Program Review

Didactic Program in Dietetics

College of Health Professions

November 2010

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: September 30, 2010

Program: Didactic Program in Dietetics
Degree and Title

Date of Last Review: December 2005

Recommendation
Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code (#):
1. Continuation of the program at the current level of activity; or

2. Continuation of the program at a reduced level of activity or with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or

3. Continuation of the program with identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or

4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or

5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1 Mary Kathryn Gould 9/30/2010
Recommendation: Signature of person preparing the report: Date:

1 Kelli J. Williams 9/30/2010
Recommendation: Signature of Program Chair: Date:

1 Michael Prewitt 10/4/2010
Recommendation: Signature of Academic Dean: Date:

1 James McIntosh 11/30/2010
Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date:

1 Camilla Brammer 1/27/2011
Recommendation: Signature of President, Faculty Senate/ Chair, Graduate Council: Date:

Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs: Date:

Recommendation: Signature of the President: Date:

Recommendation: Signature of Chair, Board of Governors: Date:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:
Continuation of the program at the current level of activity.

Rationale:
(If you recommend a program for resource development identify all areas for specific development)

The didactic undergraduate program in Dietetics received a recommendation of "identification of the program for further development," in the program review report of 2005 and indicated the programs needed to add necessary core faculty, increase the number of faculty with terminal degrees, and address the lack of instructional laboratory space and supporting resources for nutritional assessment and counseling for their undergraduate students. To date, the program has added another faculty member for a total of 5, four of which now have terminal degrees. Space for the laboratories is still considered an unmet need; the Dean’s Office is conducting a space analysis for the COHP, and when completed we will have documentation of the current space assignments across the college and be in a better position to provide recommendations to Academic Affairs regarding future space needs. This lack of student laboratory instructional space for this program is considered to be a priority and is a pressing need in order to provide the required skills and clinical experiences for students in the areas of nutrition assessment and nutrition counseling. Students must be afforded the opportunity to work with clients (under supervision) on their nutrition problems and care plans as they relate to chronic diseases (diabetes, heart and lung conditions, and hypertension).

The Dietetics program has the potential to become a leader in providing quality education and training for students interested in this profession. They have become a valuable asset to other health care professionals who work with patients with chronic diseases and improve the quality of life of those living and working in West Virginia and the Tri-State areas.

Signature of the Dean

Date
Marshall University
Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

Program: Didactic Program in Dietetics (DPD)

College: College of Health Professions

Date of Last Review: December 2005

I  CONSISTENCY WITH UNIVERSITY MISSION

The Department of Dietetics strives to deliver the highest quality dietetics education utilizing all available resources to meet the needs of this rural region for dietetics professionals. The University’s primary commitment to undergraduate education is fulfilled by the DPD’s broad curriculum in Dietetics as pre-professional training, which prepares students for continued education upon graduation. Furthermore, activities of the Dietetics faculty in development, class preparation, and clinical practice support the University’s commitment to expanding the body of human knowledge and achievement.

The University more specifically defines its philosophies in its Mission and Goals Statement. Collectively, these statements seek to promote a positive environment in which students can develop learning skills enabling them to be productive in society. This overarching principle is consistent with the mission statement of the DPD which is as follows:

The DPD’s mission is to provide the depth and breadth of food and nutrition knowledge and skills that prepare students to enter a supervised practice program.

By providing depth and breadth in the education of undergraduate Dietetic students, the DPD is meeting the University’s mission of providing high quality education. Graduates of this program become successful practitioners, who work to promote optimal nutrition in the communities where they reside. Ultimately, many of these students will practice in West Virginia, which is also consistent with the University’s mission of improving healthcare in the region.

II  ACCREDITATION INFORMATION

A. Name and description of the accreditation organization:
The operating board responsible for awarding accreditation for education programs preparing students for careers as registered dietitians is the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA). CADE exists to serve the public by establishing
and enforcing eligibility requirements and accreditation standards that ensure quality and continued improvement of nutrition and dietetics education programs. Programs meeting those standards are accredited by CADE and information on all accredited programs is published annually in the Directory of Accredited Education Programs.

CADE is composed of a board of 15 members: a chair, chair-elect, seven program representatives, one student member, one program administrator, two public members and the immediate past chair. In addition, a group of peer reviewers with expertise in dietetics education and practice is appointed by the board as needed to visit and evaluate programs. The CADE board functions as the governing unit and grants final accreditation awards.

B. Most recent year program accredited: The DPD was granted continued accreditation on July 22, 2008. A copy of the letter conferring accreditation is provided after the appendices

C. Accreditation status: The DPD has been granted continued accreditation.

D. Attach a copy of the accreditation organization’s report to the University if different from B: A copy of the report follows the letter conferring accreditation.

E. If program deficiencies were noted, attach the report to the accrediting agency outlining the deficiencies and corrective action taken or proposed: Responses to CADE are provided following CADE’s report to the University.

F. Provide 1 hard copy of the most recent self-study report to the Office of Assessment and Program Review: A copy is on file in the office.

III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

A. ADEQUACY
1. Curriculum: Entry to the DPD involves formal application by candidates. Prior to admission as a Dietetics major, interested students are enrolled as Pre-Dietetics majors and must complete a minimum of 45 hours of coursework with an overall GPA of 2.5 or higher before submitting the appropriate paperwork to become a Dietetics major. In addition, students must have completed Introductory Nutrition (DTS 201), Introductory Foods (DTS 202), and Principles of Chemistry I (CHM 211) with a C or better prior to admission. Once admitted as a Dietetics major, students must maintain an overall GPA greater than, or equal to, 2.5 for graduation. In addition, all dietetics and non-dietetics required courses must be completed with a grade of C or higher.
Appendix I provides a list of required and elective courses needed to achieve the 128 hours necessary for graduation. This includes, but is not limited to 46 hours of dietetics courses, 19 hours of chemistry, 16 hours of biological sciences, and 12 hours of social sciences. Foundation knowledge and skill requirements serve as the core for the DPD; however, the curriculum is designed to extend beyond the basics by providing students with a well-rounded educational experience.

During the timeframe of this review, significant course revisions were made to DTS 201 (Introductory Nutrition), DTS 215 (Assessment & Education Strategies in DTS) and DTS 476 (Senior Seminar in DTS). Faculty, along with members of the Advisory Committee and program graduates, believed more hands-on experience needed to be incorporated into the curriculum. Because of this, the addition of a laboratory component in DTS 201 now provides more experience with food labels, anthropometric measurements, body composition, blood pressure and blood glucose monitoring, as well as vitamins and minerals. In DTS 215, hand-on experiences are enhanced, as students learn and practice nutrition assessment techniques and counseling by using equipment and role playing respectively. In addition, a major nutrition education project, which requires students to plan all aspects of a healthy eating class and deliver their program to members of the community, has been added to the Senior Seminar course.

2. Faculty: The Dietetics Department consists of three full-time faculty members. During the timeframe of this report, two faculty members remained consistent, but the third position was held by three different individuals. A permanent hire was made for this position in the summer of 2010. Of the three current full-time faculty members, two are tenured and the other is in a tenure-track position. All faculty members hold a registered dietitian certification from the Commission on Dietetic Registration (CDR) and are licensed to practice dietetics by the state of West Virginia. Moreover, all faculty are competent in their areas of expertise and exceed the continuing education requirements for registration by CDR. Faculty actively participate in professional and community organizations and attend professional meetings and conferences. One faculty member has served as the West Virginia Delegate to the American Dietetic Association. Two faculty members are past presidents of the West Virginia Dietetic Association and both received the West Virginia Recognized Young Dietitian of the Year Award, a nationally recognized award presented by the American Dietetic Association. In addition, both faculty members were invited to attend the American Dietetic Association’s Leadership Institute, a three-day workshop designed to explore leadership theory and practice, as well as enhance personal leadership skills. Faculty are also actively involved in
research projects and have been invited presenters at various regional, national, and international conferences.

A member of the Department of Family and Consumer Sciences (FCS) in the College of Education and Human Services, who is also a Registered Dietitian, has taught between 25% (1 class) and 50% (2 classes) of her teaching load in the Department of Dietetics for the past 4 years. The percent teaching load is dependent on the need for course instruction in FCS. The number of part-time faculty in the Department varies with need and availability of funding. During the last year of this program review, the Department employed two part-time faculty members. Faculty data sheets are included for both full-time and part-time faculty members in Appendix II. This department does not use graduate assistants as instructors; therefore, Appendix II-a is not included.

3. Students: Dietetic students at Marshall regularly engage in diverse learning experiences. The curriculum is rigorous with many requirements in the physical and social sciences. Students graduating from the program are well-rounded, with an appreciation for the sciences and humanities.

a. Entrance Standards: Once students have been admitted to Marshall, they are eligible to enroll as Pre-Dietetics majors. Math 127 or 130 is required for the Dietetics degree; therefore, students must score at least a 19 on the ACT or 460+ on the math component of the SAT to enroll in either of these courses. In addition, English 101 requires at least an 18 on the ACT and 450+ on the verbal component of the SAT for enrollment. Students not meeting these requirements must first take the necessary 08 or 09 courses as required by the respective departments. Students are not permitted to move from the Pre-Dietetics to Dietetics major until these requirements are fulfilled.

As mentioned before, students enrolled as Pre-Dietetics majors must meet additional criteria before becoming Dietetics majors. Criteria include a minimum of 45 hours of coursework, a GPA greater than or equal to 2.5, completion of DTS 201 (Introductory Nutrition), DTS 202 (Introductory Foods), and Chemistry 211 (Principles of Chemistry I), and a grade of C or better in all courses required for the major. Furthermore, students must have at least a 2.5 GPA to graduate with a Bachelor of Science degree in Dietetics.

b. Entrance Abilities: Data for entrance abilities were collected on students in the Intermediate Nutrition (DTS 320) course as students are generally in this course when they are eligible to change from the Pre-Dietetics to Dietetics major. In addition, most students remain Dietetics majors once they are in this class. During this review, the
average high school GPA was 3.44 and the mean ACT score was 23.6. Data broken down by academic year can be found in Appendix III.

c. **Exit Abilities:** The average GPA for students graduating with a degree in Dietetics is 3.30 (see Appendix IV for more detailed information). Upon graduation, students wishing to sit for the national registration examination for dietitians must complete a dietetic internship (DI) with a minimum of 1200 hours of supervised practice. The accrediting agency (CADE) requires a DPD to have an overall, five-year pass rate of 80% for first-time test takers. Programs falling below this threshold must implement a plan for improvement and are monitored by the Commission. Of the 43 students graduating in the 5-years of this review, 36 have completed or are currently in a dietetic internship. To date, 24 of those students have taken the exam and 19 passed on their first attempt, with the remainder passing on subsequent attempts. This is an overall 5-year, first-time pass rate of 79%, just shy of the 80% requirement. Plans for improvement were implemented in 2005 and 2007 and include more hands-on experiences in the classrooms, practice tests in the Senior Seminar course, and more multiple choice testing throughout the curriculum. The department has seen an improvement in the first-time pass rate as the rate is 90% for 2008 and 2009 graduates.

Correspondences with CADE regarding this matter are provided after the appendices, the latest of which is dated June 25, 2010. Please note the pass rates on these records will be different when compared to Appendix IV because CADE documents pass rates according to the year the graduate takes the exam, not the year he or she graduated from our program.

The Dietetics faculty are committed to the success of our students and are constantly looking for ways to improve the first time pass rate. Suggestions from graduates, employers of graduates, and the Advisory Committee are solicited and implemented where appropriate. As this is an ongoing process, the Department will continue to assess this issue and make adjustments considering the best interest of our students.

4. **Resources:** (Self-Study Report, pgs. 44-47).

   a. **Financial:** Current financial support for the department comes mainly from state appropriations, but the Department does receive some money from student fees. The annual budget is approximately $23,780, which includes an operating budget of $5,000, $7,000 for summer school, $9,280 for graduate Research Assistantships, and a
$2,500 department chair stipend. In addition, the Department receives approximately $4,500 in student fees.

If the program were terminated, it would result in a devastating loss of dietitians for the tri-state area. Marshall offers only one of two dietetic programs in the state, and the majority of our graduates become dietitians and practice within West Virginia. In addition, the obesity epidemic and shift in focus to preventative healthcare has increased the demand for dietitians, making it more important for Marshall to continue offering Dietetics to its students.

With a current enrollment of approximately 53 students, the Department brings in at least $293,355 in tuition revenue. Moreover, the majority of DPD graduates continue their education as Dietetic Interns and graduate students in the Master’s of Science in Dietetics program at Marshall, thus bringing in additional graduate revenue. Cutting the program would result in a loss of both undergraduate and graduate revenue for the University, as well as significantly limit its ability to offer the post-baccalaureate internship and graduate program.

b. **Facilities:** The DPD has been housed in Prichard Hall since December 2008. Three offices are assigned to Dietetics and adequate space is available for work and storage. Classroom use is divided between Dietetics, Nursing, and Social Work, which can pose scheduling difficulties at times. Prior to December 2008, office and classroom space was shared with the Department of Family and Consumer Sciences (FCS) in Corbly Hall. The three offices previously used in Corbly have been maintained and currently serve as office and storage space for the Department’s federally funded Nutrition Education grant. In addition to these spaces, the Food and Nutrition Laboratory remains in Corbly. The laboratory has an adequate supply of food preparation equipment, but is out-dated and limited in resources for Chemistry of Foods (DTS 468) laboratory experiences. The lab is designed for 24 students and is also shared with FCS.

The Marshall University Library System consists of several libraries and collections. Library resources most often utilized by Dietetics students are housed in three locations: the John Deaver Drinko Library, the James E. Morrow Library, and the Health Sciences Library. Students are introduced to the Library System early in their academic career and challenged to utilize libraries to find resources for course assignments. The ability to access full text journal articles through health/medical databases has been very beneficial to Dietetic students. This service provides the students with a wide array of nutrition related journals to meet most any need. Current library resources are adequate for students.
Personal computers are available to students and faculty as well. Each faculty member has access to a computer in her office, with software packages for organizing and attaining student information, statistical analysis, and others. Faculty members also have access to technologically advanced interactive classrooms where satellite and other such courses may be taught.

Students have access to computers in several locations. University Computer Systems has staffed computer labs throughout the campus, and the Drinko Library Computer Center is open to students 24 hours a day.

5. Assessment Information:

a. Student Learning Outcomes: During the timeframe of this review, the DPD has undergone two significant revisions to its student learning outcomes. As the focus of assessment shifted from programmatic issues to student learning, faculty worked, in 2007, to set goals and outcomes for assessing student learning. Just as these plans were being implemented, CADE developed mandatory student learning outcomes for all accredited DPD programs. As a result, the student learning outcomes had to be completely revised. Faculty concluded these revisions in December 2009. The implementation of this plan is in its infancy. Appendix V identifies student learning outcomes, assessment tools/measures, and the standards being used to assess the outcomes. Rubrics have been developed to assess outcomes, but limited data are available as the process has just recently begun.

b. Other Learning and Service Activities: One aspect of the DPD that faculty are particularly proud of is the number of hands-on and field-related experiences offered to students. Five Dietetics courses include labs where students are able to develop skills in both nutrition and foodservice activities. In addition, students are taken to a long term care facility, a dairy farm, a foodservice company, an acute care hospital, and a bakery to enhance their knowledge in clinical nutrition and foodservice management.

The most recent addition to this list of learning activities is a requirement for students in Community Nutrition (DTS 409) to work a set number of hours with the Department’s Nutrition Education Program. This program is a federally funded grant, for which Marshall’s Dietetic Interns provide nutrition education to qualifying K-12 schools in Cabell and surrounding counties. The DPD students are given the opportunity to see a nutrition lesson plan put into action. They assist both with food preparation and the presentation of the lesson in a supervised setting. Many DPD students have elected to
continue volunteering with this program upon completion of the DTS course.

Service activities in the Department are primarily conducted by the Student Dietetic Association (SDA). In the past, members of SDA have focused on providing a healthy meal for guests of the Ronald McDonald House and have also held can drives for the Huntington Area Food Bank. In April 2010, faculty and students participated in a local 5K race to raise money for the Food Bank as well.

c. Plans for Program Improvement: Because the DPD student learning outcomes are new, there are limited data to suggest plans for program improvement. We have collected data in DTS 468 (Chemistry of Foods) regarding students’ abilities to locate, interpret, and evaluate professional literature (Appendix V; KR 1.1.a., p. 31) and develop outcome measures as well as collect and analyze data (KR 4.2.b., p. 40). Assignments were developed to enhance these skills and rubrics are used to assess the level of skill students have developed. At this time, students meet the expectations for these competencies. Other skills were assessed in DTS 215 (Assessment & Education Strategies). These included assertiveness and negotiating skills (KR 2.1.b., p. 33), counseling techniques (KR 2.2.a., p. 34), appropriate use of the Nutrition Care Process (KR 3.1.a., p. 36), and students’ abilities to develop education strategies (KR 3.3.a., p. 38). The use of rubrics in assessing these skills is new to faculty. As we become more experienced and accustomed to this process, as well as have more data, we will be better able to identify areas for improvement.

d. Graduate and Employer Satisfaction: Approximately 18 months after graduating from the DPD, graduates are asked to complete a survey. Of the 36 graduates (7 are not included since they have not been out for 18 months) from the past five years, the Department has received responses from 18 (50% response rate). Respondents agreed and strongly agreed they were satisfied with the experience they had as undergraduate students. Students were most satisfied with the small class sizes, hands-on experiences, faculty, use of guest speakers in specialty areas, and advising.

Because additional education beyond the baccalaureate degree is required to become a Registered Dietitian, the majority of DPD graduates are not employed immediately following graduation. Therefore, Employer Satisfaction Surveys are not utilized at the undergraduate level. The Department does, however, distribute a Dietetic Internship Director’s Survey to assess the preparedness of DPD graduates for the internship experience. Of the 32 students (does not include 5 students who have just begun internships)
participating in an internship during this time period, the Department received 27 responses (84%) from internship directors. The surveys indicate that Marshall DPD graduates are well prepared for supervised practices. When compared to interns from other DPD programs, many Marshall graduates have been identified as being more prepared than their peers.

**e. Annual Assessment Reports:** Previous summary reports are attached and can be found following documentation of correspondences with CADE. (See Scanned Documents)

**6. Previous Reviews:** Following the last program review in 2005, the committee recommended continuation of the program and identified it for further development. Specific areas for development were laboratories for advanced food science, nutrition assessment, and nutrition counseling as well as office space. As mentioned before, Dietetics faculty moved from Corbly Hall to Prichard Hall in December of 2008. As a result of this move, the Department is now housed with two other departments in the College of Health Professions making it more identifiable with the College.

While we do not have the three specific labs mentioned above, the Department was able to purchase basic equipment for the foods lab, a high quality scale and stadiometer, and other materials used in nutrition counseling. We are pleased to have these products and believe they aid in enhancing the skills of our students as they are used in class. The lack of resources to update laboratory conditions was identified as a program weakness; therefore, this disadvantage has partially been resolved. However, space to have an assessment laboratory in conjunction with a nutrition counseling program and a more advanced food science laboratory would be ideal.

With regard to other weaknesses, the overarching issue five years ago and still today is the first-time pass rate on the registration examination. Prior to the last review, a curricular revision took place resulting in the deletion of some courses and the addition of others. Courses that were added were done so to address emerging issues in the field of dietetics in order to strengthen the curriculum. One of the major issues for Marshall’s DPD is the small number of students taking the exam annually. With such a small number, if one person does not pass on the first attempt, the pass rate drops significantly. Moreover, students are not eligible to take the exam until they have completed the dietetic internship, which may be between nine months and two or two-and-a-half years after graduation, depending on the type of internship students complete. Additional activities to address this weakness will be described below; however, faculty would like to emphasize that all graduates who did not pass the exam on their first attempt did so on subsequent attempts.
7. **Strengths/Weaknesses:** The Dietetics faculty believe that one of the major strengths of the Department is the small class size which gives faculty the opportunity to develop relationships with students. In the junior and senior year, students can expect class sizes between 10 and 15 individuals. This leads to more interaction and discussion of issues, which in turn enhances learning and critical thinking skills. In addition, not only do students and faculty interact in class, but students feel comfortable approaching their professors outside class as well. A small class size is generally the first thing mentioned when students are asked to identify strengths of the program.

Another strength of the Department is faculty work experience outside the university setting. All faculty worked in various areas of dietetics prior to teaching at Marshall. In addition, full time faculty maintain practice in the field through various volunteer activities. Students have responded that, “classes are very informative as teachers explain real life work experiences that help us understand and remember concepts.”

Unfortunate as it may be to place so much emphasis on an exam, the greatest weakness of the program is the pass rate for the national registration examination. As previously mentioned, the first-time pass rate for graduates of the last five year period was 79%, which is just below the accreditation goal of 80%. In an effort to improve pass rates, faculty have solicited suggestions from the Advisory Committee and graduates of the program, as well as other DPD Directors at professional meetings.

To address this concern, a laboratory component was added to the Introductory Nutrition course and a new class, Assessment and Education Strategies in Dietetics, was added to the curriculum to provide more hands-on experience regarding basic nutrition, nutrition assessment, and counseling. In addition, a required field experience with the Nutrition Education Program was designed to improve students’ understanding of community nutrition programs and education strategies.

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 exam 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. Additionally, faculty have been providing more multiple choice examinations in several courses where short answer or essay tests predominated. These strategies were implemented to familiarize and improve the confidence of students taking multiple choice examinations.
Over the past two years, we were pleased to see an increase in the pass rate percentage. Of the ten 2008 and 2009 graduates who have taken the exam, nine have passed giving the DPD a pass rate of 90%. We hope to maintain this improvement; however, strategies to promote the successful completion of the registration examination will continue to be explored and changes or revisions to the curriculum, policies, and procedures will be made where appropriate.

B. VIABILITY

1. Articulation Agreements: There are no articulation agreements with other institutions for delivery of this program.

2. Off-Campus Classes: Nutrition and Diet Therapy (DTS 314) is a service course for nursing students that is offered in Point Pleasant as a satellite course. The class is also offered in Hurricane and Teays Valley. During the time of this review, the number of students reached with these courses was as follows: Point Pleasant, 174 students; Hurricane, 80 students; and Teays Valley, 159 students. See Appendix VI for more detailed information.

3. Online courses: Online courses are currently not being offered by the Department.

4. Service Courses: The School of Nursing requires its students to take a course in nutrition and diet therapy. The Department of Dietetics has offered multiple sections of DTS 314 all five years of this review and has enrolled a total of 1,232 students. (See Appendix VI)

5. Program Course Enrollment: Appendix VI provides a summary of Dietetics courses taken by Dietetics majors and non-majors over the past five years. With the exception of the service course (DTS 314) and a Special Topics elective (DTS 482), the remaining courses are required for achievement of a degree in Dietetics.

6. Program Enrollment: A summary of program enrollment is provided in Appendix VII.

7. Enrollment Projections: Employment opportunities for dietitians are expected to grow as a result of an increasing emphasis on prevention through improved dietary habits. In addition, a growing and aging population increases the need for meals and nutrition counseling in hospitals, long term care facilities, schools, community health programs, and home health agencies. Employment is expected to grow rapidly in contract providers of food service, outpatient care centers, and offices of physicians and other health practitioners. These trends and projections
are a positive impact on the profession and will likely influence potential students to enter the field of dietetics. As of the last program review, the Department has seen a 25% increase in the number of students enrolled in the major. We continue to expect a small, but steady, increase in the number of students over the next five years.

C. NECESSITY

1. **Advisory Committee:** (Self-Study Report, p. 16) An Advisory Committee consisting of program alumni, area dietitians, administration, and faculty members outside the department was organized in 1991 to provide guidance in program development and enhancement. The current committee has 12 members and meets each April to discuss issues relating to both the DPD and Dietetic Internship. All curricular and programmatic changes are introduced to the group before action is taken. Program advice is sought on an ongoing basis through personal communication with healthcare providers as well. Dietitians and other health professionals are encouraged to share ideas/opportunities for development with the Program Director or other faculty. Since all faculty members are active in community and professional organizations, they are easily accessible and attuned to healthcare trends in the community.

2. **Graduates:** The undergraduate DPD program is only the first step in obtaining the Registered Dietitian credential. A dietetic internship is also required; therefore, most students elect to continue their education prior to seeking employment. In the timeframe of this review, the DPD had 43 students graduate; 37 (90%) applied to and were accepted in an internship, four (10%) applied to but were not accepted in an internship, and two did not apply for internship, as they were accepted into medical school. Of the four who did not receive an internship, one went to nursing school, one is completing a Master’s degree in Exercise Physiology, and two are employed with the Women Infants and Children Supplemental Food and Nutrition Education Program. See Appendix VIII for more detail. Median annual wages for dietitians are $50,590, with starting salaries ranging from $36,000 - $41,000.

3. **Job Placement:** In the past five years, all graduates of Marshall’s Dietetic Internship, which consists of approximately 85% of Marshall DPD graduates, have been able to find jobs shortly after completion of the program. The dietetics faculty have ties to the community and employers of dietitians. In addition, faculty are actively involved in the state dietetic association. This involvement allows for first-hand knowledge of job vacancies which are then relayed to students either in class or by email once they have completed the program. It is not uncommon for employers to call faculty members and inform them of open positions before positions
are advertised. In addition, faculty advise graduates choosing not to do an internship or those who are not accepted to an internship of career options and opportunities as well.

In conclusion, the Dietetics faculty care deeply about the program and its students. We strive to provide up-to-date, scientifically based information in an environment that is positive and promotes life-long learning and critical thinking skills. We want our students to be successful in the practice of dietetics and will continue to assess the program looking for areas of improvement in order to accomplish this goal.
Appendix I
Required/Elective Course Work in the Program

Degree Program: Dietetics

Person responsible for the report: Mary Kathryn Gould

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
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<tbody>
<tr>
<td>DTS 201 Introductory Nutrition</td>
<td>4</td>
<td>International – MU Plan</td>
<td>3</td>
<td>ACC 310 Acc for Entrepreneurs</td>
<td>3</td>
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<tr>
<td>DTS 202 Introductory Foods</td>
<td>4</td>
<td>International – MU Plan</td>
<td>3</td>
<td>BSC 120 Principles of Biology</td>
<td>4</td>
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<tr>
<td>DTS 215 Assessment &amp; Education</td>
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<td>General Electives</td>
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<td>BSC 227 Human Anatomy</td>
<td>4</td>
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<tr>
<td>DTS 301 FS Safety &amp; Systems Management I</td>
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<td>International – MU Plan</td>
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<td>BSC 228 Human Physiology</td>
<td>4</td>
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<tr>
<td>DTS 302 FS Safety &amp; Systems Management II</td>
<td>4</td>
<td>General Electives</td>
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<td>BSC 250 Microbiology OR</td>
<td>4</td>
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<td>DTS 310 Lifespan Nutrition</td>
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<td>General Electives</td>
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<td>DTS 468 Chemistry of Foods</td>
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<td>CMM 103 Fund Speech</td>
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<td>ENG 302 Research Based Composition</td>
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Professional society that may have influenced the program offering and/or requirements: American Dietetic Association and the Commission on Accreditation for Dietetics Education
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Jane Brownfield

Rank: Adjunct Faculty

Status (Check one): Full-time_____ Part-time_____ Adjunct X

Current MU Faculty: Yes

Highest Degree Earned: Master of Arts

Date Degree Received: July 1985

Conferred by: Marshall University

Area of Specialization: Food and Nutrition

Professional Registration/Licensure: Yes

Agency: Commission on Dietetic Registration and West Virginia Board of Licensed Dietitians

Years non-teaching experience 25
Years of employment other than Marshall 25
Years of employment at Marshall 17
Years of employment in higher education 18

Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
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<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<td>Nutrition and Diet Therapy</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.
2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Mary Kathryn Gould  Rank: Associate Professor
Status (Check one): Full-time X Part-time Adjunct Current MU Faculty: Yes
Highest Degree Earned: Doctor of Education  Date Degree Received: May 2007
Conferred by: Marshall University
Area of Specialization: Leadership Studies

Professional Registration/Licensure
Registered Dietitian  Agency: Commission on Dietetics Registration and West Virginia Board of Licensed Dietitians

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<td>Medical Nutrition Therapy I</td>
<td>10</td>
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<td>Senior Seminar in Dietetics</td>
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<td>New Student Seminar</td>
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<td>Medical Nutrition Therapy II</td>
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<td>Dietetic Internship III</td>
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1) If your degree is not in your area of current assignment, please explain.
My doctoral degree is in Educational Leadership; however, I have a Master’s of Science degree in Human Nutrition from Case Western Reserve University in Cleveland, OH. In addition, my minor area of emphasis in my doctoral program was Dietetics and my dissertation topic involved administrative issues in dietetics education. There are very few dietetics related doctoral programs in the area and because I have an administrative role in our department, I believe the EdD is appropriate.

2) Activities that have enhanced your teaching and or research.
Have attended the following meetings/workshops to enhance my knowledge and skills in teaching and research:
Scholarly Writing: Publishing Medical Education (September 2010), Designing Questionnaires and Survey Instruments (April 2010)
3) Discipline-related books/papers published (provide a full citation). Not applicable

4) Papers presented at state, regional, national, or international conferences.
   - Preceptor training: Does one size fit all? Poster Presentation at the American Dietetic Association’s Food and Nutrition Conference, Philadelphia, PA (September 2007)
   - Perceptions of Preceptor Training in the Dietetic Supervised Practice Experience, Oral Presentations at the Third International Congress of Qualitative Inquiry, Champaign, IL (May 2007)

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations. Member of the American Dietetic Association, West Virginia Dietetic Association, and Dietetic Educators of Practitioners Practice Group.
   Held the following positions for the West Virginia Dietetic Association during this review period:
   - Attended the following state, regional, national, and international conferences:
     - West Virginia Dietetic Association’s Strategic Direction Planning Session, Bridgeport, WV (May 2009)
     - Commission on Dietetic Registration’s Certificate of Training in Childhood and Adolescent Weight Management, Cincinnati, OH (September 2008)
     - West Virginia Dietetic Association’s Annual Meeting, Charleston, WV (April 2008)
     - American Dietetic Association’s Annual Food and Nutrition Conference and Expo, Philadelphia, PA (September 2007)
     - West Virginia Dietetic Association’s Annual Meeting, Charleston, WV (March 2007)
     - American Dietetic Association’s Annual Food and Nutrition Conference and Expo, Honolulu, HI (September 2006)
     - West Virginia Dietetic Association’s Annual Meeting, Charleston, WV (April 2006)
     - American Dietetic Association’s Annual Food and Nutrition Conference and Expo, St. Louis, MO (October 2005)

6) Externally funded research grants and contracts you received. Not applicable

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
   Speaking engagements include the following:
   - Am I Fat? Perceptions of Body Image by Both Parent and Child, Sigma Theta Tau 21st International Nursing Research Congress, Orlando, FL (July 2010)
   - Nutritional Considerations for Cardiac and Pulmonary Rehabilitation, West Virginia Association of Cardiovascular and Pulmonary Rehabilitation Annual Conference, Flatwoods, WV (May 2010)
   - Obesity and Our Kids: Problems, Perceptions, and Programs, West Virginia Obesity Conference, Charleston, WV (May 2009)
   - Perceptions of Formal Preceptor Training: Implications for Preceptors in WV, West Virginia Dietetic Association Annual Meeting
   - Invited Participant of the American Dietetic Association’s Leadership Institute, Tampa, FL (January 2005)

8) Community service as defined in the Greenbook.
   University Service:
   - Ad hoc Promotion and Tenure Review Committee (May 2010-Present)
   - Faculty Personnel Committee Member (2007-Present); Secretary (2009-Present and 2007-2008)
   - Graduate Council Committee Member (Fall 2007-May 2010)
   - Physical Facilities and Planning Committee Member (2001-2007); Secretary (2001-2007)
   College/Department Service
   - COHP Faculty Organization Chair (August 2008-May 2010)
   - COHP Faculty Affairs Committee (2007-Present); Chair (2008-2010)
   - COHP Nominating Committee Member (2001-Present); Chair (2003-Present)
   - Dietetic Internship Director (September 2010-Present)
   - Director of Didactic Program in Dietetics (July 2005-September 2010)
   Community Service:
   - Walk it Up and Trim Down: Nutrition and Physical Activity Program, Cabell Huntington Health Department, Nutrition Educator (June 2010-September 2010)
   - Introductory Nutrition for Fitness Instructors, Harless Fitness Center, Gilbert, WV, Nutrition Educator (Jan. 2010-March 2010)
   - Healthy Kids, Healthy Families Public Forum, Speaker (April 2009)
   - Wayne County Community Service Organization Menu Analysis (April 2008-June 2008)
   - West Virginia Child Nutrition Center, Board Member (March 2008-March 2009)
   - Sunshine Freewill Baptist Church, Nutrition Educator for First Place Program (January 2006-March 2006)
   - Fifth Avenue Baptist Church, Nutrition Educator for First Place Program (January 2005-March 2006)
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Sue Linnenkohl, PhD, RD, LD
Rank: Professor

Status (Check one): Full-time X Part-time_____ Adjunct _____ Current MU Faculty: Yes X
Highest Degree Earned: PhD Date Degree Received: 1991

Conferred by: Oklahoma State University, Stillwater, OK

Area of Specialization: Home Economics with a Food and Nutrition Management emphasis

Professional Registration/Licensure yes, LD Agency: WV Board of Licensed Dietitians

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<td>Years in service at Marshall during this period of review</td>
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List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
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<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
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<td>Nutrition</td>
<td>20 &amp; 24</td>
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<td>DTS 460</td>
<td>Research in Dietetics</td>
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<td>DTS 476</td>
<td>Senior Seminar in Dietetics</td>
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<td>FCS 485 (2 sections)</td>
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<td>Nutrition</td>
<td>23 &amp; 25</td>
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<td>FCS 358</td>
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<td>FCS 471</td>
<td>Internship</td>
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<td>Capstone</td>
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<td>FCS 210 (2 sections)</td>
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<td>24 &amp; 22</td>
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<td>FCS 472</td>
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<td>22 &amp; 24</td>
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<td>Family Resource Management</td>
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<td>Capstone</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

   My background is in dietetics and currently I am teaching 50% time in DTS in the fall and 25% time in DTS in the spring. I do teach two sections of nutrition for FCS each semester. My current assignment is in Family and Consumer Sciences because we used to have a Food and Nutrition major.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

   I have taught a Writing Across the Curriculum course for DTS (3 years)

3) Discipline-related books/papers published (provide a full citation). N/A

4) Papers presented at state, regional, national, or international conferences. N/A

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations:

   The American Dietetics Association and The West Virginia Dietetic Association. Attended the state meeting each year
   American Association of Family and Consumer Sciences and The WV affiliate (first four years). Attended the state meeting in the first two years
   Phi Upsilon Omicron and Kappa Omicron Nu (honor societies)

6) Externally funded research grants and contracts you received. N/A

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition. N/A

8) Community service as defined in the Greenbook. N/A
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Jeremy Mullins                        Rank: Clinical Instructor
Status (Check one): Full-time X  Part-time_____  Adjunct _____  Current MU Faculty: No

Highest Degree Earned: Master of Science     Date Degree Received: December 2005
Conferred by: Marshall University

Area of Specialization: Dietetics

Professional Registration/Licensure Yes     Agency: Commission on Dietetics Registration and
West Virginia Board of Licensed Dietitians

Years non-teaching experience   5
Years of employment other than Marshall   5
Years of employment at Marshall   1
Years of employment in higher education   1
Years in service at Marshall during this period of review   1

List courses you taught during the final two years of this review. If you participated in a team-
taught course, indicate each of them and what percentage of the course you taught. For each
course include the year and semester taught (summer through spring), course number, course title
and enrollment. (Expand the table as necessary)

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<th>Title</th>
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<td>DTS 580</td>
<td>Special Topics: Sports Nutrition</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and
begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
   Not applicable as appointment was one-year temporary.

3) Discipline-related books/papers published (provide a full citation).
   Not applicable
4) Papers presented at state, regional, national, or international conferences.
   None

5) Professional development activities, including professional organizations to which you
    belong and state, regional, national, and international conferences attended. List any
    panels on which you chaired or participated. List any offices you hold in professional
    organizations.
    Member of the American Dietetic Association and West Virginia Dietetic Association

6) Externally funded research grants and contracts you received.
    None

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
    None

8) Community service as defined in the *Greenbook*.
    Not applicable
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: __ Kelli J. Williams ___________________________ Rank: __ Associate Professor

Status: Full-time __ X__ Part-time ______ Adjunct ______ Current MU Faculty: Yes __ X__

Highest Degree Earned: PhD ___________________________ Date Degree Received: August 2006

Conferred by: __ The Ohio State University

Area of Specialization: _ Quantitative Research, Evaluation, and Management in Education

Professional Registration: Registered Dietitian __ Agency: Commission on Dietetic Registration

Years non-teaching experience ______ 2 ______

Years of employment other than Marshall ______ 2 ______

Years of employment at Marshall ______ 12 ______

Years of employment in higher education ______ 12 ______

Years in service at Marshall during this period of review ______ 5 ______

List courses you taught during the final two years of this review.

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<th>Year/Semester</th>
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<th>Title</th>
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<td></td>
<td>DTS 690</td>
<td>Research Applications in Dietetics</td>
<td>9</td>
</tr>
<tr>
<td>2009/ Intercession</td>
<td>DTS 585</td>
<td>Independent Study: Cardiovascular Nutrition</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DTS 677</td>
<td>Dietetic Internship Practicum III</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>DTS 302</td>
<td>Food Service Safety &amp; Systems Management II</td>
<td>18</td>
</tr>
<tr>
<td>2009/ Spring</td>
<td>DTS 585</td>
<td>Independent Study: Cardiovascular Nutrition</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>DTS 676</td>
<td>Dietetic Internship Practicum II</td>
<td>10</td>
</tr>
<tr>
<td>2008/ Fall</td>
<td>DTS 301</td>
<td>Food Service Safety &amp; Systems Management I</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>DTS 585</td>
<td>Independent Study: Cardiovascular Nutrition</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>DTS 675</td>
<td>Dietetic Internship Practicum I</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>DTS 690</td>
<td>Research Applications in Dietetics</td>
<td>10</td>
</tr>
</tbody>
</table>

1) If your degree is not in your area of current assignment, please explain.
Degree emphasis/application was in content area of Medical Dietetics.

2) Activities that have enhanced your teaching and/or research.
Please refer to item five for development activities that enhanced teaching/research.

3) Discipline-related books/papers published.

4) Papers presented at state, regional, national, or international conferences.
- "Behavioral Nutrition Practices of Rural Appalachian Youth": Appalachian Studies Association Annual Conference (March 2008)
- "Cultural perceptions of healthy diet among Appalachian caregivers": American Dietetic Association’s Food and Nutrition Conference and Exhibition (September 2007)
- "Cultural perceptions of healthy weight in Appalachian caregivers": Third International Congress of Qualitative Inquiry (May 2007)
- "Nutrition diagnosis: A closer look": West Virginia Dietetic Association Annual Meeting (March 2007)
- "Perceptions of a healthy diet in rural Appalachian adolescents": 
American Dietetic Association’s Food and Nutrition Conference and Exhibition (September 2006)

- “Behavioral nutrition practices of rural Appalachian youth”: International Society of Behavioral Nutrition and Physical Activity Annual Meeting (July 2006)
- “Cultural perceptions of healthy weight in rural Appalachia”: Second International Congress of Qualitative Inquiry (May 2006)

Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

**Professional Organizations**

- Member, Joan C. Edwards School of Medicine’s Academy of Medical Educators (2009 – Present)
- Member, American Dietetic Association (2005 – Present)
  - Affiliate Member, House of Delegates (2008 – 2010)
  - Member, School Nutrition Services Practice Group (2009 – Present)
  - Member, Weight Management Practice Group (2009 – Present)
  - Member, Public Health and Community Practice Group (2005 – Present)
  - Member, Dietetic Educators of Practitioners Group (2005 – Present)
- Member, West Virginia Dietetic Association (2005 – Present)
  - Delegate (2008 – 2010)
  - Advisory and Nominating Committee Chair (2005 – 2007)
- Member, International Association of Qualitative Inquiry (2006 – Present)

Selected Professional Development Activities

- American Dietetic Association’s Annual Food and Nutrition Conference and Exhibition (October 2008, September 2007)
- American Dietetic Association’s Pediatric Weight Management Certificate Training (September 2008)
- Appalachian Studies Association Annual Conference (March 2008)
- Third International Congress of Qualitative Inquiry (May 2007)
- National Dairy Council Symposium (November 2006)
- International Society of Behavioral Nutrition and Physical Activity Annual Meeting (July 2006)
- Second International Congress of Qualitative Inquiry (May 2006)

Externally funded research grants and contracts you received.

- Principal Investigator, Marshall University Nutrition Education Project, Food and Nutrition Service, USDA, Total Grant Award: $2,198,502.00 (October 2009 – September 2010)
- Co-Investigator, Marshall University Nutrition Education Project, Food and Nutrition Service, USDA, Total Grant Award: $2,525,580.00 (October 2008 – September 2009)
- Co-Investigator, Marshall University Nutrition Education Project, Food and Nutrition Service, USDA, Total Grant Award: $1,697,645.00 (October 2007 – September 2008)

Community service as defined in the Greenbook.

- Huntington Area Food Bank, Member, Board of Directors (Spring 2009 – Present)
- VA Medical Center, Huntington, WV, Member, VA Affiliate Advisory Committee (2005 – Present)
- St. John’s House Learning Center & Feeding Program, President, Board of Directors (2005 – Present)
### Appendix III

**Students’ Entrance Abilities (Undergraduate Programs)**

<table>
<thead>
<tr>
<th>Year</th>
<th>N*</th>
<th>Mean High School GPA</th>
<th>Mean ACT</th>
<th>Mean SAT Verbal</th>
<th>Mean SAT Quantitative</th>
<th>Mean SAT Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>1DTS</td>
<td>2.97</td>
<td>26</td>
<td>N/A</td>
<td>N/A</td>
<td>Not Available</td>
</tr>
<tr>
<td>2005</td>
<td>12 Pre-DTS</td>
<td>3.5</td>
<td>22.4</td>
<td>475 (N=2)</td>
<td>425 (N=2)</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>7 Pre-DTS</td>
<td>3.72</td>
<td>24.5</td>
<td>565 (N=2)</td>
<td>500 (N=2)</td>
<td>Not Available</td>
</tr>
<tr>
<td>2007</td>
<td>10 DTS</td>
<td>3.68</td>
<td>23.4</td>
<td>514 (N=5)</td>
<td>482 (N=5)</td>
<td>Not Available</td>
</tr>
<tr>
<td>2007</td>
<td>5 Pre-DTS</td>
<td>3.55</td>
<td>25.4</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>4 DTS</td>
<td>2.9</td>
<td>21.5</td>
<td>530 (N=1)</td>
<td>450 (N=1)</td>
<td>Not Available</td>
</tr>
<tr>
<td>2008</td>
<td>4 Pre-DTS</td>
<td>3.85</td>
<td>22.5</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>8 DTS</td>
<td>3.4</td>
<td>24.7</td>
<td>490 (N=2)</td>
<td>570 (N=2)</td>
<td>Not Available</td>
</tr>
<tr>
<td>2009</td>
<td>5 Pre-DTS</td>
<td>3.48</td>
<td>22.2</td>
<td>460 (N=1)</td>
<td>390 (N=1)</td>
<td></td>
</tr>
</tbody>
</table>

* Students enter the Dietetics program as Pre-DTS majors. Once they have met certain requirements (e.g. Introductory Nutrition and Foods courses, Chemistry 211, have a C or better in required DTS courses, and a GPA ≥ 2.5) they complete an application to become a Dietetics major. The Dietetics and Pre-Dietetics majors needed to be separated in the above chart as data was provided by Institutional Research this way.

Information for this chart was gathered on students in DTS 320 (Intermediate Nutrition) as these students are most likely eligible to become DTS majors and most likely to remain in the major.
### Appendix IV

**Students’ Exit Abilities (Undergraduate Programs)**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>Licensure Exam Results</th>
<th>Certification Test Results*</th>
<th>Other Standardized Exam Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>3</td>
<td>3.09</td>
<td>N/A</td>
<td>N=3 2 pass (67%)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 did not pass**</td>
<td></td>
</tr>
<tr>
<td>2006-2007</td>
<td>11</td>
<td>3.28</td>
<td>N/A</td>
<td>N=11 8 pass (73%)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 did not pass</td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>12</td>
<td>3.49</td>
<td>N/A</td>
<td>N=9 8 pass (89%)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 did not pass</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>10</td>
<td>3.32</td>
<td>N/A</td>
<td>N=1 1 pass (100%)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>7</td>
<td>3.34</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Graduates of the program are not eligible to take the registration examination until they have completed a Dietetic Internship (DI), which can take between 9 months and 2 years. In addition, some students do not participate in DIs and are, therefore, ineligible to sit for the exam.

** Exam results are for first time test takers. Each student who did not pass the exam on their first attempt did pass on a subsequent attempt.
Component Area/Program/Discipline: Didactic Program in Dietetics

Student learning outcomes for the DPD were revised by faculty in the Department in 2007. Shortly thereafter, learning outcomes were prescribed by the Commission on Accreditation for Dietetics Education. A complete revision took place beginning in 2009 and have been implemented for the 2010-2011 academic year. The following pages (28-38) document the new revision. Data are currently being collected; however, no results are available for previous years.
## Foundation Knowledge Requirements and Learning Outcomes

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

#### Knowledge Requirement 1.1.

The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Group to be Assessed</th>
<th>Assessment Methods and Benchmarks</th>
<th>Timeline and Individual Responsible</th>
<th>Results</th>
<th>Planned Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical evidence-based practice decisions. (KR 1.1.a.)</td>
<td>Lifespan Nutrition (DTS 310)</td>
<td><strong>Stages of Life Project:</strong> Apply KR 1.1 Program Rubric to project with majority of items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of projects. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Odd Years <em>(DPD Faculty)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Nutrition (DTS 409)</td>
<td><strong>Grant Proposal Project:</strong> Apply KR 1.1 Program Rubric to project with majority of items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of projects. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Odd Years <em>(DPD Faculty)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry of Foods (DTS 468)</td>
<td><strong>Research Project:</strong> Apply KR 1.1 Program Rubric to project with all items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of projects. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Odd Years <em>(DPD Faculty)</em></td>
<td>Spring 2010 N=12: n=3 (100% <em>Meet Expectations</em>) Weekly literature reviews are required for lab assignments as well as research project</td>
<td>Continue having students do literature reviews to enhance skill of locating, interpreting, and evaluating professional literature</td>
</tr>
</tbody>
</table>
Students are able to use current information technologies to locate and apply evidence-based guidelines and protocols, such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and DHHS, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites. (KR 1.1. b.)

<table>
<thead>
<tr>
<th>Student Course</th>
<th>Program Overview</th>
<th>Rubric Application</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Nutrition (DTS 409)</td>
<td><strong>Grant Proposal Project:</strong> Apply KR 1.1 Program Rubric to project with all items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of projects. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Odd Years <em>(DPD Faculty)</em></td>
<td></td>
</tr>
<tr>
<td>Research in Dietetics (DTS 460)</td>
<td><strong>Research Abstract Assignments:</strong> Apply KR 1.1 Program Rubric to assignments with all items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of abstracts. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Odd Years <em>(DPD Faculty)</em></td>
<td></td>
</tr>
</tbody>
</table>
### Knowledge Requirement 2.1
The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Group to be Assessed</th>
<th>Assessment and Benchmarks</th>
<th>Timeline and Individual Responsible</th>
<th>Results</th>
<th>Planned Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups, and the public. (KR 2.1.a.)</td>
<td>Foodservice Systems &amp; Safety Management II (DTS 302)</td>
<td><strong>Foodservice Design Project:</strong> Apply KR 2.1 Program Rubric to project with all items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of graded presentation rubrics and projects. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Even Years <em>(DPD Faculty)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Seminar (DTS 476)</td>
<td><strong>Community Presentation:</strong> Apply KR 2.1 Program Rubric to presentation with all items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of graded presentation rubrics and projects. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Even Years <em>(DPD Faculty)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are able to demonstrate assertiveness, advocacy, and negotiation skills appropriate to the situation. (KR 2.1.b.)</td>
<td>Assessment &amp; Education Strategies in DTS (DTS 215)</td>
<td><strong>Mock Nutrition Assessment/Education:</strong> Apply KR 2.1 Program Rubric to assessment/education with all items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of graded presentation rubrics and projects. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Even Years <em>(DPD Faculty)</em></td>
<td>Spring 2010 N=27 n=7 (86% <em>Meets Expectations</em>)</td>
<td>This course introduces interviewing and counseling. Abilities are expected to improve as experience increases and students complete other classes</td>
</tr>
<tr>
<td></td>
<td>Community Nutrition (DTS 409)</td>
<td><strong>Public Policy/Advocacy Assignment:</strong> Apply KR 2.1 Program Rubric to letter with all items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of letters. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Even Years <em>(DPD Faculty)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Knowledge Requirement 2.2**

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Group to be Assessed</th>
<th>Assessment Methods and Benchmarks</th>
<th>Timeline and Individual Responsible</th>
<th>Results</th>
<th>Planned Action</th>
</tr>
</thead>
</table>
| Students are able to demonstrate counseling techniques to facilitate behavior change.  
(KR 2.2.a) | Assessment and Education Strategies in DTS (DTS 215) | **Mock Nutrition Assessment/Education:** Apply KR 2.2 Program Rubric to assessment/education with all items scored at the *Meets Expectations* level for 80% of students Sample = 25% | Collect sample of graded presentation rubric.  
*(Course Instructor)*  
Evaluate during DPD Assessment Day of Even Years  
*(DPD Faculty)* | Spring 2010 N=27  
n=7 (86% *Meets Expectations*) | This course introduces interviewing and counseling. Abilities are expected to improve as experience increases and students complete other classes |
| Medical Nutrition Therapy II  
(DTS 470) | **Standardized Patient Assignment:** Apply KR 2.2 Program Rubric to assignment with all items scored at the *Meets Expectations* level for 80% of students Sample = 25% | Collect sample of graded presentation rubric.  
*(Course Instructor)*  
Evaluate during DPD Assessment Day of Even Years  
*(DPD Faculty)* | | | |

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Group to be Assessed</th>
<th>Assessment Methods and Benchmarks</th>
<th>Timeline and Individual Responsible</th>
<th>Results</th>
<th>Planned Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to locate, understand, and apply established guidelines to a professional practice scenario. (KR 2.3.a.)</td>
<td>Medical Nutrition Therapy I (DTS 469)</td>
<td>Case Study Assignment: Apply KR 2.3 Program Rubric to assignment with all items scored at the Meets Expectations level for 80% of students Sample = 25%</td>
<td>Collect sample of assignments. (Course Instructor)</td>
<td>Evaluate during DPD Assessment Day of Even Years (DPD Faculty)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Seminar (DTS 476)</td>
<td>Ethics Case Study: Apply KR 2.3 Program Rubric to case study with all items scored at the Meets Expectations level for 80% of students Sample = 25%</td>
<td>Collect sample of case studies. (Course Instructor)</td>
<td>Evaluate during DPD Assessment Day of Even Years (DPD Faculty)</td>
<td></td>
</tr>
<tr>
<td>Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services. (KR 2.3.b.)</td>
<td>Foodservice Safety &amp; Systems Management I (DTS 301)</td>
<td>Utilize question on examination to demonstrate knowledge of appropriate collaborations with 80% of students identifying correct response</td>
<td>Collect exam responses for appropriate question. (Course Instructor)</td>
<td>Evaluate during DPD Assessment Day of Even Years (DPD Faculty)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intermediate Nutrition (DTS 320)</td>
<td>Utilize question on examination to demonstrate knowledge of appropriate collaborations with 80% of students identifying correct response</td>
<td>Collect exam responses for appropriate question. (Course Instructor)</td>
<td>Evaluate during DPD Assessment Day of Even Years (DPD Faculty)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medical Nutrition Therapy I (DTS 469)</td>
<td>Utilize question on examination to demonstrate knowledge of appropriate collaborations with 80% of students identifying correct response</td>
<td>Collect exam responses for appropriate question. (Course Instructor)</td>
<td>Evaluate during DPD Assessment Day of Even Years (DPD Faculty)</td>
<td></td>
</tr>
</tbody>
</table>
3. Clinical and Customer Services: development and delivery of information, products, and services to individuals, groups, and populations

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Group to be Assessed</th>
<th>Assessment Methods and Benchmarks</th>
<th>Timeline and Individual Responsible</th>
<th>Results</th>
<th>Planned Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention, and health promotion (KR 3.1.a.)</td>
<td>Assessment &amp; Education Strategies in DTS (DTS 215)</td>
<td>Utilize questions on examination to demonstrate knowledge of nutrition care process with 80% of students identifying correct response</td>
<td>Collect exam responses for appropriate questions. (Course Instructor) Evaluate during DPD Assessment Day of Odd Years (DPD Faculty)</td>
<td>Spring 2010 N=27 (89% identify correct responses)</td>
<td>Students have adequate knowledge related to the Nutrition Care Process. Knowledge will be enhanced in DTS 469 and 470</td>
</tr>
<tr>
<td>Medical Nutrition Therapy II (DTS 470)</td>
<td>Standardized Patient Assignment: Apply KR 3.1 Program Rubric to assignment with all items scored at the Meets Expectations level for 80% of students Sample = 25%</td>
<td>Collect sample of assignments. (Course Instructor) Evaluate during DPD Assessment Day of Odd Years (DPD Faculty)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Knowledge Requirement 3.2
The curriculum must include the role of environment, food, nutrition, and lifestyle choices in health promotion and disease prevention.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Group to be Assessed</th>
<th>Assessment Methods and Benchmarks</th>
<th>Timeline and Individual Responsible</th>
<th>Results</th>
<th>Planned Action</th>
</tr>
</thead>
</table>
| Students are able to apply knowledge of the role of environment, food, and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups (KR 3.2.a.) | Lifespan Nutrition (DTS 310) | **Lifespan Review Project:** Apply KR 3.2 Program Rubric to project with majority of items scored at the *Meets Expectations* level for 80% of students Sample = 25% | Collect sample of projects. *(Course Instructor)*
Evaluate during DPD Assessment Day of Odd Years *(DPD Faculty)* | | |
| | Community Nutrition (DTS 409) | **Grant Proposal Project:** Apply KR 3.2 Program Rubric to project with majority of items scored at the *Meets Expectations* level for 80% of students Sample = 25% | Collect sample of projects. *(Course Instructor)*
Evaluate during DPD Assessment Day of Odd Years *(DPD Faculty)* | | |
### Knowledge Requirement 3.3
The curriculum must include education and behavior change theories and techniques

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Group to be Assessed</th>
<th>Assessment Methods and Benchmarks</th>
<th>Timeline and Individual Responsible</th>
<th>Results</th>
<th>Planned Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to develop an educational session or program/educational strategy for a target population (KR 3.3.a)</td>
<td>Assessment &amp; Education Strategies in DTS (DTS 215)</td>
<td><strong>Mock Nutrition Assessment/Education:</strong> Apply KR 3.3 Program Rubric to assessment/education with all items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of graded presentation rubric. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Odd Years <em>(DPD Faculty)</em></td>
<td>Spring 2010 N=27 n=7 (100% <em>Meets Expectations</em>)</td>
<td>Student reaction is positive to this assignment. Will continue to require.</td>
</tr>
</tbody>
</table>

| | Senior Seminar (DTS 476) | **Community Presentation:** Apply KR 3.3 Program Rubric to assessment/education with all items scored at the *Meets Expectations* level for 80% of students Sample = 25% | Collect sample of graded presentation rubric and projects. *(Course Instructor)* Evaluate during DPD Assessment Day of Odd Years *(DPD Faculty)* | | |


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

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Group to be Assessed</th>
<th>Assessment Methods and Benchmarks</th>
<th>Timeline and Individual Responsible</th>
<th>Results</th>
<th>Planned Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to apply management and business theories and principles to the development, marketing, and delivery of programs or services. (KR 4.1.a.)</td>
<td>Foodservice Safety &amp; Systems MGT II (DTS 302)</td>
<td><strong>Foodservice Design Project:</strong> Apply KR 4.1 Program Rubric to project with all items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of projects. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Even Years <em>(DPD Faculty)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are able to determine costs of services or operations, prepare a budget, and interpret financial data. (KR 4.1.b.)</td>
<td>Foodservice Safety &amp; Systems MGT II (DTS 302)</td>
<td><strong>Foodservice Design Project:</strong> Apply KR 4.1 Program Rubric to project with all items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of projects. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Even Years <em>(DPD Faculty)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Nutrition (DTS 409)</td>
<td><strong>Grant Proposal Project:</strong> Apply KR 4.1 Program Rubric to project with majority of items scored at the <em>Meets Expectations</em> level for 80% of students Sample = 25%</td>
<td>Collect sample of projects. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Even Years <em>(DPD Faculty)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are able to apply the principles of human resource management to different situations. (KR 4.1.c.)</td>
<td>Foodservice Safety &amp; Systems MGT I (DTS 301)</td>
<td>Utilize questions on examination to demonstrate knowledge of HR principles with 80% of students identifying correct responses</td>
<td>Collect exam responses for appropriate questions. <em>(Course Instructor)</em> Evaluate during DPD Assessment Day of Even Years <em>(DPD Faculty)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Group to be Assessed</th>
<th>Assessment Methods and Benchmarks</th>
<th>Timeline and Individual Responsible</th>
<th>Results</th>
<th>Planned Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to apply safety principles related to food, personnel, and consumers. (KR 4.2.a.)</td>
<td>Introductory Foods (DTS 202)</td>
<td>Utilize <em>written laboratory reports</em> to demonstrate application of safety principles with 80% of students correctly identifying these principles Sample = 25%</td>
<td>Collect laboratory reports. <em>(Course Instructor)</em></td>
<td>Evaluate during DPD Assessment Day of Even Years <em>(DPD Faculty)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FS Safety &amp; Systems MGT II (DTS 302)</td>
<td>Utilize <em>written laboratory reports</em> to demonstrate application of safety principles with 80% of students correctly identifying these principles Sample = 25%</td>
<td>Collect laboratory reports. <em>(Course Instructor)</em></td>
<td>Evaluate during DPD Assessment Day of Even Years <em>(DPD Faculty)</em></td>
<td></td>
</tr>
</tbody>
</table>
| Students are able to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making. (KR 4.2.b.) | Chemistry of Foods (DTS 468)   | **Research Project:** Apply KR 4.2 Program Rubric to project with all items scored at the *Meets Expectations* level for 80% of students Sample = 25% | Collect sample of projects. *(Course Instructor)*                      | Spring 2010 N=12 n=3 (100% *Meets Expectations*)                          | Students enhance their knowledge of the research process with this project?


Knowledge Requirement 4.3
The Curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Group to be Assessed</th>
<th>Assessment Methods and Benchmarks</th>
<th>Timeline and Individual Responsible</th>
<th>Results</th>
<th>Planned Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Students are able to explain the impact of a public policy position on dietetics practice. (KR 4.3.a.)</td>
<td>Collect sample of assignments. (Course Instructor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Nutrition (DTS 409)</td>
<td>Evaluate during DPD Assessment Day of Even Years (DPD Faculty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Public Policy/Advocacy Assignment:</strong> Apply KR 4.3 Program Rubric to assignment with all items scored at the Meets Expectations level for 80% of students Sample = 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Knowledge Requirement 4.4
The curriculum must include content related to health care systems.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Group to be Assessed</th>
<th>Assessment Methods and Benchmarks</th>
<th>Timeline and Individual Responsible</th>
<th>Results</th>
<th>Planned Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Students are able to explain the impact of health care policy and administration, different health care delivery systems, and current reimbursement issues, policies and regulations on food and nutrition services. (KR 4.4.a.)</td>
<td>Collect sample of assignments. (Course Instructor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Nutrition (DTS 409)</td>
<td>Evaluate during DPD Assessment Day of Even Years (DPD Faculty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Public Policy/Advocacy Assignment:</strong> Apply KR 4.4 Program Rubric to assignment with all items scored at the Meets Expectations level for 80% of students Sample = 25%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
# Appendix VI
## Program Course Enrollment

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective/Service</th>
<th>Delivery Method</th>
<th>Location</th>
<th>Year 1 2005-2006</th>
<th>Year 2 2006-2007</th>
<th>Year 3 2007-2008</th>
<th>Year 4 2008-2009</th>
<th>Year 5 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTS 201</td>
<td>Introductory Nutrition</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>18</td>
<td>19</td>
<td>12</td>
<td>18</td>
<td>24</td>
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<tr>
<td>DTS 202</td>
<td>Introductory Foods</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>15</td>
<td>14</td>
<td>10</td>
<td>13</td>
<td>19</td>
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<tr>
<td>DTS 215</td>
<td>Assessment &amp; Education Strategies</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>27</td>
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<tr>
<td>DTS 301</td>
<td>Foodservice Safety &amp; Systems Mgt. I</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>13</td>
<td>14</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>DTS 302</td>
<td>Foodservice Safety &amp; Systems Mgt. II</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>11</td>
<td>16</td>
<td></td>
<td></td>
<td>18</td>
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<tr>
<td>DTS 304</td>
<td>Fund. of Meal Planning</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>5</td>
<td></td>
<td>19</td>
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<tr>
<td>DTS 310</td>
<td>Lifespan Nutrition</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>16</td>
<td>15</td>
<td></td>
<td></td>
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<tr>
<td>DTS 320</td>
<td>Intermediate Nutrition</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>15</td>
<td>7</td>
<td>15</td>
<td>9</td>
<td>15</td>
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<tr>
<td>DTS 403</td>
<td>Advanced Nutrition</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>15</td>
<td>10</td>
<td>16</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>DTS 409</td>
<td>Community Nutrition</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>13</td>
<td>5</td>
<td>23</td>
<td></td>
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<tr>
<td>DTS 460</td>
<td>Research in Dietetics</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>16</td>
<td>1</td>
<td>13</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>DTS 468</td>
<td>Chemistry of Foods</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>5</td>
<td>16</td>
<td>9</td>
<td>9</td>
<td>12</td>
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<tr>
<td>DTS 469</td>
<td>Medical Nutrition Therapy I</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>5</td>
<td>16</td>
<td>8</td>
<td>10</td>
<td>8</td>
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<tr>
<td>DTS 470</td>
<td>Medical Nutrition Therapy II</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>6</td>
<td>14</td>
<td>8</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Name</td>
<td>Required/Elective/Service</td>
<td>Delivery Method</td>
<td>Location</td>
<td>Year 1 2005-2006</td>
<td>Year 2 2006-2007</td>
<td>Year 3 2007-2008</td>
<td>Year 4 2008-2009</td>
<td>Year 5 2009-2010</td>
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<tr>
<td>DTS 476</td>
<td>Senior Seminar in DTS</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
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<tr>
<td>DTS 280</td>
<td>SpTp: Teaching Strategies in Health Prof.</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>DTS 480</td>
<td>SpTp: Senior Seminar &amp; Practicum</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>6</td>
<td>10</td>
<td>10</td>
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</tr>
<tr>
<td>DTS 482</td>
<td>SpTp: International Health</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
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<tr>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>S</td>
<td>Td</td>
<td>Huntington</td>
<td>86</td>
<td>46</td>
<td>75</td>
<td>67</td>
<td>88</td>
</tr>
<tr>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>S</td>
<td>Td</td>
<td>Point Pleasant</td>
<td>16</td>
<td>30</td>
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<td>10</td>
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<tr>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>S</td>
<td>Td</td>
<td>Teays Valley</td>
<td>25</td>
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<td>17</td>
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</tr>
<tr>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>S</td>
<td>Td</td>
<td>Hurricane</td>
<td>38</td>
<td></td>
<td>17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate all program and service courses. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the number of independent study students enrolled, but DO NOT include individual names or the titles of the independent studies. Please use the following codes:

Required/Elective: Required = R; Elective = E; Service = S (Please indicate all that apply; e.g. E + S, if the course is both an elective and a service course.

Delivery Method: Traditional = Td, Online = O, Hybrid = H

Location: Huntington, South Charleston, Point Pleasant, etc.
# Appendix VII
## Program Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>New Students Admitted</td>
<td>9</td>
<td>10</td>
<td>16</td>
<td>14</td>
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<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Area of Emphasis 1:</td>
<td>47</td>
<td>44</td>
<td>55</td>
<td>50</td>
<td>53</td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Area of Emphasis 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Area of Emphasis 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Additional Areas of Emphasis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Majors Enrolled*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Majors Enrolled:**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Areas of Emphasis (i.e., education specialization majors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minors***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total of Students Enrolled in the Program</strong></td>
<td>47</td>
<td>44</td>
<td>55</td>
<td>50</td>
<td>53</td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>3</td>
<td>11</td>
<td>12</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

***If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
Figure 1. Trend Line for Total Enrollment and Program Graduates
### Appendix VIII
Job and Graduate School Placement Rates

<table>
<thead>
<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted to Graduate Programs</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2006-2007</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>2007-2008</td>
<td>9</td>
<td>-</td>
<td>2</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>2008-2009</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>2009-2010*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Five –Year Total</td>
<td>26</td>
<td>2</td>
<td>2</td>
<td>38</td>
<td>7</td>
</tr>
</tbody>
</table>

* 2009-2010 graduates are not eligible for employment in the field until they have completed a post-graduate Dietetic Internship and successfully passed the registration examination.
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
• 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 CAD 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 CAD 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 CAD for review prior to implementation. The CAD 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 CAD 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
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.
**SITE VISIT/SUMMARY REPORT**

**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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Enrollment</strong></td>
</tr>
<tr>
<td>3rd Year</td>
</tr>
<tr>
<td>19</td>
</tr>
</tbody>
</table>

**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>
</tr>
</thead>
<tbody>
<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: 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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The above goals are consistent with the program’s missions and the community and environment in which it exists.

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<tr>
<td>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?</td>
<td>Partially.</td>
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</tbody>
</table>

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.
- 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
| **Has the program demonstrated that the curriculum includes experiences with other disciplines and exposure to a variety of dietetics practice settings, individuals, and groups?** | 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. |
|---|---|
| **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?** | Yes.  
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. |
| **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?** | Yes.  
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.  
Lastly, the program developed a student learning outcomes assessment plan based on three student learning outcomes that includes outcome measures, groups to be assessed, assessment methods and a timeline. As discussed on site, the program must continue to use the student learning outcomes assessment plan to collect data and document how the results of the student learning outcomes assessment process are used in program evaluation. |
| **Has the program demonstrated periodic evaluation of the curriculum objectives, content, length, and educational methods to improve educational quality? Does the periodic evaluation include** | Yes.  
It was verified onsite that the program periodically evaluates the curriculum objectives, content, length and educational methods. The university requires each program to evaluate |
<table>
<thead>
<tr>
<th><strong>Standard One:</strong></th>
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<tbody>
<tr>
<td><strong>Assessment of new knowledge and technology impacting dietetics practice?</strong></td>
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</table>
| 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? | 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. |  

| **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 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? | 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. |  

| 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 | 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 |
<table>
<thead>
<tr>
<th>Information, such as percentage of department budget allocated to support the program, sufficient to produce the desired outcome?</th>
<th>Increasing the budget.</th>
</tr>
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<tbody>
<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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<tr>
<td>- Do faculty in regionally accredited colleges and universities meet the institution's criteria for appointment?</td>
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<tr>
<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>
<td></td>
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<tr>
<td>Yes.</td>
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<tr>
<td>Interviews with the faculty and review of curriculum vitae 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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<td>• 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:</td>
<td></td>
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<tr>
<td>- Type and description of the program, including mission, goals, and measurable outcomes</td>
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<tr>
<td>- Description of how the program fits into the credentialed process for dietetics practitioners</td>
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<tr>
<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>
<td></td>
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<tr>
<td>- Accreditation status, including the full name,</td>
<td></td>
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<tr>
<td>Yes.</td>
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<tr>
<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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</table>
| Has the program protected student civil rights and complied with institutional equal opportunity programs? | Yes.  
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. |
| 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:  
- Withdrawal and refund of tuition and fees  
- Scheduling and program calendar, including vacation and holidays  
- Protection of privacy information  
- Access to personal files  
- Access to student support services, including health services, counseling and testing, and financial aid resources  
- Insurance requirements, including those for professional liability  
- Liability for safety in travel to or from assigned areas  
- Injury or illness while in a facility for supervised practice  
- Grievance procedures  
- Assessment of prior learning and credit toward program requirements (coursework and/or experiential)  
- 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 | Yes.  
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. |
planned learning experience

- Graduation and/or program completion requirements, including guidelines ensuring that all students completing requirements establish a competency statement.
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
  o Policy development;
  o Student recruitment, advisement, evaluation, and counseling;
  o Program record maintenance, including student complaints and resolutions;
  o Curriculum development;
  o Program communication and coordination; and
  o 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>
<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 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 Digital'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 III**

**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 examinations.</td>
<td>Yes</td>
<td>No</td>
<td>DTS 476 students</td>
<td>RD practice examination</td>
<td>Instructor of DTS 478</td>
<td>Annually</td>
<td>New outcome measure; results will not be available until December 2007</td>
</tr>
</tbody>
</table>
**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
ATTACHMENT B
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:

- A 92 – 100%
- B 82 – 91%
- C 72 – 81%
- D 62 – 71%
- F Below 62%

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.
ATTACHMENT C
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) 2008-2007; 100% (n=11)</td>
</tr>
</tbody>
</table>
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 304.696.3384 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 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 there 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

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
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 be 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 Heapsley
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

<table>
<thead>
<tr>
<th>Score Ranges 0-3 in each of the three categories</th>
<th>A score of 0 indicates minimum activity in the category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A score of 1 indicates that a program is in the beginning stages of assessment</td>
</tr>
<tr>
<td></td>
<td>A score of 2 indicates that a program is making progress toward implementing a viable assessment program</td>
</tr>
<tr>
<td></td>
<td>A score of 3 indicates that a program is in the maturing stages of its assessment program</td>
</tr>
</tbody>
</table>

Levels of Implementation

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