Date: November 1, 2014

Program: Master of Science in Dietetics

Date of Last Review: Academic Year 2010 – 2011

**Recommendation**

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

**Recommendation**

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<thead>
<tr>
<th>Code (#):</th>
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<tr>
<td>1</td>
<td>Continuation of the program at the current level of activity; or</td>
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<td>2</td>
<td>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</td>
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<td>3</td>
<td>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</td>
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<td>4</td>
<td>Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or</td>
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<tr>
<td>5</td>
<td>Discontinuation of the program</td>
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**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.)

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<table>
<thead>
<tr>
<th>Recommendation:</th>
<th>Mary Kathryn Gould</th>
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<td>Signature of person preparing the report:</td>
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<tr>
<th>Recommendation:</th>
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<tr>
<td>Signature of Program Chair:</td>
<td>10-7-14</td>
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<td>Michael Prewitt</td>
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<th>Recommendation:</th>
<th>Signature of Chair, Academic Planning Committee; (Baccalaureate pgms only)</th>
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<tr>
<td>Tracy Christopher</td>
<td>11/30/15</td>
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<tr>
<th>Recommendation:</th>
<th>Signature of Chair, Faculty Senate/Chair, Graduate Council:</th>
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<td>1</td>
<td>James J. Price</td>
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<th>Recommendation:</th>
<th>Signature of the Provost and Senior Vice President for Academic Affairs:</th>
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<tr>
<td>1</td>
<td>Michael V. Blanchard</td>
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<th>Recommendation:</th>
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<td>1</td>
<td>Michael V. Blanchard</td>
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<tr>
<th>Recommendation:</th>
<th>Signature of Chair, Board of Governors:</th>
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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 graduate program in Dietetics is an excellent program and is meeting the needs of the tri-state rural and underserved communities by providing professional practice in medical nutrition therapy, community nutrition and nutrition management. There is a continued need for these graduates, given the alarming increase in chronic diseases (diabetes, hypertension, heart disease and lung diseases). Poor life style choices and lack of proper nutrition that result in obesity are major contributors to these conditions. The faculty and graduate students also provide educational services to the elementary schools (k-2) through the Nutrition Education Grant (provided by the USDA).

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.

_________________________     ___________11/3/14_____________
Signature of the Dean                                                             Date
Marshall University  
Program Review

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

Program: Dietetics – MS

College: Health Professions

Date of Last Review: Academic Year 2010 - 2011

I. CONSISTENCY WITH UNIVERSITY MISSION

Consistent with the missions of the University and College, the Department of Dietetics strives to deliver the highest quality dietetics education, utilizing all available resources, to meet the needs of this rural region for dietetics professionals. The Master of Science in Dietetics was established in 2003 as an avenue to prepare graduates for advanced level professional practice in the fields of medical nutrition therapy, community nutrition, and/or food and nutrition management.

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

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

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

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

It is important to note, the Commission on Dietetic Registration (CDR), which is the credentialing agency for the Academy of Nutrition and Dietetics (AND), has approved a recommendation to change the entry-level education requirements for dietitians from a baccalaureate degree to a graduate degree beginning in 2024. Marshall University is already in a position to meet student requirements when the transition occurs.

II. Accreditation Information

1. Name of Accrediting Organization:

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics is the organization responsible for accreditation of undergraduate and dietetic internship programs. Currently, advanced degree programs, like the MS in Dietetics, are not subject to accreditation under ACEND standards; however, Marshall’s Dietetic Internship is closely linked to the master’s program. Therefore, accreditation information for the internship will be presented below.

ACEND exists to serve the public by establishing and enforcing eligibility requirements and accreditation standards that ensure quality and continued improvement of nutrition and dietetics education programs. Programs meeting those standards are accredited by ACEND, and information on all accredited programs is published annually in the Directory of Accredited Education Programs.

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

2. Date of Most Recent Self-Study and Accreditation visit:

A Program Assessment Report (PAR) was submitted to ACEND for mid-accreditation evaluation in November 2012, and no deficiencies were noted by evaluators. Upon review of the report, the ACEND board voted to continue the
accreditation status of the Dietetic Internship. Site visitors were on campus in December 2007 and are slated to return in 2017.

3. Accreditation Status:

The Dietetic Internship was granted continued accreditation status 19 April 2013. A copy of the letter conferring accreditation is provided in the Scanned Document section after the appendices.

4. Accrediting Organization’s Report:

An email from ACEND administrative assistant Brittney Gillespie acknowledging the review of Marshall’s mid-accreditation report with no additional information needed is provided in the Scanned Document section after the appendices.

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 one part-time faculty utilized during the period of this review. Generally, part-time faculty are only used to teach two specific service courses in the undergraduate
program; however, due to the medical leave mentioned above, a part-time instructor was needed to cover a graduate course for several semesters. Dietetics does not use graduate assistants as instructors; therefore, Appendix I-A is not included.

2. Students:

   a. **Entrance Standards:**
      Students seeking admission to the MS in Dietetics program must first be admitted to the Dietetic Internship. The application is standardized throughout the country, with potential students participating in a national computer match for placement. At Marshall, admission to the Dietetic Internship requires a GPA of ≥ 3.0 as well as a combined GRE score of ≥ 800 or ≥ 285 using the new scoring system (verbal and quantitative). In addition, all applications are reviewed and evaluated by a committee for other characteristics, such as work and volunteer experiences, writing abilities, and letters of recommendation.

   b. **Entrance and Exit Abilities of past five years of graduates:**

      **Appendix II** shows that the last five years of graduates entered the program with undergraduate GPAs that ranged from a mean of 3.45 for 2011-2012 to 3.70 for 2013-2014 graduates. It further shows that these graduates entered the program with mean GRE Verbal scores that ranged from 409 for 2010-2011 to 444 for 2009-2010 graduates and mean GRE Quantitative scores that ranged from 464 for 2010-2011 to 510 for 2012-2013 graduates. **Appendix III** shows that these graduates also compiled respectable GPAs during their graduate program, with yearly means ranging from 3.80 to 3.96.

      Another indicator of ability utilized by the profession is first-time passage rate on the registration examination for dietitians. ACEND expects accredited programs to maintain a minimum five-year pass rate of 80.0%. It should be noted that master’s programs are not accredited at this time; therefore, scores reported are for students who completed the Dietetic Internship, which constitutes a portion of the MS program. The most recent five-year summary of scores indicated an 85.0% passage rate for Marshall’s Dietetic Internship. These data are provided in **Appendix III**.

      Additionally, ACEND recently began to track the pass rate of individuals retaking the exam within one year. While Marshall’s first-time pass rate was 85.0%, all graduates who retook the examination within the respective year passed on their second attempt.

3. **Assessment Information:**

   a. An assessment summary for the period of review is located in **Appendix IV**.
b. **Other Learning and Service Activities:** As previously mentioned, 21 hours of graduate credit for the MS in Dietetics is received through the Dietetic Internship. As part of internship requirements, students complete a minimum of 1200 supervised practice hours with dietitians working in community, long term care, out-patient clinic, and hospital settings. Here, they receive hands-on experience which helps them gain both confidence and competence for entry-level practice.

Additionally, all students work with the Department’s USDA grant-funded Nutrition Education Program (NEP), which provides nutrition and health education in schools where at least 50% of students are eligible for free and reduced-priced lunches. Dietetics students teach in kindergarten, first grade, and second grade classrooms in several surrounding counties. Students are also involved in assisting faculty with data collection and analysis for the evaluation of NEP.

c. **Plans for Program Improvement:** Current assessment strategies have been in place for two academic years. During that time, the program was not able to collect data for one outcome at assessment point two and failed to meet the established benchmark for one subcategory in another learning outcome.

In 2012 – 2013, data were not collected from the Foodservice Management Business Plan Presentation, as expected. During a faculty meeting, the issue was discussed, and it was determined that expectations for the presentation were not clarified. In Spring 2014, the presentation was discussed, in detail, among students and faculty, to ensure that everyone understood expectations. Data were collected in 2014, and the benchmark was met. Faculty are currently exploring the addition of an additional case study in DTS 673 to provide students more experience with financial data. It is anticipated that the case study will be added in Spring 2016.

During 2013-2014, the NEP Research Project was utilized to measure the following outcome: “Students will locate, evaluate, and integrate evidence-based research into practice.” Four subcategories or traits were measured to ensure appropriate competency of the outcome. In three of the four, students met the benchmark. However, in trait four, which deals with ability to use appropriate analysis technique with no assistance or feedback, only 40% of students achieved the advanced level. This did not meet the benchmark. Last year, students had little opportunity to conduct research due to program time constraints. Faculty are exploring additional opportunities for students to engage in appropriate analysis techniques through additional projects/assignments in other graduate courses. By Fall 2015, new assignments will be added to the curriculum to ensure competence in this area.
d. **Graduate Satisfaction**: During the timeframe of this review, 50 graduates received surveys that were emailed to them via Survey Monkey at both their Marshall email address and any alternative email provided upon graduation. Surveys were mailed between 12 and 15 months post-graduation, and both addresses were used in hopes of improving response rates. Of those surveyed, 21 graduates (42%) replied. The following is a summary of their responses:

- 95% either agreed or strongly agreed the program provided a diverse and comprehensive experience.
- 81% agreed or strongly agreed the program prepared them for entry-level practice (14% responded neutral to this question).
- 95% agreed or strongly agreed the Dietetic Internship provided the foundation for obtaining an advanced degree.
- 95% agreed or strongly agreed they were satisfied with their overall experience with the program.

Graduates were most pleased with the diversity of experiences in the supervised practice portion of the Dietetic Internship and wished there were more graduate classes offered by the Department of Dietetics so they could take more electives in their chosen field.

e. The previous five years of evaluations of assessment reports for the MS 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 MS in Dietetics Program 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 2009 – 2010, the MS in Dietetics identified the weaknesses below. These are transcribed verbatim from that report.

*As unfortunate as it may be to place such emphasis on an exam, the greatest weakness of the Dietetic Internship is the pass rate for the national registration examination. As previously discussed, the first-time pass rate for graduates over the past five years was 79.0%, which is just below the accreditation goal of 80.0%. In an effort to improve the pass rate, a plan for improvement was implemented and faculty have solicited suggestions from the Advisory Committee, program graduates, and other Dietetics educators at professional meetings. The most recent effort to increase scores occurred last year when the Department elected to hold a three-day exam review course for all students on Marshall’s campus.*
In previous discussion, the recent increase in the pass rate percentage was noted. All 14 graduates who took the registration examination in 2009 passed on their first attempt, improving the pass rate to 100.0%. The faculty hope to maintain this improvement; however, strategies to promote the successful completion of the registration examination will continue to be explored and changes or revisions to the curriculum, policies, and procedures will be made where appropriate.

At this time, the five-year pass rate for first-time test takers is 85.0%, which is above the recommendation set by the accrediting body. In order to prepare for the national exam, students must take, and pass with a score of 80.0% or higher, practice exams that are administered by faculty two months before the completion of the internship. Students are given three opportunities to pass before having to complete additional work provided by faculty in their area(s) of weakness. Graduates have commented that the practice was beneficial in preparing them to study for and take the exam.

It should be noted that the three-day review course mentioned in the previous program review is no longer offered on campus. The course was provided by an outside company and is quite expensive. Participation rates decreased as the tuition increased; therefore, the company decided to offer the course in a location where they could attract more participants. Students are still able to attend the course if they choose; however, they are also provided information on alternative preparation strategies.

6. Current Strengths/Weaknesses:

According to students, the major strengths of the program are relatively small class sizes and the relationships developed between students and faculty. Generally, graduate students can expect class sizes of 10 – 12 individuals. With this number, students feel comfortable interacting in the classroom. This leads to a healthy discussion of issues and enhances learning and critical thinking skills.

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

A weakness of the program is the inability of the department to offer more graduate classes in nutrition and dietetics. Currently, students take most of their electives in business, exercise physiology, counseling, psychology, or sociology. Because Dietetics faculty teach at both the graduate and undergraduate levels, the opportunity to teach additional graduate courses is limited, especially with only three full-time faculty members. A graduate Sports Nutrition course was
offered during Spring 2012 and 2014. The class was very popular with dietetics students as well as those in other disciplines, such as athletic training and exercise physiology. Enrollment for the course was 16 and 12, respectively, but this would increase if it could be offered to other departments regularly and added as an option in their Plans of Study.

In order to offer additional graduate classes in Dietetics and increase the number of graduate students accepted annually, it is imperative that a fourth full-time faculty member is hired for the Department. As mentioned previously, Dietetics has a fourth faculty line; however, the person who occupied that position has recently retired and was on extended medical leave regularly for several years prior to retirement. A fourth faculty member would enable the Department to not only offer more graduate level courses but also to increase research productivity and admit additional students to the program.

An additional weakness of the Department is the lack of adequate and up-to-date laboratory space. Currently, Dietetics has limited space in which to house an assessment and counseling laboratory/clinic, and the food lab located in Corbly Hall is antiquated and ill equipped for learning in the 21st century. While laboratory issues are a serious concern for continued accreditation at the undergraduate level, these poor lab conditions also impact the graduate program. If better facilities were available, it could increase opportunities for students and generate additional income for the Department.

IV. Viability of the Program

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

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

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

4. **Service Courses:** During the past five years, there were no departmental courses, at the graduate level, that were required for students in other majors. As previously mentioned, during the spring semesters in 2012 and 2014, a graduate Sports Nutrition course was offered for elective credits and was well received by students in the School of Kinesiology. As previously discussed, faculty in the Department of Dietetics would like to offer more electives to graduate students in Dietetics as well as other majors. This can only occur, however, if a fourth faculty position is rehired in the Department.

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

6. Program Enrollment: Admission to the master’s in Dietetics requires prior admittance to the Dietetic Internship, as 21 graduate credit hours have been designed to meet competencies for entry-level practice in the field. Because the internship requires hands-on experience working directly with a registered dietitian, the number of students admitted to the program is limited to the number that can be placed with area dietitians. During the timeframe of this review, eight to 10 students were admitted annually. Faculty have been working with area registered dietitians to secure additional facilities and rotations for interns and believe that enrollment could be increased to 12 to 13 in the coming years.

With specific educational requirements for national registration, many of the graduate dietetics courses are restricted to students not admitted to the internship. Because of this, there are no second majors in the program. When the department is able to offer elective courses such as Sports Nutrition, students from other majors and colleges are welcome and encouraged to enroll. As previously mentioned, departmental goals include hiring a fourth faculty member so additional elective courses can be offered to both Dietetics students and those in other majors. Appendix VI and Figure 1 provide a visual representation of enrollment figures for the program.

The trend line in Figure 1 suggests a decrease in enrollment; however, five years ago, many graduate students completed internship requirements and began working in the field while completing graduation requirements at a slower pace. This created a larger number of students enrolled in the program at that time. Over the past several years, students’ desire to complete master’s requirements prior to searching for employment has increased. Students believe they will be more competitive and marketable in their job search if they complete the MS first.

7. Enrollment Projections: Enrollment projections over the next five years are expected to increase to 12-13 students. Since the MS in Dietetics is closely linked to the Dietetic Internship, it is limited in the number of students that can be admitted annually. ACEND has approved Marshall for admission of no more than 12 students each year. The department will accept 12 students for the 2015-2016 year and beyond, and will explore the feasibility of increasing to 13 in the future. Prior to admitting 13 students however, the Department must seek permission/approval from the accrediting agency.

Employment opportunities for dietitians are expected to grow as a result of an increasing emphasis on prevention through improved dietary habits. In addition, a growing and aging population increases the need for meals and nutrition counseling in hospitals, long term care facilities, schools, community health programs, and home health agencies. These trends will have a positive impact
on the profession and will likely influence potential students to enter the field of Dietetics. These projections, as well as historical data on MS in Dietetics applicants, indicate that the Department will have no difficulty filling the allotted number of positions over the next five years.

IV. Necessity of the Program

1. Advisory Committee: An Advisory Committee consisting of program alumni, local dietitians/preceptors, administration, and faculty members outside the discipline was organized in 1991 to provide guidance in program development and enhancement. The current committee consists of 15 members and meets annually to discuss issues relating to the undergraduate and graduate programs. All curricular and programmatic changes are introduced to the group with feedback solicited before action is taken.

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

2. Graduates: During the past five years, there have been 53 graduates of the MS in Dietetics. Of these, 95% are employed as dietitians in clinical and community positions. The vast majority work in hospitals, renal and diabetes clinics, and long term care facilities, while others work for community programs like Marshall's Nutrition Education Program, the Women, Infants, and Children (WIC) program, and West Virginia University Extension Services. Graduates work in Illinois, Pennsylvania, North Carolina, Tennessee, and even Sweden; however, most remain in West Virginia or the tri-state area. One graduate is attending medical school, one is employed outside dietetics, and the Department has lost contact with one.

According to the AND, half of all RDs in the US who have been working in the field for five years or less earn $51,100 to $62,200 per year. Salaries increase with years of experience and RDs, in management and business, earn incomes of $85,000 to $88,000. Appendix VII provides a summary of graduate information.

3. Job Placement: Most students seek full-time employment in the field upon completion of the Dietetic Internship program. As previously mentioned, during the early portion of this review, students fulfilled the remaining MS degree requirements as part-time students while gainfully employed; however, recently, most students opt to complete the MS degree before applying for jobs. In the
past five years, all graduates of Marshall’s Dietetic Internship who sought employment have secured jobs shortly after program completion.

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

In conclusion, the Dietetics faculty care deeply about the program and its students. The Department strives to provide up-to-date, scientifically-based information in a positive environment that promotes life-long learning and critical thinking skills. Program faculty desire graduates who are successful in the practice of dietetics; therefore, they will continually work to ensure this goal is achieved.
Appendix I
Faculty Data Sheet
(Information for the period of this review)
June 1, 2009 - August 1, 2014

Name: Mary Kathryn Gould

Start Date at Marshall as a Faculty Member: August 17, 2000

Status: Tenured

Highest Degree Earned: EDD Date Degree Received: 2007

Conferring Institution: Marshall University, Huntington, WV

Area of Degree Specialization: Educational Leadership, Higher Education Administration

Professional Registration/Licensure: Licensed Dietitian, Registered Dietitian

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

Date Obtained, Expiration Date
 Obtained: July 1, 1997
 Obtained: October 1, 1995

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

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<th>Course</th>
<th>Title</th>
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<td>Medical Nutrition Therapy II</td>
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<td>Fall 2012</td>
<td>DTS 675</td>
<td>Dietetic Internship I</td>
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<td>Fall 2012</td>
<td>DTS 469</td>
<td>Medical Nutrition Therapy I</td>
<td>15</td>
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<td>Fall 2012</td>
<td>DTS 670</td>
<td>Nutrition Interventions in Dietetics I</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 approach 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, American Dietetic Association Food and Nutrition Conference, American Dietetic Association, San Diego, CA, "Weight perceptions of 9-13 year old children in an afterschool program", Accepted. (September 24, 2011).
• 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).
• WVACPR Annual Conference, West Virginia Association of Cardiovascular and Pulmonary Rehabilitation, Flatwoods, WV, "Nutritional Considerations for Cardiac and Pulmonary Rehabilitation Patients", Invited. (May 2010).
• Oral Presentation, 2009 West Virginia Obesity Conference, Charleston Area Medical Center, Charleston, WV, "Obesity and Our Kids; Problems, Perceptions, and Programs", Conference, Invited. (May 2009).

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 credit hours. (November 7, 2012).
• 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, "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).
Appendix I
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>
</tr>
</thead>
<tbody>
<tr>
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<td>Advanced Nutrition</td>
<td>20</td>
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</tr>
<tr>
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<td>SpTp: Sports Nutrition</td>
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<td>Intermediate Nutrition</td>
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</tr>
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<td>Life Span Nutrition</td>
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<td>DTS 314</td>
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</tr>
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<td>Nutrition &amp; Diet Therapy</td>
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<td>Intermediate Nutrition</td>
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<td>DTS 201</td>
<td>Introductory Nutrition</td>
<td>32</td>
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<tr>
<td>Fall 2012</td>
<td>DTS 314</td>
<td>Nutrition &amp; Diet Therapy</td>
<td>44</td>
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</tr>
</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", Accepted. (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", Accepted. (October 22, 2013).
- Presentation, 13th Annual Environmental Health Sciences Summer Institute, Texas A&M Health Science Center, Cyipurus, TX, "FoodMASTER: Enhancing math and science education through food-based activities", Invited. (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", Accepted. (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", 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, (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).


- Oral Presentation, Environmental Health Sciences Summer Institute, The University of Texas: MD Anderson Cancer Center, Austin, TX, "FoodMASTER: Using food as a tool to teach math and science", Philadelphia, PA, "FoodMASTER: Using food as a tool to teach math and science", Accepted. (2010).


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

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

- Poster Presentation, Food and Nutrition Conference and Exposition, Academy of Nutrition and Dietetics, Denver, Colorado, "FoodMASTER: Using food as a tool to impact health literacy", 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).

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 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).
Appendix I
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

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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<tbody>
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<td>Introductory Foods</td>
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<td>DTS 690</td>
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<td>Fall 2013</td>
<td>DTS 409</td>
<td>Nutrition in Community</td>
<td>28</td>
<td>100%</td>
</tr>
<tr>
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<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>
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<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>
<td>10</td>
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<tr>
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<td>DTS 301</td>
<td>Foodservice Safety &amp; Systems Mgmt I</td>
<td>25</td>
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</tr>
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<td>Fall 2012</td>
<td>DTS 690</td>
<td>Seminar in DTS Research and Communication</td>
<td>10</td>
<td>100%</td>
</tr>
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</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, $1,011,783.00, Funded. (October 1, 2011 - September 30, 2013).
• 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).
• Poster Presentation, Academy of Nutrition and Dietetics' Food and Nutrition Conference, Academy of Nutrition and Dietetics, Philadelphia, PA, "Successful approaches 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, 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,
27

• "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, PA, USA, 17.5 credit hours. (October 2012).
• "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).
Appendix I
Faculty Data Sheet
(Information for the period of this review)
June 1, 2009 - August 1, 2014

Name: Sue Linnenkohl

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: MS in Dietetics

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean Undergraduate GPA</th>
<th>Mean GRE Verbal</th>
<th>Mean GRE Quantitative</th>
<th>Mean GRE Analytical Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>13</td>
<td>3.58 (n = 13)</td>
<td>417.5 (n = 12)</td>
<td>495.83 (n = 12)</td>
<td>--</td>
</tr>
<tr>
<td>2010-2011</td>
<td>11</td>
<td>2.66 (n = 11)</td>
<td>399.09 (n = 11)</td>
<td>476.36 (n = 11)</td>
<td>--</td>
</tr>
<tr>
<td>2011-2012</td>
<td>9</td>
<td>3.41 (n = 9)</td>
<td>413.33 (n = 9)</td>
<td>493.33 (n = 9)</td>
<td>--</td>
</tr>
<tr>
<td>2012-2013</td>
<td>10</td>
<td>3.30 (n = 10)</td>
<td>449 (n = 10)</td>
<td>446 (n = 10)</td>
<td>3.40 (n = 10)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>10</td>
<td>3.26 (n = 10)</td>
<td>442.5 (n = 10)</td>
<td>492.5 (n = 10)</td>
<td>3.67 (n = 10)</td>
</tr>
</tbody>
</table>
# Appendix III
## Exit Abilities for Past Five Years of Graduates: MS in Dietetics

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>Registration Exam Results First Attempt</th>
<th>Repeat Registration Exam within One Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>13</td>
<td>3.95</td>
<td>100% (N=14)*</td>
<td>N/A</td>
</tr>
<tr>
<td>2010-2011</td>
<td>11</td>
<td>3.88</td>
<td>86% (N=7)</td>
<td>100%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>9</td>
<td>3.96</td>
<td>80% (N=10)</td>
<td>100%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>10</td>
<td>3.92</td>
<td>80% (N=10)</td>
<td>100%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>10</td>
<td>3.80</td>
<td>78% (N=9)</td>
<td>100%</td>
</tr>
<tr>
<td>Five Year Average</td>
<td></td>
<td>3.90</td>
<td>86%</td>
<td>100%</td>
</tr>
</tbody>
</table>

* The number of graduates taking the registration examination will not always correspond to the number of program graduates, as degree conferral and national examination dates are not related.
## Appendix IV: Assessment Summary
### Assessment Summary

**Component Area/Program/Discipline: MS in Dietetics 2012 - 13**

<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 will locate, evaluate, and integrate evidence-based research into practice. | **Assessment Point 1**  
DTS 690: NEP Research Project Weekly Assignments | Capstone | CRD 1.1 (n = 10)  
10 (100.0%) Capstone  
CRD 1.2 (n=10)  
10 (100.0%) Advanced  
CRD 1.4 (n=10)  
10 (100.0%) Capstone  
CRD 1.5 (n=10)  
10 (100.0%) Capstone | Benchmark met.  
Performance level at capstone is appropriate for first graduate research course. Skills will be improved as coursework progresses. No planned action at this time. |
| | **Assessment Point 2**  
DTS 690: NEP Research Project Final Project/Presentation | Advanced | CRD 1.1 (n = 10)  
10 (100.0%) Advanced  
CRD 1.2 (n=10)  
10 (100.0%) Advanced  
CRD 1.4 (n=10)  
10 (100.0%) Advanced  
CRD 1.5 (n=10)  
10 (100.0%) Advanced | Benchmark met.  
No further action required at this time. |
### Students model professional behaviors and communication (written and verbal) skills.

**Assessment Point 1**  
DTS 690: NEP Research Project

| CRD 2.2 (n=10) | 10 (100.0%) Capstone  
| CRD 2.3 (n=10) | 10 (100.0%) Capstone  

Benchmark met. Performance level at capstone is appropriate for first graduate research course. Skills will be improved as coursework progresses. No planned action at this time.

| CRD 2.2 (n=10) | 2 (20.0%) Capstone  
| CRD 2.3 (n=10) | 8 (80.0%) Advanced  

80.0% of students met the benchmark, which is acceptable according to accreditation standards. Student performance has improved since assessment point one. Will continue to monitor.

### Students will utilize the Nutrition Care Process to accurately create care plans for individual patients/clients.

**Assessment Point 1**  
DTS 676: Clinical Case Study

| CRD 3.1 (n=10) | 8 (80.0%) Capstone  
| CRD 3.1a (n=10) | 10 (100.0%) Advanced  
| CRD 3.1b (n=10) | 10 (100.0%) Capstone  
| CRD 3.1c (n=10) | 10 (100.0%) Capstone  
| CRD 3.1d (n=10) | 8 (80.0%) Capstone  

Benchmark met. No further action required at this time.

| CRD 3.1 (n=10) | 10 (100.0%) Advanced  
| CRD 3.1a (n=10) | 10 (100.0%) Advanced  
| CRD 3.1b (n=10) | 10 (100.0%) Advanced  
| CRD 3.1c (n=10) | 10 (100.0%) Advanced  
| CRD 3.1d (n=10) | 10 (100.0%) Advanced  

Benchmark met. No further action required at this time.
Students will strategically apply principles of management and systems in the provision of food and nutrition services.

<table>
<thead>
<tr>
<th>Assessment Point 1</th>
<th>DTS 673: Foodservice Management Business Plan Weekly Assignments</th>
<th>Capstone</th>
<th>CRD 4.9 (n=10) 10 (100.0%) Capstone</th>
<th>Benchmark met. No further action required at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Point 2</td>
<td>DTS 673: Foodservice Management Business Plan Presentation</td>
<td>Advanced</td>
<td>No Data Available</td>
<td>Due to the structure of the Dietetic Internship (where assessment points 1 and 2 are collected), it is difficult to find two different times to assess this particular outcome. The Department is addressing whether to restructure the assignment or reassess the importance of adding this particular outcome to plan.</td>
</tr>
</tbody>
</table>

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

**Component Area/Program/Discipline:** MS 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 will locate, evaluate, and integrate evidence-based research into practice. | **Assessment Point 1**  
DTS 690: NEP Research Project Weekly Assignments | Capstone | **CRD 1.1 (n = 10)**  
8 (80.0%) Capstone  
2 (20.0%) Advanced  
**CRD 1.2 (n=10)**  
2 (20.0%) Capstone  
8 (80.0%) Advanced  
**CRD 1.4 (n=10)**  
2 (20.0%) Capstone  
8 (80.0%) Advanced  
**CRD 1.5 (n=10)**  
10 (100.0%) Capstone | Benchmark met.  
Performance level at capstone is appropriate for first graduate research course. Skills will be improved as coursework progresses. No planned action at this time. |
| | **Assessment Point 2**  
DTS 690: NEP Research Project Final Project/Presentation | Advanced | **CRD 1.1 (n = 10)**  
2 (20.0%) Capstone  
8 (80.0%) Advanced  
**CRD 1.2 (n=10)**  
10 (100.0%) Advanced  
**CRD 1.4 (n=10)**  
10 (100.0%) Advanced  
**CRD 1.5 (n=10)**  
6 (60.0%) Capstone  
4 (40.0%) Advanced | For traits 1-3, 80% or higher met the standard, which is acceptable performance according to accreditation standards. Only 40% performed at an acceptable level on trait 4. Currently, students have little opportunity to engage in conducting research due to time constraints. Faculty are exploring options for additional opportunities to engage in research as part of other required graduate courses. |
Students model professional behaviors and communication (written and verbal) skills.

<table>
<thead>
<tr>
<th>Assessment Point 1</th>
<th>Capstone</th>
<th>CRD 2.2 (n=10)</th>
<th>Benchmark met. Performance level at capstone is appropriate for first graduate research course. Skills will be improved as coursework progresses. No planned action at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTS 690: NEP Research Project</td>
<td></td>
<td>4 (40.0%) Capstone 6 (60.0%) Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRD 2.3 (n=10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 (60.0%) Capstone 4 (40.0%) Advanced</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Point 2</th>
<th>Advanced</th>
<th>CRD 2.2 (n=10)</th>
<th>80.0% of students met the benchmark, which is acceptable according to accreditation standards. Student performance has improved since assessment point one. Will continue to monitor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTS 673: Administrative Project</td>
<td></td>
<td>2 (20.0%) Capstone 8 (80.0%) Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRD 2.3 (n=10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 (20.0%) Capstone 8 (80.0%) Advanced</td>
<td></td>
</tr>
</tbody>
</table>
Students will utilize the Nutrition Care Process to accurately create care plans for individual patients/clients.

<table>
<thead>
<tr>
<th>Assessment Point 1</th>
<th>Capstone</th>
<th>CRD 3.1 (n=10)</th>
<th>Benchmark met, with several students exceeding expectations. No further action required at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTS 676: Clinical Case Study</td>
<td></td>
<td>2 (20.0%) Capstone 8 (80.0%) Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRD 3.1a (n=10) 6 (60.0%) Capstone 4 (40.0%) Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRD 3.1b (n=10) 5 (50.0%) Capstone 5 (50.0%) Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRD 3.1c (n=10) 6 (60.0%) Capstone 4 (40.0%) Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRD 3.1d (n=10) 6 (60.0%) Capstone 4 (40.0%) Advanced</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Point 2</th>
<th>Advanced</th>
<th>CRD 3.1 (n=10)</th>
<th>Benchmark met. No further action required at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTS 677: Clinical Case Study</td>
<td></td>
<td>10 (100.0%) Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRD 3.1a (n=10) 10 (100.0%) Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRD 3.1b (n=10) 10 (100.0%) Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRD 3.1c (n=10) 10 (100.0%) Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRD 3.1d (n=10) 10 (100.0%) Advanced</td>
<td></td>
</tr>
</tbody>
</table>
Students will strategically apply principles of management and systems in the provision of food and nutrition services.

<table>
<thead>
<tr>
<th>Assessment Point 1</th>
<th>DTS 673: Foodservice Management Business Plan Weekly Assignments</th>
<th>Capstone</th>
<th>CRD 4.9 (n=10)</th>
<th>4 (40.0%) Capstone 6 (60.0%) Advanced</th>
<th>Benchmark met, with several students exceeding expectations. No further action required at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CRD 4.10 (n=10)</td>
<td>6 (60.0%) Capstone 4 (40.0%) Advanced</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Point 2</th>
<th>DTS 673: Foodservice Management Business Plan Presentation</th>
<th>Advanced</th>
<th>CRD 4.9 (n=10)</th>
<th>2 (20.0%) Capstone 8 (80.0%) Advanced</th>
<th>80.0% of students met the benchmark, which is acceptable according to accreditation standards. Student performance has improved since assessment point one. Will continue to monitor. Faculty are exploring the addition of a case study in DTS 673 to provide students additional practice working with financial data.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CRD 4.10 (n=10)</td>
<td>2 (20.0%) Capstone 8 (80.0%) Advanced</td>
<td></td>
</tr>
</tbody>
</table>

* CRD (Competencies for the Registered Dietitian) standards set by the accrediting body (ACEND) are utilized to assess student learning outcomes. See rubrics below for full description of each CRD standard.
# Program Assessment Rubrics: MS in Dietetics

**Program Learning Outcome 1:** Students will locate, evaluate, and integrate evidence-based research into practice.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory</strong></td>
<td><strong>Milestone</strong></td>
</tr>
<tr>
<td>Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes (CRD 1.1)</td>
<td>The research questions are appropriate requiring minimal revision. Selects appropriate tools to measure research variables.</td>
</tr>
<tr>
<td>Apply evidence-based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetics practice (CRD 1.2)</td>
<td>Uses only a select few information technologies and several databases that are not evidence-based/ over half the information presented is evidence-based, with original research articles included.</td>
</tr>
<tr>
<td>Evaluate emerging research for application in dietetics practice (CRD 1.4)</td>
<td>Literature is relevant to the topic, with most published within the last five years. All data are peer-reviewed sources. Data are understood by the student, but minor interpretation is missing. Student explained information using many of the original concepts and words.</td>
</tr>
<tr>
<td>Conduct projects using appropriate research methods, ethical procedures and data analysis (CRD 1.5)</td>
<td>Utilizes appropriate methods and analysis techniques for research inquiry with very little assistance/feedback.</td>
</tr>
</tbody>
</table>
**Program Learning Outcome 2**: Students model professional behaviors and communication (written and verbal) skills.

<table>
<thead>
<tr>
<th>Traits</th>
<th><strong>Performance Levels</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate professional writing skills in preparing professional communications. (CRD 2.2)</td>
<td><strong>Introductory</strong></td>
</tr>
<tr>
<td>- Most written communications are appropriate for the education level of the audience. - Scientific jargon is used infrequently when communicating with lay people. - Appropriate medical terminology is used on most occasions in written communication with peers and other medical professionals. - Written 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.</td>
<td></td>
</tr>
<tr>
<td>Design, implement, and evaluate presentations to a target audience. (CRD 2.3)</td>
<td></td>
</tr>
</tbody>
</table>
**Program Learning Outcome 3:** Students will utilize the Nutrition Care Process to accurately create care plans for individual patients/clients.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Introductory</th>
<th>Milestone</th>
<th>Capstone</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform the Nutrition Care Process and used standardized nutrition language for individuals, groups, and populations of differing ages and health status, in a variety of settings. (CRD 3.1)</td>
<td></td>
<td>Assessment, intervention, and/or evaluation were accurate and comprehensive, but lack detail.</td>
<td>Assessment, intervention, and/or evaluation were accurate, comprehensive, and provided detailed information.</td>
<td></td>
</tr>
<tr>
<td>Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered. (CRD 3.1a)</td>
<td></td>
<td>Assessment is comprehensive, but needs more detail in interpretations.</td>
<td>Information from multiple sources was synthesized to conduct a comprehensive and detailed assessment including reflections on the patient's nutritional status, lab values, medications, and nutritional needs.</td>
<td></td>
</tr>
<tr>
<td>Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements. (CRD 3.1b)</td>
<td></td>
<td>Nutrition problem identified is appropriate; etiology is related to nutritional issues; signs and symptoms are measurable, but not reflective of primary issue.</td>
<td>PES statement reflects primary nutrition issue and is measurable.</td>
<td></td>
</tr>
<tr>
<td>Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing interventions. (CRD 3.1c)</td>
<td></td>
<td>Intervention is appropriate and timely; goals are well developed, but may not be completely realistic.</td>
<td>Intervention planned is timely and comprehensive. Goals are well developed and realistic.</td>
<td></td>
</tr>
<tr>
<td>Monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis. (CRD 3.1d)</td>
<td></td>
<td>Evaluation of nutritional status and impact of intervention is mostly correct, but minor factors have been overlooked.</td>
<td>Evaluation of nutritional status and impact of intervention is accurate and comprehensive.</td>
<td></td>
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</tbody>
</table>
Program Learning Outcome 4: Students will strategically apply principles of management and systems in the provision of food and nutrition services.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Introductory</th>
<th>Milestone</th>
<th>Capstone</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>Analyze financial data to assess utilization of resources. (CRD 4.9)</td>
<td></td>
<td>-Student completes an accurate cost analysis with an appropriate budget and interpretation of the financial data with minimal errors.</td>
<td>Student completes an accurate cost analysis with an appropriate budget and interpretation of the financial data.</td>
<td></td>
</tr>
<tr>
<td>Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies. (CRD 4.10)</td>
<td></td>
<td>-Plan is feasible but of minimal use for facility. -Plan is well written with few grammatical/calculation errors. -Major concepts of plan are articulated but not comprehensive in nature.</td>
<td>-Plan is feasible and useful for facility. -Plan is well written with no grammatical/calculation errors. -Major concepts of plan are articulated and are comprehensive in nature.</td>
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# Appendix V

## Program Course Enrollment: MS in Dietetics

<table>
<thead>
<tr>
<th>College</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Campus</th>
<th>Course Type</th>
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<th>Summer 10</th>
<th>Fall 11</th>
<th>Spring 11</th>
<th>Summer 11</th>
<th>Fall 12</th>
<th>Spring 12</th>
<th>Summer 12</th>
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<th>Spring 14</th>
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<td>580</td>
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</table>
### Appendix VI

**Program Enrollment: MS 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>
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</thead>
<tbody>
<tr>
<td>Principal Majors Enrolled: Dietetics</td>
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<td>No Area of Emphasis</td>
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<tr>
<td>Principal Majors Enrolled: Dietetics</td>
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<td>Area of Emphasis: Dietetics Internship</td>
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<td>Second Major</td>
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<td>Third Major</td>
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<tr>
<td><strong>Grand Total of Students Enrolled in the Program</strong></td>
<td><strong>18</strong></td>
<td><strong>15</strong></td>
<td><strong>12</strong></td>
<td><strong>14</strong></td>
<td><strong>12</strong></td>
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<tr>
<td>Graduates of the program</td>
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</table>
Figure 1. Trend Line for Total Enrollment and Program Graduates: MS in Dietetics
### Appendix VII

Job and Graduate School Placement Rates: MS in Dietetics

<table>
<thead>
<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted to Graduate Programs</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>12</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>2010-2011</td>
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<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2011-2012</td>
<td>8</td>
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<td>2012-2013</td>
<td>10</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013-2014</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Five –Year Total</td>
<td>50</td>
<td>0</td>
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</tbody>
</table>
Appendix VIII: Assessment Letters: Dietetics – MS

Office of Assessment & Program Review

August 5, 2013

Dr. Kelli Williams, Chair
Dietetics
College of Health Professions

Dear Kelli:

The Graduate Council reviewers and I have completed our evaluations of the MS 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. Your rubrics are well developed. Given the data you collected, your analysis was through.

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, COHP
Office of Assessment & Program Review

June 25, 2012

Dr. Kelli Williams, Chair
Dietetics
College of Health Professions

Dear Kelli:

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

As was your undergraduate, this too 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. My only concern about this report is that I do not see the analytic rubrics. However, I assume that, as for the undergraduate program, you have one rubric for each domain which is divided into outcome levels.

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 Prewitt, Dean, COHP
Dr. Kelli Williams, Chair  
Dietetics  
COHP

Dear Kelli:

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

As with the BS program, it is obvious that you have done a great deal of work on this assessment plan. The learning outcomes are organized into four overarching areas that clearly specify the competencies your graduates should have developed upon graduation and, as I suppose is to be expected, there are even more than for the BS program! Your measures are complementary. Will you use a timeline for evaluation similar to that used for the BS program? As you requested, I will be available to meet with you sometime after Assessment Day to discuss your rubrics.

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

Sincerely,

Mary E. Reynolds

Mary E. Reynolds  
Director of Academic Assessment

C: Dr. Gretchen Oley, Interim Dean, COHP
SCANNED DOCUMENTS
May 3, 2013

Mary K. Gould, EdD, RD, LD
Director, Dietetic Internship
Marshall University
Department of Dietetics
One John Marshall Drive
314 Prichard Hall
Huntington, WV 25755-9521

Dear Dr. Gould:

This letter is to advise you of the action of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) board regarding the Dietetic Internship 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 non-degree Dietetic Internship enrolling 12 full-time interns annually and a School Nutrition Education and Grantsmanship concentration.

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.
Mary K. Gould, EdD, RD, LD
May 3, 2013
Page 2 of 2

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
An ACEND program review team has reviewed the Program Assessment Report submitted November 1, 2012. No additional information is needed; therefore the program will be reviewed at the April 2013 Accreditation Council for Education in Nutrition and Dietetics meeting. You will receive written notification of the Council’s decision within 2 weeks of the meeting.

Thank you.

Brittney Gillespie
Administrative Assistant
Accreditation Council for Education in Nutrition and Dietetics (ACEND)
Academy of Nutrition and Dietetics
(formerly Commission on Accreditation for Dietetics Education/American Dietetic Association)
120 South Riverside Plaza, Suite 2000
Chicago, Illinois 60606-6995
800/877-1600 ext. 4868
www.eatright.org