD faculty, administrators in the College of Health Professions, Advisory Committee members, graduates of the DPD, and senior DPD students.

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 80% for first-time test takers over a five-year period.

See next page.
### Part 2: Pass Rate Improvement Plan

For each of the possible factors influencing your program having a pass rate less than 80% 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.

<table>
<thead>
<tr>
<th>What are the possible factor(s) influencing the pass rate?</th>
<th>What steps will be taken for improvement?</th>
<th>When will this step be implemented?</th>
<th>How and when will this step be monitored and evaluated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test anxiety</td>
<td>Provide information about the exam to students so they know what to expect.</td>
<td>Senior Seminar course. Began implementation Fall 2008</td>
<td>Monitored through DPD graduate and senior student surveys</td>
</tr>
<tr>
<td>Decrease confidence in multiple choice format</td>
<td>Provide at least one multiple choice exam in each DTS course</td>
<td>Fall 2008</td>
<td>Multiple choice exams are provided to students, evaluate effectiveness through changes in pass rate</td>
</tr>
<tr>
<td></td>
<td>Senior Seminar students must score 80% or higher on practice RD exam to complete the course. If score is below 80%, remedial is assigned until desired score is achieved</td>
<td>Fall 2008</td>
<td>Monitored through scores on student exams in DTS 476. Evaluated by assessing pass rate changes</td>
</tr>
<tr>
<td>Need for more hands-on experiences</td>
<td>Addition of laboratory component to Introductory Nutrition</td>
<td>Fall 2008</td>
<td>Evaluate changes in pass rate and student satisfaction</td>
</tr>
<tr>
<td></td>
<td>Interactive assignment in DTS 215 (Assessment &amp; Education Strategies in DTS)</td>
<td>Spring 2008</td>
<td>Evaluate changes in pass rate and student satisfaction</td>
</tr>
<tr>
<td></td>
<td>Required hours with Nutrition Education Program grant in Community Nutrition</td>
<td>Fall 2010</td>
<td>Evaluate changes in pass rate and student satisfaction</td>
</tr>
</tbody>
</table>
July 30, 2010

Mary K. Gould, EdD, RD, LD
Director, Didactic Program in Dietetics
Marshall University
Department of Dietetics
One John Marshall Drive
Huntington, WV 25755-9521

Dear Dr. Gould:

The interim report dated June 25, 2010 in response to the July 29, 2008 decision letter from the Commission on Accreditation for Dietetics Education (CADE) board has been reviewed and accepted. Thank you for providing CADE with documentation regarding Standard One. The Program continues to be accredited for the Didactic Program in Dietetics at the baccalaureate level.

Despite implementation of the pass rate improvement plan for the dietitian registration examination, it was noted that the Program’s first-time pass rate remains below the national benchmark of 80%. Our records indicate that the next Program Assessment Report will be due in 2012. Therefore, the program should continue to take steps to improve its pass rate and to use a variety of formative and summative learning-assessment activities to objectively determine whether those steps are improving students’ knowledge and skills successfully over time. The resulting assessment data and interpretation of the results should be clearly documented as evidence of the program’s progress at the time the next report is submitted.

In the meantime, if the Program wants to propose major changes, you must submit the changes in writing to CADE for review and approval prior to implementation. CADE maintains the right to require an interim report, self-study, and/or site visit as a result of these changes. Guidelines for reporting major changes are on the ADA/CADE Website at www.eatright.org/cade under the Apply/Maintain Accreditation tab.

Thank you for your interest in and support of dietetics education and students. If there are any questions, please call the CADE staff at 800-877-1600 ext. 5400.

Sincerely,

Jane F. Allendorph, RD, LDN, MS

Jane F. Allendorph, MS, RD, LD
Chair
Commission on Accreditation for Dietetics Education

JFA/jj

cc: Stephen J. Kopp, PhD
Charles McKown, MD
Gretchen Oley, MD
Kelli J. Williams, PhD, RD, LD
ANNUAL ASSESSMENT REPORTS
Office of Assessment & Program Review

April 5, 2010

Dr. Mary Kathryn Gould, Undergraduate Program Coordinator
Dietetics
COHP

Dear Mary Kathryn:

I have completed my evaluation of the BS in Dietetics' assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric is still relatively new and, as you will see, it raises the bar for what is considered excellent assessment. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

First, I am very impressed with the work you have done on this assessment plan. The learning outcomes are organized into four overarching areas that clearly specify the competencies your graduates should have developed upon graduation. Your measures are complementary and thoughtful and you have obviously put a good deal of time into the development of your rubrics. Finally, you have developed what appears to be a workable timeline for evaluation. As you requested, I will be available to meet with you sometime after Assessment Day to discuss your rubrics.

Please see the attached rubric. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Gretchen Oley, Interim Dean, COHP
Dr. Kelli Williams, Chair, Dietetics
April 7, 2009

Dr. Kelli Williams, Chair
Dietetics
COHP

Dear Kelli:

The University Assessment Committee and I have completed our evaluation of the BS in Dietetics’ assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric for the first time this year and, as you will see, it has changed considerably from the ones used in previous years. It raises the bar for what is considered excellent assessment considerably and, since it was not shared with programs before this assessment cycle, I’m not comfortable using it to give programs a formal rating this year. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this new rubric.

I like the student learning outcomes you are developing for use in the 2009-2010 academic year and beyond. The assessment measures you have identified to date also are appropriate. I will be happy to help you with rubric development as you proceed with this project. I’ll also see if we can put together a workshop on rubric development for the fall. Regarding this year’s assessment, although you acknowledge that indirect assessments are not the best ways to assess student learning, they do provide a valuable complement to direct assessments and, as such, can help you improve your program. I noted that you are taking particular notice of one assessment result that you did not expect.

Please see the attached rubric and letter to Deans, Chairs, and Faculty detailing general suggestions for an effective assessment program. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Shortie McKinney, Dean, COHP
Office of Assessment & Program Review

April 1, 2008

Dr. Kelli Williams, Chair
Dietetics
COHP

Dear Kelli,

The University Assessment Committee and I have completed our evaluation of the BS in Dietetics. This letter will provide feedback in the following manner. First, I will comment generally on each section of your report. Second, I will rate the following areas of the report on a four point scale (0 – 3, with 3 being the highest rating): student learning outcomes, assessment measures, and the feedback loop. Although I considered feedback from committee members, I made the final decision on ratings for all reports submitted. Third, I will offer suggestions for your consideration as you plan your assessment for the 2008-2009 academic year. Fourth, I will include my evaluation using the Primary Traits Analysis rubric and will include reviewers’ comments for your information.

General Comments

Your program goals are appropriate. Your student learning outcomes, while appropriate and measurable, are laid out in a somewhat confusing manner. You list three broad student learning outcomes and list several “outcome measures” under each. The outcome measures you list are also student learning outcomes. Although your student learning outcomes are measurable, they are written in vague language, e.g. “students will demonstrate...” I would suggest revising your student learning outcomes as follows:

When students complete the BS in Dietetics, they will be able to

1. Use their knowledge of counseling theory to choose the most appropriate interview techniques in varying situations and with varying clients.
2. Communicate effectively using technical writing.
3. Cooperatively plan nutrition programs for health care facilities.
4. Explain the role of nutrients and food in the achievement and maintenance of human health and well-being.
5. Determine the nutrient requirements for individuals across the lifespan, based on current research findings and given each person’s unique characteristics and needs.
6. Effectively and efficiently make decisions, based on current evidence, about all aspects of the management of food production and delivery systems.
You list numerous assessment measures, which are appropriate for the outcomes listed. However, developing rubrics for these measures will objectify your assessment procedures and also will allow you to more easily set benchmarks.

You have set appropriate benchmarks for your program objectives, but none were set for your student learning outcomes. I would suggest that, if you use simulated role play activities for your first student learning outcome, you develop an assessment rubric and then decide what mean score you want to have across students in your program on each section of the scoring rubric.

Results and actions taken were not given for student learning outcomes because these are currently being implemented. However, the program identified more global program assessment results. These included results of the pass rates on the DPD registration exam. This section also described program changes that have been made based on results. These included curricular revisions (based on feedback from an Advisory Committee and with an eye to increasing registration exam pass rates). Changes were made to survey dissemination methods in an attempt to increase response rates. The senior practicum course has undergone revision based on student feedback.

**Ratings for Student Learning Outcomes, Assessment Measures, and the Feedback Loop**

Student Learning Outcomes = 3. This rating was given because, although I feel that student learning outcomes need to be condensed and written in such a way that measurement is more obvious, your current student learning outcomes are comprehensive, support Marshall’s educational goals, and span multiple learning domains.

Assessment Measures = 3. This rating was given because, although the measures have not yet been completed and rubrics have not been developed, the measures you’ve identified include both direct and indirect measures (emphasizing direct), stress higher order learning, and allow learning to be gauged over time.

Feedback Loop = 2. This rating was given because, although there is no feedback loop for student learning outcomes per se at this time, you have collected and are using data regarding program goals. The uses of these data are listed above.

**Suggestions to Consider as you plan your assessment strategies for the 2008-2009 academic year**

As you continue to refine your assessment plan, I suggest you consider the student learning outcomes suggested above. I further suggest that you consider having at least one (preferably two) direct assessment measure and one indirect assessment measure for each outcome. The indirect measure could be one or more questions on a student satisfaction survey that pertains directly to the specified outcome. I also suggest that you begin to develop assessment rubrics for the more qualitative types of assessment measures, e.g. simulated role play activities, case studies, research papers, lab reports, etc. Determine what benchmarks you think are appropriate for each assessment measure. I suggest stating benchmarks in terms of mean performance across your students. Finally, it is not necessary to assess every outcome every year. Concentrate on a couple of your outcomes during the 2008-2009 academic year, but try to do an in-depth assessment of these. This will give you valuable information that will allow you to make changes in your program. These changes can be tracked while you assess a couple more outcomes the following year.
In closing, I appreciate your efforts to improve your program through assessment. If I can help in any way, please do not hesitate to contact me at reynoldm@marshall.edu or at 62987.

Sincerely,

Mary Beth

Mary E. Reynolds
Interim Director of Assessment

C: Dr. Shortie McKinney, Dean, COHP
September 17, 2007

Dr. Kelli Williams
Dietetics Department
College of Health Professions
Campus

Dear Kelli,

The Assessment Report Review Subcommittee has completed its review of annual reports from 2006-2007. Following are the comments for the BS in Dietetics:

Learning Objectives: The program is at Level 1 (on a scale of 0-3) in this category, meaning that the program goals that were identified ("provide knowledge, skills and competencies") did not include any student learning outcomes that could be measured. For example, an objective under Goal 1 was that students would "remain competitive in obtaining dietetic internships." While this would support the goal, it tells nothing about what students learn in the program that would make them competitive.

Assessment Measures: The program is at Level 1 in this category. Many of the assessment measures aren't really measures in the sense of being able to assess student performance on a particular learning outcome. (An exception is the use of the senior practicum although it is not clear what is being measured in the practicum.) For example, course evaluations do not measure student learning; they measure student perceptions of the faculty, the learning environment, etc. The annual report of the faculty member does not contribute to our understanding of student learning in the program. Lastly, GPA is not an appropriate measure of student learning in the program.

The Feedback Loop: The program is at Level 1 in this category, meaning that data are being collected but much of it is not related to student learning and the department does not report using such data to gauge the curriculum or other aspects of the program.

Dr. Kopp has set a goal to have every program performing at least at level 2 in all categories with an eventual goal of level 3. Your program is still young in its assessment effort and I recommend that you contact Dr. Mary Beth Reynolds, the new Director of Assessment, to discuss assessment issues. She is eager to work with faculty and could give more detailed feedback to you.

Sincerely,

Frances Hepsley
Associate Vice President for Academic Affairs

C: Dr. Shortie McKinney, Dean, College of Health Professions
To: Kelli Williams, Chair, Department of Dietetics  
From: Bob Edmunds, Coordinator for Program Review and Assessment  
Date: July 5, 2006

Yearly Assessment Report for: BS Didactic Program in Dietetics

Thank you for submitting the Program Review Assessment Report. Please use the information in this report to guide your assessment activities during AY 2006-2007.


Reviewer summary of yearly assessment report:
What follows is a brief critique of the report submitted in your program review. The report has been reviewed by members of the University Assessment Committee.

<table>
<thead>
<tr>
<th>Program Review Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Summarize the principal elements of the departmental assessment plan</td>
</tr>
<tr>
<td>II. Provide summary information on the following elements: Student Outcomes:</td>
</tr>
<tr>
<td>Assessment Tools or approaches/Standards/Benchmarks (BOT Initiative #3 if applicable)</td>
</tr>
<tr>
<td>Results/Analysis</td>
</tr>
<tr>
<td>Action Taken</td>
</tr>
<tr>
<td>IV. Provide information on how assessment data is used to improve program quality. Include at least 3 specific examples drawn from the past 5 years.</td>
</tr>
<tr>
<td>V. Is there a chart which identifies the program objectives/ appropriate assessment tools/ Standards/results/action taken</td>
</tr>
</tbody>
</table>
Efficacy of Assessment:

Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>2</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>2</td>
</tr>
<tr>
<td>Total Overall Score:</td>
<td>6</td>
</tr>
<tr>
<td>Level of Implementation (efficacy of assessment)</td>
<td>2</td>
</tr>
</tbody>
</table>

Score Ranges

Score Ranges 0-3 in each of the three categories

- A score of 0 indicates minimum activity in the category
- A score of 1 indicates that a program is in the beginning stages of assessment
- A score of 2 indicates that a program is making progress toward implementing a viable assessment program
- A score of 3 indicates that a program is in the maturing stages of its assessment program

Levels of Implementation

<table>
<thead>
<tr>
<th>Efficacy of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A total overall score between 0 and 3 indicates Level 1: the program is in the beginning stages of its assessment of student academic achievement</td>
</tr>
<tr>
<td>A total overall score between 4 and 6 indicates Level 2: the program is making progress toward implementing a viable assessment program</td>
</tr>
<tr>
<td>A total overall score between 7 and 9 indicates Level 3: the program is in the maturing stages of continuous improvement of student academic achievement</td>
</tr>
</tbody>
</table>

Interpretation:

The program has continued to improve its assessment activities. The accrediting agency has strict guidelines for programs and it appears that the BS Program has adopted the accrediting agency's outcomes with the outcomes of the program. The program continues to monitor student progress with a variety of assessment measures, both direct and indirect. Assessment information is used in the decision making process.

Recommendations:

The UAC wishes to commend the program for its assessment activities and recommends that the unit continue to collect and interpret assessment data and use the results in the decision making process.
General Comments:

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosures