Program Review

Master of Science in Dietetics
(Includes Dietetic Internship)

College of Health Professions

October 2010

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: 15 October 2010
Program: Master of Science in Dietetics (Includes Dietetic Internship)
Date of Last Review: Fall 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  Kelli Williams  11-1-10
Recommendation: Signature of person preparing the report:
Date:

1  Kelli Williams  11-1-10
Recommendation: Signature of Program Chair:
Date:

1  Michael Prewitt  11-1-10
Recommendation: Signature of Academic Dean:
Date:

Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date:

1  Tracy Christofero  1-28-11
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:

10/15/10
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.

This is a high quality program; graduates are successful in meeting the needs of their communities particularly in rural and underserved communities by providing professional practice in areas of medical nutrition therapy, community nutrition and nutrition management. There continues to be a critical need for graduates of this program, given the alarming increase in chronic disease conditions like diabetes, hypertension, and heart and lung disease. Poor lifestyle choices and lack of proper nutrition that result in obesity are major contributors to these conditions. Theses practitioners work with other health care professionals in many settings to provide nutritional education and counseling services. In addition, they also provide education programs in the K-12 schools and participate in research through the Nutrition Education Program (NEP), a grant by the USDA.

Referring to the program review completed in 2005, the program recommendation was to identify the program for further development (#3). Since that time, the program has added a fourth faculty member and now three of four have the terminal degree. The program receives USDA funding of 1 million dollars, to address the unhealthy eating habits and physical inactivity of students in the public school system in the tri-state area. The grant provides funding for a full-time nutrition education director and a nutrition educator, and provides for the supervision of master level dietetic student interns the opportunity to participate in these school settings with K-12 students and their teachers.

The remaining area of improvement that needs attention is adequate laboratory instructional space and supporting resources for nutrition assessment and nutritional counseling. Students currently lack sufficient space for these activities. A comprehensive space analysis is currently underway by the Dean’s office to document current ASF and determine future space needs for all COHP programs. Once completed, the Dean will share the results with Academic Affairs to determine if space can be identified. The addition of this laboratory will significantly improve program outcomes and also become an asset to improving the quality of health for those living in West Virginia and the Tri-State area.

Michael Prewitt
Signature of the Dean

11-1-10
Date
Marshall University

Program Review

Program: Master of Science in Dietetics (Includes Dietetic Internship)
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I CONSISTENCY WITH UNIVERSITY MISSION

Consistent with the missions of the University and College, 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 Master of Science in Dietetics was established in 2003 as an avenue to prepare graduates for advanced level professional practice in the fields of medical nutrition therapy, community nutrition, and/or food and nutrition management.

Graduates of the program are successful advanced level practitioners, who work to promote optimal nutrition in the communities where they reside. Ultimately, the majority practice in West Virginia or the tri-state area, which parallels the University’s as well as the College’s mission of improving healthcare in the region, especially in rural and underserved areas.

While a master’s degree is not currently required for practice, nearly 50.0% of registered dietitians hold the credential, and many potential students only consider attending institutions where a master’s degree is available. Presently, successful completion of a bachelor’s degree, a dietetic internship, and the registration examination enables graduates to practice as registered dietitians.

Marshall’s MS in Dietetics was designed to provide additional advanced professional training for dietitians, and its foundation is the Dietetic Internship, which is a post-baccalaureate certificate program. Prior to 2003, students completing the internship took seven courses and received 21 graduate credit hours; however, they were not eligible to continue in a field specific degree program.

Through the MS in Dietetics, students have the ability to utilize credits earned in the Dietetic Internship and apply them toward obtaining a graduate degree. In addition to internship credits, students must complete 15 more hours of coursework and a comprehensive examination. Students have the ability to focus their additional studies in one of three areas of concentration: medical
nutrition therapy, community nutrition, or food and nutrition management. These concentration areas are unique and not available at other institutions throughout the state.

II  ACCREDITATION INFORMATION

A. Name and description of the accreditation organization: The Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association is the organization responsible for accreditation of undergraduate and dietetic internship programs. Currently, advanced degree programs, like the MS in Dietetics, are not subject to accreditation under CADE standards; however, Marshall’s Dietetic Internship is closely linked to the master’s program. Therefore, accreditation information for the internship will be presented below.

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.

The CADE Board of Directors is composed 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 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 Dietetic Internship was granted continued accreditation on 22 July 2008. A copy of the letter conferring accreditation is provided in the Scanned Document section after the appendices.

C. Accreditation status: The Dietetic Internship was granted continued accreditation in 2008.

D. Attach a copy of the accreditation organization’s report to the University: The most recent accreditation report is included in the Scanned Document section after the appendices.

E. If program deficiencies were noted, attach report: Marshall’s response to CADE is included as a Scanned Document, which describes corrective actions taken by the program.
F. A copy of the most recent self-study report is on file in the Office of Assessment and Program Review.

III PROGRAM STATEMENT

A. ADEQUACY

1. Curriculum: In order to obtain the MS in Dietetics degree, students must successfully complete a minimum of 36 graduate hours. Seven courses (21 hours) are required with the remaining 15 hours consisting of approved electives in one of three concentration areas: medical nutrition therapy, community nutrition, or food and nutrition management. The concentrations were designed to assist students in furthering their formal education in areas that parallel personal and professional interests.

Students in the program have the ability to choose between a thesis and non-thesis option. Those electing the thesis option complete six hours of thesis credits in addition to nine hours of approved electives in the chosen area of concentration. They also submit a thesis manuscript and orally defend their research.

Students choosing a non-thesis option complete 15 hours of approved elective coursework in their chosen concentration area. Upon completion of coursework and prior to graduation, they are required to pass a written comprehensive examination. A detailed list of required courses and approved electives is available as Appendix I.

2. Faculty:

The Dietetics Department employs three full-time faculty members, two of which currently teach graduate courses and hold graduate faculty status at the institution. A faculty member from the Department of Family and Consumer Sciences is also utilized to teach the graduate level Administrative Dietetics course, and she, too, holds graduate faculty status. All three are tenured, hold terminal degrees, are certified as registered dietitians by the Commission on Dietetic Registration, and are licensed to practice in the state of West Virginia. One graduate faculty member holds the rank of Professor, and the remaining two are Associate Professors. All are competent in their areas of expertise, exceed the profession’s continuing education requirements, and are respected as educators and leaders throughout the state.
These faculty members actively participate in professional and service organizations. During this reporting period, faculty serve or have served on the Board of Directors for the West Virginia Dietetic Association, Huntington Area Food Bank, West Virginia Child Nutrition Center, and St. John’s House. One faculty member was active in the American Dietetic Association’s House of Delegates and two have been recognized by the American Dietetic Association as Recognized Young Dietitians of the Year. Faculty members have attended and presented research at various professional conferences at the state, national, and international levels.

Additionally, all graduate faculty members are actively involved in the Nutrition Education Program, which is a project funded by the USDA Food and Nutrition Services. The total grant award for FY 2010 was $2,198,502.00. As part of the grant, faculty members work with nutrition educators (primarily graduate students) to promote good nutrition and an active lifestyle to underprivileged school-aged children throughout several West Virginia counties.

Faculty data sheets for graduate faculty are included as Appendix II. Part-time faculty and graduate teaching assistants are not utilized in the program; therefore, Appendix II-A is not included.

3. Students:

a. **Entrance Standards**: Students seeking admission to the MS in Dietetics program must first be admitted to the Dietetic Internship. The application is standardized throughout the country, with potential students participating in a national computer match for placement. At Marshall, admission to the Dietetic Internship requires a GPA of > 2.8 as well as a combined GRE score of > 800 (verbal and quantitative). In addition, all applications are reviewed and evaluated by a committee for other characteristics, such as work and volunteer experiences, writing abilities, and letters of recommendation.

b. **Entrance Abilities**: Departmental records indicate that 48 students have been admitted to the program during the period of this review. The mean undergraduate GPA for the group was 3.34, which exceeds Graduate College entrance requirements. Additionally, the average combined GRE score (verbal and quantitative) was 905. Data for each academic year can be found in Appendix III.
c. **Exit Abilities:** During this reporting period, alumnae of the MS in Dietetics program had a mean cumulative graduate GPA of 3.87.

Another indicator of ability utilized by the profession is first-time passage rate on the registration examination for dietitians. CADE expects accredited programs to maintain a minimum five-year pass rate of 80.0%. It should be noted that master’s programs are not accredited at this time; therefore, scores reported are for students who completed the Dietetic Internship, which constitutes a portion of the MS program. The most recent five-year summary of scores indicated a 79.0% passage rate for Marshall’s Dietetic Internship.

A plan for improvement of the pass rate was implemented and is discussed in the accreditation self-study document as well as other correspondence with CADE. Records indicate the plan is working as intended, as the Dietetic Internship reported a 100.0% pass rate for first-time exam takers in 2009. Additional information on exit abilities can be found in Appendix IV.

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

   a. **Financial:** Current financial support for the Department of Dietetics comes mainly from state appropriations, but additional funding is received through student fees. The annual budget is approximately $23,780 (non-inclusive of full-time faculty salaries) and includes funding for operating expenses ($5,000), summer school ($7,000), graduate research assistantships ($9,280), and a chair stipend ($2,500). Student generated fees are also allotted to the Department. Funds are allocated annually, with the most recent for $4,500 in Summer 2010.

   In addition, a substantial federal grant (total grant award for FY 2010 was $2,198,502.00) has been awarded to the Department by USDA Food and Nutrition Services through West Virginia University Extension’s Family Nutrition Program. The Marshall University Nutrition Education Program (NEP) was created from funds secured by this grant and is an integral part of graduate Dietetics education at Marshall. As stated previously, the program provides nutrition education to underprivileged school-aged children
throughout several West Virginia counties with plans for future expansion.

The majority of dietetic interns are employed as research assistants for NEP and all graduate students spend time with the program during their internship practicum courses. Additionally, graduate students engage in meaningful research related to NEP, and it provides a source of revenue for the University. The impact of NEP is far reaching, as over six thousand students, grades K – 12, participated last year. This provides a large and very positive community presence for the University, College, and Department.

If the MS in Dietetics were terminated, it would result in a loss of exceptional dietitians for the tri-state area. Marshall’s MS in Dietetics is one of only two programs in the state, and the majority of its graduates are practicing in West Virginia. Additionally, because of the projected shortage in health professionals and increasing rates of chronic disease, especially obesity, the demand for dietitians will only increase; thus, making it more imperative for Marshall to continue its programs in Dietetics.

With a current enrollment of 14 students, the MS in Dietetics program brings in approximately $104,000 annually in tuition revenue, excluding student and laboratory fees. Discontinuing the program would result in a loss of revenue for the institution and a reduction in qualified students choosing Marshall University for their Dietetic Internship experience.

b. Facilities: The Department of Dietetics 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 occupied by Dietetics faculty in Corbly Hall have been maintained and currently serve as office and storage for the Nutrition Education Program. In addition to these spaces, the Food and Nutrition Laboratory remains in Corbly Hall and is utilized, on occasion, by the MS in Dietetics program. The
lab contains an adequate supply of food preparation equipment, but is outdated. It 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. The ability to access full text journal articles through health/medical databases is very beneficial to Dietetic students. This service provides them with a wide array of nutrition related journals to meet most any need. Current library resources are adequate for graduate students in Dietetics.

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.

In addition to on campus facilities, the program is fortunate to have affiliations with surrounding acute care and rehabilitation medical care facilities. As part of the Dietetic Internship, students complete rotations in these facilities, which house state of the art equipment and foster professional growth.

5. **Assessment Information:**

a. **Student Learning Outcomes:** During the timeframe of this review, the Dietetic Internship/ MS in Dietetics 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 programs. As a result, the student learning
outcomes required a complete revision. Faculty concluded these revisions in December 2009, and 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**: As evidenced in **Appendix V**, much of the Dietetic Internship, specifically, is dedicated to hands-on learning activities. In addition to activities previously described, the program provides students opportunities to engage in research and work with many young children through its collaborations with local school systems and Boys’ and Girls’ Clubs.

Graduate students also provide services to many local organizations by volunteering their time and expertise. They engage in review/revision of menus, nutrition presentations/discussion, and in-service trainings, which are coordinated through the Department.

c. **Plans for Program Improvement**: As previously discussed, student learning outcomes were revised due to an accreditation mandate, and the process was completed in December 2009. They were implemented in Fall 2010; therefore, assessment results are not yet available.

d. **Graduate and Employer Satisfaction**: Three different surveys are utilized by the program to explore stakeholder satisfaction: the Dietetic Internship Alumni Survey, the MS in Dietetics Alumni Survey, and the Employer Survey. For the first two, graduates are contacted via all email addresses on file in the Department as well social networking sites and asked to participate. A link to the online survey is included in the email. In order to solicit employer satisfaction, emails are sent to all graduates asking them to forward the survey link their immediate supervisor for input. Prior to 2007, all surveys were administered by mail; use of the Internet has improved response rates.

The Dietetic Internship Alumni Survey addresses graduates’ satisfaction related to specific goals of the internship. Over the past five years, 46 students have completed the Dietetic Internship and were administered the survey utilizing the process noted above. Seventeen surveys (37%) were
returned and the overwhelming majority expressed satisfaction with the internship program and its various components.

An invitation to participate in the MS in Dietetics Alumni Survey was emailed to all 44 graduates; however, six were returned as undeliverable. Nineteen (44%) of those surveyed replied, and their comments were very favorable. Most responded that they “strongly agreed” or “agreed” that the program was successfully meeting its goals. One key suggestion for improvement was noted, which was to offer more graduate courses in the major. Department faculty concur and are willing to do so if additional funding and/or faculty are available.

Finally, seven employers of program graduates responded to the Employer Survey. All expressed satisfaction with Marshall’s training of dietitians and agreed that graduates were well prepared to enter the work force upon graduation.

e. The previous five years of evaluations of annual assessment reports are provided after the appendices as a Scanned Document.

6. Previous Reviews: Following the last program review in 2005, the committee recommended continuation of the program and identified it for further development. Specific requests identified in the review included 1) the addition of a full-time faculty position, 2) new laboratories for nutrition assessment and counseling, and 3) improved office space. All have since been addressed to some degree. At present, a new faculty position has not been approved; however, a faculty member from the Department of Family and Consumer Sciences has been granted permission to teach undergraduate and graduate courses in Dietetics; she teaches two in the fall and one each spring, respectively.

Space for nutrition assessment and counseling labs has not yet been secured. However, funding was made available for the Department to purchase some much needed assessment and counseling equipment, which is now utilized by faculty and students. The new equipment is useful for enhancing the skills of students, but new laboratories targeting nutrition assessment and counseling would be ideal.

One positive outcome from the previous review was the move of Dietetics faculty from Corbly to Prichard Hall in December 2008.
As a result of the move, the Department is now housed with two other departments in the College of Health Professions, making it more identifiable with the College.

With regard to other weaknesses, a primary issue five years ago that remains today is the first-time pass rate on the registration examination. Prior to the last review, a policy specific to the Dietetic Internship was implemented to improve the scores, and it has been helpful. One of the major issues for Marshall’s Dietetic Internship is the small number of students taking the exam annually. Because of this, if one person fails to pass on the first attempt, the pass rate drops significantly. Additional activities to address the 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. It should also be noted that students sit for the exam upon completion of the Dietetic Internship, generally before completing the MS degree in its entirety.

A final weakness identified in the previous review was the youth of the program, which is less than ten years old. During the past five years, there has been much growth and development. While further refinement is necessary, the program is well established and respected in the College and the community.

7. **Strengths/Weaknesses:** According to students, the major strengths of the program are relatively small class sizes and the relationships developed between students and faculty. Generally, graduate students can expect class sizes of 8 – 12 individuals. With this number, students feel comfortable interacting in the classroom. This leads to a healthy discussion of issues and enhances learning and critical thinking skills.

Another primary strength of the program is its flexibility. Students in the program have the ability to choose an area of concentration and focus their learning in a specific aspect of dietetics practice. Additionally, many classes are offered in such a manner that students can continue to work full-time while pursuing graduate education.

As unfortunate as it may be to place such emphasis on an exam, the greatest weakness of the Dietetic Internship is the pass rate for the national registration examination. As previously discussed, the first-time pass rate for graduates over the past five years was 79.0%, which is just below the accreditation goal of 80.0%. In an effort to improve the pass rate, a plan for improvement was
implemented (refer to **Exit Abilities**, above) and faculty have solicited suggestions from the Advisory Committee, program graduates, and other Dietetics educators at professional meetings. The most recent effort to increase scores occurred last year when the Department elected to hold a three-day exam review course for all students on Marshall’s campus.

In previous discussion, the recent increase in the pass rate percentage was noted. All 14 graduates who took the registration examination in 2009 passed on their first attempt, improving the pass rate to 100.0%. The faculty 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 the program at this time.

2. **Off-Campus Classes:** At present, no program courses are offered at any off-campus locations.

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

4. **Service Courses:** During the past five years, there were no departmental courses, at the graduate level, that were required for students in other majors. In Spring 2010, a graduate Sports Nutrition course was offered for elective credits and was well received by students in the Department of Kinesiology.

5. **Program Course Enrollment:** Appendix VI provides a summary of Dietetics courses taken by internship and master’s students during the past five years. All required courses are part of the Dietetic Internship requirements; other courses are electives offered by the Department.

6. **Program Enrollment:** During the past five years, 48 students were admitted to the MS in Dietetics program. Of those, a relatively small percentage (12.5%) exited the program prior to completion, and the reason most often cited for early departure was relocation upon completion of the Dietetic Internship. There were 44 graduates of the master’s program during this reporting period.
More detailed information on program enrollment is included as Appendix VII.

7. **Enrollment Projections:** Enrollment projections over the next five years are expected to remain stable. Since the MS in Dietetics is closely linked to the Dietetic Internship, it is limited in the number of students that can be admitted annually. CADE has approved Marshall for admission of no more than 12 students each year. Recently, the Department has accepted between 9 – 10 students due to lack of adequate placement sites for the Dietetic Internship practicum courses. The Program Director and Chair continue to work with healthcare and other facilities to explore potential collaborations and are willing to accept 12 students if placement is available.

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. These trends will have a positive impact on the profession and will likely influence potential students to enter the field of Dietetics. These projections, as well as historical data on MS in Dietetics applicants, indicate that the Department will have no difficulty filling the allotted number of positions over the next five years.

C. **NECESSITY:**

1. **Advisory Committee:** (Self-Study Report, page 16) An Advisory Committee consisting of program alumni, local dietitians/preceptors, administration, and faculty members outside the discipline was organized in 1991 to provide guidance in program development and enhancement. The current committee consists of 12 members and meets annually to discuss issues relating to the undergraduate and graduate programs. All curricular and programmatic changes are introduced to the group with feedback solicited before action is taken.

Program advice is sought on an ongoing basis through personal communication with healthcare providers as well. Dietitians and other healthcare professionals are encouraged to share ideas/opportunities for development with the Chair or other program 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**: During the past five years, there have been 44 graduates of the MS in Dietetics program. Of these 44, the vast majority (66%) are employed as dietitians in clinical settings, such as hospitals and long-term care facilities. One is employed in management, and six have secured positions related to community nutrition with agencies such as WIC, WV Department of Education, Joan C. Edwards School of Medicine, and WVU Extension Services. Another graduate owns and operates two fitness franchises, and two are pursuing additional educational interests (PhD and MS in Kinesiology). One currently resides out of the country, and the remaining three are unaccounted for at this time. **Appendix VIII** provides a summary of graduate information. Additionally, it should be noted that median annual wages for dietitians are $50,590, with starting salaries ranging from $36,000 - $41,000.

3. **Job Placement**: Most students seek full-time employment in the field upon completion of the Dietetic Internship program. Generally, they will fulfill the remaining MS degree requirements as part-time students while gainfully employed. In the past five years, all graduates of Marshall’s Dietetic Internship who sought employment have secured jobs shortly after program completion.

Dietetics faculty members have many ties to the community and employers of dietitians and are actively involved in the WV Dietetic Association. Their community involvement allows for immediate knowledge of job vacancies, which are then relayed to students either in class or via email once they have completed the program. It is not uncommon for employers to call faculty members and inform them of open positions before they are advertised.

In conclusion, the Dietetics faculty care deeply about the program and its students. The Department strives to provide up-to-date, scientifically-based information in a positive environment that promotes life-long learning and critical thinking skills. Program faculty desire graduates who are successful in the practice of dietetics; therefore, they will continually work to ensure this goal is achieved.
# Appendix I

## Required/Elective Course Work in the Program

**Degree Program:** Master of Science in Dietetics  
**Person responsible for the report:** Kelli J. Williams

<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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<td>DTS 670 Adv. Med. Nutrition Therapy I</td>
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<td>DTS 580 Sp. Top: Childhood Obesity</td>
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<td>DTS 673 Administrative Dietetics</td>
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<td>DTS 580 Sp. Top: Sports Nutrition</td>
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<td>DTS 675 Dietetic Internship I</td>
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<td>DTS 585 Independent Study</td>
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<td>DTS 676 Dietetic Internship II</td>
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<td>DTS 681 Thesis</td>
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<td>DTS 677 Dietetic Internship III</td>
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<td>DTS 691 Problem Report in DTS</td>
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<td>EDF 517 Statistical Methods</td>
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<td>ESS 578 Exercise Metabolism</td>
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<td>ESS 621 Exercise Physiology I</td>
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<td>ESS 682: Health Promotion, Disease Prevent.</td>
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<td>PSY 526 Cross Cultural Psych.</td>
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<td>PSY 672 Cognitive Psych.</td>
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<td>SOC 525 Race &amp; Ethnicity</td>
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<td>SOC 528 Medical Sociology</td>
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<td>SOC 540 Intro. To Sociology of Aging</td>
<td>3</td>
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<td></td>
<td></td>
<td>SOC 552 Sociology of Death and Dying</td>
<td>3</td>
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</table>

Professional society that may have influenced the program offering and/or requirements: Commission on Accreditation for Dietetics Education
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 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  10 
Years of employment in higher education  10 
Years in service at Marshall during this period of review  5 

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/Summer</td>
<td>DTS 677</td>
<td>Dietetic Internship III (Taught 67%)</td>
<td>10</td>
</tr>
<tr>
<td>2008/Summer</td>
<td>DTS 585</td>
<td>Independent Study</td>
<td>1</td>
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<tr>
<td>2008/Fall</td>
<td>DTS 469</td>
<td>Medical Nutrition Therapy I</td>
<td>10</td>
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<td>2008/Fall</td>
<td>DTS 476</td>
<td>Senior Seminar in Dietetics</td>
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<td>2008/Fall</td>
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<td>Nutrition Interventions I</td>
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<td>2008/Fall</td>
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<td>New Student Seminar</td>
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<td>2009/Summer</td>
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<td>Dietetic Internship III (Taught 67%)</td>
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<td>2009/Summer</td>
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<td>2009/Fall</td>
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<td>Dietetic Internship I</td>
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<td>2010/Spring</td>
<td>DTS 403</td>
<td>Advanced Nutrition</td>
<td>13</td>
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<td>DTS 676</td>
<td>Dietetic Internship II</td>
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<tr>
<td>2010/Spring</td>
<td>DTS 679</td>
<td>Nutrition Interventions II</td>
<td>8</td>
</tr>
<tr>
<td>2010/Summer</td>
<td>DTS 677</td>
<td>Dietetic Internship III</td>
<td>8</td>
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</table>

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:

10/15/10
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
   - 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)

Scholarly Writing: Publishing Medical Education, Academy of Medical Educators (September 2010)
Designing Questionnaires and Survey Instruments, Academy of Medical Educators (April 2010)
Qualitative Research Methods, Academy of Medical Educators (March 2010)
Measuring Educational Outcomes with Reliability and Validity, Academy of Medical Educators (December 2009)
Formulating Research Questions and Designing Studies, Academy of Medical Educators (November 2009)
American Dietetic Association’s Dietetic Educators of Practitioners Practice Group Area Meeting, Indianapolis, IN (April 2008)
American Dietetic Association’s Dietetic Educators of Practitioners Practice Group Area Meeting, Indianapolis, IN (April 2006)
Grantsmanship for New Researchers, Marshall University (September, 2005)
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 No ___

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

Years non-teaching experience 5 years
Years of employment other than Marshall 10 years
Years of employment at Marshall 20 years
Years of employment in higher education 30 years
Years in service at Marshall during this period of review all years

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>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Fall</td>
<td>FCS 210 (2 sections)</td>
<td>Nutrition</td>
<td>20 &amp; 24</td>
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<tr>
<td>2010 Fall</td>
<td>DTS 460</td>
<td>Research in Dietetics</td>
<td>11</td>
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<td>2010 Fall</td>
<td>DTS 476</td>
<td>Senior Seminar in Dietetics</td>
<td>11</td>
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<tr>
<td>2010 Fall</td>
<td>FCS 485 (2 sections)</td>
<td>Foodservice Management &amp; Foods of the World</td>
<td>3 &amp; 2</td>
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<td>2010 Spring</td>
<td>FCS 210 (2 sections)</td>
<td>Nutrition</td>
<td>23 &amp; 25</td>
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<tr>
<td>2010 Spring</td>
<td>FCS 358</td>
<td>Family Resource Management</td>
<td>14</td>
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<td>2010 Spring</td>
<td>FCS 471</td>
<td>Internship</td>
<td>1</td>
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<tr>
<td>2010 Spring</td>
<td>FCS 472</td>
<td>Capstone</td>
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<td>2010 Spring</td>
<td>DTS 673</td>
<td>Administrative Dietetics</td>
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<tr>
<td>2009 Fall</td>
<td>FCS 210 (2 sections)</td>
<td>Nutrition</td>
<td>24 &amp; 22</td>
</tr>
<tr>
<td>2009 Fall</td>
<td>FCS 472</td>
<td>Capstone</td>
<td>1</td>
</tr>
<tr>
<td>2009 Fall</td>
<td>DTS 460</td>
<td>Research in Dietetics</td>
<td>6</td>
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</table>
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.

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 Dietetic Association and 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.

- Evaluator for Nutrition Education Project, funded through USDA’s Food and Nutrition Service.

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)*

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
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<tr>
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<td>Introductory Foods</td>
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<td>2009/Fall</td>
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<td>DTS 320</td>
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<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
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<td>Nutrition and Diet Therapy</td>
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<td>2010/Spring</td>
<td>DTS 470</td>
<td>Medical Nutrition Therapy II</td>
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<td>2010/Spring</td>
<td>DTS 580</td>
<td>Special Topics: Sports Nutrition</td>
<td>22</td>
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</table>

1) If your degree is not in your area of current assignment, please explain.
   • Master’s Degree is in Dietetics.

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 No ___

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

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<th>Years non-teaching experience</th>
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<td>Years of employment at Marshall</td>
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<td>Years of employment in higher education</td>
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<tr>
<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.

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<th>Title</th>
<th>Enrollment</th>
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<td>Introductory Foods</td>
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<td>DTS 215</td>
<td>Assessment &amp; Education Strategies in Dietetics</td>
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<td>DTS 585</td>
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<td>2009/ Fall</td>
<td>DTS 409</td>
<td>Nutrition in the Community</td>
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<td>Independent Study: Cardiovascular Nutrition</td>
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<td>Dietetic Internship Practicum III</td>
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<td>Food Service Safety &amp; Systems Management II</td>
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<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>
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<td>DTS 585</td>
<td>Independent Study: Cardiovascular Nutrition</td>
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<td>DTS 675</td>
<td>Dietetic Internship Practicum I</td>
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<tr>
<td></td>
<td>DTS 690</td>
<td>Research Applications in Dietetics</td>
<td>10</td>
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</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

10/15/10
• “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)

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.**

**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)
- American Dietetic Association’s Dietetic Educators of Practitioners Practice Group Area Meeting (April 2008, 2006)
- 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)

6) **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)

8) **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 (Graduate Programs)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean Undergraduate GPA</th>
<th>Mean Combined GRE Verbal/Quantitative</th>
<th>Mean GRE Analytical Writing</th>
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<tr>
<td>2005 – 06</td>
<td>8</td>
<td>3.30</td>
<td>850</td>
<td>3.56</td>
</tr>
<tr>
<td>2006 – 07</td>
<td>10</td>
<td>3.19</td>
<td>912</td>
<td>3.40</td>
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<td>2007 – 08</td>
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<td>915</td>
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<td>2008 – 09</td>
<td>10</td>
<td>3.44</td>
<td>935</td>
<td>3.75</td>
</tr>
<tr>
<td>2009 - 10</td>
<td>9</td>
<td>3.37</td>
<td>902</td>
<td>3.50</td>
</tr>
</tbody>
</table>

- Combined GRE verbal and quantitative scores are utilized for admission to the program; therefore, the mean of combined scores is reported for each of the five years.
- GMAT and Miller Analogies means are not included in the table, as these are not requirements for program entrance.
# Appendix IV

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

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>N</th>
<th>Registration Exam Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 – 06</td>
<td>10</td>
<td>3.90</td>
<td>10</td>
<td>70.0%</td>
</tr>
<tr>
<td>2006 – 07</td>
<td>3</td>
<td>3.89</td>
<td>9</td>
<td>77.8%</td>
</tr>
<tr>
<td>2007 – 08</td>
<td>8</td>
<td>3.78</td>
<td>8</td>
<td>62.5%</td>
</tr>
<tr>
<td>2008 – 09</td>
<td>10</td>
<td>3.87</td>
<td>6</td>
<td>66.7%</td>
</tr>
<tr>
<td>2009 - 10</td>
<td>13</td>
<td>3.91</td>
<td>14</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

- Graduates do not take certification or other standardized exams; therefore, these items are omitted from the table.
- The number of graduates reported for mean GPA and registration exam results differ; the discrepancy is due to the way the accrediting body reports exam results. Students are included in the count the year they sit for the exam, which often differs from the year they graduated from the program.
- Registration exam results are reported as a percentage, which is the pass rate for first-time exam takers during that year. It should be noted that graduates who did not pass on the first attempt did so on subsequent ones.
Appendix V
Assessment Summary
Marshall University
Assessment of the Program’s Student Learning Outcomes
5 year summary

Component Area/Program/Discipline: Master of Science in Dietetics/ Dietetic Internship

Student learning outcomes for the MS in Dietetics/ Dietetic Internship 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 in 2009, and new learning outcomes have been implemented for the 2010-2011 academic year. The following pages document the new revision. Data will be collected beginning this year; however, no results are available for previous years.
Marshall University Dietetic Internship/ MS in Dietetics
Learning Assessment Matrix
Ongoing Assessment of Competencies/Expected Learning Outcomes

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

<table>
<thead>
<tr>
<th>Competencies/Learning Outcomes</th>
<th>Course/Rotation 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>DI 1.1: Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes</td>
<td>Research Applications in Dietetics (DTS 690)</td>
<td>NEP Research Project: 80% of interns will score at the Meets Expectations level on the NEP Research Project rubric.</td>
<td>Collect Research Projects (Course Instructor) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DI 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice</td>
<td>Clinical I &amp; II Rotations</td>
<td>Clinical Case Studies: 80% of interns will score at the Meets Expectations level on the Clinical Case Study rubric.</td>
<td>Collect Written Case Studies and Case Study Rubrics from Preceptors (DI Director) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
<td>100% of interns will include Clinical Case Studies (2) in DI Portfolio.</td>
<td>Collect Portfolios (DI Director) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DI 1.3: Justify programs, products, services and care using appropriate evidence or data</td>
<td>Nutrition Education Rotation</td>
<td>Weekly Reports: 100% of interns will successfully complete and record in weekly reports. Preceptor Evaluation: 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluation (DI 1.3)</td>
<td>Approve Weekly Reports and Complete Evaluation (Preceptor)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| DI 1.4: Evaluate emerging research for application in dietetics practice | Research Applications in Dietetics (DTS 690) | **NEP Research Project:** 80% of interns will score at the *Meets Expectations* level on the NEP Research Project rubric. | Collect Research Projects *(Course Instructor)*  
Evaluate during DI Assessment Day Annually *(DI Faculty)* |
|---|---|---|---|
| **Clinical I & II Rotations** | **Clinical Case Studies:** 80% of interns will score at the *Meets Expectations* level on the Clinical Case Study rubric. | Collect Written Case Studies and Case Study Rubrics from Preceptors *(DI Director)*  
Evaluate during DI Assessment Day Annually *(DI Faculty)* |
| DI 1.5: Conduct research projects using appropriate research methods, ethical procedures and statistical analysis | Research Applications in Dietetics (DTS 690) | **NEP Research Project:** 80% of interns will score at the *Meets Expectations* level on the NEP Research Project rubric. | Collect Proposal/IRB Submissions *(Course Instructor)*  
Evaluate during DI Assessment Day Annually *(DI Faculty)* |
| **Portfolio** | **NEP Research Project:** 80% of interns will score at the *Meets Expectations* level on the NEP Research Project rubric. | Collect Portfolios, which include Manuscript, Summer *(DI Director)*  
Evaluate during DI Assessment Day Annually *(DI Faculty)* |
### 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

<table>
<thead>
<tr>
<th>Competencies/Learning Outcomes</th>
<th>Course/Rotation 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>DI 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics</td>
<td>All Rotations</td>
<td>Weekly Reports: 100% of interns will successfully complete and record in weekly reports. Preceptor Evaluation: 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluations (DI 2.1)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
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</tr>
<tr>
<td>DI 2.2: Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)</td>
<td>Research Applications in Dietetics (DTS 690)</td>
<td>NEP Research Project: 80% of interns will score at the Meets Expectations level on the NEP Research Project rubric.</td>
<td>Collect Research Projects (Course Instructor) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DI 2.3: Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience</td>
<td>Nutrition Education Rotation</td>
<td>Weekly Reports: 100% of interns will successfully complete and record in weekly reports. Preceptor Evaluation: 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluation (DI 2.3)</td>
<td>Approve Weekly Reports and Complete Evaluation (Preceptor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
<td>Submitted written documents will be evaluated based upon Writing rubric. 80% of interns will score at the Meets Expectations level.</td>
<td>Collect Portfolios (DI Director) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course/Rotation 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>Portfolio</td>
<td>Submitted written documents will be evaluated based upon Writing rubric. 80% of interns will score at the Meets Expectations level.</td>
<td>Collect Portfolios (DI Director) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain</td>
<td>College</td>
<td>Goals</td>
<td>All Rotations</td>
<td>Weekly Reports:</td>
</tr>
<tr>
<td>--------</td>
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<tr>
<td>DI 2.4</td>
<td></td>
<td>Use effective education and counseling skills to facilitate behavior change</td>
<td>All Rotations</td>
<td>100% of interns will successfully complete and record in weekly reports.</td>
</tr>
<tr>
<td>DI 2.5</td>
<td></td>
<td>Demonstrate active participation, teamwork and contributions in group settings</td>
<td>All Rotations</td>
<td>100% of interns will successfully complete and record in weekly reports.</td>
</tr>
<tr>
<td>DI 2.6</td>
<td>Clinical I &amp; II Rotations</td>
<td>Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility</td>
<td>Clinical I &amp; II Rotations</td>
<td>100% of interns will successfully complete and record in weekly reports.</td>
</tr>
<tr>
<td>DI 2.7</td>
<td>Clinical I &amp; II Rotations</td>
<td>Refer clients and patients to other professionals and services when needs are beyond individual scope of practice</td>
<td>Clinical I &amp; II Rotations</td>
<td>100% of interns will successfully complete and record in weekly reports.</td>
</tr>
<tr>
<td>DI 2.8</td>
<td>Administrative Dietetics (DTS 673)</td>
<td>Demonstrate initiative by proactively developing solutions to problems.</td>
<td>Administrative Dietetics (DTS 673)</td>
<td>80% of interns will score at the <em>Meets Expectations</em> level on the Administrative Project rubric.</td>
</tr>
<tr>
<td><strong>DI 2.9:</strong> Apply leadership principles effectively to achieve desired outcomes.</td>
<td>Administrative Dietetics (DTS 673)</td>
<td><strong>Administrative Project:</strong> 80% of interns will score at the <em>Meets Expectations</em> level on the Administrative Project rubric.</td>
<td>Collect Administrative Projects (Course Instructor) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
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</tr>
<tr>
<td><strong>DI 2.10:</strong> Serve in professional and community organizations</td>
<td>Administrative Dietetics (DTS 673)</td>
<td>Portfolio</td>
<td>100% of interns will include <strong>Administrative Project</strong> in DI Portfolio.</td>
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<tr>
<td><strong>DI 2.11:</strong> Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals</td>
<td>Administrative Dietetics (DTS 673)</td>
<td>All Rotations – As Appropriate</td>
<td>At a minimum, 100% of interns will become members of ADA/WVDA and assist with WVDA Annual Meeting.</td>
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<tr>
<td><strong>DI 2.12:</strong> Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures</td>
<td>Administrative Dietetics (DTS 673)</td>
<td>All Rotations</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 2.11)</td>
<td></td>
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</tr>
<tr>
<td><strong>DI 2.13:</strong> Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration</td>
<td>Administrative Dietetics (DTS 673)</td>
<td>100% of interns will complete Professional Development Portfolio.</td>
<td>Collect Portfolios (Course Instructor)</td>
<td></td>
</tr>
</tbody>
</table>
**DI 2.14: Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background**

| All Rotations | **Weekly Reports:** 100% of interns will successfully complete and record in weekly reports. **Preceptor Evaluation:** 100% of interns will receive a minimum of *Meets Expectations* on Preceptor Evaluations (DI 2.14) | Approve Weekly Reports and Complete Evaluations (Preceptors) |
### 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

<table>
<thead>
<tr>
<th>Competencies/Learning Outcomes</th>
<th>Course/Rotation 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><strong>DI 3.1.</strong> Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</td>
<td>Advanced MNT I &amp; II (DTS 670 &amp; 679)</td>
<td><strong>Case Study Assignments:</strong> 80% of interns will successfully complete case studies including all levels of the NCP and various populations/diseases.</td>
<td>Collect Written Case Studies and Verify Successful Completion (Course Instructor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Study Assignments</td>
<td>Clinical I &amp; II Rotations</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 3.1)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DI 3.1.a:</strong> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</td>
<td>Clinical I &amp; II Rotations</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 3.1a)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DI 3.1.b:</strong> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</td>
<td>DTS 670 &amp; DTS 679 – MNT I &amp; MNT II</td>
<td><strong>Case Study Assignments:</strong> 80% of interns will successfully complete case studies including all levels of the NCP and various populations/diseases.</td>
<td>Collect Written Case Studies and Verify Successful Completion (Course Instructor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DI 3.1.c: Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</td>
<td></td>
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</tr>
<tr>
<td>DTS 670 &amp; DTS 679 - MNT I &amp; MNT II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Case Study Assignments:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80% of interns will successfully complete case studies including all levels of the NCP and various populations/diseases.</td>
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</tr>
<tr>
<td>Collect Written Case Studies and Verify Successful Completion (Course Instructor)</td>
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</tbody>
</table>

| DI 3.1.d: Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis |
| Clinical I & II Rotations |
| **Weekly Reports:** |
| 100% of interns will successfully complete and record in weekly reports. |
| **Preceptor Evaluation:** |
| 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluations (DI 3.1d) |
| Approve Weekly Reports and Complete Evaluations (Preceptors) |

| DI 3.2: Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing |
| All Rotations – As Appropriate |
| **Weekly Reports:** |
| 100% of interns will successfully complete and record in weekly reports. |
| **Preceptor Evaluation:** |
| 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluations (DI 3.2) |
| Approve Weekly Reports and Complete Evaluations (Preceptors) |

<p>| DI 3.3: Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods. |
| Administrative Dietetics (DTS 673) |
| <strong>Administrative Project:</strong> |
| 80% of interns will score at the Meets Expectations level on the Administrative Project rubric. |
| Collect Administrative Projects (Course Instructor) |
| Evaluate during DI Assessment Day Annually (DI Faculty) |</p>
<table>
<thead>
<tr>
<th>DI 3.4: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions</th>
<th>Nutrition Education Rotation</th>
<th><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 3.4)</th>
<th>Approve Weekly Reports and Complete Evaluations (Preceptor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DI 3.5: Deliver respectful, science-based answers to consumer questions concerning emerging trends</td>
<td>All Rotations</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 3.5)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td>DI 3.6: Coordinate procurement, production, distribution and service of goods and services</td>
<td>Foodservice Management Rotation</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 3.6)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td>DI 3.7: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals</td>
<td>Foodservice Management Rotation</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 3.7)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td>Portfolio</td>
<td>100% of interns will include examples in DI Portfolio.</td>
<td>Collect Portfolios (DI Director) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
<td></td>
</tr>
<tr>
<td>Competencies/Learning Outcomes</td>
<td>Course/Rotation Assessed</td>
<td>Assessment Methods and Benchmarks</td>
<td>Timeline and Individual Responsible</td>
</tr>
<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td>4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations</td>
<td>Administrative Dietetics (DTSD 673)</td>
<td>Administrative Project: 80% of interns will score at the Meets Expectations level on the Administrative Project rubric.</td>
<td>Collect Administrative Projects (Course Instructor) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
</tr>
<tr>
<td>DI 4.1: Use organizational processes and tools to manage human resources</td>
<td>Foodservice Management Rotation</td>
<td>Weekly Reports: 100% of interns will successfully complete and record in weekly reports. Preceptor Evaluation: 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluations (DI 4.1)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td>DI 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food</td>
<td>Nutrition Education Rotation</td>
<td>Weekly Reports: 100% of interns will successfully complete and record in weekly reports. Preceptor Evaluation: 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluations (DI 4.2)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptor)</td>
</tr>
<tr>
<td></td>
<td>Foodservice Management Rotation</td>
<td>Weekly Reports: 100% of interns will successfully complete and record in weekly reports. Preceptor Evaluation: 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluations (DI 4.2)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td>DI 4.3: Apply systems theory and a process approach to make decisions and maximize outcomes</td>
<td>Administrative Dietetics (DTS 673)</td>
<td>Administrative Project: 80% of interns will score at the <em>Meets Expectations</em> level on the Administrative Project rubric.</td>
<td>Collect Administrative Projects (Course Instructor) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
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<tr>
<td>DI 4.4: Participate in public policy activities, including both legislative and regulatory initiatives</td>
<td>DI Practicum II (DTS 676) &amp; Portfolio</td>
<td>Portfolio: 100% of interns complete and include in DI Portfolio.</td>
<td>Collect Portfolios (DI Director) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
</tr>
<tr>
<td>DI 4.5: Conduct clinical and customer service quality management activities</td>
<td>Community &amp; LTC Rotations</td>
<td>Weekly Reports: 100% of interns will successfully complete and record in weekly reports. Preceptor Evaluation: 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 4.5)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td></td>
<td>Foodservice Management Rotation</td>
<td>Weekly Reports: 100% of interns will successfully complete and record in weekly reports. Preceptor Evaluation: 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 4.5)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td>DI 4.6: Use current informatics technology to develop, store, retrieve and disseminate information and data</td>
<td>All Rotations</td>
<td>Weekly Reports: 100% of interns will successfully complete and record in weekly reports. Preceptor Evaluation: 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 4.6)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td>DI 4.7: Prepare and analyze quality, financial or productivity data and develops a plan for intervention</td>
<td>Foodservice Management Rotation</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 4.7)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td>DI 4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits</td>
<td>Foodservice Management Rotation</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 4.8)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td>DI 4.9: Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes</td>
<td>Foodservice Management Rotation</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 4.9)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td>DI 4.10: Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies</td>
<td>Foodservice Management Rotation</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations (DI 4.10)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
</tr>
<tr>
<td>Rotations</td>
<td>DI 4.11: Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</td>
<td></td>
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</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of interns will include plan in DI Portfolio.</td>
<td>Collect Portfolios (DI Director) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Rotations</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluations (DI 4.11)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
<td></td>
</tr>
<tr>
<td>Community &amp; LTC Rotations</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluations (DI 4.12)</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptors)</td>
<td></td>
</tr>
<tr>
<td>Competencies/Learning Outcomes</td>
<td>Course/Rotation Assessed</td>
<td>Assessment Methods and Benchmarks</td>
<td>Timeline and Individual Responsible</td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>Demonstrate advanced experience and skill in tailoring prescribed curricular materials that focus on nutrition in the K-12 environment</td>
<td>Nutrition Education Rotation: Interns will maintain a journal which documents their personal development as a nutrition educator in the K-12 environment. A final submission will include a self-assessment of their development.</td>
<td>Weekly Reports: 100% of interns will successfully complete and record in weekly reports. Preceptor Evaluation: 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluations.</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptor)</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
<td>100% of interns will include journal and self-evaluation in DI Portfolio.</td>
<td>Collect Portfolios (DI Director) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
</tr>
<tr>
<td>Design extension resource packets that are complimentary to the prescribed curriculum for the NEP</td>
<td>Nutrition Education Rotation: Interns will design a minimum of six resource packets for teachers to utilize that compliment the prescribed curriculum.</td>
<td>Weekly Reports: 100% of interns will successfully complete and record in weekly reports. Preceptor Evaluation: 100% of interns will receive a minimum of Meets Expectations on Preceptor Evaluations.</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptor)</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
<td>100% of interns will include extension resource packets in DI Portfolio.</td>
<td>Collect Portfolios (DI Director) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
</tr>
<tr>
<td>Manage all aspects of delivering the grant objectives including: resource planning (materials and snacks), audience assessment, and complimentary teacher tools</td>
<td>Nutrition Education Rotation</td>
<td><strong>Weekly Reports:</strong> 100% of interns will successfully complete and record in weekly reports. <strong>Preceptor Evaluation:</strong> 100% of interns will receive a minimum of <em>Meets Expectations</em> on Preceptor Evaluations.</td>
<td>Approve Weekly Reports and Complete Evaluations (Preceptor)</td>
</tr>
<tr>
<td>Describe the grantsmanship process and the key elements in writing and managing a funded project</td>
<td>Research Applications in Dietetics (DTS 690)</td>
<td><strong>Grantsmanship Paper:</strong> 80% of interns will score at the <em>Meets Expectations</em> level on the Grantsmanship Paper rubric.</td>
<td>Collect Papers (Course Instructor) Evaluate during DI Assessment Day Annually (DI Faculty)</td>
</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 580</td>
<td>Special Topic: Childhood Obesity</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>Su Fa Sp</td>
<td>Su Fa Sp</td>
<td>Su Fa Sp</td>
<td>Su Fa Sp</td>
<td>Su Fa Sp</td>
</tr>
<tr>
<td>DTS 580</td>
<td>Special Topic: Weight Management</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DTS 580</td>
<td>Special Topic: Women’s Health and Nutrition</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>DTS 580</td>
<td>Special Topic: Sports Nutrition</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
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<tr>
<td>DTS 585</td>
<td>Independent Study</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>9</td>
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<tr>
<td>DTS 586</td>
<td>Independent Study</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>DTS 670</td>
<td>Advanced MNT I</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>DTS 673</td>
<td>Administrative DTS</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>DTS 675</td>
<td>DI Practicum I</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>DTS 676</td>
<td>DI Practicum II</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>DTS 677</td>
<td>DI Practicum III</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>7</td>
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<tr>
<td>DTS 679</td>
<td>Advanced MNT II</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>8</td>
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<tr>
<td>DTS 681</td>
<td>Thesis</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>1</td>
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<td></td>
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</tr>
<tr>
<td>DTS 690</td>
<td>Research Applications in DTS</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>8</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

10/15/10
## Appendix VII
### Program Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Admitted</td>
<td>8</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td>11</td>
<td>10</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
<td>11</td>
<td>10</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>10</td>
<td>13</td>
</tr>
</tbody>
</table>

- Areas of emphasis, second and third majors, and minors are omitted from the table, as they are not program options at this time.
- Discrepancies in data are due to students who were admitted prior to the review period, as well as those who were admitted, enrolled for a period, took time off from higher education, and then reenrolled. They were not considered new admits. This occurs fairly regularly in the discipline, as students elect to take time off from studies due to work and/or family commitments.
Figure 1. Trend Line for Total Enrollment and Program Graduates: MS in Dietetics
## 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 further graduate study</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 – 06</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2006 – 07</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007 – 08</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2008 – 09</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009 - 10</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Five –Year Total</td>
<td>37</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
ACCREDITATION LETTER
August 15, 2008

Stephen J. Kopp, PhD
President
Marshall University
One John Marshall Drive
Huntington, WV 25755

Dear Dr. Kopp:

The American Dietetic Association is pleased to acknowledge the Accreditation of the Dietetic Internship at Marshall University by the ADA Commission on Accreditation for Dietetics Education, a specialized accrediting body recognized by the United States Department of Education and affiliated with the Council on Higher Education Accreditation. We appreciate the invaluable commitment of Kelli J. Williams, PhD, RD, LD, Director of the Program, and the Department of Dietetics in support of dietetics education.

The Dietetic Internship provides the experiential component for students to become dietitians who are essential resources for promoting the optimal health and nutritional status of the public. Projection by the U.S. Bureau of Labor Statistics indicates an increased need for well-prepared dietitians. The role of nutrition in health and the benefits of nutrition interventions in the prevention and the treatment of diseases continue to be documented in the dietetics and health literature.

The American Dietetic Association recognizes the importance of your administrative leadership in providing quality educational programs and values your continued collaboration. We believe this will ensure successful graduates.

Sincerely,

[Signature]

Martin M. Yadrick, MS, MBA, RD, FADA
President, 2008-2009

cc: Kelli J. Williams, PhD, RD, LD
Charles McKown, MD
Shortie McKinney, PhD, RD, FADA
CADE ACCREDITATION REPORT
January 16, 2008

Kelli J. Williams, PhD, RD, LD
Director, Dietetic Internship
Marshall University
Department of Dietetics
One John Marshall Drive
Huntington, WV 25755-9521

Dear Dr. Williams:

The Commission on Accreditation for Dietetics Education (CADE) and the Accreditation staff of the American Dietetic Association appreciate the courtesies extended to our program reviewers during their recent site visit. Your cooperation and interest made the visit extremely valuable.

A copy of the site visit report is enclosed. You are encouraged to discuss this report with the appropriate administrators of your organization. In order for CADE to be in compliance with the requirements established by the United States Department of Education, a copy of the site visit report is being sent to the Chief Executive Officer of your organization.

Seven copies of all comments and supplemental materials in response to this report must be postmarked within 30 calendar days of receipt of this letter. It is recommended to send correspondence by receipted mail; proof of transmittal is the responsibility of the sender. If you choose not to respond, please communicate this promptly so that we can complete the review process for the Program.

Enclosed is an evaluation form regarding the site visit. Please complete and return the form within two weeks of receipt. This evaluation will be kept confidential and will be used to provide feedback to the Program Review/Site Visit Committee of the Commission and program review team, but only after the final accreditation decision has been made.

The Commission also would like feedback from the administrators who met with the program review team. A second evaluation form is provided for this purpose. Please forward this form to the appropriate administrators and request that the completed form be returned to us. Pre-addressed envelopes are included for your convenience.
The Commission will review the site visit report and comments at its meeting on July 21-22, 2008. Following this meeting, you will be notified of CADE’s decision in writing. In order to notify all programs in a timely manner and to ensure confidentiality, we will not communicate CADE’s decision via the telephone.

Please do not hesitate to call me at 800-877-1600 ext. 4868 if you have any questions about this process.

Sincerely,

[Signature]

Susan Clayton Smith, MSEd, MS, RD
Manager, Program Accreditation
Accreditation and Education Programs

Enclosures: Site Visit Report
Evaluation Form and Pre-addressed Envelope for Program Director
Evaluation Forms and Pre-addressed Envelopes for Administrators

cc: Stephen J. Kopp, PhD
Charles McKown, MD
Shortie McKinney, PhD, RD, FADA
Program Title     Dietetic Internship

Sponsoring Institution     Marshall University

Address     Huntington, WV

Program Director     Kelli J. Williams, PhD, RD, LD

<table>
<thead>
<tr>
<th>Dietetic Internship</th>
<th>Current Enrollment</th>
<th>Maximum Annual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degree Non Degree</td>
<td>Degree Non Degree</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

Degree Granted: None, Certificate Program

Program Length: Full Time: 10 months

Part Time:

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)
| **Has the program established goals and demonstrated how these goals reflect the program’s mission statement and the environment in which the program exists?** | Yes. The program has identified the following four broad program goals:
1. Recruit, retain and graduate excellent students.
2. Provide comprehensive and diverse experiences in community nutrition, long term care (LTC), foodservice management, and clinical practice.
3. Prepare graduates who are competent entry-level practitioners.
4. Provide skills and knowledge for an advanced degree.
The above goals are consistent with the mission and the community and environment in which it exists. |
<table>
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<tr>
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<tbody>
<tr>
<td><strong>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?</strong></td>
<td>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, while the program has included the program completion rate in the program assessment plan, the timeframe for program completion must be defined. In addition, 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 71%, below the 80% CADE-required minimum. It was confirmed onsite that the program has a plan to improve the pass rate, which began in 2005. Interns take a pre-exam during orientation and the program director organizes the incorrect answers according to the domains of the RD exam to determine topics for further discussion throughout the program. Interns take another practice exam in the final practicum and must obtain an 80% within two attempts, otherwise remedial work is required. Graduates commented that they believed this process has increased their ability to pass the exam.</td>
</tr>
<tr>
<td><strong>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?</strong></td>
<td>Partially. It was confirmed that the program seeks feedback from interns, graduates, employers and an Advisory Committee for the program planning and evaluation process. The assessment occurs on a systematic and ongoing basis, with data being collected at the end of each rotation and at six and 18 months after completion of program. Completed alumni and employer surveys were reviewed onsite for 1998 to present and the review team confirmed the Advisory Committee is also involved in systematic planning for the program. However, discussions onsite revealed that no formal mechanism of obtaining feedback from preceptors is in place. Preceptors are represented on the Advisory</td>
</tr>
<tr>
<td>expected competence of the graduate.</td>
<td></td>
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<td>-------------------------------------</td>
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</tr>
<tr>
<td>• Has the program demonstrated that the curriculum is based on the Competencies defined for an entry-level dietitian?</td>
<td>Yes. An audit of rotation materials and interviews with interns and preceptors confirm that the program has developed a curriculum that includes planned learning experiences to meet the core and General emphasis competencies. Interns and preceptors confirmed that the curriculum includes activities to be completed and evaluated for each competency at the various rotations. In addition, a computerized learning portfolio has been initiated and samples viewed onsite verified the portfolio documents competency attainment.</td>
</tr>
<tr>
<td>• Has the program demonstrated how the curriculum is consistent with the mission, goals, and measurable outcomes for the program?</td>
<td>Yes. It was verified onsite that the program has a curriculum that is consistent with the mission, program goals and outcome measures for the program. Interns are exposed to diverse experiences, supervise nutritional interventions for a wide variety of conditions and take graduate level courses to further enhance their depth of knowledge and skills.</td>
</tr>
<tr>
<td>• Has the program demonstrated that the curriculum includes both didactic and practice-related learning experiences according to the type of program?</td>
<td>Yes. It was confirmed onsite that the curriculum includes both didactic and practice-related learning experiences. In addition to the supervised practice experiences, interns take graduate courses in Advanced Medical Nutrition therapy I and II, Research Applications in Dietetics and Administrative Dietetics.</td>
</tr>
<tr>
<td>• Has the Dietetic Internship demonstrated that the curriculum includes a minimum of one emphasis area in addition to the core competencies? To accomplish the foregoing, has the program chosen from the following options and is it able to justify its choice(s) based on mission, goals, and resources?</td>
<td>Yes. The program has a General emphasis and includes learning experiences for eight emphasis competencies, including three from the Nutrition Therapy emphasis, two from the Community emphasis, two from the Foodservice Systems Management emphasis and one from the Business/Entrepreneur emphasis. Graduates confirmed exposure to a wide variety of career paths, such as WIC, weight loss clinics and foodservice management, and were very positive about the diverse and comprehensive experiences. Completed projects viewed onsite confirm competency achievement for the General emphasis competencies.</td>
</tr>
<tr>
<td>• Develops a general emphasis area by selecting a minimum of seven competency statements with at least one from each of the four defined emphasis areas</td>
<td></td>
</tr>
<tr>
<td>• Creates a unique emphasis area with a minimum of seven competency statements, based on local resources and identified needs.</td>
<td></td>
</tr>
<tr>
<td>• Has the program demonstrated that the curriculum logically progresses from introductory learning experiences to the expected learning outcomes</td>
<td>Yes. Interviews with the program director, preceptors and interns verified that the curriculum</td>
</tr>
<tr>
<td><strong>education, and is consistent with student learning outcomes?</strong></td>
<td><strong>program length is consistent with commonly accepted practice and allow ample opportunity to achieve program missions and goals.</strong></td>
</tr>
<tr>
<td>---</td>
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</tr>
</tbody>
</table>
| • Has the Coordinated (CP), Dietetic Internship (DI), or Dietetic Technician (DT) program demonstrated that the supervised practice experiences are directly related to the planned curriculum? | **Yes.**  
It was verified onsite that supervised practice experiences are directly related to the planned curriculum. Interns and preceptors confirmed that they are aware of the importance of following the curriculum and meeting all learning objectives and planned experiences during the course of the rotation. They also verified that interns are not used to routinely replace employees and the management preceptors stated that if an intern spends time on the tray line, it should be limited to one to two days. |
| • 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? | **Partially.**  
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. Interns and preceptors confirmed that weekly written evaluations are completed for all rotations, which includes information on experiences and competencies achieved. The report is initiated by the interns, verified by the preceptors and forwarded to the program director. In addition, preceptors evaluate the interns at the end of each rotation and complete a mid-point evaluation for rotations that are four weeks or longer. Interns also receive grades for graduate courses and confirmed informal verbal feedback is received on an ongoing basis throughout rotations.  
However, although the preceptors use a standardized evaluation form with a four-point rating scale, the ratings are not defined and the preceptors commented that they use their own experience to interpret the scale. For example, some preceptors indicated that they give a ‘1’ for observational activities while others indicate ‘N/A’. Discussions with the Director of Assessment and Program Review revealed plans are in place to hold a workshop with the faculty to develop assessment tools, such as rubrics to document achievement of learning outcomes. The program director indicated the need to improve the evaluation instrument to reduce the variation in preceptor assessment of student competency and as discussed onsite, the preceptors should be involved in this process.  
Lastly, the program developed a student learning outcomes assessment plan based on four 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 | **Yes.** |
| **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,  
  - Do faculty in regionally accredited colleges and universities meet the institution’s criteria for appointment?  
  - Are preceptors in supervised practice programs credentialed or licensed as appropriate for the area they are supervising students or demonstrate equivalent education and experience? | **Yes.**  
Review of curriculum vitae verified that all preceptors are appropriately credentialed for their teaching role in the program and are involved in professional associations. Preceptors also mentor interns in their area of expertise, for example, critical care rotations are mentored by a dietitian certified in Nutrition Support. Preceptors report continuing education activities in the field through dietetic association meetings, hospitals in-services and journal clubs. |
|---|---|
| **Has the Dietetic Internship demonstrated that a process is used to select and periodically evaluate adequacy and appropriateness of facilities to provide supervised practice learning experiences with the competencies students are expected to achieve?** | **Partially.**  
The program director stated onsite that the criteria for selecting sites include the number of registered dietitians, the experience level of the dietitian and the practice areas offered by sites. Rotation evaluations by interns are also used to evaluate the appropriateness of the facilities and completed evaluations were viewed onsite. However, a written policy that states the criteria to select and periodically evaluate the adequacy and appropriateness of facilities used for supervised practice learning are needed and the program director acknowledged that this would be developed. |
| **Has the Coordinated (CP), Dietetic Internship (DI), or Dietetic Technician (DT) program demonstrated that a process is used to maintain written agreements, signed by administrators with appropriate authority and delineating the responsibility between the sponsoring organization** | **Yes.**  
Written contracts of agreement are generated and maintained through the Dean’s administrative offices. The program director provides the College office with a list of all supervised practice facilities and contractual agreements are initiated or updated as needed. Review of written contracts onsite verified that all are available and current for the
| - 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 planned learning experience  
| - Disciplinary/termination procedures  
| - Graduation and/or program completion requirements, including guidelines ensuring that all students completing requirements as established by the program receive verification statements?  

examination and a minimum grade point average in the graduate courses, which were reviewed with legal counsel prior to implementation. Completed verification statements were reviewed onsite.
RESPONSES TO CADE
12 February 2008

Susan Clayton Smith MSEd, MS, RD
Manager, Program Accreditation
Accreditation and Education Programs
Commission on Accreditation for Dietetics Education
American Dietetic Association
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995

Dear Ms. Smith:

On behalf of the Dietetics Department at Marshall University, I would like to extend my appreciation to CADE and the site visit team for their assistance and guidance throughout the entire accreditation process. The suggestions offered by the site visitors were invaluable, and we enjoyed their visit to campus. In the paragraphs that follow, I will provide additional information regarding how the Dietetic Internship 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 Visit 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 on site, while the program
has included the program completion rate in the program assessment plan, the
timeframe for program completion must be defined. In addition, 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.

DI Response:

A timeframe for program completion as well target measures for all outcomes were
established and are available in the Student Handbook (Attachment A), Programmatic
Assessment Plan (Attachment B), and the website.

- 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?

Site Visit Team Response: Partially

Completed alumni and employer surveys were reviewed onsite for 1998 to present
and the review team confirmed the Advisory Committee is also involved in systematic
planning for the program. However, discussions onsite revealed that no formal
mechanism of obtaining feedback from preceptors is in place. Preceptors are
represented on the Advisory Committee and stated they often contact the program
director to provide informal feedback on curriculum and that their input was welcomed;
however, they expressed an interest to provide feedback on a more formal basis. As
preceptors play an integral role in the program, the program must identify a process to
formally obtain input from the preceptors. The program director recognizes this and
indicated a process will be developed to include all preceptors in the assessment and
evaluation process.

DI Response:

The DI developed a plan for formally obtaining program input from all preceptors,
which is included as Attachment C. The plan will be implemented in Fall 2008, when
all preceptors will be invited to campus for focus group interviews.

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 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?
Site Visit Team Response: Partially

However, although the preceptors use a standardized evaluation form with a four-point rating scale, the ratings are not defined and the preceptors commented that they use their own experience to interpret the scale. For example, some preceptors indicated that they give a '1' for observational activities while others indicate 'N/A'. Discussions with the Director of Assessment and Program Review revealed plans are in place to hold a workshop with the faculty to develop assessment tools, such as rubrics to document achievement of learning outcomes. The program director indicated the need to improve the evaluation instrument to reduce the variation in preceptor assessment of student competency and as discussed onsite, the preceptors should be involved in this process.

DI Response:

In response to the site visit report, a document was drafted to clarify the performance rating scale and is included as Attachment D. The document will be presented to the Advisory Committee in April 2008 for consideration and input. Additionally, other preceptors will be contacted for input during the spring semester. The final version of the rubric is expected to be added to the Internship Handbook in Summer 2008.

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?

Site Visit 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.
DI Response:

Modifications have been made to the DI Director’s Job Description to better reflect all CADE-required responsibilities. The additions are noted in bold, italicized print and can be viewed in Attachment E.

- *Has the Dietetic Internship demonstrated that a process is used to select and periodically evaluate adequacy and appropriateness of facilities to provide supervised practice learning experiences with the competencies students are expected to achieve?*

Site Visit Team Response: Partially

The program director stated onsite that the criteria for selecting sites include the number of registered dietitians, the experience level of the dietitian and the practice areas offered by sites. Rotation evaluations by interns are also used to evaluate the appropriateness of the facilities and completed evaluations were viewed onsite. However, a written policy that states the criteria to select and periodically evaluate the adequacy and appropriateness of facilities used for supervised practice learning are needed and the program director acknowledged that this would be developed.

DI Response:

A formal policy for evaluating the adequacy and appropriateness of supervised practice facilities was developed; it is included as Attachment F. The policy will be shared with the Advisory Committee in April 2008 for consideration and input.

Thank you for the opportunity to respond to the site visit report. Our program has been strengthened because of this process. If you have additional questions or need further clarification, please do not hesitate to contact me at 304/696.4336 or williamsk@marshall.edu.

Sincerely,

Kelli J. Williams, PhD, RD, LD
Dietetic Internship Director

Enclosures: Attachment A – Excerpt from Internship Handbook
Attachment B – Programmatic Assessment Plan
Attachment C – Plan for Obtaining Preceptor Input
Attachment D – Clarification of Performance Rating Scale
Attachment E – Job Description for DI Director
Attachment F – Policy on Evaluating Supervised Practice Facilities
ATTACHMENT A
MARSHALL UNIVERSITY DIETETIC INTERNSHIP
STUDENT HANDBOOK

Mission and Accreditation

The Dietetic Internship at Marshall University is housed within the Department of Dietetics of the College of Health Professions. The Department strives to deliver the highest quality dietetic education utilizing all available resources to meet the needs of this rural region for dietetics professionals.

Marshall’s Dietetic Internship (DI) is a post-baccalaureate program providing students with the supervised practice experience required for eligibility to become a Registered Dietitian. The internship is accredited by:

Commission on Accreditation for Dietetics Education.
The American Dietetic Association
120 South Riverside Plaza, Suite 2000
Chicago, Illinois 60606-6995
312/899.0040 ext. 5400
www.eatright.org

The Dietetic Internship’s mission is to develop successful, lifelong dietetic practitioners. The program prepares graduates who are able to promote optimal nutrition and health to individuals, groups, and communities by providing a variety of nutrition experiences in urban and rural areas.

Program Goals and Outcome Measures

Goal 1: Recruit, retain, and graduate excellent students.

- 90.0% of students recruited and selected for the DI will have a five year average GPA of 3.0 or greater.
- The DI will maintain an average enrollment of eight or more students over five years.
- 100.0% of students enrolled in the DI will complete program requirements and receive Verification Statements within 150% of established program length.

Goal 2: Provide comprehensive and diverse experiences in community nutrition, long term care (LTC), foodservice management, and clinical practice.

- Upon completion of each portion of the DI (community, LTC, foodservice management, and clinical), 90.0% of interns will express satisfaction with the comprehensiveness of experiences.
• Upon completion of each portion of the DI (community, LTC, foodservice management, and clinical), 90.0% of interns will express satisfaction with the diversity of experiences.
• 90.0% of DI alumni will rate the program as "good" or higher on items related to diversity of experiences in relationship to preparedness for entry-level practice.
• 90.0% of DI alumni will rate the program as "good" or higher on items related to comprehensiveness of experiences in relationship to preparedness for entry-level practice.
• 90.0% of employers of program graduates will rate program as "good" or higher on items related to offering diverse experiences.
• 90.0% of employers of program graduates will rate program as "good" or higher on items related to offering comprehensive experiences.
• The Program Advisory Committee will review experiences annually and 90.0% will rate them as "good" or higher on quality and diversity of experiences.

**Goal 3: Prepare graduates who are competent entry-level practitioners.**

• Upon completion of each rotation, 100.0% interns will receive a performance rating of "satisfactory" or better on all competencies required for graduation.
• 90.0% of graduates seeking employment in the field of dietetics will acquire a position within six months of program completion.
• 90.0% of DI alumni will rate the program as "good" or higher on items related to competence as entry-level practitioner.
• 90.0% of employers of program graduates will rate program as "good" or higher on items related to competence of the graduate as an entry-level practitioner.
• The DI will achieve a minimum pass rate for program graduates of 80.0% on the Registration Examination over a five year period.

**Goal 4: Provide skills and knowledge for an advanced degree.**

• Upon completion of each portion of the DI (community, LTC, foodservice management, and clinical), 90.0% of interns will express satisfaction with skills and knowledge provided for pursuit of an advanced degree.
• 90.0% of DI alumni will rate program as "good" or higher on items related to provision of skills and knowledge for an advanced degree.
- 90.0% of employers of program graduates will rate program as “good” or higher on items related to provision of skills and knowledge for an advanced degree.
- Over five years, at least 60.0% of DI graduates will pursue a graduate degree.
- Over five years, at least 70.0% of graduates pursuing a master’s will complete degree requirements.

**General Program Schedule and Length of Rotations**

Students are scheduled to complete 24 hours of supervised practice weekly in the fall and spring semesters. During Summer Session, interns will work 40 hours per week.

**Fall Semester: Community Nutrition Programs and LTC**

<table>
<thead>
<tr>
<th>Program Orientation</th>
<th>40 hours</th>
<th>(2 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-patient Nutrition Programs</td>
<td>96 hours</td>
<td>(4 weeks)</td>
</tr>
<tr>
<td>Long Term Care</td>
<td>72 hours</td>
<td>(3 weeks)</td>
</tr>
<tr>
<td>Comprehensive Weight Loss</td>
<td>48 hours</td>
<td>(2 weeks)</td>
</tr>
<tr>
<td>Nutrition Education</td>
<td>48 hours</td>
<td>(2 weeks)</td>
</tr>
<tr>
<td>Extension Programs</td>
<td>24 hours</td>
<td>(1 week)</td>
</tr>
<tr>
<td>Head Start/ Health Department</td>
<td>24 hours</td>
<td>(1 week)</td>
</tr>
<tr>
<td>WIC</td>
<td>24 hours</td>
<td>(1 week)</td>
</tr>
</tbody>
</table>

**TOTAL FOR SEMESTER**

376 hours (16 weeks)

**Spring Semester: Management and Introduction to Clinical**

<table>
<thead>
<tr>
<th>Foodservice Management</th>
<th>168 hours</th>
<th>(7 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Clinical</td>
<td>192 hours</td>
<td>(8 weeks)</td>
</tr>
<tr>
<td>Continuing Education (WVDA)</td>
<td>24 hours</td>
<td>(1 week)</td>
</tr>
</tbody>
</table>

**TOTAL FOR SEMESTER**

384 hours (16 weeks)

**Summer Session: Clinical Practice and Staff Relief**

| Clinical Practice/ Staff Relief | 320 hours | (8 weeks) |

**TOTAL FOR SUMMER**

320 hours (8 weeks)

**TOTAL INTERNSHIP HOURS (Excluding Didactic Learning)**

1080 hours (40 weeks)
ATTACHMENT B
Marshall University Dietetic Internship  
Programmatic Assessment Plan

Goal I

Program Goal
1. Recruit, retain, and graduate excellent students.

DI Mission
To develop successful, lifelong dietetic practitioners.

Marshall's Mission References
Provide services and resources to promote student learning, retention, and academic success; Enhance the quality of health care in the region; Students will have the opportunity to use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live.

<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 Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0% of students recruited and selected for the DI will have a five year average GPA of 3.0 or greater.</td>
<td>No</td>
<td>Yes</td>
<td>Dietetic Interns</td>
<td>Final Undergraduate Academic Transcript</td>
<td>Program Director</td>
<td>Annually in the Fall</td>
<td>Data from 2003 – 2008 classes reveal an average GPA of 3.22. Program is meeting outcome measure. (n=42)</td>
</tr>
<tr>
<td>The DI will maintain an average enrollment of eight or more students over five years.</td>
<td>No</td>
<td>Yes</td>
<td>Dietetic Interns</td>
<td>Annual Internship Enrollment</td>
<td>Program Director</td>
<td>Annually in the Fall</td>
<td>Data from 2003 – 2008 classes reveal an average annual enrollment of 8.4. Program meeting outcome measure. (n=42)</td>
</tr>
<tr>
<td>100% of students enrolled in the DI will complete program requirements and receive Verification Statements within 150% of established program length.</td>
<td>No</td>
<td>Yes</td>
<td>Dietetic Interns</td>
<td>Number of Verification Statements Awarded</td>
<td>Program Director</td>
<td>Annually in the Summer</td>
<td>100.0% of 2007 DI class received Verification Statements within the allotted time frame.</td>
</tr>
</tbody>
</table>

Programmatic Assessment Plan  
DI 2007-2008
Goal II

Program Goal
II. Provide comprehensive and diverse experiences in community nutrition, long term care (LTC), foodservice management, and clinical practice.

DI Mission
To develop successful, lifelong dietetic practitioners.

Marshall's Mission References
Provide services and resources to promote student learning, retention, and academic success; Enhance the quality of health care in the region; Students will have the opportunity to use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live.

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</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of each portion of the DI (community, LTC, foodservice management, and clinical), 90.0% of interns will express satisfaction with the comprehensiveness of experiences.</td>
<td>No</td>
<td>Yes</td>
<td>Dietetic Interns</td>
<td>MUDI Rotation Evaluation Survey (Fall, Spring, and Summer)</td>
<td>Program Director</td>
<td>Following completion of each portion of the DI (Fall, Spring, and Summer)</td>
<td>Most recent survey results (Summer 2007) revealed 90.0% of interns expressed strongly agree or agree on items related to comprehensiveness of experiences during the summer clinical/staff relief rotation. Program meeting outcome measure. (n=10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome Measure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of each portion of the DI (community, LTC, foodservice management, and clinical), 90.0% of interns will express satisfaction with the diversity of experiences.</td>
<td>No</td>
<td>Yes</td>
<td>Dietetic Interns</td>
<td>MUDI Rotation Evaluation Survey (Fall, Spring, and Summer)</td>
<td>Program Director</td>
<td>Following completion of each portion of the DI (Fall, Spring, and Summer)</td>
<td>Most recent survey results revealed 100.0% of interns expressed strongly agree or agree on item related to diversity of experiences during the summer clinical/staff relief rotations. Program meeting outcome measure. (n=10)</td>
</tr>
<tr>
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</tr>
<tr>
<td>90.0% of DI alumni will rate the program as good or higher on items related to diversity of experiences in relationship to preparedness for entry-level practice.</td>
<td>No</td>
<td>Yes</td>
<td>DI Alumni</td>
<td>DI Alumni Survey</td>
<td>Program Director</td>
<td>18 months after Program Completion</td>
<td>2007 survey results indicated that 100.0% of respondents found the program very good or excellent on items related to diversity of internship experiences. Program meeting outcome measure. (n=3)</td>
</tr>
<tr>
<td>90.0% of DI alumni will rate the program as good or higher on items related to comprehensiveness of experiences in relationship to preparedness for entry-level practice.</td>
<td>No</td>
<td>Yes</td>
<td>DI Alumni</td>
<td>DI Alumni Survey</td>
<td>Program Director</td>
<td>18 months after Program Completion</td>
<td>2007 survey results indicated that 100.0% of respondents found the program good or higher on items related to comprehensiveness of internship experiences. Program meeting outcome measure. (n=3)</td>
</tr>
<tr>
<td>90.0% of employers of program graduates will rate program as good or higher on items related to offering diverse experiences.</td>
<td>No</td>
<td>Yes</td>
<td>Employers of DI Alumni</td>
<td>DI Employer Survey</td>
<td>Program Director</td>
<td>18 months after Program Completion</td>
<td>2007 survey results indicated that 100.0% of respondents found the program very good or excellent on items related to diversity of internship experiences. Program meeting outcome measure. (n=1)</td>
</tr>
<tr>
<td>90.0% of employers of program graduates will rate program as good or higher on items related to offering comprehensive experiences.</td>
<td>No</td>
<td>Yes</td>
<td>Employers of DI Alumni</td>
<td>DI Employer Survey</td>
<td>Program Director</td>
<td>18 months after Program Completion</td>
<td>2007 survey results indicated that 100.0% of respondents found the program good or higher on items related to comprehensiveness of internship experiences. Program meeting outcome measure. (n=1)</td>
</tr>
<tr>
<td>Outcome Measure</td>
<td>Data Needed</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The Program Advisory Committee will review experiences annually and 90.0% will rate them as good or higher on quality and diversity of experiences.</td>
<td>Yes</td>
<td>No</td>
<td>Advisory Committee</td>
<td>Survey of Advisory Committee</td>
<td>Program Director</td>
<td>Annually in Spring at Advisory Committee Meeting</td>
<td>The outcome measure was recently identified, and data do not currently exist. Will begin data collection at the 2008 Advisory Committee meeting.</td>
</tr>
</tbody>
</table>
### Goal III

**Program Goal**
III. Prepare graduates who are competent entry-level practitioners.

**DI Mission**
To develop successful, lifelong dietetic practitioners

**Marshall's Mission References**
Enhance the quality of health care in the region; Students will have the opportunity to use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Data Needed</th>
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<th>Group(s) to be Assessed</th>
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<th>Individual(s) Responsible</th>
<th>Time Frame</th>
<th>Progress Toward Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of each rotation, 100.0% interns will receive a performance rating of satisfactory or better on all competencies required for graduation.</td>
<td>No</td>
<td>Yes</td>
<td>Dietetic Interns</td>
<td>Preceptor Evaluations</td>
<td>Preceptors and Program Director</td>
<td>Upon Completion of Each Rotation</td>
<td>During 2006 – 2007, 100.0% of interns received ratings of satisfactory or higher upon completion of each rotation. Program meeting expected outcome. (n=10)</td>
</tr>
<tr>
<td>90.0% of graduates seeking employment in the field of dietetics will acquire a position within six months of program completion.</td>
<td>No</td>
<td>Yes</td>
<td>DI Alumni</td>
<td>Verbal or Written Notification of Employment</td>
<td>Program Director</td>
<td>Six Months Following Completion of the DI</td>
<td>100.0% of graduates seeking employment in the field acquired a position within six months of program completion. Program meeting expected outcome. (n=9)</td>
</tr>
<tr>
<td>90.0% of DI alumni will rate the program as good or higher on items related to competence as entry-level practitioner.</td>
<td>No</td>
<td>Yes</td>
<td>DI Alumni</td>
<td>Alumni Survey</td>
<td>Program Director</td>
<td>18 months after Program Completion</td>
<td>2007 survey results indicated that 100.0% of respondents found the program very good or higher on item related to competence as entry-level practitioner. Program meeting outcome measure. (n=3)</td>
</tr>
</tbody>
</table>

Programmatic Assessment Plan
DI 2007-2008
<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Data Needed</th>
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<th>Individual(s) Responsible</th>
<th>Time Frame</th>
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</tr>
</thead>
<tbody>
<tr>
<td>90.0% of employers of program graduates will rate program as good or higher on items related to competence of the graduate as an entry-level practitioner.</td>
<td>No</td>
<td>Yes</td>
<td>Employers of DI Alumni</td>
<td>Employer Survey</td>
<td>Program Director</td>
<td>18 months after Program Completion</td>
<td>2007 survey results indicated that 100.0% of respondents found the program excellent on item related to competence of the graduate as an entry-level practitioner. Program meeting outcome measure. (n=1)</td>
</tr>
<tr>
<td>The DI will achieve a minimum pass rate for program graduates of 80% on the Registration Examination over a five-year period.</td>
<td>No</td>
<td>Yes</td>
<td>DI Alumni</td>
<td>Registration Examination</td>
<td>Program Director</td>
<td>Annually</td>
<td>Most recent report indicated a 71.0% pass rate for first-time test takers from 2002 – 2006. Program not meeting expected outcome; plan for improvement initiated. (n=42)</td>
</tr>
</tbody>
</table>
Goal IV

**Program Goal**
IV. Provide skills and knowledge for an advanced degree.

**DI Mission**
To develop successful, lifelong dietetic practitioners

**Marshall’s Mission References**
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>
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<th>Individual(s) Responsible</th>
<th>Time Frame</th>
<th>Progress Toward Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of each portion of the DI (community, LTC, foodservice management, and clinical), 90.0% of interns will express satisfaction with skills and knowledge provided for pursuit of an advanced degree.</td>
<td>No</td>
<td>Yes</td>
<td>Dietetic Interns</td>
<td>MUDI Rotation Evaluation Survey (Fall, Spring, and Summer)</td>
<td>Program Director</td>
<td>Following completion of each portion of the DI (Fall, Spring, and Summer)</td>
<td>Most recent survey results (Summer 2007) revealed 100.0% of interns expressed strongly agree or agree on item related to satisfaction with skills and knowledge provided for pursuit of an advanced degree. Program meeting outcome measure. (n=10)</td>
</tr>
<tr>
<td>90.0% of DI alumni will rate program as good or higher on items related to provision of skills and knowledge for an advanced degree.</td>
<td>No</td>
<td>Yes</td>
<td>DI Alumni</td>
<td>Alumni Survey</td>
<td>Program Director</td>
<td>18 months after Program Completion</td>
<td>2007 survey results indicated that 100.0% of respondents found the program good or higher on item related to provision of skills and knowledge for an advanced degree. Program meeting outcome measure. (n=3)</td>
</tr>
</tbody>
</table>

Programmatic Assessment Plan
DI 2007-2008
<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(s) Responsible</th>
<th>Time Frame</th>
<th>Progress Toward Outcome Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0% of employers of program graduates will rate program as <em>good</em> or higher on items related to provision of skills and knowledge for an advanced degree.</td>
<td>No</td>
<td>Yes</td>
<td>Employers of DI Alumni</td>
<td>Employer Survey</td>
<td>Program Director</td>
<td>18 months after Program Completion</td>
<td>2007 survey results indicated that 100.0% of respondents found the program <em>excellent</em> on item related to provision of skills and knowledge for an advanced degree. Program meeting outcome measure. (n=1)</td>
</tr>
<tr>
<td>Over five years, at least 60% of DI graduates will pursue a graduate degree.</td>
<td>No</td>
<td>Yes</td>
<td>DI Alumni and MS in Dietetics Students/Alumni</td>
<td>Graduate Report on Enrolled Majors, MS Graduation Lists, and Academic Transcripts</td>
<td>Program Director</td>
<td>Annually in Fall</td>
<td>Data from 2002 – 2007 classes reveal that 68.4% of graduates pursued a graduate degree. Program is meeting outcome measure. (n=38)</td>
</tr>
<tr>
<td>Over five years, at least 70% of graduates pursuing a master’s will complete degree requirements.</td>
<td>No</td>
<td>Yes</td>
<td>DI Alumni and MS in Dietetics Alumni</td>
<td>MS Graduation Lists and Academic Transcripts</td>
<td>Program Director</td>
<td>Annually in Fall</td>
<td>Data only available for four years (2003 – 2006) and reveals that 82.0% of DI graduates completed a master’s degree. Program is meeting outcome measure. (n=17)</td>
</tr>
</tbody>
</table>
ATTACHMENT C
MARSHALL UNIVERSITY DIETETIC INTERNSHIP
PLAN FOR OBTAINING PRECEPTOR INPUT

Historical Perspective:

Prior to 2008, no formal mechanism existed for obtaining regular and consistent feedback from all preceptors. Many served on the Advisory Committee, where they offered input on programmatic issues. Additionally, the Program Director visited sites regularly, where she informally sought input on issues related to the program. Preceptors' opinions and suggestions were valued and utilized, but the need for a more formalized process of soliciting them became evident.

Plan for Formal Preceptor Input:

Beginning in Fall 2008, the program will seek input from all preceptors on a regular and continuing basis.

1. Annually, preceptors will be invited to campus to participate in small group interviews/discussions.
2. Upon arrival, they will be divided into small groups according to expertise and areas of practice.
3. The Program Director and other faculty members will facilitate each group/discussion utilizing a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis technique.
4. Assistants will be available to record all feedback provided.
5. The Director will collect data generated and bring to faculty for collective analysis.
6. Findings will be shared with the Advisory Committee and policy/practice changed, if warranted.

Contingency Plan:

In the event that participation in annual preceptor meetings becomes low, the Director will draft a written survey, which will enable preceptors to provide feedback electronically. Such a form of communication would not allow conversation and networking among preceptors but would afford all preceptors an equal opportunity to provide input on the program.
ATTACHMENT D
Marshall University Dietetic Internship
Evaluation of Intern Performance

CLARIFICATION OF PERFORMANCE RATING SCALE

When evaluating student performance during internship rotations, please refer to the descriptions below. Use of these guidelines will help ensure consistency of evaluation among all preceptors. Remember, interns MUST be performing at a minimum level of SATISFACTORY or "Beginning/Developing" for all competencies and other criteria in order to continue in the internship without remediation.

4 = EXCELLENT

"Exemplary"

Intern is successfully able to identify, plan, implement, and assess specific skills, tasks, and/or experiences to meet competency. Student is able to execute all elements of the competency requirements independently. A score of EXCELLENT is the expectation at the completion of the community management, and clinical/staff relief rotations.

3 = GOOD

"Accomplished"

Intern is successfully able to plan, implement, and assess specific skills, tasks, and/or experiences to meet competency. Student is able to identify potential learning/competency improvement opportunities and areas for improvement related to the competency. Additionally, the intern has independently attempted execution of competency requirements with appropriate guidance/recommendations provided by the RD or other qualified preceptor.

2 = SATISFACTORY

"Beginning/Developing"

Intern has an accurate understanding of the competency and has identified and planned specific skills, tasks, and/or experiences to meet competency. Student has observed and actively worked with RD or other qualified preceptor on more than one occasion regarding the skills, tasks, and/or experiences related to the competency. A rating of SATISFACTORY is acceptable and expected during introductory experiences, especially at the mid-point evaluation. Please identify strategies for strengthening performance and share with intern.

1 = POOR

"Unacceptable/Needs Improvement"

Intern is not able to successfully achieve acceptable level of competency and does not have an accurate understanding of the competency and/or the skills, tasks, and experiences needed to meet requirements. Preceptors should communicate expected levels of and strategies for improvement with intern and Program Director.
ATTACHMENT E
Marshall University  
Department of Dietetics  
Position Description  

Position: Director  
Program: Dietetic Internship  

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  
• Coordinate supervised practice experiences for up to 12 Dietetic Interns  
• Communicate regularly with interns through the electronic reporting system and weekly during class meetings  
• 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 or supervised practice experience 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  
• Communicate with preceptors via email, telephone, face-to-face meetings, and the electronic reporting system
• Assume responsibility for DI curriculum development and revisions; seek input from program stakeholders
• Establish a conducive atmosphere for learning, which facilitates an intellectual exchange among students, faculty, and preceptors
• Provide and update information regarding internship application and matching process to prospective students and the public
• Orient students to internship and facilities
• Maintain and verify supervised practice experiences via electronic communication
• Ensure the regular and timely evaluation of interns at each supervised practice facility via online reporting
• 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
• Submit information regarding student verification to CDR
• Coordinate and facilitate meetings of the Advisory Committee
• Coordinate and facilitate meetings of the Admissions Committee
• Submit computer match selections to D&D Digital
• Communicate regularly with program preceptors, the Advisory Committee, prospective students, and other stakeholders
• Recruit competent dietetic interns through electronic communication, website updates, campus visits, and other recruiting opportunities as available
• Maintain accurate and current student and program records, such as evaluations (program and student), applications, transcripts, verification statements, syllabi, and assessment data, to name a few
• Distribute, collect, and analyze data from DI Rotation Evaluations three times annually
• Distribute, collect and analyze data from Employer and Alumni Surveys every 18 months
• Prepare and submit Program Assessment Document and Self-Study reports to the Commission on Accreditation for Dietetics Education
• Submit Annual Report and Planning Page to Department Chair and/or Dean each year
• Represent the Dietetic Internship within the College and University, as well as in the community
IV. **Time Allocated to Position**

- Nine-month, tenure-track position with additional administrative duties during summer months
- 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
ATTACHMENT F
Marshall University Dietetic Internship

POLICY ON EVALUATION OF ADEQUACY AND APPROPRIATENESS OF SUPERVISED PRACTICE FACILITIES

Prior to selection as a supervised practice facility, sites must meet the minimum criteria outlined below. All supervised practice facilities will be reevaluated for adequacy and appropriateness at least every three years or sooner if major changes occur at the site.

1. Appropriate Contractual Agreement Signed and On File
   Facility must enter into a contractual agreement with Marshall University’s College of Health Professions. The contract must be signed by both parties, on file in the College office, and updated/reviewed regularly.

2. Agreement Not to Utilize Interns to Routinely Replace Employees
   Facility and preceptors must agree, and acknowledge in writing, not to utilize interns to routinely replace paid employees of the facility.

3. Appropriate and Diverse Learning Experiences Available
   Facility has the ability to accommodate the curriculum for respective area of supervised practice and meet appropriate competencies/outcomes as identified in the Dietetic Internship Handbook.

4. Suitable Experience of Preceptors in the Professional Setting
   Preceptors will have sufficient experience in their current professional roles and be capable of assisting students in competency achievement. Every attempt will be made to place students with practitioners who have greater than one year of practice in their current position.

5. Appropriate Credentialing of Preceptors
   Preceptors in clinical facilities must be Registered Dietitians and hold a current license to practice in their state. In other areas of supervised practice (i.e., management and community), preceptors must have appropriate education and training for their respective positions.

6. Maintenance of Preceptor Skills via Continuing Education and Other Avenues
   All preceptors must be able to verbalize plans for maintaining practice skills through continuing education or other avenues. In addition, clinical preceptors are required to maintain a current portfolio for professional development as required by the Commission on Dietetic Registration.
28 June 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:

Please accept this correspondence as an interim report to address continued compliance with Standard One: Program Planning and Outcomes Assessment for Marshall University’s Dietetic Internship. The pages that follow are 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 DI in 2005, with additional measures taken in 2008, 2009, and 2010. As a result, several revisions and changes to courses and policies have been made.

Regarding the curriculum, program faculty and Advisory Committee members determined that students did not have enough experience with multiple choice exams during the internship. Traditionally, short answer and essay tests were predominately utilized in the DI. In an attempt to familiarize students with this format and improve their confidence for the RD exam, didactic course faculty began to employ more multiple choice format exams in the fall of 2008.
Additionally, a review of practice exams and student feedback indicated a need for the inclusion of more normal nutrition principles in the DI. Students routinely missed questions in this domain on practice exams and indicated they had forgotten many normal nutrition concepts from their undergraduate training. In fall 2009, the curriculum for Advanced MNT I and II was amended to include reviews of normal nutrition throughout the year. Student feedback, to date, appears favorable regarding the change. Practice exams and RD exam scores will be monitored in the future to assess appropriateness of the change.

Several programmatic policies and procedures have been added or amended in an effort to improve passage rates on the RD exam. In 2005, the DI Director realized the need for an improvement plan and solicited the assistance of the Advisory Committee. Together, a comprehensive plan for improving pass rates was developed and implemented that fall. The plan was discussed thoroughly in the self-study document but an abbreviated version is included in the paragraph below.

First, students are given a practice RD exam during orientation, which is graded by the Director. The exam is reviewed with students, and they are provided with an assessment of domain areas for which they should seek improvement. Also, students are required to pass a second practice exam during their final clinical rotation with a score of 80% or higher. After two unsuccessful attempts, remedial work is required in order to complete the program and be awarded a Verification Statement.

In 2008, stakeholders determined it would be beneficial to include a more thorough discussion of the RD exam during DI orientation. Therefore, time was made available in the schedule to discuss the exam structure, domains, and computer testing. By providing information of this nature to students early in the program, it was hoped test anxiety would be reduced, as they would become more comfortable with the exam and format. Scores have improved since this measure was implemented. Additionally, several students have stated they felt more confident when they sat for the exam, because they knew what to expect.

Finally, a review of practice exam scores and student/preceptor feedback indicated that students were not taking time during the DI to review food and nutrition concepts emphasized in their DPD programs. In order to ensure that students reviewed all pertinent concepts prior to the exam, Marshall initiated an on-campus, three-day intensive review course to prepare students for the RD exam in spring 2010. All interns participated and provided favorable feedback. Exam pass rates will be monitored to evaluate effectiveness of the course.

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

Assessment of each of the above strategies is completed on an annual basis. Intern requirements/expectations are provided to students during orientation, as
part of the DI Handbook. Additionally, faculty have developed a timeline for assessing programmatic student learning outcomes and meet on an annual basis to do so. These meetings are intentionally set to discuss the measurement, 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>72%</td>
</tr>
<tr>
<td>2006</td>
<td>9</td>
<td>7</td>
<td>78%</td>
<td>71%</td>
</tr>
<tr>
<td>2007</td>
<td>8</td>
<td>5</td>
<td>63%</td>
<td>71%</td>
</tr>
<tr>
<td>2008</td>
<td>6</td>
<td>4</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>2009</td>
<td>14</td>
<td>14</td>
<td>100%</td>
<td>79%</td>
</tr>
<tr>
<td>5-year Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As noted above, the RD practice exam policy was introduced in 2005 to address the pass rate; however, the policy alone was not as effective as anticipated. Thus, additional actions were taken in 2008, 2009, and 2010. In 2009, the DI pass rate improved significantly to 100%.

Because Marshall has a small program, the number of students eligible to sit for the registration examination is not usually very high. This was certainly an issue in 2007 and 2008, when only eight and six students took the exam in each year, respectively. The pass 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 DI pass rate and have helped to better prepare our students for the national exam.

Although the pass rate continues to improve, we recognize there will always be new ways to enhance student learning. Therefore, we will continue to assess learning outcomes, the curriculum, and program policies and procedures. The administrators, Advisory Committee, and DI graduates are incredibly supportive of our Department and want to ensure its' ongoing 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 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, interns, preceptors,
and others. We will also work with all stakeholders to identify further areas for programmatic improvement.

We appreciate the time and effort of the CADE staff to provide our program with guidance and feedback. The faculty at Marshall University are passionate about 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 further questions, please do not hesitate to contact me at 304.696.4336 or williamsk@marshall.edu.

Sincerely,

[Signature]

Kelli J. Williams, PhD, RD, LD
DI 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.

<table>
<thead>
<tr>
<th>Current year: (2009)</th>
<th>Last year: (2008)</th>
<th>3 years ago:</th>
<th>4 years ago:</th>
<th>5 years ago:</th>
</tr>
</thead>
<tbody>
<tr>
<td>79%</td>
<td>73%</td>
<td>71%</td>
<td>71%</td>
<td>72%</td>
</tr>
</tbody>
</table>

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

The pass rate fell to a low of 71% in 2006 and 2007, largely due to the small number of first-time test takers from the DI. Over the past two years, there has been a significant increase in the pass rate. In 2009, 100% of test takers passed the exam on their first attempt.

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 appropriateness. Input from faculty, administrators, graduates, preceptors, and the Advisory Committee is solicited annually, at a minimum. Graduates’, preceptors’, and Advisory Committee members’ viewpoints are especially beneficial, as most are practicing dietitians and familiar with entry-level skill requirements. Graduate surveys are administered annually, and the Advisory Committee meets each spring.

**Program Procedures:** Similar to policies, procedures are reviewed regularly with input from all stakeholders. Advisory Committee members are very helpful in this process, as many are primary preceptors at their respective facilities.

**Program Curriculum:** DI curriculum is assessed annually by the program director and faculty. Proposed changes to the curriculum are discussed with Advisory Committee members and feedback is sought. 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 Graduate Curriculum Committee.
Program Assessment: Program assessment occurs annually at the University level. The DI Director prepares an assessment report and submits to the Office of Assessment each fall. The Board of Governors reviews all degree programs every five years. Input from all constituents is used in program assessment, which is discussed at the annual Advisory Committee meeting. The pass rate of first-time test takers is always considered with regard to programmatic assessment.

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

DI faculty, administrators in the College of Health Professions, Advisory Committee members, preceptors, graduates of the DI, and current dietetic interns are involved in the evaluation of program components.

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.

Upon reviewing pass rates and seeking input from stakeholders, controllable factors influencing pass rates were identified and policies, procedures, and curriculum were updated to reflect. The following page addresses such factors in more detail. One other factor greatly influencing the pass rate is the number of first-time test takers. As a small program, there are many years where the total number sitting for the exam is less than ten. With so few, one person failing the exam has a significant impact on the overall pass rate. Since this factor can not be altered, the Director and faculty work diligently to ensure that each graduate is well-prepared for the exam and practice at the entry-level.
**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>Lack of experience with multiple choice exam format</td>
<td>Introduce more multiple choice exams in DI didactic courses</td>
<td>Fall 2008</td>
<td>Pass rate monitored to evaluate effectiveness</td>
</tr>
<tr>
<td>Test Anxiety</td>
<td>Review/discuss exam structure, domains, and computer testing as part of DI orientation</td>
<td>Fall 2008</td>
<td>Monitored via student/graduate feedback and changes in pass rate</td>
</tr>
<tr>
<td></td>
<td>RD practice exam given at orientation and reviewed with interns</td>
<td>Fall 2005</td>
<td>Monitored via student/graduate feedback and changes in pass rate</td>
</tr>
<tr>
<td></td>
<td>Interns must score 80% or higher on practice RD exam to complete DI; if score below 80% after two attempts, remediation is required until desired score achieved</td>
<td>Fall 2005</td>
<td>Monitored through scores on practice exams during final DI rotation and student/graduate feedback; evaluated by assessing pass rate changes</td>
</tr>
<tr>
<td>Inadequate preparation</td>
<td>Provide intensive 3 day exam review on campus for interns</td>
<td>Spring 2010</td>
<td>Monitored via student/graduate feedback and changes in pass rate</td>
</tr>
<tr>
<td></td>
<td>Include normal nutrition review in Advanced MNT I and II courses</td>
<td>Fall 2009</td>
<td>Monitored via student/graduate feedback and changes in pass rate</td>
</tr>
</tbody>
</table>


July 30, 2010

Kelli J. Williams, PhD, RD, LD
Director, Dietetic Internship
Marshall University
Department of Dietetics
One John Marshall Drive
Huntington, WV 25755-9521

Dear Dr. Williams:

The interim report dated June 28, 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 a non-degree Dietetic Internship enrolling 12 full-time interns annually and a General emphasis.

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 addition, all programs should now be meeting the 2008 CADE Accreditation Standards. Our records indicate that your program has a General emphasis. It is expected that you will be making changes to your program to come into compliance with the 2008 standards regarding concentration area as soon as possible. You can make the change without having to submit additional documentation to CADE. Our only request is that you let the staff know of the change so that we can update our database appropriately. You may submit your concentration and any changes in hour requirements to CADE via email at CADE@eatright.org. Information on the 2008 CADE Accreditation Standards can be found on the ADA/CADE Web page at www.eatright.org/CADE under the Apply/Maintain Accreditation tab.

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, MS, RD, LD
Chair
Commission on Accreditation for Dietetics Education

JFA/jj

cc: Stephen J. Kopp, PhD
    Charles McKown, MD
    Gretchen Oley, MD
ANNUAL ASSESSMENT REPORT EVALUATIONS
Office of Assessment & Program Review

April 5, 2010

Dr. Kelli Williams, Chair
Dietetics
COHP

Dear Kelli:

The Graduate Council and I have completed our evaluation of the MS 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.

As with the BS program, it is obvious that you have done a great deal of work 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 and, as I suppose is to be expected, there are even more than for the BS program! Your measures are complementary. Will you use a timeline for evaluation similar to that used for the BS program? 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
Office of Assessment & Program Review

April 5, 2009

Dr. Kelli Williams, Chair
Dietetics
COHP

Dear Kelli:

The Graduate Council and I have completed our evaluation of the MS 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.

Your student learning outcomes are appropriate and include higher levels of learning. However, I understand that these are currently being revised (and have been at the date of this report). Assessment measures listed for each outcome are appropriate and complementary. However, benchmarks can't just be that 100% of student must achieve the outcomes. We need to know what criteria will determine whether or not students have achieved the outcomes. Do they need to score at a certain level?

I have noted your request for help with rubric development. I would be glad to assist, or we might be able to organize some faculty development with rubric development. 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
Dr. Kelli Williams, Chair  
Dietetics  
COHP

Dear Kelli,

The Graduate Council and I have completed our evaluation of the annual program assessment report for the MS in Dietetics and the Dietetic Internship. 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 for the Dietetic internship are fine, but your program goals for the MS in Dietetics contain a lot of redundancy. Additionally, some read like student learning outcomes, whereas others read like program goals. When writing these goals, I suggest you begin them by saying, “The MS Program in Dietetics will.........” and then enumerate the goals the program wishes to accomplish.

Your student learning outcomes are written in terms of what students should be able to do when they complete the program, which is good. They are, however, very general. I’d also suggest that you avoid the use of the word “demonstrate.” This is a very general term that doesn’t specify the level of learning being assessed in the outcome. The following are suggested outcome statements based on the ones given in your report. I want to emphasize that these are suggestions only; since I am not a dietician, I don’t know whether or not they are appropriate. Nevertheless, they will serve as examples of wording changes that I think are appropriate.

Upon completion of the MS in Dietetics, students will be able to

1. Choose the most appropriate techniques and tools to manage foodservice systems based on the specific characteristics of the foodservice system.
2. Plan appropriate nutritional programs for individual clients after analyzing the client’s specific characteristics and case history information.
3. Assess community needs and plan appropriate community nutrition programs based on an analysis of their needs.
4. Communicate effectively, both orally and in writing, in the discourse of the discipline.
The outcome measures you have listed on your chart read like student learning outcomes and it may be that your first outcome above could be broken down into smaller outcomes. For example, “Students will be able to supervise design of menus as indicated by the patient’s/client’s health status” sounds a lot like outcome 2 above. The assessment measures you’ve listed, e.g. weekly reports, preceptor evaluations, evaluation of modified menus, and sanitation audit are all appropriate. You will need to develop detailed scoring rubrics for each of these measures. Ideally, the rubrics should contain multiple sections. These will allow you to identify your students’ specific strengths and weaknesses for each outcome. After the rubrics are developed, you need to specify your benchmark for each section of the rubric. Benchmarks might be a mean score (across students) at a certain level of each component of a scoring rubric. For example, if internship experiences are evaluated on a scale of 4 – 1, with 4 meaning “mastery,” 3 meaning “proficient,” and 2 meaning “novice,” you would probably expect different levels of performance at different points in the program. Perhaps for students in the first part of their internship, you might expect a mean score of 2.5 on each component and for more advanced students a higher score. Results will be the mean score students actually achieved, with plan of action being what you plan to do to address weaknesses.

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 written in such a way as to support higher order learning, your current student learning outcomes are measurable and support Marshall’s educational goals.

Assessment Measures = 2. This rating was given because you identified several direct measures for the first outcome and these appear to be appropriate. I assume you will develop measures for your other outcomes in the future. As you continue to work on these measures, be sure to develop rubrics and to include some indirect assessments.

Feedback Loop = 0. This rating was given because, since this plan is in its infancy, the data have not yet been collected.

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 that you consider having at least one (preferably two) direct assessment measures 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 reports and internship evaluations. 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. As you are doing this, however, you should be developing assessment tools for the outcomes not listed in the report this 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 E. Reynolds
Interim Director of Assessment

C: Dr. Shortie McKinney, Dean, COHP
September 4, 2007

Dr. Kelli Williams, Chair
Dietetics
COHP
Campus

Dear Kelli,

The Subcommittee on Assessment Reports completed its review of your annual assessment report for the Dietetic Internship and the MS in Dietetics and I concur with their analysis.

The Dietetic Internship and MS in Dietetics are performing at Level 3 (the highest level) in the areas of Learning Objectives and Assessment Measures and at Level 2 in the area of the Feedback Loop.

In the area of Learning Objectives, Level 3 suggests that learning objectives are comprehensive, measurable, support Marshall’s educational goals, and span multiple learning domains.

In the area of Assessment Measures, Level 3 suggests that your assessment program emphasizes direct measures of student learning (although indirect measures also are used appropriately), and that your assessment measures focus on real-world tasks, stress higher order learning, and allow performance to be gauged over time. I was especially impressed with the number of preceptor evaluations students receive during the course of their internships.

In the area of the Feedback Loop, Level 2 suggests that assessment findings about the state of student learning are beginning to be incorporated into reviews of the academic program and into the program’s self-study. For example, you nicely demonstrate how you have used the licensure exam data to make program improvements which show promise in helping to improve your students’ pass rates on this particular measure.

I would like to suggest that, in future reports, you coordinate the narrative and the chart more closely. As it is now, the student outcomes listed in the narrative are not repeated in the chart. I appreciate that you have adapted the chart to more closely
resemble what you are asked to do for your accreditation report, but for university assessment purposes your chart is missing the results of your assessment and the action taken based on your results, some of which you did include in your narrative. The chart also is missing the student outcomes. So, if your student outcome is, “Students will demonstrate competencies for entry-level and advanced positions in dietetics programs for effective delivery of food/nutrition services and for conducting food and nutrition research,” you might show multiple tools used to measure this outcome with benchmarks for each tool. Then, you need to show specific results, i.e. what percentage of your students achieved the stated benchmarks. Finally, you need to close the feedback loop by showing the action taken based on the results (as you have in the narrative concerning licensure exam pass rates). As I read the chart you provided last year, I think your “outcome measures” correspond to assessment tools, your “expected outcomes” correspond to benchmarks, your “program” and “individual responsible” correspond to person or office responsible. However, your chart is lacking 1) Student Outcome, 2) Results/Analysis, and 3) Action Taken.

Overall, however, your assessment efforts are to be commended. If the Office of Assessment and Program Review can be of any assistance, please don’t hesitate to call the new Director, Dr. Mary Beth Reynolds.

Sincerely,

Frances S. Hensley
Associate Vice President for Academic Affairs

C:  Dr. Shortie McKinney, Dean, COHP
To: Kelli Williams, Chair, Department of Dietetics  
From: Bob Edmunds, Coordinator for Program Review and Assessment  
Date: July 6, 2006

**Yearly Assessment Report for: MS 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>
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<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td></td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td></td>
</tr>
<tr>
<td>Total Overall Score</td>
<td></td>
</tr>
<tr>
<td>Level of Implementation</td>
<td></td>
</tr>
<tr>
<td>(efficacy of assessment)</td>
<td></td>
</tr>
</tbody>
</table>

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

Levels of Implementation

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

Interpretation:

The program is a new program. The unit does not have sufficient data at this point to consider wholesale changes in the program. The unit has focused on several avenues of direct and indirect evidence to begin to see what changes are necessary. As more data become available, the program will have a richer perspective about student academic achievement.

Recommendations:

The combination of the two programs, the Dietetic Internship Program and the MS, Dietetics, will make it easier for the unit to focus on student learning, especially in the area of the registry examination. Since many of the outcomes for the dietetic internship program and the MS program are similar, they can be measured in tandem.

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

Enclosures