Program Review

Bachelor of Science in Dietetics

College of Health Professions

October 2014

MARSHALL UNIVERSITY

Program Review
Date: October 15, 2014

Program: Bachelor of Science in Dietetics

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

Recommendation

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.)

Date: 10-8-14
Signature of person preparing the report:

Date: 10-8-14
Signature of Program Chair:

Date: 10/16/14
Signature of Academic Dean:

Date: 18 Dec 14
Signature of Chair, Academic Planning Committee. (Baccalaureate pgms only)

Date: 12/21/2015
Signature of Chair, Faculty Senate/Chair, Graduate Council:

Date: 7/31/15
Signature of the Provost and Senior Vice President for Academic Affairs:

Date: 7/30/15
Signature of the President:

Date: 7/30/15
Signature of Chair, Board of Governors:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

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

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

The MU Dietetic program continues to prepare competent dieticians who are in demand in the Tri-State region. Compared to their peers employers indicate MU graduates are exceptionally well prepared to work in hospitals, clinics, schools, and numerous local and state community agencies. Fist-time pass rates for these graduates continue to exceed the national average.

One FTE in the department was frozen this current year due to a retirement and will return to the department in time to recruit for a new faculty for the next academic year. The position was frozen as part of a one-time contribution from COHP to help meet the campus shortfall of 14.1 million. With the addition of the position, enrollment in the Master’s program will also increase.

Funds have been identified to renovate the food laboratory space and replace outdated and non-functional equipment and appliances, which is currently located in Corbly Hall. The plan is to relocate the entire DTS Nutrition Education (grant) program and food laboratory from Corbly Hall to Gullickson Hall (GH), once the space in GH has been vacated by CITE. The timeline for the opening of the new Engineering building is April, 2015. It is our intention to complete the renovation of the food laboratory (in GH) in time for the start of the fall semester 2015. This renovation has been in the planning stages for two years and initially was to be completed in the existing space in Corbly Hall. However, with new space becoming available in GH the decision was made to postpone the renovation until we were able to obtain approval from the Provost to move DTS to GH.

Over the past year, GH space in the basement was renovated by the College to provide an area for DTS program to use as a clinical assessment and practice area for student use. The space also provides laboratory and research space for the Medical Technology and Public Health programs.

The outlook for this program remains strong and graduates are in high demand. Updating the food laboratory and providing space for clinical assessment activities will strengthen the program and allow students greater opportunities in clinical assessment and practice.

Michael Prewitt
Signature of the Dean
October 15, 2014
Date
Marshall University
Program Review

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

Program: Dietetics - BS
College: Health Professions
Date of Last Review: Academic Year 2010 - 2011

I. CONSISTENCY WITH UNIVERSITY MISSION
Marshall’s dietetics program strives to deliver the highest quality dietetics education utilizing all available resources to meet the needs of this rural region for dietetics professionals. The University’s primary commitment to undergraduate education is fulfilled by the DPD’s (Didactic Program in Dietetics) broad curriculum in Dietetics as pre-professional training, which prepares students for continued education upon graduation.

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

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

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

II. Accreditation Information

1. Name of Accrediting Organization:
The undergraduate (DPD) program is nationally accredited by the:

Accreditation Council for Education in Nutrition and Dietetics (ACEND)
120 South Riverside Plaza, Suite 2000
Chicago, Illinois  60606-6995
312/899.0040 ext. 5400
ACEND is an autonomous accrediting agency for education programs preparing students to begin careers as registered dietitians or dietetic technicians, registered. The mission of ACEND is to serve the public by establishing and enforcing eligibility requirements and accreditation standards that ensure the quality and continued improvement of nutrition and dietetics education programs that reflect the evolving practice of dietetics. ACEND defines educational quality as the ability to prepare graduates with the foundation knowledge, skills and/or competencies for current dietetics practice and lifelong learning.

2. Date of Most Recent Self-Study and Accreditation visit:
A Program Assessment Report (PAR) was submitted to ACEND for mid-accreditation evaluation in Fall 2012. Upon review of the report, the ACEND board granted continued accreditation on May 3, 2013. A copy of the letter continuing accreditation status is provided in Appendix IX.

The DPD was granted continued accreditation on July 22, 2008, after an intense site visit, which occurs every ten years. A copy of the letter conferring accreditation is provided in Appendix X.336102.8

3. Accreditation Status:
The DPD has been granted continued accreditation.

4. Accrediting Organization’s Report:
A copy of ACEND PAR Review Team comments is provided in Appendix XI, along with the program’s responses. A copy of the most recent site visit accreditation report is provided in Appendix XII.

III. Adequacy of the Program

1. Faculty:
The Dietetics Department consisted of four full-time faculty members during the timeframe of this report. However, one faculty member was on an extended medical leave for much of the period; therefore, her courses were covered by part-time faculty and other responsibilities were divided among the remaining three faculty as needed. These three positions are occupied by two tenured faculty at the rank of Professor and one tenure-track faculty at the rank of Assistant Professor. All hold the credential of Registered Dietitian from the Commission on Dietetic Registration (CDR) and are licensed to practice dietetics by the state of West Virginia. Moreover, all faculty are competent in their areas of expertise and exceed the continuing education requirements for registration by CDR. Faculty actively participate in professional and community organizations and attend professional meetings and conferences. One faculty member currently serves as the West Virginia Delegate to the Academy of Nutrition and Dietetics and was recently recognized as one of the Academy’s Recognized Young Dietitians of the Year. Two faculty members are past presidents of the
West Virginia Dietetic Association, and one currently sits on the Board of Directors for Facing Hunger Foodbank as the President-elect. Faculty are also actively involved in grants and research related to childhood nutrition education and obesity. They have been invited presenters at various regional, national, and international conferences to present their findings.

Faculty Data Sheets for all faculty are included as Appendix I. Scholarship, service, and professional development are not included as part of one full-time faculty member’s file. As previously discussed, she was on extended medical leave and information is not available. Data Sheets are also included for the three part-time faculty utilized during the period of this review. Due to extenuating circumstances, the Department relied heavily on these individuals to meet course demands. Generally, part-time faculty are only utilized to teach two specific service courses. Dietetics does not use graduate assistants as instructors; therefore, Appendix I-A is not included.

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

a. Entrance Standards:
Once students are admitted to Marshall, they are eligible to enroll as Pre-Dietetics majors. Dietetics students are required to complete Math 127 or 130; therefore, students must score at least a 19 on the Math ACT to enroll in a required math course. In addition, English 101 requires at least an 18 on the English ACT for enrollment. Students not meeting these requirements must first take the necessary preparatory courses as required by the respective departments. Students must score a 23 or higher on the Math ACT to enroll in CHM 211 or complete CHM 111 prior to enrolling in CHM 211, which is required for the major.

Students enrolled as Pre-Dietetics majors must meet additional criteria before becoming Dietetics majors. Criteria include a minimum of 45 hours of coursework, a GPA greater than or equal to 2.75, and completion of DTS 201 (Introductory Nutrition) and DTS 202 (Introductory Foods) with a grade of C or better. Furthermore, students must complete all required courses with a C or higher and maintain at least a 2.5 GPA to graduate with a Bachelor of Science degree in Dietetics.

b. Entrance and Exit Abilities of past five years of graduates:
Appendix II shows that the last five years of graduates entered the program with high school GPAs that ranged from yearly means of 3.02 to 3.69 and yearly mean ACT scores from 20.6 to 24. Appendix III shows that these graduates also compiled respectable GPAs during their undergraduate program, with yearly means ranging from 3.32 to 3.41.
Upon graduation, students wishing to sit for the national registration examination for dietitians must complete a dietetic internship (DI) with a minimum of 1200 hours of supervised practice. The accrediting agency (ACEND) requires a DPD to have an overall, five-year pass rate of 80% for first-time test takers. Programs with a first time pass rate of 79% or below but a one year pass rate at 80% or above meet ACEND requirements with monitoring. The program’s most recent five-year pass rate (January 2014) is 85% for first time test takers and 98% for testers within one year of first attempt (one student is eligible to retake the exam). Dietetics faculty are committed to student success; hands-on experiences in the classroom, required field experiences, multiple choice testing similar to the national examination, and practice tests in the Senior Seminar course are utilized to prepare students for the national examination.

Appendix XIII includes documentation from ACEND regarding the current 5-year pass rate. Please note the yearly pass rates on ACEND records will be different when compared to Appendix III because ACEND documents pass rates according to the year the graduate takes the exam, not the year he or she graduated from the program.

3. Assessment Information:

a. Student Learning Outcomes:
Assessment summaries are included in the Appendix IV. Program assessment rubrics corresponding to the program learning outcomes follow the summaries.

b. Other Learning and Service Activities:
Faculty in the Department of Dietetics believe the best way to learn and develop competence in a skill is to practice. One aspect of the DPD that faculty are particularly proud of is the number of laboratory experiences, field experiences, and service learning activities incorporated throughout the curriculum to enhance the didactic component. More specifically, Introductory Nutrition, Introductory Foods, Foodservice Safety and Systems Management II, and Chemistry of Foods each have laboratory components where students translate didactic material into practice.

While enrolled in Community Nutrition, students spend time in local K-12 schools assisting with the Nutrition Education Program (SNAP-Ed grant funded educational program). Life Span Nutrition includes a service-learning component in which students work with community agencies serving various age groups. Students also gain experience in the clinical setting by completing hours at Huntington Health and Rehabilitation as part of their Medical Nutrition Therapy coursework. Additionally, students are given the opportunity to tour foodservice sites, a dairy farm, and a wholesale food-
distributer to enhance their knowledge in the area of foodservice management. The Community Presentation capstone project, completed in DTS 476 (Senior Seminar), provides students with an opportunity to utilize knowledge of food science, nutrition, marketing, and budgeting to prepare, deliver, and evaluate an education program for members of the local community.

The Marshall University Student Association of Nutrition and Dietetics (MUSAND) offers additional service opportunities to students. On a monthly basis, students provide a healthy meal for guests of the Ronald McDonald House, prepare nutritious meals for the Burrito Riders, volunteer at the Facing Hunger Foodbank, and host a nutrition educational table in the Memorial Student Center. SAND members attend both state and national food and nutrition conferences and assist the West Virginia Academy of Nutrition and Dietetics in developing and implementing National Nutrition Month activities.

c. Plans for Program Improvement:
Based upon the Student Learning Outcomes assessment data, there is limited need to suggest plans for program improvement. Data from all capstone assessment points revealed student performance is within the acceptable range for accreditation. However, faculty identified two areas to monitor. First, faculty will monitor improvements on KRD 3.1, which pertains to students’ abilities to use the nutrition care process. In 2012-2013, 84.6% of students achieved capstone performance at the second assessment point. By 2013-2014, 90% of students achieved capstone performance at this assessment point. Faculty recently added a field experience component to Medical Nutrition Therapy to help students see firsthand how a Registered Dietitian assesses, diagnoses and implements nutrition intervention strategies. The initial data indicate this experience positively affected student performance on KRD 3.1; faculty will continue to monitor improvements. Second, faculty will monitor performance on KRD 4.1 (applying management and business principles and theories). This standard is broken down into three tips or sub-standards. Data show that Marshall Students performed exceptionally well on KRD 4.1: Tip 1. In 2012-2013, 70% of students performed at capstone level for KRD 4.1:Tip 2, which is 10% less than expected. However, in 2013-2014, 100% performed at capstone level. Faculty will continue to place a greater emphasis on financial data and budgeting in applicable classes. While 100% of students performed at the capstone level on KRD 4.1: Tip 3 in 2012-2013, only 80% performed at this level in 2013-2014. Eighty percent is appropriate for accreditation; however, faculty are exploring opportunities to provide more exposure to HR management principles in course curriculum to be certain all students are competent in this area upon graduation.
Timeline:
2014-2015 Academic Year – Continue to require field experience as a component of Medical Nutrition Therapy coursework (KRD 3.1)
2014-2015 Academic Year – Continue to place a greater emphasis on financial data and budgeting in applicable classes (KRD 4.1: Tip 2)
Fall 2015 Faculty Meeting – Explore opportunities to provide more exposure to HR management principles in course curriculum (KRD 4.1: Tip 3)
May 2015 – Apply rubrics to student learning outcomes to assess progress on KRD 3.1 and KRD 4.1

d. Graduate Satisfaction:
Approximately 12-18 months after graduating from the DPD, graduates are asked to complete an online survey. Of the 48 graduates from the past 5 years, 37 were sent invitations to an online survey (the 11 most recent graduates will be surveyed 12-18 months after their graduation date). The Department received responses from 12 graduates (32% response rate). Overall, respondents expressed positive feelings toward the program and their level of preparedness. One-hundred percent of students agreed or strongly agreed that the program gave them the ability to apply information in the areas of basic nutrition, food service and medical nutrition therapy. Seventy-five percent of students strongly agreed that the program prepared them for entry into a dietetic internship. Student comments included satisfaction with small class sizes, passion of professors, and focus on preparation for internships and future employment.

To further assess preparedness of graduates, the Department distributes a Dietetic Internship Director’s Survey. Of the 26 students (does not include the 11 students currently enrolled in internships) participating in an internship during five year review period, the Department received 22 responses (85% response rate) from internship directors. The survey data indicated that Marshall DPD graduates were well prepared for supervised practice. When compared to interns from other DPD programs, Marshall Graduates have been identified as being more prepared than their peers or equally prepared/satisfactorily prepared.

e. The previous five years of evaluations of assessment reports for the BS in Dietetics are provided in Appendix VIII.

4. Previous Reviews:
At its meeting on April 28, 2011, the Marshall University Board of Governors recommended that the BS in Dietetics continue at its current level of activity.
5. Identify weaknesses and deficiencies noted in the last program review and provide information regarding the status of improvements implemented or accomplished.

In its last program review, completed in academic year 2010 – 2011, the BS in Dietetics Program identified the weaknesses below. These are transcribed verbatim from that report:

“Unfortunate as it may be to place so much emphasis on an exam, the greatest weakness of the program is the pass rate for the national registration examination. As previously mentioned, the first-time pass rate for graduates of the last five year period was 79%, which is just below the accreditation goal of 80%. In an effort to improve pass rates, faculty have solicited suggestions from the Advisory Committee and graduates of the program, as well as other DPD Directors at professional meetings. To address this concern, a laboratory component was added to the Introductory Nutrition course and a new class, Assessment and Education Strategies in Dietetics, was added to the curriculum to provide more hands on experience regarding basic nutrition, nutrition assessment, and counseling. In addition, a required field experience with the Nutrition Education Program was designed to improve students’ understanding of community nutrition programs and education strategies. The Department recently added a policy requiring all students in the Senior Seminar in Dietetics course to take a series of practice tests resembling the Registration Examination. Students must score a minimum of 80% on the final practice exam in order to complete the course. Those who do not score 80% or higher are given remedial work, based on their areas of weakness, until the desired score is achieved. Additionally, faculty have been providing more multiple choice examinations in several courses where short answer or essay tests predominated. These strategies were implemented to familiarize and improve the confidence of students taking multiple choice examinations.

Over the past two years, we were pleased to see an increase in the pass rate percentage. Of the ten 2008 and 2009 graduates who have taken the exam, nine have passed giving the DPD a pass rate of 90%. We hope to maintain this improvement; however, strategies to promote the successful completion of the registration examination will continue to be explored and changes or revisions to the curriculum, policies, and procedures will be made where appropriate.”

The Dietetics department has implemented several strategies to improve registration examination pass rates. Fortunately, the five-year first time pass rate has improved from 79% at the time of the last review to 85%, currently. This rate is well above the 80% standard set by the accrediting body. In order to maintain a high pass rate, faculty are continuing to provide hands-on and laboratory experiences in the classrooms and recently added a clinical field experience to
the Medical Nutrition Therapy courses. In addition, faculty are preparing students for the type of questions they will encounter on the national examination by including multiple choice questions on tests and requiring students to pass practice examinations in the Senior Seminar course. In addition to the above strategies, the GPA requirement was raised from a 2.50 to a 2.75. In the past, students with lower GPAs often struggled with completing science coursework successfully, experienced great difficulty in successfully applying for dietetic internships, and demonstrated lower pass rates on the registration exam.

6. Current Strengths/Weaknesses:
The Dietetics faculty believe that one of the major strengths of the Department is the small class size, which gives faculty the opportunity to develop relationships with students and create quality hands-on experiences. Students can expect class sizes between 10 and 25 individuals for many courses in their junior and senior years. This leads to more interaction and discussion of issues, which, in turn, enhances learning and critical thinking skills. In addition, not only do students and faculty interact in class, but students feel comfortable approaching professors outside of class as well. In addition to small class sizes, students often cite the caring faculty as a major strength of the program. Students report that faculty members are easily accessible and willing to assist students. Students frequently mention opportunities for hands-on learning in laboratory and field experiences, along with planned fieldtrips and guest speakers as memorable and meaningful program experiences.

One primary area of concern for the program is the lack of adequate laboratory and clinical practice space. Programs throughout the country are expanding and updating facilities to include state-of-the-art laboratory and clinical practice areas. This helps ensure that students are exposed to the latest technology developments in the field and have multiple opportunities for varied and interdisciplinary practice. The need for renovation to the food laboratory space on campus is one of the program’s highest priorities in the short term. The current laboratory is housed in Corby Hall and has not been updated since the building was constructed. Many of the appliances are in poor working order and all are antiquated. Additional space or a new layout for the existing space would be ideal to provide students with an enhanced learning environment. This space will serve a dual purpose as it will also provide adequate space for food preparation and assembly required for the Nutrition Education Program. Estimates for renovation have been acquired, and the Department needs to complete the project before its next accreditation site visit.

Currently, a clinical assessment and practice area is not available for student use on campus. However, the College of Health Professions has nearly completed renovations on clinic space in Gullickson Hall, and Dietetics will be able to utilize a portion of it for assessment and education. This will offer a unique learning environment for undergraduate students and provide them opportunities to work with an interdisciplinary team and gain valuable experience in counseling and
education. Currently, such opportunities are limited at the undergraduate level. It is anticipated that faculty will also engage in practice at the clinic, which would allow students to work with educators outside the classroom environment. It will enrich learning and help faculty members maintain current clinical practice skills, which is essential in the discipline. A clinic would provide opportunities to generate revenue, as faculty practitioners would be able to bill for care provided. Revenue provided from a clinic could assist in offsetting costs associated with maintaining all four faculty lines in the department.

Without at least four faculty members, opportunities for research and practice are limited due to overburdened workloads. To lessen the burden, many part-time adjunct positions have been hired. The Department is fortunate to have excellent part-time faculty members with expertise and experience; however, they have full-time jobs in addition to their teaching responsibilities and cannot be readily available for students. While the current use of adjuncts temporarily addresses workload issues, it is not an ideal situation and is not favored by the accrediting body. Given the anticipated growth in the field over the next ten years, it is reasonable to assume that the demand for degrees in Dietetics will increase. If the program is fully staffed and has access to renovated lab and clinic space, it will be well situated to handle additional students at the undergraduate level. With updated laboratory space and unique clinical practice opportunities, it will attract highly qualified applicants and be well situated for the future.

IV. Viability of the Program:

1. Articulation Agreements:
The College of Health Professions and Mountwest Community & Technical College recently collaborated to assist students in transitioning from an Associate of Science degree at Mountwest to a Bachelor of Science degree at Marshall University. The articulation agreement, signed August 2014, will allow students to complete one year of coursework at Mountwest before transferring to Marshall as pre-DTS students. Mountwest students must apply for admission into the Dietetics program and meet all admission requirements. Coursework completed at Mountwest will meet Core Curriculum and supporting course requirements, such as medical terminology, introduction to psychology and written communication. Please see Appendix XIV for the copy of the agreement.

2. Off-Campus Classes:
Nutrition & Diet Therapy (DTS 314) is a service course for nursing students that is offered regularly at the MOVC regional campus in Point Pleasant as a satellite course. Over the past five years, enrollment for the satellite course ranged between 15 and 20 students each spring. The class is also offered at the Teays Valley regional campus in Hurricane each fall and spring with enrollments ranging between 24 and 45 each semester during the period of this review. See Appendix V for more detailed information.
3. **Online Courses:**
Online courses are currently not being offered by the Department.

4. **Service Courses:**
The School of Nursing requires its students to complete a course in nutrition and diet therapy (DTS 314). The Department of Dietetics has offered multiple sections of DTS 314 all five years of this review and has enrolled over 1300 students. (See Appendix V)

In the fall of 2012, the department began offering a general nutrition course, DTS 210 (formerly FCS 210). This course is required by four programs: Wellness Health & Physical Education, Athletic Training, Exercise Science, and Public Health. In addition, DTS 210 serves as a requirement for minors in Exercise Science and Health & Wellness. In two years, 232 students have enrolled in the course.

5. **Program Course Enrollment:**
Appendix V provides a summary of Dietetics courses taken by Dietetics majors and non-majors over the past five years. With the exception of DTS 210 and DTS 314, the remaining courses are required for achievement of an undergraduate degree in dietetics.

6. **Program Enrollment:**
A summary of program enrollment is provided in Appendix VI. Students start as pre-DTS majors and apply for acceptance into the program after completing DTS 201 & DTS 202 with a C or better and completing 45 college credits with a 2.75 GPA or higher. Currently, the program is able to accommodate all students meeting requirements.

7. **Enrollment Projections:**
U.S. Bureau of Labor and Statistics reported that employment of dietitians is expected to increase 20% from 2012-2022, which is faster than the average for all occupations (11%). Dietitians work in a wide range of settings, including hospitals, long-term care facilities, outpatient care centers, schools, government and community health programs and fitness facilities. As the US population ages, the role of nutrition in preventing and treating illness is becoming increasingly important. With increased public interest in nutrition, more opportunities are available for dietitians in nontraditional settings such as retail, manufacturing, marketing, and private practice. Since the demand for Registered Dietitians is high, the Department expects that enrollment in the program will continue to grow in coming years. Marshall’s program is one of only two undergraduate programs in the state, and no surrounding state has a program in proximity to the tri-state region. As shown in Appendix VI, enrollment and graduation numbers have modestly increased since the last program review.
V. Necessity of the Program:

1. Advisory Committee:
The Marshall Dietetics Advisory Committee consisting of program alumni, area dietitians, administration, and faculty members outside the department was organized in 1991 to provide guidance in program development and enhancement. The current committee has 15 members and meets each spring to discuss issues relating to both the undergraduate Didactic Program in Dietetics (DPD) and Dietetic Internship. All curricular and programmatic changes are introduced to the group before action is taken.

Program advice is sought on an ongoing basis through personal communication with healthcare providers as well. Dietitians and other health professionals are encouraged to share ideas/opportunities for development with faculty. Since all faculty members are active in community and professional organizations, they are easily accessible and attuned to healthcare trends in the area.

2. Graduates:
The undergraduate DPD program is only the first step in obtaining the Registered Dietitian credential. A dietetic internship is also required; therefore, most students elect to continue their education prior to seeking employment. In the timeframe of this review, the DPD had 48 students graduate; 38 (79%) applied to and were accepted in an internship, 5 (12%) applied to but were not accepted in an internship, and 5 did not apply for an internship. Of those who did not receive an internship, one was accepted into a graduate program in Sports Management and two found jobs in nutrition related areas (dietary clerk & WIC nutritionist). See Appendix VII for more detail.

3. Job Placement:
As mentioned above, DPD graduates must complete a dietetic internship (minimum of 1200 hours) and pass the registration examination before seeking employment as a Registered Dietitian. The dietetic internship application process is highly competitive. Nationwide, the number of students applying to accredited internships exceeds the number of available positions by about 50%. Fortunately, over the past 5 years, 88% of Marshall DPD Graduates applying were accepted into an internship. In order to support student success, Marshall Faculty advise students early in their college careers on the process and ways to strengthen applications. In addition, the Marshall Dietetic Internship Director visits DTS 201 (Introductory Nutrition) to enhance student knowledge related to dietetic internships. Finally, students prepare a resume, write a personal statement, and complete a sample application as part of their coursework for DTS 476 (Senior Seminar). Faculty also provide career guidance to students who are not accepted into an internship and to students choosing not to apply to dietetic internships.
Department faculty have ties to the community and employers of dietitians. Faculty are actively involved in the West Virginia Academy of Nutrition and Dietetics and maintain relationships with dietitians throughout the state. This involvement allows for first-hand knowledge of job vacancies. Some employers call and/or email faculty members to inform them of open positions. Many DPD graduates go on to complete the Marshall University Dietetic Internship. Graduates of Marshall’s Internship typically are able to find jobs shortly after program completion. See appendix VII for more details.

In conclusion, the Dietetics faculty care deeply about the program and its students. They strive to provide up-to-date, scientific based information in a positive environment that promotes life-long learning and critical thinking skills. The program’s mission is to prepare students to enter supervised practice programs and to pass the registration examination successfully. Program faculty will continue to assess program strengths and weakness in order to prepare future dietetic practitioners who can meet the increasing demand for food and nutrition professionals.
### Appendix I

**Faculty Data Sheet**

*(Information for the period of this review)*

*June 1, 2009 - August 1, 2014*

<table>
<thead>
<tr>
<th>Name: Mary Kathryn Gould</th>
<th>Rank: Professor</th>
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<td>Start Date at Marshall as a Faculty Member: August 17, 2000</td>
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<tr>
<td>Status: Tenured</td>
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<td>Highest Degree Earned: EDD</td>
<td>Date Degree Received: 2007</td>
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<td>Conferring Institution: Marshall University, Huntington, WV</td>
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<td>Area of Degree Specialization: Educational Leadership, Higher Education Administration</td>
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<td>Professional Registration/Licensure: Licensed Dietitian, Registered Dietitian</td>
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<tr>
<td>Agency: West Virginia Board of Licensed Dietitians, Commission on Dietetic Registration</td>
<td></td>
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<tr>
<td>Date Obtained, Expiration Date Obtained: July 1, 1997</td>
<td></td>
</tr>
<tr>
<td>Obtained: October 1, 1995</td>
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List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
<th>% Responsible</th>
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<td>DTS 676</td>
<td>Dietetic Internship II</td>
<td>10</td>
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<td>DTS 470</td>
<td>Medical Nutrition Therapy II</td>
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<td>100%</td>
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<td>Spring 2014</td>
<td>DTS 679</td>
<td>Nutrition Interventions II</td>
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<td>Dietetic Internship I</td>
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<td>Fall 2013</td>
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<td>Medical Nutrition Therapy I</td>
<td>9</td>
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<tr>
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<td>DTS 670</td>
<td>Nutrition Interventions in Dietetics I</td>
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<td>DTS 677</td>
<td>Dietetic Internship III</td>
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<td>Dietetic Internship II</td>
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<td>Spring 2013</td>
<td>DTS 470</td>
<td>Medical Nutrition Therapy I</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>DTS 679</td>
<td>Nutrition Interventions II</td>
<td>10</td>
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</tr>
<tr>
<td>Fall 2012</td>
<td>DTS 675</td>
<td>Dietetic Internship I</td>
<td>10</td>
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</tr>
</tbody>
</table>
Fall 2012 DTS 469 Medical Nutrition Therapy I 15 100%
Fall 2012 DTS 670 Nutrition Interventions in Dietetics I 10 100%

1) Scholarship/Research

Presentations

- Marathon Oil Boat Cooks: Professional Development Workshop II (2 days x 2 sessions), Marathon Oil and Marshall University Department of Dietetics, Marshall University, (September 2014).
- Poster Presentation, Academy of Nutrition and Dietetics' Food and Nutrition Conference, Academy of Nutrition and Dietetics, Philadelphia, PA, "Success of an early nutrition education program on kindergarten and first grade students' nutrition knowledge and behavior", Invited. (October 9, 2012).
- Poster Presentation, Academy of Nutrition and Dietetics' Food and Nutrition Conference, Academy of Nutrition and Dietetics, Philadelphia, PA, "Successful approached to incorporating a school-based nutrition education program into didactic program in dietetics and dietetic internship curriculum", Invited. (October 9, 2012).
- Marathon Oil Boat Cooks: Professional Development Workshop (3 days x 2 sessions), Marathon Oil/Marshall University Dietetics Department, Huntington, WV. (August 2012).
- Oral Presentation, 23rd Annual Research Day, Marshall University Joan C. Edwards School of Medicine, Huntington, WV, "Preparedness of Third Year Medical Students for Clerkships after Exposure to a Systems Based Curriculum", Accepted. (March 21, 2011).
- Oral Presentation, Third Annual Research Symposium, Southern Ohio Medical Center, Portsmouth Ohio, Accepted. (October 25, 2010).

Research Currently in Progress

- "Body Mass Index Percentile, Body Image Perception, and Learning About Ways to have a Healthy Body in Children Participating in an After School Program."
• "The Impact of the Nutrition Education Program on K-2nd Grade Students Nutrition", On-Going.

Directed Student Learning and Research

• Painter, S., Research, Dissertation Committee Member, Dietetics Department, "WV PEIA Registered Dietitians’ Perceptions of Photographic Food Logging’s Influence on Client Weight Loss and Weight Maintenance", Proposal. (April 20, 2013 - Present).
• Perry, J., Research, Doctoral Advisory Committee Member, GSEPD-Leadership Studies Department, In-Process. (June 30, 2011 –May 2014).

2) Service

Department

• Interprofessional Education Committee, Committee Chair, (September 2013 - Present).
• Lumina Assessment Project, Committee Member, (January 2012 - Present).
• Internship Recommendation Letters, Faculty Advisor, (January 2001 - Present).
• Advisory Committee, Committee Member, (April 30, 2014).
• Green and White Day, Faculty Advisor.
• Dietetics Promotion and Tenure Committee, Committee Chair, (January 2012 - February 2012).
• COHP Publications Committee, Committee Member, (May 2011).
• Program Review, Faculty Advisor, (March 30, 2011).
• Patriot Coal and COHP Partnership, Attendee, Meeting, (February 22, 2011).

College

• COHP Promotion and Tenure Committee, Committee Chair (August 2008 - Present).
• COHP Promotion and Tenure Committee, Committee Member (August 2004 - Present).
• HOSA Symposium, Committee Member (March 1, 2013).
• COHP Nominating Committee, Committee Chair (August 2001 - August 2011).
• Ad Hoc COHP Bylaws Revision Committee, Committee Member (August 2010 - December 2010).
• COHP Faculty Organization, Committee Chair (August 2008 - May 2010).

University

• Academic Planning Committee, Secretary (August 2012 - Present).
• Academic Planning, Committee Member (August 2011 - Present).
• Ad Hoc Promotion and Tenure Review Committee, Committee Member (June 2010 - June 2012).
• Faculty Personnel Committee, Secretary (August 2007 - June 2011).
• Graduate Council, Committee Member (August 2007 - June 2010).

Professional

• Huntington's Kitchen, Advisory Panel, Huntington, West Virginia, USA (May 6, 2013 - Present).
Community

- Fairland West Elementary Career Day, Guest Speaker, Proctorville, Ohio, USA (May 20, 2014).
- Highlawn Baptist Church, Program Organizer, Huntington, WV, USA (April 26, 2013).
- Fairland West Elementary Science Fair, Judge, Proctorville, OH, USA (February 3, 2012).
- PEO Philanthropic Group, Guest Speaker, Huntington, WV, USA (August 8, 2011).
- Cabell Huntington Health Department, Workshop Organizer, Huntington, WV, USA (June 2010 - September 2010).
- Harless Fitness Center, Guest Speaker, Gilbert, WV, USA (January 2010 - March 2010).
- West Virginia Child Nutrition Center, Board Member, Fairmont, WV, USA (March 2008 - June 2009).
- Healthy Kids, Healthy Families Public Forum, Guest Speaker, Huntington, WV, USA (April 2009).

3) Professional Development Activities

Professional Memberships

- Dietetic Educators of Practitioners Practice Group, DEP. (June 2003 - Present).
- West Virginia Academy of Nutrition and Dietetics, WVAND. (August 1997 - Present).
- Academy of Nutrition and Dietetics, National organization for registered dietitians. Previously known as the American Dietetic Association. (January 1996 - Present).
- West Virginia Academy of Nutrition and Dietetics, WVAND, Newsletter Coordinator. (June 2009 - June 2014).
- West Virginia Academy of Nutrition and Dietetics, WVAND, Registration Co-Chair for Annual Meeting, State association for members of the Academy of Nutrition and Dietetics. (June 2012 - May 2013).
- West Virginia Dietetic Association, WVDA, Nominating Committee Chair. (June 2007 - May 2009).

Faculty Development Activities Attended

- Conference Attendance, "West Virginia Academy of Nutrition and Dietetics Annual Meeting", WVAND, Fairmont, WV, USA, 11.5 credit hours. (May 13, 2014 - May 14, 2014).
- Continuing Education Program, "Top Selling Diet Books: What's on the Shelves?", Marshall University Department of Dietetics, Huntington, WV, USA, 2.5 credit hours. (April 24, 2014).
- Workshop, "Session I WAC Workshop, High Stakes Writing Assignments", Marshall University WAC, Huntington, WV, USA, 2 credit hours. (April 12, 2013).
- Workshop, "Session II WAC Workshop, Low and Medium Stakes Writing Assignment", Marshall University WAC, Huntington, WV, USA, 2 credit hours. (April 12, 2013).
- Continuing Education Program, "Diet Book Reviews: What's on the Shelves?", Marshall University Department of Dietetics, Huntington, WV, USA, 2.5 credit hours. (April 2, 2013).
- Continuing Education Program, "West Virginia Academy of Nutrition and Dietetics Annual Meeting", West Virginia Academy of Nutrition and Dietetics, Huntington, WV, USA, 8.5 credit hours. (March 20, 2013 - March 21, 2013).
- Continuing Education Program, "The dietetics workforce demand study: What does it mean to you as a dietetics educator?", Commission on Dietetic Registration, Huntington, WV, USA, 1.0
• Continuing Education Program, "Food and Nutrition Conference", Academy of Nutrition and Dietetics, Philadelphia, PA, USA, 14.5 credit hours. (October 6, 2012 - October 9, 2012).

• Continuing Education Program, "Appropriate use of enteral nutrition: Part 1 - A team-based approach to overcoming clinical barriers", Abbot Nutrition Health Institute, Huntington, WV, USA, 1.0 credit hours. (July 12, 2012).

• Continuing Education Program, "Appropriate use of enteral nutrition: Part 2 - Putting guidelines into practice", Abbot Nutrition Health Institute, Huntington, WV, USA, 1.0 credit hours. (July 12, 2012).

• Continuing Education Program, "Annual Meeting", West Virginia Academy of Nutrition and Dietetics, Morgantown, WV, USA, 9.5 credit hours. (May 16, 2012 - May 17, 2012).

• Continuing Education Program, "American Dietetic Association's Food and Nutrition Conference", American Dietetic Association, San Diego, CA, USA, 15 credit hours. (September 24, 2011 - September 27, 2011).

• Continuing Education Program, "West Virginia Dietetic Association's Annual Meeting", West Virginia Dietetic Association, Charleston, WV, USA, 2.0 credit hours. (April 2011).

• Continuing Education Program, "DEP Areas 2-5 Regional Meeting 2011", Dietetic Educators of Practitioners Practice Group, Indianapolis, IN, USA, 9.5 credit hours. (March 31, 2011 - April 1, 2011).

• Workshop, "Ten Steps to Designing an Evaluation for Your Educational Programs", Academy of Medical Educators, Huntington, WV, USA, 3.0 credit hours. (October 2010).

• Workshop, "Scholarly Writing: Publishing Medical Education Research", Academy of Medical Educators, Huntington, WV, USA, 3.0 credit hours. (September 2010).

• Workshop, "West Virginia Dietetic Association Strategic Direction Planning Session", West Virginia Dietetic Association, Bridgeport, WV, USA, 11.0 credit hours. (May 13, 2010 - May 14, 2010).

• Workshop, "Designing Questionnaires and Survey Instruments", Academy of Medical Educators, Huntington, WV, USA, 3.0 credit hours. (April 2010).

• Workshop, "Qualitative Research Methods", Academy of Medical Educators, Huntington, WV, USA, 3.0 credit hours. (March 2010).

• Webinar, "2009 ADA Nutrition Care Manual Webinar for Dietetics Educators", American Dietetic Association, 1.0 credit hours. (March 10, 2010).

• Webinar, "CDR Registration Examination from Dietetics Practice Audit to Administration", Commission on Accreditation of Dietetics Education, USA, 1.0 credit hours. (February 24, 2010).

• "Measuring Educational Outcomes with Reliability and Validity", Academy of Medical Educators, Huntington, WV, USA, 3.0 credit hours. (December 2009).

• Workshop, "Formulating Research Questions and Designing Studies", Academy of Medical Educators, Huntington, WV, USA, 3.0 credit hours. (November 2009).
Faculty Data Sheet
(Information for the period of this review)
June 1, 2009 - August 1, 2014

Name: Jana Adele Hovland
Rank: Assistant Professor

Start Date at Marshall as a Faculty Member: August 17, 2010

Status: Probationary

Highest Degree Earned: MS Date Degree Received: 2008

Conferring Institution: East Carolina University, Greenville, North Carolina

Area of Degree Specialization: Nutrition

Professional Registration/Licensure: Licensed Dietitian, WV, Licensed Dietitian, OH, Registered Dietitian

Agency: West Virginia Board of Dietetics, Ohio Board of Dietetics, Commission on Dietetics Registration

Date Obtained, Expiration Date
Obtained: January 1, 2011
Obtained: January 1, 2008
Obtained: September 1, 2005

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
<th>% Responsible</th>
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</thead>
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<td>20</td>
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<td>SpTp: Sports Nutrition</td>
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<td>Intermediate Nutrition</td>
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<td>Introductory Nutrition</td>
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<td>100%</td>
</tr>
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<td>DTS 403</td>
<td>Advanced Nutrition</td>
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<td>Life Span Nutrition</td>
<td>31</td>
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<td>Nutrition &amp; Diet Therapy</td>
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<td>Nutrition &amp; Diet Therapy</td>
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<td>DTS 320</td>
<td>Intermediate Nutrition</td>
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<td>DTS 201</td>
<td>Introductory Nutrition</td>
<td>32</td>
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</tr>
<tr>
<td>Fall 2012</td>
<td>DTS 314</td>
<td>Nutrition &amp; Diet Therapy</td>
<td>44</td>
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</tbody>
</table>
1) Scholarship/Research

Contracts, Grants and Sponsored Research

- Hovland, J. A. (Principal), Grant, "FoodMASTER: Impacting Middle Grade Science and Math", Subaward Funded 2013 by East Carolina University/National Institutes of Health, Science Education Partnership Award, Federal, $14,810.00, Funded. (July 2013 - May 2014).

Intellectual Contributions


Presentations

- Marathon Oil Boat Cooks: Professional Development Workshop II (2 days x 2 sessions), Marathon Oil and Marshall University Department of Dietetics, Marshall University, (September 2014).
- Poster Presentation, Academy of Nutrition and Dietetics' Food and Nutrition Conference, Academy of Nutrition and Dietetics, Houston, TX, "Implementation of a food-based science curriculum improves 4th grade educator’s self-efficacy for teaching nutrition", (October 22, 2013).
- Poster Presentation, Academy of Nutrition and Dietetics' Food and Nutrition Conference, Academy of
Nutrition and Dietetics, Houston, TX, "Integrative food-based curriculum increases 4th graders' math knowledge", (October 22, 2013).

- Presentation, 13th Annual Environmental Health Sciences Summer Institute, Texas A&M Health Science Center, Cyprus, TX, "FoodMASTER: Enhancing math and science education through food-based activities", (July 22, 2013).


- Poster Presentation, Academy of Nutrition and Dietetics' Food and Nutrition Conference, Academy of Nutrition and Dietetics, Philadelphia, PA, "Development of age-appropriate tools to measure attitude, knowledge and behavior change in early elementary children participating in a school-based nutrition education program", (October 9, 2012).


- Poster Presentation, Academy of Nutrition and Dietetics' Food and Nutrition Conference, Academy of Nutrition and Dietetics, Philadelphia, PA, "Food-based science curriculum yields better gains in nutrition knowledge versus conventional science curriculum", (October 9, 2012).

- Poster Presentation, Academy of Nutrition and Dietetics' Food and Nutrition Conference, Academy of Nutrition and Dietetics, Philadelphia, PA, "Success of an early nutrition education program on kindergarten and first grade students' nutrition knowledge and behavior", Invited. (October 9, 2012).


- Marathon Oil Boat Cooks: Professional Development Workshop (3 days x 2 sessions), Marathon Oil/Philipou University Dietetics Department, Huntington, WV, (August 2012).

- Presentation, 12th Annual Environmental Health Sciences Summer Institute, Texas A&M Health Science Center, Austin, TX, "FoodMASTER: Enhancing math and science education through food-based activities", Invited. (July 16, 2012).

- Presentation, Environmental Health Sciences Summer Institute, The University of Texas: MD Anderson Cancer Center, Austin, TX, "FoodMASTER: Enhancing math and science education through food-based activities", Invited. (July 16, 2012).


- Presentation, Environmental Health Sciences Summer Institute, The University of Texas: MD Anderson Cancer Center, Austin, TX, "FoodMASTER: Enhancing math and science education through food-based activities", Invited. (July 18, 2011).


- Demonstration, Environmental Health Sciences Summer Institute, Texas University: MD Anderson Cancer Center, Austin, TX, "FoodMASTER: Enhancing math and science education through food-
based activities”. (July 23, 2010).

- Demonstration, FoodMASTER Professional Development Training Workshop, Philadelphia, PA, "FoodMASTER: Enhancing math and science education through food-based activities", (March 2010).


- Presentation, Association for Childhood Education International Annual Conference & Exhibition, Chicago, IL, "FoodMASTER: Using food to teach third-grade math and science concepts", Accepted. (2009).


- Demonstration, FoodMASTER Professional Development Training Workshop, Minneapolis, MN, "FoodMASTER: Enhancing math and science education through food-based activities", (October 2009).

- Demonstration, FoodMASTER Summer Teacher Training, Athens, Ohio, "FoodMASTER Intermediate: Phase II", (July 14, 2009).

Research Currently in Progress


- "The Impact of the Nutrition Education Program on K-2nd Grade Students Nutrition", On-Going, Scholarly.

Directed Student Learning and Research

- Gergely, R., and Salmon, K., Graduate Comprehensive Examination Committee, Dietetics Department, (August 2013).

- Miller, E., Master's Thesis Committee Member, Exercise Science Sport & Recreation Department, "Energy Balance and its Relationship to Disordered Eating, Injury and Menstrual Dysfunction in Soccer Athletes", (September 2011 - May 2013).
• Melinda, W., Moening, M., Wells, L., Graduate Comprehensive Examination Committee, Dietetics Department, (December 2012).
• Anderson, K., Shultz, K., Smith, J., Mitchell, A., Graduate Comprehensive Examination Committee, Dietetics Department, (August 2012).

2) Service

Department

• MU Student Dietetic Association, Faculty Advisor, (October 2011 - Present).

College

• COHP Nominating Committee, Committee Chair (October 2011 - Present).
• COHP Policy Committee, Secretary (September 2011 - Present).
• Athletic Training Search Committee, Committee Member (2011 and 2012).

University

• Residential Life Marshall University, Guest Speaker (November 2013).
• Student Resource Center Health Professions Career Panel, Faculty Panelist (November 2013).
• Residential Life Marshall University, Guest Speaker (October 2013).
• Student Association of Nutrition and Dietetics, Guest Speaker (October 2013).
• Marshall University Service Learning Committee, Committee Member (October 2012 - August 2013).
• Residential Life, Residential Director Campus Partner Interview Team, Committee Member (March 2013 - May 2013).
• Housing and Residential Life: Faculty in Residence Program, Holderby, TTW, and the Commons (August 2011 - May 2013).
• Health Occupations Students of America (HOSA) Symposium, Presenter Dietetics Workshop (March 2013).
• College of Health Professions: Learning Living Community, Guest Speaker (February 2013).
• Healthy Herd, Student Org Advisor (October 2011 - September 2012).
• Inaugural Service Learning Symposium, Exhibit Table Presenter (May 2012).
• Residential Life Specialist Search Committee, Committee Member (January 2012 - May 2012).
• Health & Wellness Living Learning Community (LLC), Faculty Mentor (August 2011 - May 2012).
• MU Civic Engagement and Service Learning Collaboration Committee, Committee Member (February 2011 - May 2012).
• College of Health Professions: Learning Living Community Career Night, Guest Speaker (March 2012).
• United Way Campaign Committee, Committee Member (September 2011 - December 2011).
• College of Health Professions: Learning Living Community, Guest Speaker (October 13, 2011).
• College of Health Professions: Learning Living Community, Guest Speaker (March 6, 2011).
• Food Inc. screening sponsored by the Student Environmental Action Coalition, the College of Science, and the Biology Club, Faculty Panelist (November 2010).

Professional

• West Virginia Academy of Nutrition and Dietetics, Delegate, West Virginia, USA (June 2013 -
Present).

- West Virginia Academy of Nutrition and Dietetics, National Nutrition Month Committee Member, West Virginia, USA (June 2013 - Present).
- West Virginia Academy of Nutrition and Dietetics, Co-Public Communications/Newsletter Chair, West Virginia, USA (June 2011 - June 2013).
- West Virginia Academy of Nutrition and Dietetics, 2013 Annual Meeting Planning Committee Member, West Virginia, USA (August 2012 - April 2013).

Community

- Huntington’s Kitchen Advisory Panel, Board Member, Huntington, WV (April 2013 - Present).
- Healthy Huntington Revolution Steering Committee, Board Member, Huntington, WV, USA (February 2011 - Present).
- Southern Elite Gymnastics, Guest Speaker (April 5, 2014).
- Marangu Lutheran Hospital, Tanzania, Facilitator, Poor Patient Fund Fundraiser (January 2013 - March 2013).
- Highlawn Low-Income Apartments for the disabled and elderly, Guest Speaker (February 2013).
- Ohio University College of Health Sciences and Professions Society of Alumni and Friends Board of Directors, Board Member, Athens, Ohio, USA (November 2010 - November 2012).
- Chronic Disease Self-Management, Workshop Organizer, Huntington, West Virginia, USA (January 2011 - May 2011).

3) Professional Development Activities

Professional Memberships

- Sports, Cardiovascular, and Wellness Nutrition, SCAN is a practice group of the Academy of Nutrition and Dietetics, (2011 - Present).
- The West Virginia Academy of Nutrition & Dietetics, WVAND (formerly WVDA), Board Member. (2011 - Present).
- Dietetic Educators of Practitioners Group, DEP is a practice group of the Academy of Nutrition and Dietetics, (2010 - Present).
- Association for Education Communications and Technology, (2010 - 2011).
- Pediatric Healthy Weight Research and Treatment Center Association. (2006 - 2010).

Faculty Development Activities Attended

- "7th Annual Charles Lloyd Writing Symposium, Session 1 & 2", Marshall University, Writing Across
the Curriculum, Huntington, WV. (April 12, 2013).
- "West Virginia Academy of Nutrition and Dietetics Board of Directors Strategic Planning Meeting", Roanoke, WV. (July 17, 2012 - July 18, 2012).
- "West Virginia Campus Compact Conference", Fairmont, West Virginia, USA. (April 20, 2011).
- "Diabetes Disease Self Management: Cross-over Training". (January 28, 2011).

4) Awards/Honors

- Academy of Nutrition and Dietetics, Recognized Young Dietitian of the Year (2014)
- HVFH/Pi Beta Phi Endowed Scholarship, (2009).
**Faculty Data Sheet**
*(Information for the period of this review)*
*June 1, 2009 - August 1, 2014*

**Name:** Kelli J. Williams  
**Rank:** Professor

**Start Date at Marshall as a Faculty Member:** August 17, 1998

**Status:** Tenured

**Highest Degree Earned:** Ph D  
**Date Degree Received:** August 2006

**Conferring Institution:** The Ohio State University, Columbus, OH

**Area of Degree Specialization:** Quantitative Research, Evaluation, and Measurement

**Professional Registration/Licensure:** Licensed Dietitian (WV and OH), Registered Dietitian

**Agency:** WV Board of Licensed Dietitians, OH Board of Licensed Dietitians, Commission on Dietetic Registration

**Date Obtained, Expiration Date**  
Obtained: July 1997  
Obtained: February 2000  
Obtained: October 1, 1996

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

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
<th>% Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>DTS 215</td>
<td>Assess and Ed Strategies in DTS</td>
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</tr>
<tr>
<td>Spring 2014</td>
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<td>17</td>
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</tr>
<tr>
<td>Spring 2014</td>
<td>DTS 690</td>
<td>Seminar in DTS Research and Communication</td>
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<td>Fall 2013</td>
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<td>Nutrition in Community</td>
<td>28</td>
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<tr>
<td>Fall 2013</td>
<td>DTS 690</td>
<td>Seminar in DTS Research and Communication</td>
<td>10</td>
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<tr>
<td>Spring 2013</td>
<td>DTS 302</td>
<td>Foodservice Safety &amp; Systems Mgmt II</td>
<td>25</td>
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</tr>
<tr>
<td>Spring 2013</td>
<td>DTS 202</td>
<td>Introductory Foods</td>
<td>21</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>DTS 691</td>
<td>Problem Report in DTS</td>
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</tr>
<tr>
<td>Fall 2012</td>
<td>DTS 301</td>
<td>Foodservice Safety &amp; Systems Mgmt I</td>
<td>25</td>
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</tr>
<tr>
<td>Fall 2012</td>
<td>DTS 690</td>
<td>Seminar in DTS Research and Communication</td>
<td>10</td>
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</tr>
</tbody>
</table>
1) Scholarship/Research

Contracts, Grants and Sponsored Research

- Williams, K. J. (Principal), Grant, "Marshall University Nutrition Education Program", USDA Food and Nutrition Service, Federal, $1,573,193.00, Funded. (October 1, 2010 - September 30, 2011).

Presentations

- Marathon Oil Boat Cooks: Professional Development Workshop II (2 days x 2 sessions), Marathon Oil and Marshall University Department of Dietetics, Marshall University, (September 2014).
- Poster Presentation, Academy of Nutrition and Dietetics' Food and Nutrition Conference, Academy of Nutrition and Dietetics, Philadelphia, PA, "Development of age-appropriate tools to measure attitude, knowledge and behavior change in early elementary children participating in a school-based nutrition education program", Accepted. (October 9, 2012).
- Poster Presentation, Academy of Nutrition and Dietetics' Food and Nutrition Conference, Academy of Nutrition and Dietetics, Philadelphia, PA, "Success of an early nutrition education program on kindergarten and first grade students' nutrition knowledge and behavior", Invited. (October 9, 2012).
- Marathon Oil Boat Cooks: Professional Development Workshop (3 days x 2 sessions), Marathon Oil/Marshall University Dietetics Department, Huntington, WV, Invited. (August 2012).
- Oral Presentation, 23rd Annual Research Day, Marshall University Joan C. Edwards School of Medicine, Huntington, WV, "Preparedness of Third Year Medical Students for Clerkships after Exposure to a Systems Based Curriculum", Accepted. (March 21, 2011).
- Oral Presentation, 2009 West Virginia Obesity Conference, Charleston Area Medical Center, Charleston, WV, "Obesity and Our Kids; Problems, Perceptions, and Programs, Invited. (May 2009).

Research Currently in Progress

• “The Impact of the Nutrition Education Program on K-2nd Grade Students Nutrition”, On-Going, Scholarly.

Directed Student Learning and Research

• Painter, S., Research, Dissertation Committee Member, Dietetics Department, "WV PEIA Registered Dietitians’ Perceptions of Photographic Food Logging’s Influence on Client Weight Loss and Weight Maintenance", Proposal. (April 20, 2013 - Present).
• Lien, J., Research, Directed Individual/Independent Study, Dietetics Department, DTS, 691, 3 credit hours, "Cultural Relevancy of NEP", Completed. (August 2012 - May 2013).
• Riley, R., Gergely, R., Herman, J., Research, Directed Individual/Independent Study, Dietetics Department, DTS, 691, 3 credit hours, "Effects of NEP on Children’s Parents", Completed. (August 2012 - May 2013).
• Finlay, C., Moening, M., Lockhart, T., Wells, L., Research, Directed Individual/Independent Study, Dietetics Department, DTS, 691, 3 credit hours, "Incorporating Cooking and Gardening Lessons into the Nutrition Education Program", Completed. (August 2011 - June 2012).
• Schultz, K., Wolterman, M., Anderson, K., Research, Directed Individual/Independent Study, Dietetics Department, DTS, 691, 3 credit hours, "Family behavior changes after engaging child in nutrition education program", Completed. (August 2011 - June 2012).
• Sofie, R., Research, Master's Thesis Committee Member, Exercise Sci Sport & Rec Department, "VEGETARIAN DIET: FUELING PERFORMANCE BY INCREASING AWARENESS IN FEMALE ATHLETES", In-Process. (September 2011 - April 2012).

2) Service

Department

• Lumina Assessment Project, Coordinator. (January 2012 - Present).
• Nutrition Education Program, Principal Investigator, (October 2009 - Present).
• Department Chair, (August 1999 - Present).
• Graduate Faculty Advisor and Comprehensive Examination Committee Chair for all graduate students in DTS (1998 – Present).
College

- Curriculum Committee, Committee Member (August 2005 - Present).
- Physical Therapy P and T Committee, Committee Member (2013 and 2014).
- HOSA Symposium, Committee Member (2013 and 2014).
- CLS Faculty Search Committee, Committee Member (April 2012).
- Kinesiology Faculty Search Committee, Committee Member (March 2012).
- Social Work Faculty Search Committee, Committee Member (May 2011 - August 2011).

University

- University Foodservice Committee, Committee Member (September 2010 - Present).
- Physical Facilities and Planning, Committee Member, (August 2007 - Present).
- Consulting Committee, Committee Member (February 2012 - May 2012).
- College of Science Dean's Evaluation Committee, Committee Member (February 2012 - April 2012).

Professional

- Huntington's Kitchen, Advisory Panel, Huntington, West Virginia, USA (May 6, 2013 - Present).
- Fort Hill Christian Youth Camp, Consulting Dietitian, Hillsboro, OH, USA (May 2009 - Present).
- West Virginia Academy of Nutrition and Dietetics, Board of Directors (1999 - Present).

Community

- Facing Hunger Foodbank (formerly Huntington Area Food Bank), Committee Chair and President-Elect, Huntington, WV, USA (2009 - Present).
- Fairland West Elementary, Guest Speaker, Proctorville, OH, USA (May 2014).

3) Professional Development Activities

Professional Memberships

- West Virginia Academy of Nutrition and Dietetics (formerly WVDA), President, Delegate, Council on Professional Issues, Nominating Chair, Formerly WV Dietetic Association. (May 1999 - Present).
- Academy of Nutrition and Dietetics (formerly ADA), (1995 - Present).
  - Dietetics Educators of Practitioners Practice Group, Member

Faculty Development Activities Attended

- "Top Selling Diet Books: What's on the Shelves?", MU Department of Dietetics, Huntington, WV, USA, 2 credit hours. (April 24, 2014).
- "Diet Book Reviews: What's on the Shelves?", MU Department of Dietetics, Huntington, WV, USA, 2.5 credit hours. (April 2, 2013).
- "WVAND Annual Conference", WV Academy of Nutrition and Dietetics, Huntington, WV, USA, 13.5 credit hours. (March 20, 2013 - March 21, 2013).
- "Food and Nutrition Conference and Exhibition", Academy of Nutrition and Dietetics, Philadelphia,
• "WVAND Annual Meeting", WV Academy of Nutrition and Dietetics, Morgantown, West Virginia, USA, 9.5 credit hours. (May 2012).
• "Marshall University Chair's Planning Retreat", Academic Affairs, Huntington, WV, USA. (August 5, 2011).
• "WV Childhood Obesity Prevention Summit", Charleston, WV, USA, 14 credit hours. (July 27, 2011 - July 28, 2011).
• "Leadership Retreat", MU College of Health Professions, Huntington, WV, USA, 4 credit hours. (May 4, 2011).
• "Appalachian Health Summit: Focus on Obesity", CCTS, Lexington, KY, USA, 4 credit hours. (April 21, 2011).
• "WV Dietetic Association Annual Meeting", WVDA, Charleston, WV, USA, 9 credit hours. (April 13, 2011 - April 14, 2011).
• "Dietetic Educator's of Practitioners Practice Group Area Meeting", American Dietetic Association, Indianapolis, IN, USA. (March 2011).
• "Chronic Disease Management Program Master Trainer's Course", Stanford University, Huntington, WV, USA, 30 credit hours. (January 2011).
• "10 Steps for Designing an Evaluation for your Educational Programs", Marshall University Academy of Medical Educators, Huntington, WV, USA, 3 credit hours. (October 2010).
• "Mid-Atlantic Conference on Worksite Wellness", Wellness Council of WV, Daniels, WV, USA, 6.75 credit hours. (October 21, 2010 - October 22, 2010).
• "Scholarly Writing: Publishing Medical Education Research", Marshall University Academy of Medical Educators, Huntington, WV, USA, 3 credit hours. (September 2010).
• "WV Dietetic Association Annual Meeting", WVDA, Charleston, WV, USA. (April 2010).
• "Designing Questionnaires and Survey Instruments", Marshall University Academy of Medical Educators, Huntington, WV, USA, 3 credit hours. (April 2010).
• "Qualitative Research Methods", Marshall University Academy of Medical Educators, Huntington, WV, USA, 3 credit hours. (March 2010).
• "Measuring Educational Outcomes with Reliability and Validity", Marshall University Academy of Medical Educators, Huntington, WV, USA, 3 credit hours. (December 2009).
• "Formulating Research Questions and Designing Studies", Marshall University Academy of Medical Educators, Huntington, WV, USA, 3 credit hours. (November 2009).
• "Strategic Direction Planning Session", WVDA, Bridgeport, WV, USA, 8 credit hours. (May 2009).
Name: Tim Bender
Rank: Adjunct

Start Date at Marshall as a Faculty Member: Fall 2011

Status: Adjunct

Highest Degree Earned: MS  Date Degree Received: 2010

Conferring Institution: Marshall University, Huntington, WV

Area of Degree Specialization: Dietetics

Professional Registration/Licensure: Licensed Dietitian, Registered Dietitian

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

Date Obtained, Expiration Date: Current

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

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
<th>% Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>DTS 210</td>
<td>Nutrition</td>
<td>31</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>DTS 210</td>
<td>Nutrition</td>
<td>35</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>77</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>40</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>41</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>DTS 210</td>
<td>Nutrition</td>
<td>27</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>DTS 210</td>
<td>Nutrition</td>
<td>28</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>51</td>
<td>100%</td>
</tr>
</tbody>
</table>
Name: Jane Brownfield    Rank: Adjunct

Start Date at Marshall as a Faculty Member: 1993

Status: Adjunct

Highest Degree Earned: MA    Date Degree Received: July 1985

Conferring Institution: Marshall University, Huntington, WV

Area of Degree Specialization: Food and Nutrition

Professional Registration/Licensure: Licensed Dietitian, Registered Dietitian

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

Date Obtained, Expiration Date: Current

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
<th>% Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>29</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>31</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>DTS 314</td>
<td>Nutrition and Diet Therapy</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>
Faculty Data Sheet  
(Information for the period of this review)  
June 1, 2009 - August 1, 2014

Name:  Sue Linnenkohl  
Rank:  Professor  

Start Date at Marshall as a Faculty Member:  1991  

Status:  Full-time  

Highest Degree Earned:  PhD  
Date Degree Received:  1991  

Conferring Institution:  Oklahoma State University, Stillwater, OK  

Area of Degree Specialization:  Foodservice Management  

Professional Registration/Licensure:  Registered Dietitian  
Agency:  Commission on Dietetic Registration  

Date Obtained, Expiration Date:  Current  

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

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
<th>% Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>DTS 210</td>
<td>Nutrition</td>
<td>32</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>DTS 210</td>
<td>Nutrition</td>
<td>27</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>DTS 460</td>
<td>Research in Dietetics</td>
<td>11</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>DTS 476</td>
<td>Senior Seminar in Dietetics</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>DTS 210</td>
<td>Nutrition</td>
<td>21</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>DTS 210</td>
<td>Nutrition</td>
<td>21</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>DTS 460</td>
<td>Research in Dietetics</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>DTS 476</td>
<td>Senior Seminar in Dietetics</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

*It should be noted that faculty member was on extended medical leave during much of the time period included in the review. Therefore, no information on scholarship or service is available. Faculty member has since retired from the University.*
Name: Frank Markun
Rank: Adjunct

Start Date at Marshall as a Faculty Member: 2010

Status: Adjunct

Highest Degree Earned: MBA  Date Degree Received: December 1973

Conferring Institution: Eastern Michigan University, Ypsilanti, MI

Area of Degree Specialization: Foodservice Management

Professional Registration/Licensure: Licensed Dietitian, Registered Dietitian

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

Date Obtained, Expiration Date: Current

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
<th>% Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>DTS 468</td>
<td>Chemistry of Food</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>DTS 673</td>
<td>Administrative Dietetics</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>DTS 468</td>
<td>Chemistry of Food</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>DTS 673</td>
<td>Administrative Dietetics</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>
Appendix II
Students’ Entrance Abilities for Past Five Years of Graduates: BS in Dietetics

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean High School GPA</th>
<th>Mean ACT</th>
<th>Mean SAT Verbal</th>
<th>Mean SAT Quantitative</th>
<th>Mean SAT Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>7</td>
<td>3.02 (n = 7)</td>
<td>20.6 (n = 5)</td>
<td>530 (n = 1)</td>
<td>450 (n = 1)</td>
<td>--</td>
</tr>
<tr>
<td>2010-2011</td>
<td>12</td>
<td>3.59 (n = 12)</td>
<td>22.8 (n = 10)</td>
<td>490 (n = 2)</td>
<td>570 (n = 2)</td>
<td>--</td>
</tr>
<tr>
<td>2011-2012</td>
<td>11</td>
<td>3.69 (n = 11)</td>
<td>21.9 (n = 9)</td>
<td>440 (n = 3)</td>
<td>430 (n = 3)</td>
<td>--</td>
</tr>
<tr>
<td>2012-2013</td>
<td>7</td>
<td>3.63 (n = 7)</td>
<td>23 (n = 5)</td>
<td>510 (n = 1)</td>
<td>420 (n = 1)</td>
<td>480 (n = 1)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>11</td>
<td>3.57 (n = 11)</td>
<td>24 (n = 10)</td>
<td>525 (n = 4)</td>
<td>487.5 (n = 4)</td>
<td>500 (n = 4)</td>
</tr>
</tbody>
</table>
Appendix III
Exit Abilities for Past Five Years of Graduates: BS in Dietetics

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>Licensure Exam Results</th>
<th>Certification Test Results (N=students taking exam)</th>
<th>Other Standardized Exam Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>7</td>
<td>3.32</td>
<td>N/A</td>
<td>N= 4 3 passed on first attempt (75%); 4 passed within first year (100%)</td>
<td>N/A</td>
</tr>
<tr>
<td>2010-2011</td>
<td>12</td>
<td>3.33</td>
<td>N/A</td>
<td>N= 8 7 passed on first attempt (87.55%); one has not retaken</td>
<td>N/A</td>
</tr>
<tr>
<td>2011-2012</td>
<td>11</td>
<td>3.39</td>
<td>N/A</td>
<td>N= 4 3 passed on first attempt (75%); 4 passed within one year (100%)</td>
<td>N/A</td>
</tr>
<tr>
<td>2012-2013</td>
<td>7</td>
<td>3.37</td>
<td>N/A</td>
<td>Four student just completed internships– data not yet available</td>
<td>N/A</td>
</tr>
<tr>
<td>2013-2014</td>
<td>11</td>
<td>3.41</td>
<td>N/A</td>
<td>Ten students are currently enrolled in Dietetic Internships</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

** Exam results are shown for first time test takers and for test takers within one year of first attempt.
### Appendix IV

**Assessment Summary**

**Component Area/Program/Discipline: BS in Dietetics – 2013 - 2014**

<table>
<thead>
<tr>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
</table>
| Students interpret food and nutrition research and evaluate methodology and integration of research principles into evidence-based practice. | **Assessment Point 1**  
DTS 320: Micronutrient Research Paper | Milestone | **KRD 1.1: Tip #1: (n=22)**  
20 (90.91%) Milestone  
2 (9.09%) Capstone  
**KRD 1.1: Tip #2: (n=22)**  
22 (100.0%) Milestone | Benchmark met. No further action necessary. |
| Students will demonstrate effective skills sufficient for entry into pre-professional practice related to effective communication and counseling methods. | **Assessment Point 1**  
DTS 215: Counseling/Education Assessment | Introductory | **KRD 2.1: Tip #1: (n=32)**  
24 (75.0%) Introductory  
6 (18.75%) Milestone  
2 (6.25%) Capstone  
**KRD 2.2: (n=32)**  
24 (75.0%) Introductory  
6 (18.75%) Milestone  
2 (6.25%) Capstone | Benchmark met with several students performing above expectations for assessment point 1. No further action required. |
| | **Assessment Point 2**  
DTS 460: Research Abstracts | Capstone | **KRD 1.1: Tip #1: (n=10)**  
7 (70.0%) Milestone  
3 (30.0%) Advanced  
**KRD 1.1: Tip #2: (n=22)**  
10 (100.0%) Capstone | Benchmark met. No further action necessary. |
| | **Assessment Point 2**  
DTS 476: Community Nutrition Presentation | Capstone | **KRD 2.1: Tip #1: (n=10)**  
7 (70.0%) Capstone  
3 (30.0%) Advanced  
**KRD 2.2: (n=10)**  
7 (70.0%) Capstone  
3 (30.0%) Advanced | Benchmark met with several students performing above expectations for assessment point 2. No further action required. |
Students will understand the nutrition care process and determine appropriate methods of assessment, diagnosis, identification, and implementation of interventions and strategies for monitoring and evaluation.

**Assessment Point 1**
DTS 215: Counseling/Education Assessment

<table>
<thead>
<tr>
<th>Introductory</th>
<th>KRD 3.1: (n=32) 32 (100.0%) Introductory</th>
</tr>
</thead>
</table>

All students met the standard. Performance is as expected for a 200 level introductory course.

**Assessment Point 2**
DTS 470: Case Study

<table>
<thead>
<tr>
<th>Capstone</th>
<th>KRD 3.1: (n=10) 1 (10.0%) Milestone 9 (90.0%) Capstone</th>
</tr>
</thead>
</table>

90% of students met the benchmark, which is acceptable according to accreditation standards. Will continue to monitor.

Students will be able to evaluate education and behavior change theories and techniques considering the role of environment, food, nutrition, and lifestyle choices.

**Assessment Point 1**
DTS 409: Grant Proposal Project

<table>
<thead>
<tr>
<th>Milestone</th>
<th>KRD 3.2: (n=27) 3 (11.11%) Introductory 21 (77.78%) Milestone 3 (11.11%) Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>KRD 3.3: Tip #1: (n=27) 3 (11.11%) Introductory 21 (77.78%) Milestone 3 (11.11%) Capstone</td>
<td></td>
</tr>
</tbody>
</table>

89% of students performed at an acceptable level for assessment point 1. This is appropriate according to accreditation standards.

**Assessment Point 2**
DTS 476: Community Nutrition Presentation

<table>
<thead>
<tr>
<th>Capstone</th>
<th>KRD 3.2: (n=10) 7 (70.0%) Capstone 3 (30.0%) Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>KRD 3.3: Tip #1: (n=10) 7 (70.0%) Capstone 3 (30.0%) Advanced</td>
<td></td>
</tr>
</tbody>
</table>

All students met the benchmark with several exceeding expectations. No further action is needed.
<table>
<thead>
<tr>
<th>Assessment Point 1</th>
<th>Milestone</th>
<th>No Data Available</th>
<th>Class only taught every other year; therefore, no assessment data available for 2013-14.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DTS 302: Foodservice Design Project</strong></td>
<td>No Data Available</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Point 2</th>
<th>Milestone</th>
<th>KRD 4.1: Tip #1: (n=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DTS 476: Community Nutrition Presentation</strong></td>
<td>Capstone</td>
<td>7 (70.0%) Capstone 3 (30.0%) Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 (100.0%) Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KRD 4.1: Tip #2: (n=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (100.0%) Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KRD 4.1: Tip #3: (n=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (20.0%) Milestone 8 (80.0%) Capstone</td>
</tr>
</tbody>
</table>

At least 80% of students met the established benchmark in all areas, which is appropriate for accreditation. Two fell short of expectations related to application of HR management. Faculty are exploring opportunities to provide more exposure to HR management principles in course curriculum to be certain all students are competent in this area upon graduation.

* KRD (Knowledge for the Registered Dietitian) standards set by our accrediting body (ACEND) are utilized to assess student learning outcomes. See rubrics below for full description of each KRD standard.
## Appendix IV
### Assessment Summary

**Component Area/Program/Discipline: BS in Dietetics – 2012 - 2013**

<table>
<thead>
<tr>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
</table>
| Students interpret food and nutrition research and evaluate methodology and integration of research principles into evidence-based practice. | **Assessment Point 1**  
DTS 320: Micronutrient Research Paper                                                                                  | Milestone           | **KRD 1.1: Tip #1: (n=11)**  
3 (27.27%) Milestone  
7 (63.64%) Capstone  
1 (9.09%) Advanced  
**KRD 1.1: Tip #2: (n=11)**  
3 (27.27%) Milestone  
7 (63.64%) Capstone  
1 (9.09%) Advanced | Benchmark met. No further action necessary.                                                                                 |
|                                                                                                      | **Assessment Point 2**  
DTS 460: Research Abstracts                                                                                           | Capstone            | **No Data Available**                                                            | Unable to evaluate due to lack of data reported by faculty member, who was on a medical leave. Chair reinforced importance of data collection and reporting when faculty member returned. Faculty member has since retired. |
| Students will demonstrate effective skills sufficient for entry into pre-professional practice related to effective communication and counseling methods. | **Assessment Point 1**  
DTS 215: Counseling/Education Assessment                                                                              | Introductory        | **No Data Available**                                                            | Class only taught every other year; therefore, no assessment data available for 2012-13. |
|                                                                                                      | **Assessment Point 2**  
DTS 476: Community Nutrition Presentation                                                                             | Capstone            | **KRD 2.1: Tip #1: (n=10)**  
10 (100.0%) Capstone  
**KRD 2.2: (n=10)**  
10 (100.0%) Capstone | Benchmark met. No further action necessary.                                                                                 |
<table>
<thead>
<tr>
<th>Assessment Point 1</th>
<th>Assessment Point 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTS 215: Counseling/Education Assessment</td>
<td>DTS 470: Case Study</td>
</tr>
<tr>
<td>Introductory</td>
<td>Capstone</td>
</tr>
<tr>
<td>No Data Available</td>
<td>No Data Available</td>
</tr>
<tr>
<td>Class only taught every other year; therefore, no assessment data available for 2012-13.</td>
<td>84.62% of students met the benchmark, which is acceptable according to accreditation standards. Will continue to monitor.</td>
</tr>
</tbody>
</table>

Students will be able to evaluate education and behavior change theories and techniques considering the role of environment, food, nutrition, and lifestyle choices.

<table>
<thead>
<tr>
<th>Assessment Point 1</th>
<th>Assessment Point 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTS 409: Grant Proposal Project</td>
<td>DTS 476: Community Nutrition Presentation</td>
</tr>
<tr>
<td>Milestone</td>
<td>Capstone</td>
</tr>
<tr>
<td>No Data Available</td>
<td>No Data Available</td>
</tr>
<tr>
<td>Class only taught every other year; therefore, no assessment data available for 2012-13.</td>
<td>Benchmark met. No further action necessary.</td>
</tr>
</tbody>
</table>

KRD 3.1: (n=13) 2 (15.38%) Milestone 11 (84.62%) Capstone
KRD 3.2: (n=10) 10 (100.0%) Capstone
KRD 3.3: Tip #1: (n=10) 10 (100.0%) Capstone
Students will be able to apply management and business principles and theories to food and nutrition services.

<table>
<thead>
<tr>
<th>Assessment Point 1</th>
<th>Milestone</th>
<th>KRD 4.1: Tip #1: (n=25)</th>
<th>Benchmark met. No further action necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTS 302: Foodservice Design Project</td>
<td>17 (68.0%) Milestone</td>
<td>8 (32.0%) Capstone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21 (84.0%) Milestone</td>
<td>4 (16.0%) Capstone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25 (100.0%) Milestone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Point 2</td>
<td>Capstone</td>
<td>KRD 4.1: Tip #1: (n=10)</td>
<td>In one instance, only 70% of students performed at capstone level, which is 10% less than expected. Results indicate that more emphasis needs to be placed on financial data and budgeting in applicable classes, which will be strengthened in the curriculum.</td>
</tr>
<tr>
<td>DTS 476: Community Nutrition Presentation</td>
<td>10 (100.0%) Capstone</td>
<td>7 (70.0%) Capstone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 (30.0%) Milestone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 (100.0%) Capstone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*KRD (Knowledge for the Registered Dietitian) standards set by our accrediting body (ACEND) are utilized to assess student learning outcomes. See rubrics below for full description of each KRD standard.*
Appendix IV
Assessment Summary

Program Assessment Rubrics: BS in Dietetics

Program Learning Outcome 1: Students interpret food and nutrition research and evaluate methodology and integration of research principles into evidence-based practice.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to demonstrate how to locate, interpret, evaluate</td>
<td></td>
</tr>
<tr>
<td>and use professional literature to make ethical evidence-based practice</td>
<td></td>
</tr>
<tr>
<td>decisions. (KRD 1.1: Tip#1)</td>
<td></td>
</tr>
<tr>
<td>-Literature is not relevant to the present topic. - Literature is more</td>
<td></td>
</tr>
<tr>
<td>than five years old. -Most sources are from lay Websites with a few</td>
<td></td>
</tr>
<tr>
<td>sources from journal and texts. -Student merely summarizes the original</td>
<td></td>
</tr>
<tr>
<td>author’s words without interpretation or synthesis.</td>
<td></td>
</tr>
<tr>
<td>-Literature is somewhat relevant to the topic, but not published</td>
<td></td>
</tr>
<tr>
<td>within the last five years. -Most data are peer-reviewed sources. No</td>
<td></td>
</tr>
<tr>
<td>more than 2 to three sources are from non-referred sources. - Data are</td>
<td></td>
</tr>
<tr>
<td>understood by the student, but major interpretation is missing.</td>
<td></td>
</tr>
<tr>
<td>Student explained information using many of the original concepts and</td>
<td></td>
</tr>
<tr>
<td>words, without full synthesis.</td>
<td></td>
</tr>
<tr>
<td>-Literature is relevant to the topic, but older- not published</td>
<td></td>
</tr>
<tr>
<td>within the last five years. -Most data are peer-reviewed sources. No</td>
<td></td>
</tr>
<tr>
<td>more than 2 to three sources are from non-referred sources. - Data are</td>
<td></td>
</tr>
<tr>
<td>understood by the student, but interpretation is not fully developed.</td>
<td></td>
</tr>
<tr>
<td>Student explained information using some of the original concepts and</td>
<td></td>
</tr>
<tr>
<td>words, lacks full synthesis.</td>
<td></td>
</tr>
<tr>
<td>-Literature is relevant to the topic and timely- published within the</td>
<td></td>
</tr>
<tr>
<td>past five years. -Literature is from multiple peer-reviewed sources</td>
<td></td>
</tr>
<tr>
<td>such as journals, textbooks, or reputable Websites such as .gov, .org,</td>
<td></td>
</tr>
<tr>
<td>.edu sites -Data are thoroughly evaluated and interpreted by showing</td>
<td></td>
</tr>
<tr>
<td>synthesis of material and thorough understanding of the topic.</td>
<td></td>
</tr>
<tr>
<td>Students are able to use current information technologies to locate</td>
<td></td>
</tr>
<tr>
<td>and apply evidence based guidelines and protocols. (KRD 1.1: Tip #2)</td>
<td></td>
</tr>
<tr>
<td>-Student uses non-approved informatics. Information presented is not</td>
<td></td>
</tr>
<tr>
<td>evidence based and found in databases that are not appropriate for</td>
<td></td>
</tr>
<tr>
<td>scientific use.</td>
<td></td>
</tr>
<tr>
<td>Student uses one or two information technologies and several non-evidence-</td>
<td></td>
</tr>
<tr>
<td>based databases. -Less than half of information presented is evidence-</td>
<td></td>
</tr>
<tr>
<td>based, with only a few data based on non-referred material.</td>
<td></td>
</tr>
<tr>
<td>Student uses only a few information technologies and several non-evidence-</td>
<td></td>
</tr>
<tr>
<td>based databases. -Most information presented is evidence-based, with</td>
<td></td>
</tr>
<tr>
<td>only a few data based on non-referred material.</td>
<td></td>
</tr>
<tr>
<td>Student uses a variety of current information technologies and applies</td>
<td></td>
</tr>
<tr>
<td>evidence-based guidelines.</td>
<td></td>
</tr>
</tbody>
</table>
Program Learning Outcome 2: Students will demonstrate effective skills sufficient for entry into pre-professional practice related to effective communication and counseling methods.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Introductory</th>
<th>Milestone</th>
<th>Capstone</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communication with individuals, groups and the public. (KRD 2.1: Tip #1)</td>
<td>• Oral and written communications are not appropriate for the education level of the audience. Most topics are above or below the targeted education level. • Scientific jargon and slang words are used frequently when communicating with lay people. • Written and oral work includes multiple grammatical errors. • Written work includes multiple punctuation mistakes. • Communication is insensitive to cultural and gender differences, with only a few exceptions. • Effective communication is not modeled.</td>
<td>• Oral and written communications are somewhat appropriate for the education level of the audience. A few topics may be above or below the targeted education level. • Scientific jargon and slang words are used infrequently when communicating with lay people. • Written and oral work has only a few grammatical errors. • Written work contains few major punctuation mistakes. • Communication is somewhat sensitive to cultural and gender differences. • Effective communication is modeled somewhat.</td>
<td>-Most oral and written communications are appropriate for the education level of the audience. • Scientific jargon is used infrequently when communicating with lay people. • Written and oral work is free of most grammatical errors. • Written work is free of most major punctuation mistakes. • Communication is sensitive to cultural and gender differences, with only a few exceptions. • Effective communication is modeled.</td>
<td>-Oral and written communications are appropriate for the education level of the audience and up-to-date. -Scientific jargon and slang words are not used when communicating with lay people. -Written and oral work is free of grammatical errors. -Written work is free of major punctuation mistakes. -Communication is sensitive to cultural and gender differences. -Effective communication strategies are modeled- connections are drawn, student checks for audience understanding, ideas are re-stated, etc.</td>
</tr>
</tbody>
</table>

| Students are able to demonstrate counseling techniques to facilitate behavior change. (KRD 2.2) | • Student uses mostly closed ended questions in probing the client about behavior change. • Student shows much personal bias and passes judgment on client’s situation. Student demonstrates little empathy toward client. • Student detracts from what the client states and fails to rephrase or reflect on the client's statements. | • Student uses both open and closed questions in probing the client about behavior change. • Student reflects on client’s response, but adds own personal bias and shows some personal judgment. • Student assists client with ambivalence, but does not thoroughly re-phrase or reflect on client’s change talk. | • Student uses mostly open questions in probing the client about behavior change. • Student reflects on client’s response, but adds own personal bias and shows minimal personal judgment. • Student assists client with ambivalence, re-phrases or reflects thoroughly on client’s change talk on most occasions. | • Student asks probing and open questions without leading the client to the appropriate answer. • Student reflects on client’s response without passing judgment or providing personal bias. Student shows empathy toward client’s point-of-view. • Student helps client work through ambivalence through re-phrasing and reflection of statements and by facilitating change talk. |
**Program Learning Outcome 3:** Students will understand the nutrition care process and determine appropriate methods of assessment, diagnosis, identification, and implementation of interventions and strategies for monitoring and evaluation.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Introductory</th>
<th>Milestone</th>
<th>Capstone</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to use the nutrition care process (NCP) to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion. (KRD 3.1)</td>
<td>• Parts of the NCP are missing and the nutrition diagnosis is incorrect. MNT is not appropriate for the example provided. • There is no clear element of critical thinking and prior knowledge is not linked with current information.</td>
<td>-Student includes most pieces of the NCP. The nutrition diagnosis is appropriate, but etiology is not nutrition related. MNT is adequate. -Student links the NCP to prior knowledge, but critical thinking and synthesis of knowledge is lacking. Some questions are answered inaccurately.</td>
<td>Student includes most pieces of the NCP. The nutrition diagnosis is appropriately linked to nutrition related issues. MNT is adequate. -Student links the NCP to prior knowledge. The use of critical thinking and synthesis of knowledge is somewhat developed. Some questions are not answered fully.</td>
<td>-Student adequately includes all components of the NCP and chooses an appropriate nutrition diagnosis and proper MNT process. -Student links prior knowledge to the NCP and uses critical thinking to answer all problems correctly and thoroughly.</td>
</tr>
</tbody>
</table>
Program Learning Outcome 4: Students will be able to evaluate education and behavior change theories and techniques considering the role of environment, food, nutrition, and lifestyle choices.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Introductory</th>
<th>Milestone</th>
<th>Capstone</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to apply knowledge of the role of the environment,</td>
<td>• Student is unable to demonstrate understanding of the role of personal</td>
<td>• Student understanding of the role of personal environment and lifestyle</td>
<td>• Student mostly demonstrates understanding of the role of personal</td>
<td>• Student is able to use critical thinking to link the role of</td>
</tr>
<tr>
<td>food and lifestyle choices to develop interventions to affect change</td>
<td>environment and lifestyle choices. • Interventions are not designed to enact</td>
<td>choices is limited. • Some interventions are designed to enact behavioral</td>
<td>environment and lifestyle choices. • Student appropriately designs</td>
<td>environment to lifestyle choices. • Student appropriately designs</td>
</tr>
<tr>
<td>and enhance wellness in diverse individuals and groups. (KRD 3.2)</td>
<td>behavioral change and are not applicable to diverse populations.</td>
<td>change, but may not be applicable to diverse populations.</td>
<td>interventions for behavioral change in various populations.</td>
<td>interventions for behavioral change in various populations.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Students are able to develop an educational session or program/education</td>
<td>• Educational session is too advanced for the target audience and is written</td>
<td>• Educational session is somewhat appropriate for the target audience.</td>
<td>• Educational session is mostly appropriate for the target audience.</td>
<td>• Educational session is appropriate for the target audience in terms of</td>
</tr>
<tr>
<td>strategy for a target population. (KRD 3.3: Tip #1)</td>
<td>for an educated audience only. • Educational session contains mostly</td>
<td>Some reference material contains information for a higher education</td>
<td>Some reference material contains information for a higher education</td>
<td>readability (education level). • Educational session is free from</td>
</tr>
<tr>
<td></td>
<td>professional jargon. • Educational session is outdated and lacks</td>
<td>level than the target audience. • Educational session contains</td>
<td>level than the target audience. • Educational session contains</td>
<td>professional jargon and targets the lay person. • Educational session</td>
</tr>
<tr>
<td></td>
<td>evidence-based research.</td>
<td>a few pieces of professional jargon, but basically targets the lay</td>
<td>contains minimal professional jargon, but basically targets the lay</td>
<td>contains appropriate information that is up-to-date with the latest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>person. • Educational session has some up-to-date information.</td>
<td>person. • Educational session has almost all up-to-date information,</td>
<td>research-based information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>with only a few exceptions.</td>
<td></td>
</tr>
</tbody>
</table>
Program Learning Outcome 5: Students will be able to apply management and business principles and theories to food and nutrition services.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must be able to apply management theories to the development of programs or services. (KRD 4.1: Tip #1)</td>
<td></td>
</tr>
<tr>
<td>• Student fails to address major business theory components and does not incorporate the theories into the marketing plan.</td>
<td>• Student somewhat addresses major parts of business theories, but does not incorporate all information into the marketing plan.</td>
</tr>
<tr>
<td>• Student addresses major parts of business theories, but does not incorporate all information into the marketing plan.</td>
<td></td>
</tr>
<tr>
<td>Students must able to evaluate a budget and interpret financial data. (KRD 4.1: Tip #2)</td>
<td></td>
</tr>
<tr>
<td>• Student's understanding, analysis or application of the principles of human resource management is lacking.</td>
<td>• Student shows an understanding of the human resources principles, but synthesis or complete application in a variety of situations is limited.</td>
</tr>
<tr>
<td>Students are able to apply the principles of human resource management to different situations. (KRD 4.1: Tip #3)</td>
<td></td>
</tr>
<tr>
<td>• Student does not fully or accurately complete the cost analysis. The budget is not adequately prepared and financial data is misinterpreted.</td>
<td>• Student completes a cost analysis but some accuracy is missing. The budget is also completed, but does not fully reflect the analysis and therefore, the financial data is not fully and completely interpreted.</td>
</tr>
<tr>
<td>• Student completes an accurate cost analysis with an appropriate budget and interpretation of the financial data with minimal errors.</td>
<td></td>
</tr>
<tr>
<td>• Student fully synthesizes various human resource principles and appropriately applies the principles to a variety of situations.</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix V

**Program Course Enrollment: BS in Dietetics**

<table>
<thead>
<tr>
<th>College</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Campus</th>
<th>Course Ty Su09</th>
<th>Fa09</th>
<th>Sp10</th>
<th>Su10</th>
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<th>Su11</th>
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<th>Sp13</th>
<th>Su13</th>
<th>Fa13</th>
<th>Sp14</th>
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</thead>
<tbody>
<tr>
<td>HP</td>
<td>DTS</td>
<td>201</td>
<td>Introductory Nutrition</td>
<td>Huntington</td>
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<td>25</td>
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<td>24</td>
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<tr>
<td>HP</td>
<td>DTS</td>
<td>202</td>
<td>Introductory Foods</td>
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<td>20</td>
<td>15</td>
<td>16</td>
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<td>Nutrition</td>
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<td>Assess and Ed Strat in DTS</td>
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<td>HP</td>
<td>DTS</td>
<td>302</td>
<td>FS Safety &amp; Sys Mgt II</td>
<td>Huntington</td>
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<td>Life Span Nutrition</td>
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<td>Nutrition &amp; Diet Therapy</td>
<td>Huntington</td>
<td>Interactive Video</td>
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<td>DTS</td>
<td>314</td>
<td>Nutrition &amp; Diet Therapy</td>
<td>Off-campus</td>
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<td>Intermediate Nutrition</td>
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<td>12</td>
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<td>403</td>
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<tr>
<td>HP</td>
<td>DTS</td>
<td>409</td>
<td>Nutrition in Community</td>
<td>Huntington</td>
<td>None</td>
<td>20</td>
<td>26</td>
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<tr>
<td>HP</td>
<td>DTS</td>
<td>460</td>
<td>Research in Dietetics</td>
<td>Huntington</td>
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<td>17</td>
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<tr>
<td>HP</td>
<td>DTS</td>
<td>468</td>
<td>Chemistry of Food</td>
<td>Huntington</td>
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<td>12</td>
<td>9</td>
<td>14</td>
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<tr>
<td>HP</td>
<td>DTS</td>
<td>469</td>
<td>Medical Nutr Therapy I</td>
<td>Huntington</td>
<td>None</td>
<td>8</td>
<td>13</td>
<td>11</td>
<td>14</td>
<td>9</td>
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<tr>
<td>HP</td>
<td>DTS</td>
<td>470</td>
<td>Medical Nutrition Therapy</td>
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<td>13</td>
<td>11</td>
<td>13</td>
<td>9</td>
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<tr>
<td>HP</td>
<td>DTS</td>
<td>476</td>
<td>Senior Seminar in DTS</td>
<td>Huntington</td>
<td>None</td>
<td>6</td>
<td>11</td>
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</tr>
</tbody>
</table>

*Enrollment data were provided by the University. Please note the DTS 314: Spring 2011 interactive video numbers reflect on campus enrollment (Huntington: 65) and satellite enrollment (MOVC regional campus: 17). Off campus spring enrollments for DTS 314 include both the MOVC regional campus and the Teays Valley regional campus; while, Teays Valley is the only regional campus site in the fall.*
## Appendix VI
Program Enrollment: BS in Dietetics

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 2009-2010</th>
<th>Year 2 2010-2011</th>
<th>Year 3 2011-2012</th>
<th>Year 4 2012-2013</th>
<th>Year 5 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Majors Enrolled: BS in Dietetics No Area of Emphasis</td>
<td>16</td>
<td>23</td>
<td>17</td>
<td>22</td>
<td>35</td>
</tr>
<tr>
<td>Principal Majors Enrolled: BS in Dietetics Area of Emphasis: Health Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Principal Majors Enrolled: Pre-Dietetics No Area of Emphasis</td>
<td>37</td>
<td>30</td>
<td>47</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>Second Major: BS in Dietetics</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Second Major: Pre-Dietetics</td>
<td></td>
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<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Third Major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minors***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
<td>53</td>
<td>53</td>
<td>64</td>
<td>62</td>
<td>73</td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>7</td>
<td>12</td>
<td>11</td>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>
Figure 1. Trend Line for Total Enrollment and Program Graduates: BS in Dietetics
# Appendix VII
## Job and Graduate School Placement Rates: BS in Dietetics

<table>
<thead>
<tr>
<th>Year</th>
<th>Total num. of graduates</th>
<th>Total num. of graduates employed in major field</th>
<th>Total num. of graduates employed in related fields</th>
<th>Total num. of graduates employed outside field</th>
<th>Total num. of graduates accepted to Dietetic Internships/Dietetics Graduate Programs</th>
<th>Total num. of graduates accepted into related Graduate Programs</th>
<th>Total num. of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2010-2011</td>
<td>12</td>
<td>10</td>
<td>1</td>
<td>-</td>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2011-2012</td>
<td>11</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2012-2013</td>
<td>7</td>
<td>3</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2013-2014</td>
<td>11</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Five-Year Total</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

*2013-2014 graduates are not eligible for employment as registered dietitians until they have completed a post-graduate Dietetic Internship and successfully passed the registration examination.*
Appendix VIII
Assessment Letters: Dietetics – BS

Office of Assessment & Program Review

August 5, 2013

Dr. Keli Williams, Chair
Dietetics
College of Health Professions

Dear Keli:

The University Assessment Committee reviewers and I have completed our evaluations of the BS in Dietetics’ assessment of student learning for academic year 2012 – 2013, as submitted in the Open Pathways Project report last updated in May 2013. This letter will provide general comments and suggestions for improvement. Please refer to the attached assessment rubric for additional comments from reviewers. Please note that the reviewers’ comments are based on the reports you submitted in February 2013, so may not be appropriate for your final report.

Your program’s learning outcomes are appropriate to your field and require students to demonstrate higher levels of thinking/learning. Your assessment plan shows a variety of assessment measures that are integrated throughout your curriculum. My only concern with some of your rubrics is that this is a baccalaureate program and that the university’s expectation for students graduating with a bachelor’s degree is “capstone” level performance. I realize that we expect even “C” students to achieve at this level, but I still question whether some of the descriptions, which contain a fair amount of negative language, are appropriate for any graduating senior. Given the data you collected, your analysis was thorough and, where appropriate, planned actions were derived from a clear analysis of the data.

During the academic year 2013 – 2014, programs will continue to report assessment results and plan actions using the online reporting form used last year. These reports will be due at the end of the academic year. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds, Associate Vice President
Assessment and Quality Initiatives

C: Dr. Mike Prewitt, Dean, CO·HP
Office of Assessment & Program Review

June 21, 2012

Dr. Kelli Williams, Chair
Dietetics
College of Health Professions

Dear Kelli:

The University Assessment Committee and I have completed our evaluation of the BS in Dietetics' assessment of student learning. This letter will provide general comments and suggestions for improvement. I have included the scoring rubric we used to evaluate your assessment report in a separate document.

This is an excellent assessment report. You have worked hard to build an assessment program that responds to their standards and allows you to determine strengths and weaknesses in performance among students. You do a nice job of showing exactly how changes you are making to your program are directly tied to results of the assessment of student learning. This may be asking a lot, but is there a way to drill down further into outcomes by separately rating the bulleted items for each outcome (when there are separate bulleted items)?

During the coming academic year, it will be important that you follow the plan you developed as part of the first two activities of the Open Pathways Demonstration Project. The project's steering committee will provide more feedback regarding next steps in that project at summer's end. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Michael Frewitt, Dean, COHP
Dr. Mary Kathryn Gould, Undergraduate Program Coordinator
Dietetics
COHP

Dear Mary Kathryn:

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

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

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

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Gretchen Oley, Interim Dean, COHP
    Dr. Kelli Williams, Chair, Dietetics
Appendix IX
Mid-point Accreditation Letter (2013)

May 3, 2013

Jana A. Hovland, MS, RD
Director, Didactic Program in Dietetics
Marshall University
Department of Dietetics
One John Marshall Drive
315A Prichard Hall
Huntington, WV 25755-9521

Dear Ms. Hovland:

This letter is to advise you of the action of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) board regarding the Didactic Program in Dietetics at Marshall University. During its April 17-19, 2013 meeting, the ACEND board continued the accreditation status of your program based on your Program Assessment Report. Accreditation is continued for a Didactic Program in Dietetics at the baccalaureate level.

Ongoing monitoring of program outcomes and goal achievement is an essential component of continuous quality improvement. Your efforts toward quality dietetics education are encouraged. The next review and site visit is scheduled for 2017. You will receive correspondence one year in advance of the next review inviting you to apply for full accreditation under the Accreditation Standards in effect at that time.

If major changes occur in your Program, you must submit them in writing to ACEND for review prior to implementation. The ACEND board maintains the right to require an interim report, self-study report, and/or site visit as a result of any changes. Guidelines for reporting major
changes are on the ACEND Program Director Portal which can be accessed at www.eatright.org/ACEND.

Thank you for your support of dietetics education and students. If you have any questions, please call ACEND staff at 800-877-1600 x5400.

Sincerely,

Elaine F. Molaison, PhD, RD
Chair, Accreditation Council for Education in Nutrition and Dietetics

EFM/jj

cc: Stephen J. Kopp, PhD
Michael Prewitt, PhD
Kelli J. Williams, PhD, RD, LD
Program Review Team
Appendix X
Accreditation Letter (2008)

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 Didactic Program in Dietetics 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 Mary K. Gould, EdD, RD, LD, Director of the Program, and the Department of Dietetics in support of dietetics education.

The Didactic Program in Dietetics provides the academic 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,

Martin M. Yadrick, MS, MBA, RD, FADA
President

cc: Mary K. Gould, EdD, RD, LD
Charles McKown, MD
Shortie McKinney, PhD, RD, FADA
Kelli J. Williams, PhD, RD, LD
Appendix XI
Mid-point Accreditation Report (2013)

January 14, 2013

Jana A. Hovland, MS, RD
Director, Didactic Program in Dietetics
Marshall University
Department of Dietetics
One John Marshall Drive
315A Pinchard Hall
Huntington, WV 25755-9521

Dear Ms. Hovland:

The Program Assessment Report submitted from the Didactic Program in Dietetics at Marshall University has been reviewed by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Program Review Team. The review process gives the program the opportunity to provide additional information documenting compliance with the accreditation standards. Enclosed are the specific Program Review Team comments.

You are encouraged to respond to the reviewer’s comments addressing boxes checked “no” or “partially.” If you choose to respond, four copies of all supplemental materials must be submitted postmarked no later than February 15, 2013. In addition to the paper copies, please provide the report in electronic format either on a CD ROM or flash drive. The ACEND board will act on the Program Assessment Report at its April 2013 meeting. Within two weeks following this meeting, you will be notified of ACEND’s decision in writing.

Thank you for your interest in and support of dietetics education and students. If you have any questions, please contact me at 800-877-1600 ext. 4898 or via e-mail at jasher@eatright.org.

Sincerely,

Jamie Asher, MPS
Manager, Education Program Accreditation
Enc: Program Review Team comments
cc: Elaine Fontenot Molaison, PhD, RD, Chair, ACEND

Review Team Members

Program Directors Please Note: For tracking purposes, please email B. Gillespie at bgillespie@eatright.org when you receive this letter.
## Marshall University
Huntington, WV
Didactic Program in Dietetics
Program Assessment Report

### Program Review Team Comments

<table>
<thead>
<tr>
<th>COMPLIANCE WITH THE ACCREDITATION STANDARDS:</th>
<th>Yes</th>
<th>No</th>
<th>Partially</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Summary Information</strong>&lt;br&gt;Has the program provided a brief history detailing characteristics of the program including a description of the educational philosophy or primary methods to teach the curriculum?</td>
<td>✗</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did the program provide a summary of its strengths, challenges and weaknesses?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Team Findings:</strong>&lt;br&gt;The program notes that the students have recently expressed dissatisfaction with the food labs space and the research course; therefore, the program is addressing these concerns.&lt;br&gt;Is a brief narrative provided describing any changes in administrative support, financial support, curriculum, program, learning resources, faculty/preceptors, facilities and support services and the affect the changes had on the program?</td>
<td>✗</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Summary of the Self-Study Process</strong>&lt;br&gt;Has the program briefly described how the self-study process took and place and the following stakeholders’ participation in program planning and evaluation?&lt;br&gt;• Internal constituents (such as administrators, faculty/preceptors, students, graduates):</td>
<td>✗</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>• External constituents (such as employers, practitioners, other program directors, faculty/staff from other disciplines):</td>
<td>✗</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Program Mission (Standards 4)</strong>&lt;br&gt;Has the program provided a separate mission statement that is consistent with academic preparation for entry-level RDs (D, CP, DPD programs)?</td>
<td>✗</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Pass Rate Monitoring and Improvement (Standard 6)</strong>&lt;br&gt;The program’s pass rate trend over the past five years: □ Constant □ Declining ✗ Increasing □ Inconsistent □ Missing data</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did the program identify factors related to the areas below that influenced its pass rate, considering the methods and internal and external stakeholders used to evaluate effectiveness in these areas?</td>
<td>✗</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td><strong>Program Curriculum</strong></td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td><strong>Teaching and Learning Methods</strong></td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Faculty and Preceptors</td>
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<td>Student Support Services</td>
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<td>Educational Resources</td>
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<tr>
<td><strong>Program Assessment Process</strong></td>
<td>☑</td>
<td>☐</td>
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<tr>
<td>Did the program describe the processes used for screening students applying to the program and their effectiveness?</td>
<td>☑</td>
<td>☐</td>
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<tr>
<td>Did the program describe the criteria and process used to identify students who are having difficulty in the program and what is done to improve their learning?</td>
<td>☑</td>
<td>☐</td>
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<tr>
<td>Did the program describe how students are advised when they are not meeting program expectations?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td><strong>C.A.P.E. Data Collection and Assessment</strong>&lt;br&gt;<strong>Program Assessment (Standard 7 Guideline 7.2)</strong>&lt;br&gt;Did the program describe the stakeholders involved and the process used to develop the assessment plan for the program?</td>
<td>✗</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did the program explain how the assessment process has been implemented over the past five years, including how, when and which groups were contacted for feedback or data?</td>
<td>✗</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did the program provide a completed Program Assessment Plan for the past five years?</td>
<td>✗</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>For each program goal, has the program discussed achievement of the goal by providing:&lt;br&gt;• Description of qualitative/quantitative data, including response rate and when data were collected, for each objective?</td>
<td>✗</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>
Marshall University DPD

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Partially</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of results of feedback/data collected over past five years for each objective?</td>
<td>☒</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of comparison between the target measures to actual data?</td>
<td>☒</td>
<td></td>
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<tr>
<td>If the program is not achieving a goal(s), did the program identify factors that might have contributed to this?</td>
<td>☒</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Does it appear that program evaluation has occurred in an ongoing, systematic manner over the past five years?</td>
<td>☒</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Student Learning Outcomes (Standard 13)</td>
<td>Yes</td>
<td>No</td>
<td>Partially</td>
</tr>
<tr>
<td>Did the program provide a copy of the Student Learning Outcomes Assessment Plan from the last self-study?</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

Team Findings

The program provided a Student Learning Outcomes Assessment Plan for 2010-2011 and 2011-2012 with evidence of data collection. The program does not have data prior to 2010. For future assessment, the program must assure data are collected and analyzed on an ongoing, systematic basis; the program must collect and evaluate data according to the timeframes in its plan for the next five years.

Did the program describe the stakeholders involved and the process used to develop the plan for assessing learning outcomes? | ☒   |    |           |
Did the program provide evidence that they are collecting and evaluating SLO data? | ☒   |    |           |
Has the program discussed achievement of student learning outcomes? | ☒   |    |           |
Has the program documented that results of the student learning outcomes assessment process are used for program planning and evaluation? | ☒   |    |           |

On-going Curricular Improvement (Standard 14)

Did the program describe the process used to review the curriculum including course objectives and content, length and educational methods? | ☒   |    |           |
Did the program describe the schedule for formal review of the curriculum and the individuals involved in curriculum review? | ☒   |    |           |
Did the program describe how the results of student learning and program outcomes assessment process were used in determining strengths and areas for improvement for the program curriculum? | ☒   |    |           |
Did the program discuss how information about new knowledge and technology affecting dietetics practice is obtained and integrated into the curriculum? | ☒   |    |           |
Did the program discuss how comparability of educational experiences and consistency of learning outcomes are assessed and maintained? | ☒   |    |           |
Did the program describe overall curriculum strengths and areas for improvement based on cumulative assessment of student learning and program outcomes? | ☒   |    |           |

On-going Program Improvement (Standard 8)

Using a Program Improvement Summary Matrix, did the program identify program strengths and areas for improvement relevant to the following program components: policies, procedures, curriculum, teaching methods, faculty, preceptors, academic counseling, student support services, resources and program assessment process? | ☒   |    |           |
Has the program taken actions taken to maintain program strengths and address areas for improvement during the past five years? | ☒   |    |           |
For each area of strength or needing improvement, did the program discuss the degree to which actions maintained strengths or improved the program? | ☒   |    |           |
Has the program provided a Program Improvement Summary Matrix for the next five years? | ☒   |    |           |
If the program's pass rate is below 80%, were comprehensive plans included in the matrix to improve the pass rate? | ☒   |    |           |

Program Assessment Plan for the Next Five Years (Standard 7 Guideline 7.1)

Did the program provide a written plan for ongoing assessment of the program's mission, goals and expected outcomes for the next five years? | ☒   |    |           |
Were all guidelines 7.1.a-7.1.d addressed in the plan and are appropriate? | ☒   |    |           |
Has the program identified at least two program goals? If no, identify those that are not broad program goals and identify why (i.e. is it a student learning outcome, ACEND-accreditation requirement or a program management plan)? | ☒   |    |           |

Team Findings

The program has five program goals. Goal 1 is considered a management plan and not a broad program goal. Goals 2-4 are too specific and could be consolidated into a broader goal; at least one goal should address the program's mission of meeting the needs of the rural region. The program needs to provide at least two broad program goals that meet the ACEND...
requirements and measure what the graduate can do following graduation. For program goal requirements, please refer to the ACEND Accreditation Standards-Standard 5: Program Goals.

Does the program assessment plan include the 2012 ACEND-required outcomes of:

- **Program completion** (% of students enrolled in the program that is expected to complete all requirements within 150% of the time planned for completion)? ☑ ☑ ☑

- **Graduate employment** (Percent of graduates who are expected to be employed in dietetics or related field within 12 months of program completion)? DPD=N/A ☑ ☑ ☑

- **Pass rate of first-time test takers on the registration examination** (Over a five-year period, the pass rate for graduates taking the exam for the first time will be at least 80%) ☑ ☑ ☑

- **Graduate Performance - Supervised practice application rate** (percent of students who apply to supervised practice programs within 12 months of graduation) DPD only ☑ ☑ ☑

- **Graduate Performance - Supervised practice acceptance rate** (percent of those applying to supervised practice programs within 12 months who are accepted) DPD only ☑ ☑ ☑

- **Other measures of graduate and program performance (i.e. employer/Dr Director satisfaction, graduate school acceptance rates, contributions to the community, professional leadership)** ☑ ☑ ☑

**Team Findings:**
The program provided a Program Assessment Plan that addresses the ACEND-required objectives. However, the following ACEND-required objectives were not included or need further clarification in order to meet ACEND-required standards:

- The supervised practice application rate objective was not included in the Program Assessment Plan for 2012-2013.
- The supervised practice acceptance rate objective (Goal 2, Outcome 2) did not include “within one year of graduation”.

The program must submit a revised Program Assessment Plan for the next five years including the criteria above.

<table>
<thead>
<tr>
<th>Student Learning Outcomes Plan for the Next Five Years (Standard 13 Guideline 13.1)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the program provided a Learning Outcomes Assessment Plan based on all the ACEND Competencies or Knowledge Requirements for the next five years including concentration competencies for IP and DE?</td>
<td>☑ ☑ ☑</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Were all guidelines 13.1a-e addressed in the plan and appropriate?</th>
<th>☑ ☑ ☑</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the program provided a plan for ongoing, formal review of the program curriculum for the next five years?</td>
<td>☑ ☑ ☑</td>
</tr>
</tbody>
</table>

**Team Findings:**
The program provided a Student Learning Outcomes Plan for the year 2012-2013 (Appendix D); however, the learning assessment matrix is labeled 2011-2012. The program must submit a revised Student Learning Outcomes Plan for the next five years (2012-2017) to assure data are collected and analyzed on an ongoing, systematic basis.
February 10, 2013

ACEND Board of Directors
120 South Riverside Plaza, Suite 2000
Chicago, Illinois 60606-6995

Dear ACEND Board of Directors:

Thank you for providing specific comments from the Program Review Team and for the opportunity to provide additional information documenting compliance with the accreditation standards.

Enclosed are four hard copies of all supplemental material and an electronic copy on CD ROM. First, you will find revised program goals. We edited and consolidated goals to form broader program goals. In addition, we added a program goal to address our mission of meeting the needs of the rural region. Revisions were made to include an objective relating to supervised practice application rates and to include “within one year of graduation” for the supervised practice acceptance rate objective. Next, you will find a revised Program Assessment Matrices for 2012-2017 which reflect the revised goals and objectives. Finally, a revised Student Learning Outcomes Plan for 2012-2017 (Revised Appendix D) is included.

Marshall University’s Dietetics Program is undergoing collection and analysis of data providing evidence to evaluate student learning outcomes and will continue to assess student learning outcomes according to timeframes in our plan. Please feel free to contact me at Hovland@marshall.edu or 304-696-2507 if you have any questions.

Sincerely,

Jana Hovland, MS, RD, LD
DPD Director/Assistant Professor
Department of Dietetics
Marshall University
One John Marshall Dr.
Huntington, WV 25755
Appendix XII
Accreditation Report 2007

SITE VISIT/SUMMARY REPORT

Program Title: Didactic Program in Dietetics
Sponsoring Institution: Marshall University
Address: Huntington, WV
Program Director: Mary K. Gould, MS, RD, LD

Didactic Program in Dietetics

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

Degree Granted: Baccalaureate

Date of Site Visit: December 2-4, 2007

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

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

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

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the program established outcomes and appropriate measures to assess achievement of goals and program effectiveness, including at least program completion rates, postgraduate performance, such as supervised practice program placement, job placement, or graduate school acceptance rates, and the pass rate of first-time test takers on the Registration Examination? If the pass rate is less than 80% for first-time test takers, has the program implemented and monitored a plan of action to improve graduate performance?</td>
<td>Partially.</td>
</tr>
<tr>
<td>The program has established outcome measures to assess achievement of each goal and includes all of the CADE-required outcome measures. However, as discussed onsite, not all of the outcome statements include a target measure. The outcomes must contain a target measure in order to determine goal achievement and the program director indicated targets will be identified for the outcome measures.</td>
<td></td>
</tr>
<tr>
<td>The program's current first-time pass rate on the dietitian registration examination (2002-2006) is 74%, below the 80% CADE-required minimum. The program has developed a plan to improve the pass rate which not only includes taking practice RD exams throughout the program and incorporating more multiple choice tests in classes, but the curriculum was revised in 2005. Examples of changes made to the curriculum include incorporating the nutrition care process in DTS 215, Education and Assessment Strategies in Dietetics, adding group projects and field experiences and adding a senior project into DTS 476, Senior Seminar in Dietetics, that requires knowledge of food science, nutrition, marketing and budgeting.</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td>Yes.</td>
</tr>
<tr>
<td>It was confirmed that the program seeks feedback from students, graduates, DI Directors, undergraduate advisors and an Advisory Committee for the program planning and evaluation process. The assessment occurs on a systematic and ongoing basis, with data collected at the end of each semester and at six and 18 months after completion of program. Completed alumni and DI Director surveys for 1998 to present were reviewed onsite and the review team confirmed the Advisory Committee is involved in systematic planning for the program.</td>
<td></td>
</tr>
<tr>
<td>Has the program demonstrated that its planning and evaluation process includes evidence that data are collected and analyzed to identify the extent that goals for the program are being achieved and feedback is incorporated to improve the program?</td>
<td>Yes.</td>
</tr>
<tr>
<td>It was confirmed onsite that data are collected and analyzed on an ongoing basis and results are used to make changes to the program. As stated above, survey data from 1998 through 2006 were reviewed and now that the program has a separate program director for</td>
<td></td>
</tr>
<tr>
<td>STANDARD TWO: The dietetics education program has a planned curriculum that provides for achievement of student learning outcomes and expected competence of the graduate.</td>
<td></td>
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<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Has the program demonstrated that the curriculum is based on the Foundation Knowledge and Skills defined for an entry-level dietitian?</strong></td>
<td>Partially.</td>
</tr>
<tr>
<td>An audit of course syllabi and student projects and interviews with students, graduates and faculty confirmed that the program has planned a curriculum to meet the Foundation Knowledge and Skills (FKS), except for graduates who have demonstrated the ability to develop a personal portfolio. The program director confirmed that the portfolio will be instituted in DTS 476, Senior Seminar in Dietetics and the site team offered suggestions for implementation onsite. Therefore, evidence that the above FKS is incorporated in the curriculum is needed.</td>
<td></td>
</tr>
<tr>
<td><strong>Has the program demonstrated how the curriculum is consistent with the mission, goals, and measurable outcomes for the program?</strong></td>
<td>Yes.</td>
</tr>
<tr>
<td>It was verified onsite that the curriculum is based on the mission, goals and outcome measures. The curriculum provides various courses to develop communication skills and a variety of foods and nutrition courses at beginning, intermediate and advanced levels provide the depth and breadth in the FKS.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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</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.</td>
</tr>
<tr>
<td>Faculty, students and alumni verified that both didactic and practice-related experiences are provided in the curriculum. For example, laboratory components for practice-related experiences are part of DTS 201, Introductory Nutrition, DTS 202, Introductory Foods, DTS 302, Foodservice Safety and Systems Management II and DTS 458, Chemistry of Food. Students also tour a variety of facilities and are exposed to guest speakers with various dietetic practice areas.</td>
<td></td>
</tr>
<tr>
<td>Has the program demonstrated that the curriculum logically progresses from introductory learning experiences to the expected learning outcomes upon completion of the program (novice to beginner to competent)?</td>
<td>Yes.</td>
</tr>
<tr>
<td>The curriculum progresses logically from introductory learning experiences to the expected learning outcomes upon completion of the program. Prerequisites are stated on the course syllabi and the signed Suggested Course Sequencing sheets were reviewed onsite. However, discussions with students revealed that timely completion of the program took precedence over pre-requisite requirements. For example, five senior students indicated that they took course work out of sequence because course offerings occur in alternate years. While the program director confirmed that this was problematic in the past for transfer students, this has been alleviated by improved student advising. As a result, prerequisites are now adhered to and students verbally described the progression of knowledge in the management sequence as well as in the nutrition sequence, building to culmination in DTS 470, Medical Nutrition Therapy II.</td>
<td></td>
</tr>
<tr>
<td>Has the program demonstrated use of a variety of educational approaches (eg, field trips, role-playing, simulations, problem-based learning, distance education, classroom instruction, laboratory experiences) to facilitate student learning outcomes?</td>
<td>Yes.</td>
</tr>
<tr>
<td>Interviews with faculty and students confirmed a variety of educational strategies are used throughout the program. For example, laboratory experiences have been added to DTS 201, Introductory Nutrition to include a comparison of My Pyramid to another nutritional analysis, a blood glucose and blood pressure lab as well as body composition. Students stated that the many hands-on projects they do are a program strength, particularly the ingredient substitution, the community assessment and program development projects.</td>
<td></td>
</tr>
<tr>
<td>Has the program implemented an assessment process to demonstrate that learning experiences develop communication, collaboration, teamwork, problem solving, and critical thinking skills?</td>
<td>Yes.</td>
</tr>
<tr>
<td>It was verified onsite that communication, collaboration, teamwork, problem solving and critical thinking skills are developed throughout the program. Onsite, students verbalized that a group project is present in every course they take. Examples of projects reviewed onsite to develop these professional skills include written and oral presentations, a book review of a fad diet, a dietary supplement evaluation and tube feeding calculation worksheets. In addition to faculty feedback, students receive peer evaluation on their participation.</td>
<td></td>
</tr>
<tr>
<td>Has the program implemented an assessment process to demonstrate that learning opportunities develop personal and professional attitudes and</td>
<td>Yes.</td>
</tr>
<tr>
<td>The program develops and assesses professional attitudes, values, ethical practice and</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Has the program demonstrated that the curriculum includes experiences with other disciplines and exposure to a variety of dietetics practice settings, individuals, and groups?</td>
<td>Partially. It was evident onsite that students are exposed to a variety of dietetics professionals through guest lecturers. However, it does not appear that there are opportunities for interdisciplinary learning experiences. Therefore, evidence that the students share projects or learning experiences with students from other disciplines is needed.</td>
</tr>
<tr>
<td>Has the program demonstrated that curriculum length is based on the program mission and goals, conforms to commonly accepted practice in higher education, and is consistent with student learning outcomes?</td>
<td>Yes. The program length is consistent with commonly accepted practice and allow ample opportunity to achieve program missions and goals. Students must successfully complete a minimum of 128 semester credit hours in order to earn a bachelor’s degree and receive a Verification Statement.</td>
</tr>
<tr>
<td>Has the program implemented a process to assess student progress toward achievement of student learning outcomes using a variety of methods during and at the conclusion of the program?</td>
<td>Yes. It was verified onsite that the program has a process to assess student progress toward achievement of student learning outcomes using a variety of methods, including exams, presentations, papers, worksheets, calculations, and lesson plans. Review of exam in upper level courses revealed many application questions to test higher level learning. In addition, rubrics are used with division of points to assess larger assignments and these were reviewed onsite. Students also confirmed that they received detailed feedback on assignments. For example, they stated that the community nutrition program development project is completed in steps and that they receive feedback upon completion of each step so that they can make revisions and continually improve the project at each successive step. Lastly, the program developed a student learning outcomes assessment plan based on three student learning outcomes that includes outcome measures, groups to be assessed, assessment methods and a timeline. As discussed on site, the program must continue to use the student learning outcomes assessment plan to collect data and document how the results of the student learning outcomes assessment are used in program evaluation.</td>
</tr>
<tr>
<td>Has the program demonstrated periodic evaluation of the curriculum objectives, content, length, and educational methods to improve educational quality? Does the periodic evaluation include</td>
<td>Yes. It was verified onsite that the program periodically evaluates the curriculum objectives, content, length, and educational methods. The university requires each program to evaluate</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>assessment of new knowledge and technology impacting dietetics practice?</td>
<td>Their curriculum every five years. In addition, the Advisory Committee confirmed that their annual meeting includes curricular update discussions for the DPD and the faculty confirmed that they meet quarterly to discuss curriculum issues. Lastly, as stated in Standard One, changes have been made to the curriculum to incorporate newer knowledge and technology as confirmed by the Advisory Committee, graduates and DI Directors.</td>
</tr>
<tr>
<td>Has the program demonstrated use of a process to monitor the comparability of education experiences and evaluation strategies used to assess student progress and ensure consistency of learning outcomes when students are assigned to different sites for the same type of experiences?</td>
<td>Yes. Due to the small size of the program, multiple sections of courses are not available. In addition, standard syllabi are used for each course and comparability of learning experiences is ensured for each student.</td>
</tr>
<tr>
<td>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.</td>
<td>Partially. It was verified onsite that the program director receives a great deal of support from administration and has the authority, responsibility, and sufficient time to manage the program. All constituents interviewed commented on the accessibility of the program director and the ongoing communication with the program director. However, as discussed onsite, in order to ensure continuity of program management, the job description should be revised to include all the CADE-required responsibilities including policy development, recruitment and record maintenance.</td>
</tr>
<tr>
<td>Has the program demonstrated that the program director has the authority, responsibility, and sufficient time to manage the program, including assessment, planning, implementation, and evaluation critical for program effectiveness? Do the program director responsibilities include at least: policy development; student recruitment, advisement, evaluation; and counseling; program record maintenance, including student complaints and resolutions; curriculum development; program communication and coordination; and continuous internal and external program evaluation?</td>
<td>Yes. Discussions with the Dean, Provost and Director of Assessment and Program Review confirmed support for the program. Examples of administrative support include the establishment of separate tenure track program director positions for the DI and DPD and</td>
</tr>
<tr>
<td>Information, such as percentage of department budget allocated to support the program, sufficient to produce the desired outcome?</td>
<td>Increasing the budget.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| * 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.  
 Interviews with the faculty and review of curriculum vitae verified that all faculty members are appropriately credentialed for their teaching role in the program and are involved in professional associations. Faculty described how they maintain competence in their area of teaching responsibilities, which include attending FNCE, DEP area meetings and state association meetings. In addition, the three full-time faculty are engaged in clinical practice in a variety of settings. |
| * Has the program provided clear, consistent, and truthful information to prospective students, enrolled students, and the public at large? Is program information accessible in a catalog, program bulletin, brochure, or other printed and/or electronic materials? Does program information include at least the following:  
  - Type and description of the program, including mission, goals, and measurable outcomes  
  - Description of how the program fits into the credentialing process for dietetics practitioners  
  - Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms, in addition to application fees and tuition, if applicable  
  - Accreditation status, including the full name, | Yes.  
 The most current source of information is available to prospective students, enrolled students and the public at large via the Departmental website, which may be accessed at www.marshall.edu/dietetics. The site has devoted space to both the DPD and DI. The Web site includes all the CADE-required information. |
address, and phone number of the Commission on Accreditation for Dietetics Education
- Admission requirements
- Academic/program calendar or schedule
- Graduation and/or program completion requirements, and
- Computer matching information (for dietetic internships, if applicable)?

* Has the program protected student civil rights and complied with institutional equal opportunity programs?

Yes.

A policy on protection of student civil rights is available and can be found in the University Catalog as well as in the DPD Handbook.

* Has the program made students aware of and implemented written policies and procedures that protect the rights of students and are consistent with current institutional practice? Do policies and procedures include at least the following:
  - Withdrawal and refund of tuition and fees
  - Scheduling and program calendar, including vacation and holidays
  - Protection of privacy information
  - Access to personal files
  - Access to student support services, including health services, counseling and testing, and financial aid resources
  - Insurance requirements, including those for professional liability
  - Liability for safety in travel to or from assigned areas
  - Injury or illness while in a facility for supervised practice
  - Grievance procedures
  - Assessment of prior learning and credit toward program requirements (coursework and/or experiential)
  - Formal assessment of student learning and regular reports of performance and progress and specified intervals throughout the program, such as within and at the conclusion of any given course, unit, segment, or rotation of a

Yes.

Students confirmed that they are provided the DPD Handbook, which contains the CADE-required policies and procedures. The students are introduced to the DPD Handbook during their first advising appointment, where the advisor accesses the Handbook electronically and reviews important components with the student. This is part of the initial advising checklist, which must be signed and included in the student’s file upon completion of his/her first meeting with an advisor. The advisor also provides written material to the student on how to access the handbook online and students are encouraged to visit the site often for the most current information available. Student records reviewed onsite confirmed the advisement of these policies and procedures.

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

DATE: April 2014

TO: Director, Dietetics Education Program

FROM: Mary Ann Taccona, Associate Executive Director, Education Program Accreditation
       Jamie Asher, Manager, Education Program Accreditation
       Janine Ricketts Byrne, Manager, Education Program Accreditation
       Mandy Kalway, Manager, Education Program Accreditation
       Joan Vogt, Manager, Education Program Accreditation

SUBJECT: REGISTRATION EXAM PASS RATE SUMMARY REPORTS - DPD

The February 2012 revision of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Standards included new guidelines for monitoring each program’s pass rate on the registration examination (Standard 6). ACEND now requires all programs that are not meeting ACEND’s first-time pass rate benchmark of 80% to also monitor the one-year pass rate on the registration exam. The one-year pass rate is the sum of the number of candidates who passed the examination within one year of their first attempt, aggregated over a five-year period.

ACEND recently received your one-year pass rate summary reports for 2009 through 2013 from the Commission on Dietetic Registration (CDR), which are enclosed with this letter. The ACEND Report summarizes both the results of all graduates completing the program who took the exam for the first time and those who passed the exam within one year of the first attempt. ACEND advises you to use the enclosed CDR reports in your ongoing program assessment process. You are also encouraged to share the reports with administrators, faculty, students and others involved in the planning and improving of your program.

The following information provides guidance to interpret the one-year pass rate data:

- Data in columns two, three and four are based on a calendar year (January 1 through December 31).
- Data in columns two, three and four reflect the number of candidates who took the exam in the calendar year and are also the program’s first-time pass rate results.
- Aggregated individual candidate’s results (columns eight and nine) are reported based on a rolling year, starting with the initial exam attempt.
- Data for the most recent year in columns eight and nine only include those who passed the exam that same year; these results will be updated to include those who passed the following year in the next exam report.

When you complete your next self-study report for accreditation or Program Assessment Report (PAR), please include an analysis of your graduates’ performance on the Registration Examination, along with all other objectives specific to your program. A viable pass rate improvement plan is recommended for preparing all graduates to pass the exam on the first attempt and is required for all programs not meeting ACEND’s pass rate benchmarks. Although no response is required at this time because your program’s first-time pass rate is ≥80%, the registration examination summary
reports should aid you in efforts to prepare students and improve the quality of your program. To obtain a copy of the ACEND standards for your program type visit the Program Director Portal at www.eatright.org/acend. If you have questions about developing a pass rate improvement plan please contact ACEND staff at (800)877-1600 ext. 5400.

Didactic programs with graduates who took the Dietetic Technician Registered examination under the DTR eligibility pathway will have a second summary report enclosed. Although didactic programs are not accredited to prepare entry-level dietetic technicians, registered, you are being provided this report as another source of information about your program graduates. If the pass rate is below 80% for this group of graduates, a pass rate improvement plan is not required.

If you have any questions about the accuracy of the pass rate data, please contact the Commission on Dietetic Registration (CDR) at the Academy Headquarters at (800)877-1600 ext. 5500. Please note that exam candidates who graduated from your program more than five years ago, but tested within the past five years will not appear on the five-year summary report.

Enclosures: ACEND Report (first-time and one-year pass rate results)
           Five-year Summary Report
### Appendix XIII

ACEND Registration Exam Pass Rate Summary

**8801 MARSHALL UNIVERSITY**  
Didactic Program in Dietetics

<table>
<thead>
<tr>
<th>Testing Year</th>
<th>Examinees</th>
<th>Passed</th>
<th>%</th>
<th>Admins</th>
<th>Passed</th>
<th>Examinees</th>
<th>Passed</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td></td>
<td></td>
<td>N</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>14</td>
<td>12</td>
<td>86</td>
<td>3</td>
<td>2</td>
<td>14</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>2010</td>
<td>5</td>
<td>4</td>
<td>86</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
<td>6</td>
<td>86</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>2012</td>
<td>7</td>
<td>7</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>2013</td>
<td>7</td>
<td>5</td>
<td>71</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>6</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>34</td>
<td>85</td>
<td>6</td>
<td>5</td>
<td>40</td>
<td>39</td>
<td>98</td>
</tr>
</tbody>
</table>

*All data are accurate as of December 31 of the previous calendar year.*
Appendix XIV  
Articulation Agreement  

COMPREHENSIVE ARTICULATION AGREEMENT BETWEEN  
MARSHALL UNIVERSITY AND  
MOUNTWEST COMMUNITY & TECHNICAL COLLEGE  
FOR ACADEMIC PROGRAMS LEADING TO A BACCALAUREATE  
DEGREE IN  
THE COLLEGE OF HEALTH PROFESSIONS  

Marshall University and Mountwest Community & Technical College, in order to facilitate the efficient transfer of students between the two institutions, hereby establish an omnibus articulation agreement which will help residents of West Virginia earn an Associate in Science in Transfer Studies and a Bachelor’s degree in a discipline related to health professions. Through this articulation agreement, Marshall University will accept a maximum of 72 hours of college-level coursework offered by Mountwest Community & Technical College. Such courses may be used to fulfill a portion of Marshall University’s general education curriculum and portions of a baccalaureate program of study.

The courses listed in the addendum of this articulation agreement have been approved by both institutions as fulfilling the necessary and sufficient course requirements for the respective degrees.

Students working toward the degree will be encouraged to work with academic advisors to ensure their previous, current, and future courses fulfill the requirements of their chosen program of study. Course substitutions may be available upon the approval of the appropriate Marshall University department chair and academic dean.

Upon completion of the Associate in Science degree, participating students will apply for admission to Marshall University and must meet all admission requirements prior to acceptance and matriculation.

The plan of study is presented as illustrative for full-time students who have fulfilled course prerequisites and completed courses as outlined. Each institution will present the courses in the sequence outlined in the plans of study.

Students who do not complete the sequence of courses outlined in the plan of study may require additional time and expense to complete the degree.

Marshall University and Mountwest Community & Technical College agree to monitor and support the provisions of these agreements to ensure program consistency and quality, and transferability for the benefit of the students of both institutions. Marshall University and Mountwest Community & Technical College agree to coordinate changes in the course content
or requirements for any courses listed in the articulation agreement in order to ensure continued comparability between the courses offered by each institution.

Marshall University and Mountwest Community & Technical College agree to renegotiate this agreement as necessary due to changes in curriculum or graduation requirements implemented by either institution. This process will be the responsibility of the appropriate deans at both institutions.

Students pursuing the Bachelor of Science degree through one of these articulation agreements will be bound by the curriculum requirements in effect at the time they are officially accepted into the articulated program. The attached curriculum requirements dated August 18, 2014 will be in effect until officially changed and agreed upon by both institutions.

The terms of this agreement are hereby approved on August 18, 2014 by the respective administration of the two schools.

_______________________________ ______________________________
Stephen J. Kopp, Ph.D., President                   Keith J. Cotroneo, Ed.D., Ed.S., President
Marshall University                                 Mountwest Community and Technical
                                                    College

_______________________________ ______________________________
Gayle Ormiston, Senior Vice President and           Carol Perry, Ed.D., Dean
Provost                                               Liberal Arts & Human Services
Marshall University                                     Mountwest Community and
                                                    Technical College
Appendix XIV
Articulation Agreement

Pathway Program for Students Planning to Transfer to Marshall University’s
College of Health Professions

Dietetics

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>MU Equivalent</th>
<th>Hours</th>
<th>Spring Semester</th>
<th>MU Equivalent</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 111 Written Communication</td>
<td>ENG 101</td>
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<td>ENL 115 Written Communication II</td>
<td>ENG 201</td>
<td>3</td>
</tr>
<tr>
<td>MAT 130 College Algebra</td>
<td>MTH 130</td>
<td>3</td>
<td>AH 151 Medical Terminology</td>
<td>CLS 105</td>
<td>3</td>
</tr>
<tr>
<td>COM 112 Oral Communication</td>
<td>CMM 103</td>
<td>3</td>
<td>CHM 220 General Chemistry</td>
<td>CHM 1XX*</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 200 Intro to Psychology</td>
<td>PSY 201</td>
<td>3</td>
<td>AC 215 Accounting</td>
<td>ACC 215</td>
<td>3</td>
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<tr>
<td>BIOL 260 Human Anatomy*</td>
<td>BSC 227</td>
<td>4</td>
<td>BIOL 265 Human Physiology</td>
<td>BSC 228</td>
<td>4</td>
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<tr>
<td><strong>Total Semester Hours</strong></td>
<td><strong>16</strong></td>
<td></td>
<td><strong>Total Semester Hours</strong></td>
<td><strong>16</strong></td>
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NOTE: Students may take CHM 220 as prerequisite to CHM 211/217 OR may take ART 101 or MUS 101 to meet the Marshall general education fine arts requirement. Students must apply for admission into the dietetics program. Admission is not guaranteed.