

**Utah State University**

**Didactic Program in Dietetics Using the DP Standards**

**Self-Study Report (SSR) for Continued Accreditation**

for

**The Accreditation Council for Education in Nutrition and Dietetics (ACEND)**

December 2014



**Application for Accreditation Cover Pages -- ACEND 2012 Accreditation Standards**  
**Didactic Programs in Dietetics**

Report being submitted (check one):

<input type="checkbox"/>	Eligibility Application—Standards (1-3)	<input checked="" type="checkbox"/>	Report for Continued Accreditation	<input type="checkbox"/>	Other _____
<input type="checkbox"/>	Report for New Program Application – Standards (1-23)	<input type="checkbox"/>	Program Assessment Report for Continued Accreditation		

**Date:** 12/6/14

**Program name:** Didactic Program in Dietetics

**Sponsoring institution:** Utah State University

**City:** Logan **State:** UT

Substantive program changes included in report:  No |  Yes      List change: \_\_\_\_\_

Degree granted — (check all that apply):

<input checked="" type="checkbox"/> Baccalaureate	<input type="checkbox"/> Master's	<input type="checkbox"/> Doctoral	<input type="checkbox"/> Verification Statement Only
---	-----------------------------------	-----------------------------------	--

Distance Education — (check if applicable):

One or more DP required courses

Other Program Options — (check all that apply):

ISPP       Other \_\_\_\_\_

**Existing Didactic Program:** Enter current enrollment.

**New Didactic Program:** Enter anticipated maximum number of students.

<b>Didactic Program in Dietetics Using the DP Accreditation Standards</b>						
	3rd Year Baccalaureate Degree DP	4th Year Baccalaureate Degree DP	Year 1 Completing Graduate Degree DP	Year 2 Completing Graduate Degree DP	Post-graduate students with a BS degree or higher & only completing DP Requirements	Students enrolled in Individualized Supervised Practice Pathway (ISPP)
Maximum Enrollment	<b>18</b>	<b>18</b>			<b>2</b>	
Current Enrollment	<b>17</b>	<b>9</b>			<b>2</b>	



**Program Director:**

Tamara Steinitz		Utah State University
Name		Business Address
Program Director, Prof Practice Assoc Prof		Department of Nutrition, Dietetics, and Food Sciences
Title		750 N 1200 E
723055		Logan, UT 84322-8700
CDR Registration Number		
		tamara.steinitz@usu.edu
Signature		E-mail Address
(435)-797-2379	(435)-797-2379	<a href="http://ndfs/usu.edu/htm/undergraduate/dietetics">http://ndfs/usu.edu/htm/undergraduate/dietetics</a>
Telephone	Fax Number	Website Address



*The program is aware of and agrees to abide by the accreditation standards and policies and procedures established and published for accreditation by the Accreditation Council for Education in Nutrition and Dietetics.*

**Administrators:** Provide names(s), credentials, title(s), and signature(s) of Administrator(s) to whom program director is responsible.

Charles E. Carpenter	Utah State University
Name	Business Address
Department Head and Professor	8700 Old Main Hill
Title	
(435) 797-2102	750 N 1200 E
Telephone	E-mail
	Logan, UT 84322-8700
Signature	

Ken White	Utah State University
Name	Business Address
Dean, College of Agriculture and Applied Sciences	College of Agriculture and Applied Sciences
Title	
(435) 797-2201	4800 Old Main Hill
Telephone	E-mail
	Logan, UT 84322-4800
Signature	

Noelle Cockett	Utah State University
Name	Business Address
Executive Vice President and Provost	1435 Old Main Hill
Title	
(435) 797-1167	Logan, UT 84322-1435
Telephone	E-mail
Signature	

**Chief Executive Officer:\*\***

Stan L. Albrecht	Utah State University
Name	Business Address
President	1400 Old Main Hill
Title	
(435) 797-1162	Logan, UT 84322-1400
Telephone	E-mail
Signature	

*\*This form must be submitted with the application packet documenting compliance with ACEND's 2012 Eligibility Requirements and Accreditation Standards.*

*\*\*The Accreditation Council for Education in Nutrition and Dietetics will not process an application without the signature of the sponsoring institution's CEO or designated officer.*

If you used a consultant to prepare your report (paid or unpaid), please describe the nature of the services provided and include the name and contact information of the consultant. Indicate "N/A" if not applicable:

Services provided: Assisted with the development of accreditation materials, exhibits, and SSR. Assisted with development of student, graduate, employer, and internship director evaluations.

Mateja Savoie, MPH, RD, CD

Consultant Name

Adjunct Professional Practice Assistant Professor

Title

218-766-1496

Telephone

Mateja.savoie@usu.edu

E-mail

8749 Old Main Hill

Business Address

Logan UT 84322



**Self-Study Report on the ACEND 2012 Accreditation Standards  
Utah State University Didactic Program in Dietetics**

**TABLE OF CONTENTS**

<b>CONTENTS</b>	<b>Page</b>
<b>Program Summary Information</b>	
Executive Summary of the Program	1
Summary of the Process	5
Current Program Mission, Goals and Objectives (Standards 4, 5 and 6)	6
Pass Rate Monitoring and Improvement Plan (Standard 6 and 8)	7
Required Program Timeframes (Standards 1, 6 and 12)	11
Overall Organization and Clarity of the Report	12
Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs	13
<b>Eligibility for ACEND Accreditation</b>	
1. Program Characteristics and Finances	15
2. Title IV Compliance for Free-Standing Programs	19
3. Consortia	21
<b>Program Planning and Outcomes Assessment</b>	
4. Program Mission	23
5. Program Goals	25
6. Program Objectives	27
7. Program Assessment	31
8. On-going Program Improvement	35
<b>Curriculum &amp; Student Learning Objectives</b>	
9. Program Concentrations	45
10. Curricular Mapping	47
11. Learning Activities	57
12. Curriculum Length	63
13. Learning Assessment	65
14. On-going Curricular Improvement	71
<b>Program Staff and Resources</b>	
15. Responsibilities of the Program Director	75
16. Faculty and Preceptors	79
17. Continuing Professional Development	83
18. Program Resources	85
19. Supervised-Practice Facilities	87
<b>Students</b>	
20. Student Progression and Professionalism	89
21. Student Complaints	93
22. Information to Prospective Students and the Public	95
23. Policies and Procedures	97
<b>APPENDIX A</b>	
<b>Exhibits</b>	



## APPENDIX A: Exhibits

<b>Standard 1—Program Characteristics and Finances</b> Exhibit 1.1 NWCCU USU Accreditation letter: 2/3/14 Exhibit 1.2 College of Agriculture Organizational Chart Exhibit 1.3 NDFS Department Organizational Chart Exhibit 1.4 2014 USU Dietetics Budget Summary Exhibit 1.5 2014 USU Dietetics Budget Spreadsheet Exhibit 1.6 USU Catalog NDFS Courses Exhibit 1.7 2013 NDFS Achievement Letter & IDEA Summary Exhibit 1.8 DPD Director CV & Credentials
<b>Standard 2—Title IV Compliance For Free Standing Programs</b> N/A: No Exhibits required
<b>Standard 3—Consortia</b> N/A: No Exhibits required
<b>Standard 4—Program Mission</b> No Exhibits
<b>Standard 5—Program Goals</b> Exhibit 5.1 In-service 5.7.14 minutes Exhibit 5.2 4.7.14 meeting notes Exhibit 5.3 5 year exam pass rate report from CDR
<b>Standard 6—Program Objectives</b> No Exhibits
<b>Standard 7—Program Assessment</b> Exhibit 7.1 Program Assessment Summary Example Exhibit 7.2 Historical Data Used to Determine Target Measures (Program Assessment Matrix 2008-2013 from PAR 2013) Exhibit 7.3 Program Assessment Matrix 2013-2018 Exhibit 7.4 Selecting IDEA objectives Exhibit 7.5 Understanding IDEA evaluations
<b>Standard 8—On-going Program Improvement</b> Exhibit 8.1 Syllabus NDFS 1260 Exhibit 8.2 HEN Post Summer 2014 (Food Waste article) Exhibit 8.3 Family Life Kitchen improvement budget
<b>Standard 9—Program Concentrations</b> N/A
<b>Standard 10—Curriculum Mapping</b> Exhibit 10.1 Curriculum Map
<b>Standard 11—Learning Activities</b> Exhibit 11.1 Sample Assignment: Debate
<b>Standard 12—Curriculum Length</b> Exhibit 12.1 USU Catalog: Dietetics Course of Study Exhibit 12.2 DPD Course List
<b>Standard 13—Learning Assessment</b> Exhibit 13.1 Learning Assessment Matrix 2013-2018 Exhibit 13.2 Learning Assessment Matrix 2008-2013 (as submitted in 2012 PAR) Exhibit 13.3 Sample Assignments Exhibit 13.4 Sample Grading Rubrics Exhibit 13.5 Portfolio Assignment & Links to Sample Portfolios Exhibit 13.6 UAND Student Abstract & Poster
<b>Standard 14—On-going Curriculum Improvement</b> Exhibit 14.1 Faculty Retreat Meeting Minutes Exhibit 14.2 Faculty Meeting Minutes

<p>Exhibit 14.3 Curriculum Change Form</p> <p>Exhibit 14.4 Changes to Dietetics Coursework 2012</p> <p>Exhibit 14.5 Director Communication re: ACCT course change</p> <p>Exhibit 14.6 Sample IDEA Evaluation</p> <p>Exhibit 14.7 5230 Syllabus</p> <p>Exhibit 14.8 Sample Mid-semester Evaluation</p> <p>Exhibit 14.9 Student Evaluations 2013</p> <p>Exhibit 14.10 Sample Plan of Work 2014 w Course Update</p>
<p><b>Standard 15—Responsibilities of the Program Director</b></p> <p>Exhibit 15.1 Director Role Statement</p> <p>Exhibit 15.2 Director Role Statement Communication</p> <p>Exhibit 15.3 Student Documents Communication</p> <p>Exhibit 15.4 ACEND Update Student Documents</p>
<p><b>Standard 16—Faculty and Preceptors</b></p> <p>Exhibit 16.1 Faculty Data Summary Table</p> <p>Exhibit 16.2 Human Resources Flowchart for Hiring</p> <p>Exhibit 16.3 New Faculty Resources and Orientation</p> <p>Exhibit 16.4 Brooke Parker credentials</p>
<p><b>Standard 17—Continuing Professional Development</b></p> <p>No Exhibits</p>
<p><b>Standard 18—Program Resources</b></p> <p>No Exhibits</p>
<p><b>Standard 19—Supervised Practice Facilities</b></p> <p>N/A</p>
<p><b>Standard 20—Student Progression and Professionalism</b></p> <p>Exhibit 20.1 Dietetics Handbook</p> <p>Exhibit 20.2 Dietetics Handbook Signoff Sheet</p> <p>Exhibit 20.3 Dietetics Application Form</p>
<p><b>Standard 21—Student Complaints</b></p> <p>No Exhibits</p>
<p><b>Standard 22—Information to Prospective Students and the Public</b></p> <p>Exhibit 22.1 Screen shots of USU Dietetics Website</p> <p>Exhibit 22.2 USU Dietetics Facebook screen shots</p> <p>Exhibit 22.3 LinkedIn screen shots</p> <p>Exhibit 22.4 USU Dietetics Blog: Dish Up screen shots</p> <p>Exhibit 22.5 Sample of Student Dietetic Association Activity</p>
<p><b>Standard 23—Policies and Procedures</b></p> <p>Exhibit 23.1 Dietetics Application Information Meeting slides</p> <p>Exhibit 23.2 Program Application Scoring Criteria &amp; Matrices</p> <p>Exhibit 23.3 Letter of Non-acceptance</p> <p>Exhibit 23.4 Example of Recruitment banner</p>

## Program Summary Information

**Directions:** The summary information on the following pages is used by the review team and the ACEND board for conducting your program's review. This information must be consistent with the detailed information in the report, so be as accurate as possible. Please note that ACEND reserves the right to request additional information while conducting its review of the program.

<b>Program Name:</b>	Didactic Program in Dietetics
<b>Sponsoring Organization:</b>	Utah State University
<b>Sponsor's Accreditor or Recognition Body</b>	Northwest Commission on Colleges and Universities

### Executive Summary of the Program

Briefly describe the program, its history, environment and its characteristics, including a description of the educational philosophy or primary methods used to teach the curriculum (problem based, blocks, lecture-discussion, etc.) and a summary of the program's strengths, challenges and weaknesses

In 1888, the Agricultural College of Utah was founded as the state's land-grant institution. It became Utah State University (USU) in 1957. Throughout time, USU has remained true to its roots as an institution dedicated to the land and its people. With the land-grant distinction, USU has the responsibility to "educate the state," and it continues to maintain a presence in every county in Utah via Cooperative extension. Through academic and research prowess, athletic success, and unparalleled student experience, USU's rich history and traditions color who we are today.

The Department of Nutrition and Food Sciences (NFS) was established in 1971 by combining the Department of Food Sciences and Industries in the College of Agriculture with the Department of Foods and Nutrition in the College of Family Life. NFS was jointly administered by the College of Agriculture and the College of Family until 2002 when the College of Family Life was dissolved. Since that time, NFS has been administered by the College of Agriculture. In 2008, the departmental name was changed to the Department of Nutrition, Dietetics, and Food Sciences (NDFS). In 2013, the college name was changed to the College of Agriculture and Applied Sciences (CAAS).

The NDFS Department offers Bachelor of Science programs in Dietetics (Didactic Program in Dietetics (DPD) and the Coordinated Program in Dietetics (CPD), Food Science, Food Technology Management, and Nutrition Science. The Department also offers four graduate-level programs including Nutrition and Food Sciences (MS), Food Safety & Quality (MFSQ), Dietetics Administration (MDA), and a doctoral-level degree in Nutrition and Food Sciences (PhD).

Admission into the DPD requires a formal application process during spring semester of the sophomore year. Entry into the DPD requires a GPA > 3.0 and no D or F grades in required prerequisite coursework. Selected applicants register for dietetics courses beginning the following fall semester.

Faculty who teach DPD courses utilize a variety of teaching methods to accommodate the various learning styles of students including lecture, experiential learning, service learning, case study, demonstration, simulation, role-playing, reaction papers, group projects, and in-class student presentations. Experts in the field are invited to expose students to alternative areas of practice and allow them to identify new passions and resources. Evaluation methods are in place to regularly assess instructor effectiveness, course effectiveness, achievement of learning objectives and required competencies, and student satisfaction. Peer evaluation is incorporated to provide students with analytical skills and practice in providing feedback to others in a tactful and professional manner.

We have had numerous changes and turnover in faculty and program directors during the past five years that required repeated restructuring of role assignments, team building, and temporary instructors to meet the program needs. Fortunately, program excellence has been maintained and we now have a strong team

working together to continue to build the strengths of our programs and to address some areas in need of improvement.

Strengths include pass rates on the registration exam that exceed the national average, dietetic internship placement that far exceeds the national average, and incorporation of principles of sustainable food systems across our curriculum. Weaknesses include inconsistency in data collection and reporting, so our recent priorities have been to improve and standardize our data collection and information management systems. We have implemented successful steps towards resolution of these issues, and are proud of those efforts.

In two or three sentences per bullet, summarize any changes in the areas below that have occurred in your program or sponsoring organization over the last 5 years and their impact on the program:

- Changes in Administrative Support:

Work Study funding was obtained in 2012 to hire additional clerical assistance for program data management. Current priorities are focused on improving our student data tracking system. A shared drive has been implemented as well as a centralized location for student records to be compiled and stored.

- Changes in Financial Support:

Dietetics faculty salaries and overhead expenses are covered within the Departmental Budget. The Dietetics Programs have an independent operating budget of \$28,000 per year. See **Exhibit 1.4** for a summary of the 2014-2015 Dietetics Operating Budget. Changes in the past five years:

- Department Head created a \$1,500 individual account for each dietetics faculty to allow for travel and professional development. This recently increased to \$2000.
- Department Head implemented a \$5,000.00 stipend for DPD and CPD Directors.
- University approval was recently given so that student fees may now be used to support Teaching Assistants and preceptors. Course fees change requests were recently submitted to reflect this.

- Curricular Changes:

Our previous course NDFS 1240: Culinary Basics was changed to NDFS 1240: Food Literacy to better reflect the evolving nature of the course and of the dietetics profession. Topics such as sustainable food systems, composting, recycling, waste reduction, eating seasonally, and procurement of local food are included. This course is required by all Dietetics majors (DPD and CPD) as well as all Family and Consumer Science Education majors. Additionally, the course is now listed as an elective in the newly-approved Sustainable Systems Minor, an interdisciplinary minor housed in the Department of Landscape Architecture and Environmental Planning. This course is held as the model across the state for other colleges and universities to incorporate the principles into their course within one year. If not, transfer students will need to re-take the course when they reach USU.

Supervised practice was separated in several instances from lecture courses to optimize faculty time and available preceptors and facilities. Examples include;

- Beginning in spring 2013 Maternal/Child Nutrition course has been taught in one section (rather than three) to utilize faculty time and resources more efficiently. A supervised practice component of the course has been separated into a new lab course for CPD students only.

- Transition to Professional Practice course has related supervised practice incorporated into a required lab course for CP students. The lab is now an elective course for DPD students and will “count” for experiences required for dietetic internship applications. This course has expanded its emphasis on research, marketing, customer service, and sustainability.
- Advanced Dietetics Practicum was changed from a required course to an elective course in fall 2014.
- Alternate practice sites/class projects: New collaborations are being formed across campus to expand opportunities for supervised practice/volunteer experiences to strengthen dietetic internship applications.
  - Utah Science Technology and Research (USTAR): This facility on the Innovation Campus at USU has a state-of-the-art commercial research kitchen designed for feeding trials and other nutrition-related research. (Note: a commercial kitchen (a \$400,000 remodel) is currently nearing completion and equipment from USTAR is scheduled to move during spring semester). Students are now involved in several innovative projects that provide a range of experiences in clinical, community, and foodservice-management settings. Examples are:
    - The Soup Connection: Development/distribution of a Soup and Bread Community Supported Agriculture (CSA) project and a Soup for Lunch program. Experiences include: provision of nutrition education to customers, procurement and preservation of local produce, product development, marketing, teamwork and CSA distribution.
    - The Juice Study: A dose-response study of fortified juices. Experiences include: Food Frequency Questionnaire (FFQ) administration, work with children in the clinic obtaining anthropometric measurements, carotenoid level hand scanning and food waste analysis.
    - Food Dudes: A research program developed in Wales and implemented at a local Utah grade school that utilizes reinforcement and peer education to increase consumption of fruits and vegetables throughout the school district. Activities include: collection and assessment of anthropometry measurements and carotenoid scanner data, FFQ administration, demand curve assessment, and food waste analysis.
    - Smart Bites: Utilizes conversation map style of teaching senior citizens about diabetes prevention and management, prepare and serve food samples, curriculum modification.
  - Expanded involvement with the USU Extension Food \$ense Program. Students are involved in a variety of nutrition education projects geared toward low-income SNAP recipients. Students procure local produce, prepare food samples, and provide related nutrition information to patrons at the Cache Valley Gardener’s Market. Students are also able to create nutrition education materials and teach Food \$ense participants.
- Program Changes (e.g. new tracks, degrees, etc.):

Electives/minors are being identified and marketed to DPD students as options to add breadth to their studies to increase their scope of practice and employability. Examples include:

- Sustainable Systems Minor: A multi-disciplinary minor approved in 2012 by the College of Agriculture. Housed in Department of Landscape Architecture and Environmental Planning.
- Interdisciplinary Disability Awareness and Service Learning (IDASL) Certification: This program provides opportunities for students from a variety of disciplines, as well as individuals with disabilities and family members of children with disabilities to become part of interdisciplinary

teams. These teams, with faculty mentors, will provide services and supports to children with disabilities and their families, as well as adults with disabilities. The IDASL program is administered through the Interdisciplinary Training (IDT) Division at the Center for Persons with Disabilities at Utah State University.

- Current Trends in Obesity: A new elective course called “Current Trends in Obesity” taught by a USU Extension Specialist is now available to DPD students. This group discussion based course provides students with the opportunity to review and discuss peer-reviewed literature on various obesity related topics.
- Changes in Learning Resources:
  - A commercial kitchen will be available in the NDFS Building when the remodel is complete, as described above.
- Faculty/Preceptor Changes:

Faculty changes during the past five years are summarized below. This turnover in faculty was dealt with using yearly and/or per course hires. The department is now poised to have all courses taught by ongoing faculty Fall 2015.

- Departed Faculty: Explanation
  - Noreen Schvaneveldt (former DPD Director): Early Retirement
  - Nedra Christensen (former CPD Director): Death
  - Megan Bunch (former DPD Director): Resignation
  - Janette Kudin (former MDA Director): Resignation
  - Janet Anderson (formerly 100% Dietetics – now 75% Associate Provost)
  - Dana Ogan (former Clinical Assistant Professor and coordinator of supervised practice): Resignation
- New /Re-assigned Faculty (since 2008). Resumes will be available as on-site Exhibits.
  - Tamara Steinitz (Assumed role of DPD Director November 2011)
  - Rebecca Charlton (CPD Director) Hired Aug 2012
  - Stacy Bevan (Clinical Assistant Professor) Hired Fall 2011
  - Martha Archuleta (Assumed role of Director, MDA Program Fall 2012 and role of Executive Director of Distance Dietetics Programs Jan 2013)
  - Sheryl Aguilar (Hired as Professional Practice Assistant Professor in Spring 2014)
  - Mateja Savoie (Hired to teach Dana Ogan’s coursework for 2013 and 2014)
  - April Litchford (Hired to temporarily teach Janet Anderson’s courses)
- Changes to Facilities:
  - Use of USTAR Research Kitchen and NDFS kitchen remodel, as noted above
  - Equipment upgrades made to kitchen teaching facilities in the Family Life Building for NDFS 1260: Food Literacy. Funding is being sought for additional upgrades.
- Changes to Support Services:

- College of Agriculture and Applied Sciences hired a full-time academic Advisor, as well as a Career Program Coordinator, which has enhanced the amount of time and services that dietetics students can receive for assistance with course of study, general advising, and internship/employment applications and interview coaching.

Please write any other relevant comments (optional).

Recent turnover in dietetics faculty has presented enormous challenges for our programs that we continue to address. However, we have managed to maintain program excellence as indicated by pass rates on the Registration Exam for Dietitians as well as acceptance rates into Dietetic Internships that are both well above national averages.

### **Summary of the Process**

Explain how the process took place, briefly describing who was involved (administrators, faculty, preceptors, students, graduates, employers, practitioners, other program directors, faculty/staff from other disciplines, etc.) and what they did.

The self-study process began in the fall of 2013. The DPD program director met with dietetics faculty and the NDFS department head to discuss the self-study process. Mateja Savoie was hired part time using NDFS department funds to assist with the development of the SSR and program evaluations. This allowed faculty to assist with the self-study process without having to reduce other teaching, research, and leadership obligations. The program director met with Mateja Savoie on a weekly basis to discuss and review the SSR standards, exhibits, and other requirements. The self-study process was discussed with other dietetics faculty during bi-monthly faculty meetings, where the program director requested information and assistance from dietetics faculty and the department head. Faculty provided information about courses, curriculum, student feedback, responsibilities, experiences and more. Standards were written throughout the year with the assistance of Mateja Savoie and CPD director, Rebecca Charlton. Exhibits were compiled as the standards were written. Throughout the self-study process, several undergraduate work study students assisted with organization of student paperwork and files. The final document was reviewed by the CPD Director and the NDFS Department Head. Feedback was provided and incorporated into the SSR.

Completion of the SSR has been an intensive process, but it has had many benefits. It has helped to identify which courses meet competencies. This process resulted in several curricular changes, including creation of lab courses that DPD students can use as electives, and other positive changes. We believe this level of program scrutiny has been highly productive, and the changes and rationale are supported by students, who now appreciate the higher level of flexibility in their courses of study. Information gleaned from the study has also been useful in creating and justifying new position descriptions and role statements to administration.

## **Current Program Mission, Goals and Objectives (Standards 4, 5 and 6)**

### **Mission:**

#### Utah State University Mission Statement:

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

#### College of Agriculture and Applied Sciences Mission Statement:

The College of Agriculture and Applied Sciences enhances people's lives through discovering and sharing knowledge, assisting those involved in all facets of agriculture, and teaching students whose future contributions will guide our use of land and water and improve the health of plants, animals, and humans.

#### Department of Nutrition, Dietetics, and Food Sciences Mission Statement:

The mission of the Department of Nutrition, Dietetics and Food Sciences (NDFS) is to enhance the quality of life and well being of our constituents in Utah, the nation, and internationally through our programs in education, research, and extension.

#### USU Didactic Program in Dietetics Mission Statement:

The mission of the Didactic Program in Dietetics is to graduate students with a Bachelor of Science degree who are prepared to perform effectively in supervised practice and to ultimately make meaningful contributions to the dietetics profession.

### **Program Goal 1:**

Prepare students for completion of supervised practice through provision of current knowledge and skill development.

#### **Program Objectives for Goal 1:**

- 1.1 90% of enrolled students will complete program requirements in less than three years.
- 1.2 75% of enrolled students will receive placement in Dietetic Internships
- 1.3 Over a 5-year period, 90% of graduates will pass the Registration Examination for Dietitians

### **Program Goal 2:**

Prepare students for employment in dietetics or a related field.

#### **Program Objectives for Goal 2:**

- 2.1 50% of graduates will obtain employment in dietetics or a related field within one year of internship completion.

### Pass Rate Monitoring and Improvement Plan (Standard 6 and 8)

All programs must comprehensively determine factors influencing their pass rates and take steps to improve student performance using the findings.

- 1 Use the most recent CDR Registration Examination Five Year Summary Reports to complete the non-grey cells in the following table for the last five years or more. Then, select the entire table, and press the F9 key to automatically calculate the Pass Rate Percentages and column totals in grey.

List years sequentially from least recent to most recent (e.g., 2006, 2007...2010)	(A) # of Students Taking the Exam for the First Time	Students Passing the CDR Exam		Pass Rate Percentages	
		(B) # of Students Passing on Their First Try	(C) # of Students Passing within One Year of Their First Try (if available)	(B/A) First-Time Pass Rate	(C/A) One-Year Pass Rate (if available)
Optional: Previous Five Years 2009-2013	0	0	0	<b>!Zero Divide%</b>	<b>!Zero Divide%</b>
Least Recent 2009	13	13	13	100%	100%
2010	12	12	12	100%	100%
2011	8	6	8	75%	<b>100%</b>
2012	7	6	6	86%	86%
Most Recent 2013	13	11	--	85%	--%
Current Five Years 2008-2012	53	48	39	93%	97%

2. Describe the trend(s) in your program's benchmarks over the last five years by placing an "X" in the appropriate boxes.

Annual Benchmarks	Constant	Declining	Increasing	Inconsistent	Missing Data
First Time Pass Rate				X	
One Year Pass Rate				X	

3. Identify factors from the areas listed below that influence your program's pass rate, briefly summarizing the methods used to evaluate the effectiveness of those areas and the individuals carrying out the evaluation (administrators, faculty, preceptors, students, graduates, employers, practitioners, other program directors, faculty/staff from other disciplines, etc.).

Program Curriculum:

- Program faculty have maintained commitment to high academic achievement
- Hired faculty with clinical experience for MNT courses
- Hired faculty with research experience

- Increased focus on applied food preparation in various contexts and in combination with acquisition of clinical knowledge
- Supportive administration

#### Teaching & Learning Methods:

- The MNT courses (NDFS 4550/4560) had been taught as traditional lecture courses. However, as the nutrition care process and methods of assessment have evolved over years, the course had become cumbersome. IDEA evaluations (discussed in detail in Standard 7) indicated that students felt the course was too full of information and difficult to maneuver. In fall of 2013, the instructor decided to flip the course. Flipped courses allow students time to practice skills, ask questions, and apply course materials during fact-to-face time. Lectures are provided online with weekly reading quizzes to gauge student engagement with online material. IDEA evaluations indicated that students appreciated the change. Students reported they understood the material better and felt the course had better overall flow.
- Improved use of simulations to let DPD students practice clinical skills
- Changed MNT textbook to better incorporate pathophysiology and nutrition care process
- Enhanced clinical coursework to include real-world practice activities
- Added food system sustainability principles and food-based experiences in NDFS 1260: Food Literacy as well as re-vamping of NDFS 3070: Science in Food Preparation to provide additional content and practice in the farm to fork continuum.
- Incorporated flipped and blended systems for innovative learning

#### Faculty and Preceptors:

- High faculty turnover during past six years with resulting inconsistency in course management and data management. This has been resolved and improved systems are now in place.

#### Academic Counseling:

- College of Agriculture and Applied Sciences now has a full-time Academic Advisor as well as a Career Program Coordinator, which has enhanced the amount of time and services that dietetics students can receive.
- The Academic Advisor to all Nutrition, Dietetics, and Food Science undergraduate students, answers the initial inquiries of potential students regarding the departmental degree programs. In addition, the advisor helps inform students of the different university and departmental requirements for graduation. Each student has the opportunity to meet with their advisor annually, or more frequently as needed to discuss the DPD program application process and requirements, course scheduling, and internships. Students seek information from their advisor when they are unsure of university policies and resources. Advisor works on student recruiting, retention, monitor enrollments, and provides the final transcript review for graduation. The NDFS advisor participates in the Dietetics program application and selection process as well as orientation meetings.
- The Career Program Coordinator works with the academic advisor to help students find a major and determine a career path. The College of Agriculture and Applied Sciences has a specific coordinator dedicated to Ag students. The coordinator helps with assessments, internships, resume and cover letter review, and mock interviews. The coordinator is available to work with students throughout their college career.

#### Student Support Services:

- Increased referrals to USU Academic Resource Center for study skills, test-taking strategies, time management, stress management, and more.
- Increased referrals to USU Career Services for assistance with resumes, cover letters, personal statements, and more.

#### Educational Resources:

- USU Center for Instructional Design and Innovation (CIDI) continues to expand provision of courses and consultation for course design and management. See **Exhibit 16.3**.
- A teaching academy for term faculty through CAAS (previously only available to tenure track faculty) is now in place.

#### Program Assessment Process:

Historically, the DPD has been effective at collecting and disseminating data for the program assessment. However, a primary program weakness over the past five years has been inconsistent data management of student information and evaluations. Due to high faculty and program director turnover, data has been passed through multiple hands, which resulted in inconsistent methods for data management. We have also experienced several changes in the way data has been collected, moving from a paper to an online system for student evaluations. Regrettably, this resulted in data gaps. While there are report summaries and data available, it is difficult to summarize this data in a uniform and consistent method over a 5-year period. In summary, we acknowledge that this compliance problem exists and have taken a variety of measures to implement data management techniques to eliminate these issues in the future. The didactic program assessment processes is discussed in more detail in Standard 7.

4. Describe any processes used for screening students who are applying to your program to assure that they have the knowledge, skills and values to successfully complete it and how you know whether they are effective. (e.g., GPA, GRE Scores, essays, interviews, letters of recommendation, work experience, etc.)
  - Our application process requires submission of standardized information from all applicants for both the DPD and CPD.
  - Applicants are evaluated on Academic Performance, Personal Letters of Application, Dietetics-Related Experience, Recommendation Forms, Personal Interviews, and a Math Quiz. See **Exhibits** in Standard 23 for additional information.
5. Summarize the criteria and process used to identify students who are having difficulty in the program and what is done to improve their learning. (e.g., performance on assignments, evaluation by preceptors, etc.). This policy is also found in the Dietetics Handbook.
  - Student Performance Criteria: Must pass each course with no lower than B-.
  - DPD students who achieve <80% on one exam or significant assignment need to correct missed questions for up to ½ of missed points.
  - DPD students who achieve <80% on more than one exam or significant assignment need to correct missed questions AND are required to make an appointment with USU Academic Resource Center ASAP and report to their respective director about their strategies.

- DPD students who earn less than a B- in any course are put on probation. Any student who earns less than a B- in more than one course is advised by their respective director to consider another major.
6. Describe how students are advised when they are not meeting program expectations or options offered as a last resort?
- Core dietetics instructors monitor student progress and offer assistance or referrals for development of academic skills for any student found to be performing below standards.
  - Alternatively, a student may be offered time to resolve life concerns by deferring admission or placement to the next academic year.
  - If, despite faculty and university attempts to resolve issues or concerns, a student earns less than a B- in more than one course, they would be advised by their respective director to consider another major. One option for a student in that situation would be to change to the College of Agriculture and Applied Sciences major of ITDS: Interdisciplinary Studies. This program is individualized and the student can incorporate nutrition courses into the development of one or two areas of emphasis so that a BS degree can be earned. More information about the ITDS Program can be found at <http://caas.usu.edu/htm/current-students/advising/memberID=6430>
  - A nutrition minor is not available at USU.
7. Describe your plans for improving your program's first-time pass rate or maintaining it if it is at 100%.
- Students have reported that financial concerns have limited access to RD exam prep programs. In 2014, the director and faculty agreed to use dietetics funds to purchase an institutional permission to ACEND's exam prep software (StEP) each June through August. This will permit graduating students to review coursework and take practice exams in preparation for the RD exam.
  - Maintain current standards and program evaluation practices.

**Required Program Timeframes (Standards 1, 6 and 12)**

Please provide the information requested in the section below. Spreadsheets are available to assist you in performing the calculations. If your program has multiple pathways (e.g. distance, graduate, ISPP) with different timeframes, submit a separate sheet for each pathway.

**Program Pathway Name:** Didactic Program in Dietetics

Calculate the maximum program completion time in weeks or years

2	x 1.5 =	3
Normal Program Length		Max. Program Completion

**Directions:** Submit the minimum number of supervised-practice hours that your program requires in each rotation. If your program allows a range of supervised practice hours, then also include the maximum hours possible. Then, select the row labeled Total Supervised Practice Hours, and press the F9 key to automatically calculate the totals for the table.

Rotations Area	Hours in U.S. Rotations		Hours in Foreign Rotations	
	Minimum	Maximum	Minimum	Maximum
Name of area 1	0	0	0	0
Name of area 2	0		0	
Name of area 3 ... etc	0		0	
	0		0	
Insert additional lines if needed	0		0	
	0		0	
	0		0	
	0		0	
	0		0	
	0		0	
<b>Total Supervised Practice Hours (F9)</b>	0	0	0	0

**Sum of Minimum U.S. & Foreign Hours**

0
---

Min. U.S. + Min. Foreign Hrs

**Sum of Maximum U.S. & Foreign Hours if a range is allowed**

0
---

Max. U.S. + Max. Foreign Hrs

### Rubric to Evaluate the Overall Organization and Clarity of the Report

Please place an 'X' in the appropriate row and column to evaluate your program's completed report.

	Exemplary	Meets Expectations	Needs Improvement
<b>Participation in the Process</b>	The report was written and reviewed with broad-based input from students, faculty, preceptors, staff, administrators and a range of other stakeholders, such as patients, practitioners, and employers. <div style="text-align: right;">Exemplary <input checked="" type="checkbox"/></div>	The report was written and reviewed with broad-based input from students, faculty, preceptors, staff and administrators. <div style="text-align: right;">Meets Expectations <input type="checkbox"/></div>	The report was written by a small number of individuals who did not seek broad input from students, faculty, preceptors, staff, and administrators. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
<b>Knowledge of the Report</b>	Students, faculty, preceptors, and staff are conversant in the major themes of the report and how the program intends to address any deficiencies. <div style="text-align: right;">Exemplary <input checked="" type="checkbox"/></div>	Students, faculty, preceptors, and staff are aware of the report and its contents. <div style="text-align: right;">Meets Expectations <input type="checkbox"/></div>	Students, faculty, preceptors, and staff have little or no knowledge of the content of the report or its impact on the program. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
<b>Completeness and Transparency of the Report</b>	All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the findings. <div style="text-align: right;">Exemplary <input checked="" type="checkbox"/></div>	All narratives and supporting documentation are present. The content is organized and logical. <div style="text-align: right;">Meets Expectations <input type="checkbox"/></div>	Information is missing or written in an uninformative or disorganized manner. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
<b>Relevance of Supporting Documentation</b>	Supporting documentation of activities is informative and used judiciously. <div style="text-align: right;">Exemplary <input checked="" type="checkbox"/></div>	Supporting documentation is present when needed. <div style="text-align: right;">Meets Expectations <input type="checkbox"/></div>	Additional documentation is missing, irrelevant, redundant, or uninformative. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
<b>Evidence of Continuous-Quality Improvement</b>	The program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the program beyond the requirements of the Standards. <div style="text-align: right;">Exemplary <input checked="" type="checkbox"/></div>	The program proactively presents plans to address areas where the program is in need of improvement. <div style="text-align: right;">Meets Expectations <input type="checkbox"/></div>	No plans are presented or plans do not appear adequate or viable given the issues and the context of the program. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
<b>Organization of the Report</b>	All sections of the report are complete and organized or hyper-linked to facilitate finding information, e.g., pages are numbered and sections have labeled or tabbed dividers. <div style="text-align: right;">Exemplary <input checked="" type="checkbox"/></div>	The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty. <div style="text-align: right;">Meets Expectations <input type="checkbox"/></div>	Information appears to be missing or is difficult to find. Sections are not well labeled. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>

**Provide additional comments on the Report to assist in quality improvement:**

**Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs**

Accreditation Standards for U.S. Programs	Meets		Partially Meets	Does Not Meet	Not Applicable
	1	2			
<b><i>Eligibility for ACEND Accreditation</i></b>					
1. Program Characteristics and Finances	X				
2. Title IV Compliance for Free-Standing Programs	X				X
3. Consortia					X
<b><i>Program Planning and Outcomes Assessment</i></b>					
4. Program Mission	X				
5. Program Goals	X				
6. Program Objectives	X				
7. Program Assessment		X			
8. On-going Program Improvement	X				
<b><i>Curriculum &amp; Student Learning Objectives</i></b>					
9. Program Concentrations					X
10. Curricular Mapping	X				
11. Learning Activities	X				
12. Curriculum Length	X				
13. Learning Assessment	X				
14. On-going Curricular Improvement	X				
<b><i>Program Staff and Resources</i></b>					
15. Responsibilities of the Program Director		X			
16. Faculty and Preceptors	X				
17. Continuing Professional Development	X				
18. Program Resources	X				
19. Supervised-Practice Facilities					X
<b><i>Students</i></b>					
20. Student Progression and Professionalism	X				
21. Student Complaints	X				
22. Information to Prospective Students and the Public	X				
23. Policies and Procedures	X				

**KEY Meets** 1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets** Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet** Plans to address compliance problems are not viable or have not been developed.



## Program Eligibility for ACEND Accreditation

### Standard 1: Program Characteristics & Finances

All programs applying for accreditation by ACEND must meet requirements not limited to quality-assurance or oversight by other agencies, organizational structure, financial stability, the awarding of degrees or certificates, program length, and program management.

#### Guideline 1.1

The program must be housed in a college or university located in the U.S. or its territories and accredited in good standing by a U.S. regional institutional accrediting body for higher education.

#### Guideline 1.2

The program must be integrated within the administrative structure of the college or university, as evidenced by an organization chart showing the relationship of the dietitian education program to other programs/services.

#### Guideline 1.3

The program must have a budget to support itself.<sup>1</sup>

#### Guideline 1.4

The program must award a baccalaureate degree, a graduate degree, a certificate of completion, or a combination thereof, depending on whether the graduate already holds a baccalaureate degree or higher.

- a. Graduates with an associate's degree or less must be awarded at least a baccalaureate degree.
- b. Graduates with a baccalaureate degree or higher must be awarded a certificate of completion, an academic degree or both.

#### Guideline 1.5

The institution is responsible for choosing and awarding a degree or certificate of completion that is commensurate with the amount and complexity of the course work required to meet practice expectations and student learning objectives. If the program awards a graduate degree, the dietetics-specific knowledge and competencies must be achieved through prerequisite or graduate courses and practica that are required for completion of the graduate degree.

#### Guideline 1.6

The program must have a designated director who

- a. has earned at least a master's degree,
- b. is credentialed as a registered dietitian by the Commission on Dietetic Registration,
- c. has a minimum of three years professional experience post credentialing,
- d. is a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution and
- e. does not direct another ACEND-accredited dietetics education program.

---

<sup>1</sup> The U.S. Department of Education requires that ACEND review a program-specific budget. A line-item budget that documents specific revenues and expenses for the program is preferred; however, if the program's budget is integrated into a departmental budget, the program may provide the dollar amount of the departmental budget, the percent of the departmental budget allocated to the program, and a narrative explaining revenue sources and expenses used by the program.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (1.1-1.7) for *Program Characteristics & Finances*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Utah State University (USU) is accredited by the Northwest Commission on Colleges and Universities (NWCCU) (**Exhibit 1.1**). The DPD is housed on the main Logan campus in the Department of Nutrition, Dietetics and Food Sciences (NDFS), which is housed in the USU College of Agriculture and Applied Sciences (CASS). (**Exhibits 1.2 & 1.3**).

Dietetics faculty salaries, support staff salaries, and operating costs are included within the NDFS department's education and general budget that is funded through state appropriations plus student tuition and fees. The department head works through the dean of the college to gain approval for adjunct positions and contract teaching for the dietetics programs. The NDFS department has 5.5 FTE of faculty for the dietetics programs. There are two staff assistants available to assist faculty and students in the dietetics program.

Dietetics faculty salaries, support staff salaries, and operating costs are included within the NDFS department's education and general budget that is funded through state appropriations plus student tuition and fees (**Exhibits 1.4 & 1.5**). The department assigns the dietetics programs (DPD and CPD) an independent operating budget of \$34,000 per year that covers the following expenses: additional office support, teaching assistant wages, accreditation fees, and teaching supplies. In 2009, the NDFS department head implemented an annual \$5,000 stipend for each DPD and CPD director for service exceeding their academic year appointment. Additionally, the department head established a \$1,500 individual account for each dietetics faculty member to allow for travel and professional development. This was recently increased to \$2000.

**USU Dietetics Budget as a Percent of NDFS Departmental Budget**

(Figures for this report were confirmed by Brent Haskett, Business Manager for the Department of Nutrition, Dietetics, and Food Sciences.)

Budgetary needs for the program(s) are determined annually, taking into consideration the anticipated revenue for the fiscal year.

**Department of Nutrition, Dietetics, and Food Sciences Funding**

Faculty, TA and Admin. Salaries & Benefits	\$1,222,310
Supplies (books, software equipment) & Fees	12,221
<b>Subtotal</b>	\$1,234,531
Grants Support	\$2,520,199
<b>Total</b>	\$3,754,730

The Program Directors, in conjunction with program faculty, forecast program needs and submit a budget request to the Department Chair. The programs represent 34.87% (\$426,237) of the department's budget for teaching salaries and benefits covering the Program Director, program faculty and teaching assistants. Other expenses for the dietetics programs are integrated into the department's overall budget and not broken out separately. These expenses include telephone, travel, office and teaching supplies, administrative staff and accreditation fees. The program-specific and shared expenses are included in the department's subtotal of funding for salaries and benefits, supplies and fees (\$1,234,531). Faculty members are also actively engaged in research and successfully compete for extramural funding which is helping to ensure the financial stability of the department and the program.

There is only one track for DPD students at USU. Students are considered full time and take courses in medical nutrition therapy, community nutrition, and food service management. Students are provided with

a variety of opportunities for volunteer and service learning dietetics-related experiences in preparation for their application to internship programs. A listing of NDFS courses from the 2014 USU Catalog can be viewed in **Exhibit 1.6** or at [http://catalog.usu.edu/preview\\_program.php?catoid=8&poid=4985&returnto=1731](http://catalog.usu.edu/preview_program.php?catoid=8&poid=4985&returnto=1731).

Following the completion of the DPD, students are awarded a Bachelor of Science degree from USU. Students who already hold a bachelors degree and are seeking to become an RD can be qualified for a verification statement that will allow them to apply for an internship and take the RD exam. There have been three students over the past five years who had a bachelors degree and completed DPD coursework for the verification statement. The following process is followed for students seeking a verification statement:

- Advisor reviews transcripts for prerequisites
- Advisor proposed plan for course of study
- Program director reviews plan with advisor
- Plan confirmed with student
- Course exceptions and waivers documented (refer to Standard 23 for details)

One of the greatest strengths of the DPD is the commendable instruction provided by the professors. Individually, professors in the NDFS department have received excellent course evaluations over the past five years. In the fall of 2013 and spring of 2014, the NDFS department head compiled reports demonstrating the departmental results of the IDEA objectives (**Exhibit 1.7**). IDEA is a nonprofit organization whose mission is to provide assessment and feedback systems to improve learning in higher education. This report indicated that 88% of NDFS courses received raw scores at or above average in the IDEA database. Additionally, over 70% of courses received higher or much higher scores of the progress of learning objectives, which is twice as high as the expected progress as indicated in IDEA.

Tamara Steinitz is the Director of the Didactic Program in Dietetics at Utah State University. She earned a BS at USU in Medical Dietetics and an MS from USU in Instructional Technology with an emphasis in Instructional Development. She has more than 25 years of experience as a Registered Dietitian, originally in a hospital setting with both in- and out-patient experience. She was a Certified Diabetes Educator, worked in the dialysis unit, developed and taught numerous community weight management and cooking courses, plus volunteered as a Hospice dietitian. She is currently employed full-time by Utah State University on a 9-month academic year contract. She is a Professional Practice Associate Professor, and her role statement is 95% teaching and 5% service. She has taught nineteen different courses while employed at USU; her most recent courses have included Community Nutrition, Education and Counseling Methods, and Advanced Practicum. She is on the university Civic Engagement and Service Learning Advisory Committee and has received a number of teaching awards, most recently the Teaching Award of Merit from North American Colleges and Teachers of Agriculture in April 2014 and Outstanding Dietetics Educator from the Academy of Nutrition and Dietetics in March 2013.

Tamara's courses consistently receive student evaluation scores that are well above departmental, college, and university averages, and she has been a Teaching Coach through the Office of the Provost. She is active with the Hunger and Environmental Nutrition Practice Group and was a member of the working group to develop the SOPP for Sustainable, Resilient, and Healthy Food and Water Systems. She recently completed a six-month certification in the Integrative Health and Lifestyles Program through the University of Arizona Center for Integrative Medicine. She does not direct another ACEND-accredited dietetics education program. Her curriculum vita and documentation of credentials can be found in **Exhibit 1.8**.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Characteristics & Finances* (check only one):

**Meets**

X

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.

## Program Eligibility for ACEND Accreditation

### Standard 2: Title IV Compliance for Free-Standing Programs

A free-standing program certified by the U.S. Department of Education (USDE) for eligibility for Title IV student financial aid that is not included in the Title IV (student aid) eligibility of a sponsoring college or university must document compliance with Title IV responsibilities, including audits, program reviews, monitoring default rates, and other requirements. If the program's default rate exceeds the federal threshold, the program must provide a default reduction plan, as specified by USDE.

#### Guideline 2.1

Standard 2 and its guidelines are not applicable to programs housed in a U.S. college or university and accredited in good standing by a U.S. regional institutional accrediting body for higher education; therefore college- or university-based and international programs are not required to demonstrate compliance with Standard 2.

#### Guideline 2.2

The program's default rate exceeds the federal threshold if it is 25 percent over a three-year period or 40% in one year.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (2.1-2.2) for *Title IV Compliance for Free-Standing Programs*.

Not applicable because program is housed in a U.S. university.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Title IV Compliance for Free-Standing Programs* (check only one):

#### **Meets**

  

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

#### **Partially Meets**

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

#### **Does Not Meet**

Plans to address compliance problems are not viable or have not been developed.



## Program Eligibility for ACEND Accreditation

### Standard 3: Consortia

A program consortium is two or more independent institutions or organizations combining to sponsor a program. In addition to the eligibility criteria stated above, a program consortium must meet the following criteria:

#### Guideline 3.1

The consortium must consider itself a single education program.

#### Guideline 3.2

A formal agreement must exist between the two or more organizations that jointly sponsor the program. The formal agreement among members of the consortium must clearly define financial and other resource contributions of each member to the total program.

#### Guideline 3.3

One individual must serve as Consortium Program Director and have primary responsibility for the program and communications with ACEND.

#### Guideline 3.4

Each member organization in the consortium must designate a Coordinator for the program within that organization who is employed by the organization.

#### Guideline 3.5

The organization chart must clearly show the relationship of each member of the consortium to the total program and the relationship of each Coordinator to the Consortium Program Director.

- a. Membership of committees must reflect representation of each member institution or organization.
- b. Coordinators must share responsibility for planning and assessment with the Consortium Program Director.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (3.1-3.5) for *Consortia*.

Not applicable because program is housed in a U.S. university.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Consortia* (check only one):

#### **Meets**

<input checked="" type="checkbox"/>
<input type="checkbox"/>

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

#### **Partially Meets**

<input type="checkbox"/>
--------------------------

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

#### **Does Not Meet**

<input type="checkbox"/>
--------------------------

Plans to address compliance problems are not viable or have not been developed.



## Program Planning and Outcomes Assessment

### Standard 4: Program Mission

The program must have a mission that distinguishes it from every other program in the college/university, must be compatible with the mission statement or philosophy of the sponsoring college/university and must be consistent with the preparation of entry-level registered dietitians.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Program Mission*.

#### **Utah State University Mission Statement:**

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement. This mission statement can also be viewed at <http://www.usu.edu/president/missionstatement/>.

#### **College of Agriculture and Applied Sciences Mission Statement:**

The College of Agriculture and Applied Sciences enhances people's lives through discovering and sharing knowledge, assisting those involved in all facets of agriculture, and teaching students whose future contributions will guide our use of land and water and improve the health of plants, animals, and humans.

#### **Department of Nutrition, Dietetics, and Food Sciences Mission Statement:**

The mission of the Department of Nutrition, Dietetics and Food Sciences (NDFS) is to enhance the quality of life and well being of our constituents in Utah, the nation, and internationally through our programs in education, research, and extension.

#### **USU Didactic Program in Dietetics Mission Statement:**

The mission of the DPD is to graduate students with a Bachelor of Science degree who are prepared to perform effectively in supervised practice and to ultimately make meaningful contributions to the dietetics profession.

The mission statements are included in the Dietetics Handbook; students are made aware of these statements when they designate their majors in NDFS and are informed about the handbook and its location on the website.

The USU DPD has a mission statement coinciding with the mission statements of Utah State University, the College of Agriculture and Applied Sciences, and the NDFS department with a focus on providing educational and research opportunities for students to improve the health, well-being, and quality of life for the local communities, the state of Utah, and the nation. The DPD creates opportunities for student success within the academic environment and as future professionals in the dietetics field. The DPD provides students with the knowledge, skills, and experience necessary for successful placement in dietetic internships and entry-level positions in the field of dietetics.

The DPD program and its mission statement are consistent with the Scope of Dietetics Practice Framework. The DPD emphasizes the proficiency of skills, experience, and knowledge to prepare students to be competent and successful within dietetic internships and entry-level positions. DPD education encompasses a wide range of knowledge and experience to prepare students for careers in areas of practice including Medical Nutrition Therapy (MNT) and community-based food and nutrition services. As the breadth of dietetics has expanded over the years, the USU DPD has adjusted the curriculum and experiences accordingly. These diverse and continually evolving opportunities include public health debates, nutrition research and presentations, and exploration of current trends in nutrition. Within these opportunities, students are witnessing the importance of public health initiatives, evidence-based research, and cultural diversity.

An area of program strength is the integration of principles of sustainable and resilient food systems as a common thread into DPD coursework, which directly supports the mission of the College. In providing an array of service learning opportunities and experiences, the mission of the University to foster engagement is supported as well.

Following completion of the DPD, students are prepared for dietetics internships and careers in dietetics. The knowledge, skills, and experiences offered through the DPD determine the individual scope of practice of each student and their competence in the field. DPD students are encouraged to complete minors and certifications to foster individual passion in specific areas including a Sustainable Systems minor, gerontology certificate, or participation in the Interdisciplinary Disability Awareness and Service Learning (IDASL) program. This breadth of proficiencies enables students to work in a variety of practice areas following program and internship completion, allowing them to make meaningful contributions to the dietetics profession.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include the Program Mission, Goals, and Objectives.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Mission* (check only one):

**Meets**

<input checked="" type="checkbox"/>
<input type="checkbox"/>

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

<input type="checkbox"/>
--------------------------

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

<input type="checkbox"/>
--------------------------

Plans to address compliance problems are not viable or have not been developed.

## Program Planning and Outcomes Assessment

### Standard 5: Program Goals

The program must have goals that reflect its mission and are accomplished through activities conducted by the faculty, preceptors (if present) and graduates.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Program Goals*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The program goals for the Didactic Program of Dietetics are as follows:

**Program Goal 1:** Prepare students for completion of supervised practice through provision of current knowledge and skill development.

**Program Goal 2:** Prepare students for entry-level employment in dietetics or a related field.

The goals for the DPD have been evaluated and adjusted over the years to best reflect the mission and goals of the USU DPD as a whole. These adjustments have been made through continuous discussion and communication between program directors, the NDFS department head, and dietetics faculty. Samples of this collaborative planning and assessment can be viewed in meeting minutes in **Exhibit 5.1** and **Exhibit 5.2**. Overall, these goals emphasize the high level of competence of USU dietetic students in clinical dietetics, community nutrition, and food service. Furthermore, our excellent Registration Exam pass rate of 93% over the past five years (**Exhibit 5.3**) is another indicator of program excellence.

The DPD goals assist with reaching the program mission statement by emphasizing the importance of high quality educational experiences. These experiences provide opportunities for advanced development of skills and knowledge students needed to successfully obtain and complete supervised practice through a dietetic internship and to ultimately make meaningful contributions to the dietetics profession. The mission of the DPD is achieved through these goals by continual monitoring and evaluation of the program based on the program objectives. Program goals and objectives are met by providing excellent instruction through coursework, experiences, and mentorship. Evidence that these goals are met is reflected by program evaluation data collected and discussed in Standard 6.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Goals* (check only one):

#### Meets

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

#### Partially Meets

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

#### Does Not Meet

Plans to address compliance problems are not viable or have not been developed.



## Program Planning and Outcomes Assessment

### Standard 6: Program Objectives

The program must establish program objectives with appropriate measures to assess achievement of each of the program's goals. Measures for each objective must be aligned to one or more of the program goals. ACEND-required objectives such as for program completion, graduate employment and other measures of graduate and program performance must be appropriate to assess the full intent of the program mission and goals, and to demonstrate that programs are operating in the interest of students and the public.

#### Guideline 6.1

National Pass Rate: The program must demonstrate that it is selecting and preparing students appropriately for practice, as measured by performance on national, standardized examinations such as the RD registration exam:

- If the program's first time pass rate<sup>1</sup> is 80% or above, it meets ACEND requirements with no further monitoring;
- If the program's first time pass rate is 79% or below and the one year pass rate<sup>2</sup> is 80% or above<sup>3</sup>, it meets ACEND requirements with monitoring;
- If the program's one year pass rate is 51 – 79% the program must make improvements within the timeframe specified by the U.S. Department of Education or face possible probation and withdrawal of accreditation; or
- If the program's one year pass rate is below 50%, steps will be taken to withdraw accreditation.

First-Time Pass Rate	One-Year Pass Rate	Accreditation Action
90% or above		Meets ACEND requirements with commendation
80% or above		Meets ACEND requirements
79% or below	80% or above	Monitor program stability
	79 – 51%	Improvement must be made within federally-designated timeframe or face withdrawal of accreditation
	50% or below	Initiate withdrawal of accreditation

#### Guideline 6.2

Program Completion: The program must develop an objective that states the percent of program students who are expected to complete program/degree requirements within 150% of the program length.

#### Guideline 6.3

Graduate Application to Supervised Practice: The program must develop an objective that states the percent of program graduates who apply to dietetic internship programs or pathways offering supervised-practice within 12 months of graduation and a corresponding objective that states the percent of program graduates who are accepted.

#### Guideline 6.4

Other Measures: The program must develop one or more objectives to measure other graduate and program performance outcomes such as employer satisfaction, graduate school acceptance rates, contributions to the community, professional leadership and so on.

<sup>1</sup> The first time pass rate on the registration exam is calculated by dividing the number of candidates who pass the exam on the first attempt, by all candidates taking the exam for the first time over a five-year period.

<sup>2</sup> The one-year pass rate on the registration exam is the sum of the number of candidates who passed the exam within one year of their first attempt, aggregated over a five year period and divided by the sum of all individuals who took the exam within that same period.

<sup>3</sup> An 80%, one-year pass rate will be used until national benchmarks are established.

### Guideline 6.5

Outcome data measuring achievement of program objectives must be provided for ACEND reviews and must be available to students, prospective students, and the public upon request.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (6.1-6.5) for *Program Objectives*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

**Program Goal 1:** Prepare students for completion of supervised practice through provision of current knowledge and skill development.

#### **Program Objectives for Goal 1:**

**Objective 1.1:** 100% of enrolled students will complete program requirements in less than three years.

**Objective 1.2:** Within 3 years of graduation, 75% of enrolled students will receive placement in Dietetic Internships

**Objective 1.3:** Over a 5-year period, 90% of graduates will pass the Registration Examination for Dietitians

**Program Goal 2:** Prepare students for entry-level employment in dietetics or a related field.

#### **Program Objectives for Goal 2:**

**Objective 2.1:** 50% of graduates will obtain employment in dietetics or a related field within one year of internship completion.

The USU DPD objectives work towards measuring the achievement of each of the program's goals. The DPD program director and the dietetics faculty are involved in the process of defining program objectives (**Exhibit 5.1**). Weekly program director meetings and bi-monthly dietetics faculty meetings provide opportunity to discuss program assessment on a frequent basis. This allows for consistent communication between all dietetics faculty regarding course evaluations, annual exit surveys, and follow-up surveys, which help assess the extent to which the program goals and objectives are achieved.

(Historical data used to determine target measures was examined in the PAR submitted in 2013. A Goals and outcome Measures from 2008 is included as **Exhibit 7.2** and a new Program Assessment Matrices for the Assessment Period from 2013 to 2018 is included as **Exhibit 7.3**.)

These objectives are based on the ACEND requirements (e.g. national pass rate, program completion, and graduate employment) and the program goals are determined by dietetics faculty. Each objective is time-bound, measurable, and specific. Each objective is measured based on historical data, characteristics of the student population, and ACEND requirements.

The program completion objective is primarily based on past program completion rates of DPD students. All previous DPD students have completed the program in less than three years. Therefore, the faculty find it appropriate to continue to strive for 100% of program completion of enrolled students within no more than 150% of the normal curriculum. The completion time is based on a nine-month school year, excluding three summer months. The completion time is calculated as follows: 18 months x 150% = 27 months. The dietetics academic advisor monitors student completion rates annually following spring graduation.

The internship placement objective is based on previous placement rates of DPD students at USU and the ACEND national benchmark. Although we continue to meet the objective for internship placement, we anticipate internship placement will be increasingly challenging for students based on growing class sizes without growth in internship sites. We are fortunate to have a Pre-Select agreement with the USU Dietetic Internship. The DPD director monitors placement rates of students annually and is in close contact with the USU Dietetic Internship Director to monitor student performance in the Internship.

The registration exam objective is based on previous exam pass rates. In the past 5 years, first-time pass rates have fluctuated between 75%-100% while the one-year pass rates have fluctuated between 86-100%. Although the USU DPD program has a first time pass rate of 93% (**Exhibit 5.3**) and is therefore not required by ACEND to be monitored, faculty believe that the pass rate is a measureable way to assess achievement of dietetic students. Based on these historical pass rates, the faculty determined that a 90% pass rate over 5 years would be an appropriate objective to continue to strive for. Exam pass rates are reviewed annually by the program director.

The student employment rates are based on subjective data provided by recent DPD graduates. Regrettably, for several consecutive years prior to fall of 2013, data was not systematically collected to determine if this objective was met. A survey has been designed through Qualtrics and was sent out initially in the fall of 2013 and spring of 2014 to DPD students one year after internship completion. According to the recently compiled data, 50% of previous graduates were employed three months after internship completion. Although data prior to 2013 was not collected/analyzed consistently for several years, the survey and system are now in place to continue to receive and monitor this data in the future. A faculty member is now assigned to distribute and manage the annual evaluations, including the student employment evaluation.

Continual improvement of program objectives demonstrates the success of DPD students through advanced development of skills, knowledge, and experiences. Together these objectives assist the DPD in reaching its goals of preparing students for internship experiences and entry-level positions in the field of dietetics.

<b>Results of Program Assessment</b>	<b>Finding</b>
100% of enrolled students completed program requirements in less than three years	Exceeded
79% of students received placement in Dietetic Internships within 3 years	Exceeded
93% of students passed the Registration Exam for Dietitians on their first attempt, 98% of students passed within one year	Exceeded
50% of students reported being employed three months after internship completion	Exceeded

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Objectives* (check only one):

**Meets**

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

Plans to address compliance problems are not viable or have not been developed.



## Program Planning and Outcomes Assessment

### **Note on Expectations for Demonstrating Compliance with Standard 7 -- Program Assessment:**

ACEND's accreditation process typically involves two types of reports, Reports (SSRs) and Program Assessment Reports (PARs). The relationship between the two types of reports may have been unclear in the past, resulting in some programs having difficulty in providing information that met the expectations of ACEND reviewers.

At the most fundamental level, the Report is designed to provide answers to two questions: First, how well is the program meeting the accreditation standards, and second what kinds of outcomes is the program actually producing that demonstrate that it is effective? In contrast, the PAR is primarily focused on the kinds of outcomes that the program actually produces to demonstrate that it is effective. Both the SSR and the PAR processes must include both a narrative that describes and explains the outcomes data resulting from your program's assessment process, along with a summarized version of information about objectives and outcomes that gives a five-year overview of the program's expectations and progress.

Please note that when you address Standard 8 later in your report, you should use the results of your assessment process to document your program's strengths and areas for improvement which, in turn justify your action plans and short- and long-term strategies for program improvement and maintenance.

### **Standard 7: Program Assessment**

The program must have a written plan for on-going assessment of the achievement of its mission, goals and objectives.

#### Guideline 7.1

The written assessment plan must include the following components

- a. Each program goal and the objectives that will be used to assess achievement of the goal
- b. Qualitative and/or quantitative data needed to determine if objectives have been achieved
- c. Groups from which data will be obtained; internal stakeholders (such as students, graduates, administrators, faculty, preceptors (if present) and external/those not involved with the program (such as employers, practitioners, dietetics education program directors, faculty from other disciplines; must be represented
- d. Assessment methods that will be used to collect the data
- e. Individuals responsible for ensuring that data are collected
- f. Timeline for collecting the necessary data

#### Guideline 7.2

The program must continually assess itself and provide evidence of the following:

- a. That data on actual program outcomes for each pathway or option are collected, summarized and analyzed by comparing actual outcomes with objectives according to the timeline in the assessment plan.
- b. That data analysis is used to assess the extent to which goals and objectives are being achieved.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (7.1-7.2) for *Program Assessment*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

(Historical data used to determine target measures was examined in the PAR submitted in 2013. A Goals and Outcome Measures from 2008 is included as **Exhibit 7.2** and a new Program Assessment Matrices for the Assessment Period from 2013 to 2018 is included as **Exhibit 7.3**.)

The USU DPD assessment plan was developed and initiated by the program directors, dietetics faculty, and the NDFS department chair. Weekly program director meetings and bi-weekly dietetics faculty meetings provide opportunity to discuss program assessment on a frequent basis. These regular meetings allow for consistent communication between all dietetics faculty regarding course evaluations, annual exit surveys, and follow-up surveys, which all help assess the extent to which the program goals and objectives are achieved. In previous years, the program directors were solely responsible for ensuring data was collected appropriately. Currently, dietetics faculty members have also taken on the responsibility to create evaluations, email evaluations to students, and compile the data collected.

Historically, the DPD has been effective at collecting and disseminating data for the program assessment. However, a primary program weakness during 2009-2011 was inconsistent data management of student information and evaluations. Due to high faculty and program director turnover, data had been passed through multiple hands, which resulted in inconsistent methods for data management. We have also experienced several changes in the way data has been collected, moving from a paper to an online system for student evaluations. Regrettably, this resulted in data gaps. While there are report summaries and data available, it is difficult to summarize this data in a uniform and consistent method over a 5-year period. In summary, we acknowledge that this compliance problem exists and have taken a variety of measures to implement data management techniques to eliminate these issues in the future. These measures are summarized below.

The DPD has made significant changes to methods of data collection, including improved and consistent management of student information and evaluations. In 2013, a student database system was established in an attempt to permanently solve the problem of missing information. The database of student information includes name, email address, phone number, physical address, employer, graduate school, and more. This student database is kept on a shared drive accessible to all dietetics faculty members and routinely backed up by university servers. Student information is added in the fall semester of each year and updated frequently. This guarantees the ability to manage student information in the foreseeable future in a consistent and efficient manner.

As previously mentioned, the process of obtaining student evaluations has changed over the past five years. The DPD has consistently conducted program evaluations for graduating seniors and end of semester course evaluations for juniors and seniors. However, data collection has changed from paper-based surveys to online surveys administered through Google Docs. This survey tool allows improved faculty access to the surveys, results, and response rates. Information is obtained from graduating seniors using program evaluation surveys prior to graduation. Data from these surveys are compiled and summarized for review by the faculty at the annual faculty retreat each summer. Those summaries are used for on-going curriculum improvement and program development. Samples of evaluations and the resulting specific changes in curriculum can be reviewed in Standard 14 **Exhibits**.

Postgraduate evaluations have been created through Qualtrics, a web-based survey design tool provided through USU. This program generates follow-up surveys for graduates, employers, and internship directors to help determine how program objectives are being met. Using Qualtrics allows for easy distribution of surveys on a consistent basis in future years. These surveys were created and first administered in fall of 2013 and spring of 2014. The evaluations implemented for the DPD include: five-year follow-up survey, one-year post-internship survey, internship director survey, and employer survey.

The NDFS department agreed to allow faculty provide a \$5 incentive to anyone who completed the 5 year follow-up, 1 year follow-up, or the employer survey. These incentives will be provided through Amazon Mechanical Turk for individuals who complete these surveys starting in 2015. Evaluation results are shared with all dietetics faculty members at the annual faculty retreats. Summaries of program evaluations and post-graduate surveys are created annually and are located on the shared drive.

A weakness to the program assessment process has been the low response rate on selected surveys. The previous program assessment plan did not indicate an expected response rate of evaluations, so this has been added to the future program assessment plan. We believe that keeping an updated student database that includes current contact information will increase response rate. To improve response rates of postgraduate evaluations, two reminder emails are now sent out within the month of the initial email requesting survey participation.

The DPD evaluates course quality and faculty teaching effectiveness through the IDEA System. The IDEA System (Kansas State) is a validated tool that utilizes national and discipline norms to improve learning in higher education institutions. IDEA course evaluations are conducted university-wide at the end of every semester to evaluate quality of courses, faculty performance, and acquisition of learning. The faculty member teaching the course, department chair, and dean review the IDEA evaluations as part of performance reviews. IDEA evaluations for each course/instructor are publically available. A summary report of IDEA evaluations is prepared by the NDFS department chair to determine average scores for the department. As an example of teaching excellence in the NDFS department, in fall of 2013, 88 percent of NDFS courses received raw scores at or above average scores in the IDEA database and 78 percent of NDFS courses received raw scores at or above average scores across USU. A commendation letter and a summary report of those IDEA evaluations can be reviewed in **Exhibit 1.7**. Faculty members are provided with extensive information on selecting IDEA objectives and interpreting evaluation results. This information can be found at [http://www.usu.edu/aaa/idea\\_faculty\\_faq.cfm](http://www.usu.edu/aaa/idea_faculty_faq.cfm) and also included in **Exhibits 7.4 and 7.5**.

Program Goal 1: Prepare students for completion of supervised practice through provision of current knowledge and skill development.

The first program goal and related objectives measure the DPD's ability to prepare dietetics students with the skills and knowledge necessary for a completion of supervised practice through dietetics internship. On average in the past five years, our first time pass rate is 93% and our one year pass rate is 98% which is significantly higher than both the ACEND requirements and our goal of a 90% pass rate. 100% of DPD students completed the program in less than the 150% of the program length as required by ACEND and as indicated in our program objective. Over the past four years, 79% of USU DPD students received placement in internship programs. This exceeds our goal of 75% internship placement rate of DPD graduates.

Based on the assessment data collected in the past five years, the USU DPD is meeting program goal #1 by adequately preparing students for supervised practice placement as evidenced by exceptional exam pass rates, a high match rate as compared to the national average, and an impeccable program completion rate.

Program Goal 2: Prepare students for entry-level employment in dietetics or a related field.

Our second program goal and related program objectives measure the preparation of employment and employment status of DPD graduates after internship completion. To determine if this objective was met, we conduct a one-year post internship survey, a five-year follow-up survey, and an employer survey annually beginning in 2013. Based on our one-year post-internship survey (52% response rate over two data collection periods) 50% of DPD graduates report being employed within three months after internship completion. Twenty-five percent of graduates report working full time in the field of dietetics,

and an additional 50% of graduates are employed with part time positions in the field of dietetics. Graduates specifically report working in the areas of Medical Nutrition Therapy (MNT), community nutrition, wellness, and food service. This exceeds the objective set for this goal. DPD graduates reported being somewhat to very satisfied with how the DPD improved their skills in teamwork, communication, research, education, and professionalism. Of the individuals employed in dietetics, 84% indicated they felt their education through the USU DPD prepared them for a career in dietetics. Based on the five-year follow-up survey (51% response rate over two data collection periods) 84% of USU dietetics students (DPD and CPD) are employed or self-employed in dietetics or a dietetics-related field in a variety of settings including community nutrition (50%), health/wellness (26%), MNT (50%) and education (21%). Many students reported working in more than one area in dietetics. Most students reported working in more than one field of dietetics. Of the graduates who participated in the five-year follow-up survey, 88% reported the USU dietetics program adequately prepared them for a career in dietetics.

In spring of 2014, an employer survey was administered to determine the skills and knowledge of entry-level dietitians as seen by their direct supervisors one-year post graduation. In 2014, 70% of employers completed the survey. Employers reported that USU dietetics graduates were above average or outstanding in several areas including: ethical/professional conduct, problem solving, written and oral communication, assessment of nutritional status and PES statements, counseling and education, Nutrition Care Process, food safety and sanitation, and more. One hundred percent of employers reported that USU dietetics graduates were well prepared for the position in their facility. Over 70% of the employers surveyed reported hiring previous USU dietetics graduates in the past.

Based on the assessment data collected in 2013, the USU DPD is meeting program goal #2 by adequately preparing graduates to work in MNT, community nutrition, and food service. Although data from the one year of data collection indicates this goal was met, we recognize our limitations due the poor response rate from one graduating class. As noted above, we expect improvement in the post-graduate response rate in future years.

For each program goal, our actual program outcomes are meeting or exceeding program objectives.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

- In the appendices, attach your completed **Program Goals Assessment Planning Summary Matrices**. Your completed matrices should also include a summary of the feedback and data collected over past five years.
  - **Exhibit 7.2**
- Complete a new set of **Program Goals Assessment Planning Summary Matrices** for the next 5 years and place it in the appendices.
  - **Exhibit 7.3**

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Assessment* (check only one):

**Meets**

- |   |  |
|---|--|
|   | 1. No compliance problems are present.                                 |
| X | 2. Compliance problems exist, but all are being resolved successfully. |

**Partially Meets**

- |  |  |
|--|--|
|  | Viable plans (awaiting results or to be enacted) have been developed to address compliance issues. |
|--|--|

**Does Not Meet**

- |  |   |
|--|---|
|  | Plans to address compliance problems are not viable or have not been developed. |
|--|---|

## Program Planning and Outcomes Assessment

### Standard 8: On-going Program Improvement

Results of the assessment process must be used to identify strengths and areas for improvement relative to components of the program, including policies, procedures, curriculum, faculty, preceptors (if present) and resources based on achievement of objectives and goals. Actions must be taken to maintain program strengths and address areas for improvement identified through the assessment process.

#### Guideline 8.1

The program must implement and monitor action plans to improve all aspects of the program not limited to the mission, goals and objectives and provide evidence of the improvements, including graduate performance on the registration exam.

#### Guideline 8.2

Short- and long-term strategies must be designed to maintain or improve future program effectiveness and achievement of goals and objectives.

#### Guideline 8.3

Costs to accomplish short- and long-term strategies should be included in the budgeting process.

#### Guideline 8.4

Programmatic planning and outcomes assessment should be integrated with institutional planning and assessment.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (8.1-8.4) for *On-going Program Improvement*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. Using information identified through student and program data collection and assessment of program components, describe (a) actions over the last five years to maintain or improve the program along with the resulting outcomes, and (b) the plans for improvements over the next five years. Be sure to elaborate on your responses relative to actual achievement of your program goals and objectives discussed under standard 7. The following information should be included.

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

1. Describe areas of strength or areas that needed improvement
2. Describe the actions that were used to maintain strengths or make improvements
3. Identify the individuals or groups who performed the actions and the timeframe for implementing them
4. Describe if actions were effective or not and the resulting outcomes; If not effective, explain why.

(b) Describe short- and long-term strategies designed to improve the program over the next five years:

1. Describe areas of strength or areas needing improvement
2. Describe short-term and long-term actions to maintain strengths or make improvements
3. Identify the individuals or groups performing the actions and the timeframe for implementing them

#### **Program Policies (Example)**

Describe activities and outcomes to improve the program over the last five years.

- 1) We currently have open enrollment, allowing any student to enter the program, regardless of grade-point average (GPA). This forced us to accept students who may not have had the academic ability to be successful in the program and may have had a negative impact on our graduates getting placed into internships and passing the registration exam.
- 2) We have established a 2.8 minimum GPA requirement in order to enroll into the program.
- 3) This action was initiated by the program director and faculty, but needed final approval from the faculty senate at our university. Approval took place in spring 2008 with

implementation in fall 2009. 4) Since establishing the GPA requirement, the number of students applying to the program has not decreased in spite of the higher GPA requirement; however, our attrition rate has decreased from 30% to 12%, and our internship placement rate has risen from 45% to 65%. Data from our first class of graduates who completed internships and took the registration exam had an 85% first-time pass rate. This increased our 5-year first-time pass rate to 70%, but it is too early to tell whether we have established a trend for higher pass rates. Specific data are reported in the appendix.

Describe short- and long-term plans designed to improve the program over the next five years.

1. We plan to strengthen our requirements for entry into the program to continue to improve our attrition rate, internship placement rate, and our first-time pass rate.
2. In the short term, we are surveying other dietetics programs to locate an interview exam for screening applicants. We will work with other dietetics programs and health-care programs on our campus to develop an applicant interview screening process. Our long term goal is to coordinate our application and screening process with the other health-care programs on our campus so that we can share resources and learn from their experience.
3. The program director is working with faculty in the colleges of education, nursing, and pharmacy to have the screening process in place by fall of 2014.

### **Improvement to Program Policies and Procedures (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

#### Information Dissemination

1) Program-related information dissemination between faculty members, advisor, and students was not as consistent as desired.

2) The Student Handbook has been expanded and is more readily available to students and the public. The updated Student Handbook is now available on the USU dietetics website <http://ndfs.usu.edu/hm/undergraduate/dietetics> and is updated on an ongoing basis to reflect any program changes or updated student information. Faculty members now refer to the Student Handbook's content and location during the orientation meeting for incoming junior DPD students, who are then required to sign a form indicating that they are aware of the Student Handbook and its location. This process is discussed further in Standard 20, where supporting Exhibits can be examined.

3) This action was initiated by the program director, program faculty members, and the academic advisor in the spring of 2014.

4) Since the Handbook has been more readily available, program faculty members have received fewer questions about policies and procedures influencing student education, and program-related information is disseminated more efficiently.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) We continue to foster improved communication between advisor and faculty members in addition to implementing program changes as needed.

2) In the short term we plan to keep all faculty and advisors updated on materials included in the Student Handbook to facilitate consistent information dissemination to students via the Student Handbook and dietetics website. In the long term, we plan to update the Handbook annually or as changes are implemented.

3) The program director will facilitate discussions regarding policy changes and updates to the Student Handbook. All dietetics faculty members participate (during dietetics faculty meetings and retreats) in the discussion and implementation of policies, and minutes will be recorded and distributed to facilitate consistency in information dissemination between faculty members, advisor, and students.

4) No formal evaluation has been conducted. However, faculty members and the academic advisor have reported increased awareness of program changes.

### **Improvements to the Curriculum (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

#### Food Literacy Course

1) Several changes have been made to improve the curriculum over the past five years. The previous course NDFS 1240: Culinary Basics was changed to NDFS 1260: Food Literacy to reflect the evolving nature of the course and of the dietetics profession. Topics such as sustainable food systems, composting, recycling, waste reduction, eating seasonally, and procurement of local food are included, as outlined in the course syllabus (**Exhibit 8.1**). The course weaves sustainability as a common thread through all units, food waste from the labs is placed in compost buckets and transported to USU Student Organic Farm, and the lab activities focus on whole foods.

2) This course was established as the model across the state for other colleges and universities to incorporate these sustainability principles into their course within one year. If not, transfer students will need to re-take the course when they reach USU to ensure they understand the concepts provided in this course that is required for Dietetics majors (DPD and CPD) as well as for Family and Consumer Science Education majors. Additionally, the course is now listed as an elective in the newly-approved Sustainable Systems Minor, an interdisciplinary minor housed in the Department of Landscape Architecture and Environmental Planning

3) This action was initiated by dietetics faculty, NDFS department head, and approved by the USU Board of Regents. This course change was effective academic year 2012-2013.

4) USU dietetics students are well prepared to play important roles in integrating principles of sustainability into their workplaces. They have learned and practiced how to prepare simple, whole foods that are also delicious and to incorporate principles of sustainable food and water systems into their food choices and consumption patterns. Students comment regularly in course evaluations, papers, and projects that they value these skills and recognize the impact that they can have on the food system. See (**Exhibit 8.2**) for a story in the Hunger and Environmental Practice Group's "HEN Post" quarterly newsletter featuring USU dietetics students' efforts to educate students of all ages about food waste reduction practices.

#### Introduction to Dietetics Course

1) Over the past few years, there have been numerous suggestions in program evaluations for a course focusing on introducing dietetics students to the field.

2) A new Introduction to Dietetics course is in the approval and development process. This course will be a one credit online course to provide students with a basic overview of the various career opportunities in dietetics to help ensure that students are pursuing the appropriate career path

3) This action was initiated by dietetics faculty and the program director and approved by the department head in the fall of 2014.

4) No outcomes or evaluation results are available at this time.

#### Separation of Lab Experiences in Several Courses Resulting in Elective Experiences for DPD

1) Several courses expanded supervised practice experiences that were not required for DPD students but were required for CPD students.

2) Supervised practice was incorporated into a separate lab section for the Maternal and Child Nutrition course to optimize faculty time and available preceptors and facilities. A similar example occurred in the Management in Dietetics course, but that lab section is offered as a separate elective course for DPD students so that those hours will now count for experiences required for USU dietetic internship applications.

3) This action was implemented by the dietetics faculty and program director and supported by the department head. This action was implemented in several phases from 2012-2014.

4) The IDEA evaluations for these courses have improved since the separation of lecture and supervised practice, and students have responded positively to the flexibility in planning their courses based on their individual needs for dietetics-related experience, employment and/or credit hours. Refer to **Exhibits 14.1 & 14.4** for additional detail.

#### Increased Volunteer Opportunities Provided

1) There was a need for more volunteer experiences for DPD students to help them to prepare for internship applications.

2) New collaborations have been formed across campus and the community to expand opportunities for supervised practice/volunteer experiences to strengthen dietetic internship applications. Those collaborations include the Utah Science Technology and Research (USTAR) and Food \$ense (SNAP-Ed) program, among others. The USTAR facility on the Innovation Campus at USU has a state-of-the-art commercial research kitchen designed for feeding trials and other nutrition-related research. Students are now involved in several projects that provide them with a range of experiences in clinical, community, and foodservice-management settings. Examples are: the Soup Connection, The Juice Study, Food Dudes, and Smart Bites. The expanded involvement with the USU Extension Food \$ense (SNAP-Ed) Program allows students to procure local produce, prepare food samples, and provide related nutrition information to patrons at the Cache Valley Gardener's Market. Students are able to create nutrition education materials and teach Food \$ense participants. Experiential learning opportunities were increased by implementing campus-wide Food Day and Earth Day activities. Refer to **Exhibits** in Standard 22 for additional samples and feature articles. Students plan and implement on-campus educational opportunities for students, faculty, and staff to increase awareness and knowledge in the subject area.

3) This action was initiated by the dietetics faculty and the DPD program director and was implemented over the past four years.

4) Students gained competence and competence, as summarized in their Practicum reflection papers:

*"I realized the field of community nutrition involves a substantial amount of organizing, planning, networking, and advertising. Being a nutrition professional can involve persuasion to get the public to care about a certain health issue. Food Day involved a lot of education to persuade students to care about sustainable fish. I needed to be educated and prepared to present a decent argument... thinking on my feet can be frightening."*

*"I didn't realize how important sustainable seafood is and how it could be a major issue in the coming years to deal with in my profession. I actually didn't even know what sustainable seafood was until I read into it. I couldn't believe how many people didn't even recognize what salmon was. It made me realize that people know a lot less about food than I thought."*

*"I learned so much and was able to build my resume from these experiences. I enjoyed the challenge of this class. I'm a better person because of it. I loved that we were given the opportunity to experience nutrition education in the flesh. We were able to learn from each other and implement all of the skills we need to be experts in nutrition education."*

(b) Describe short- and long-term plans designed to improve the program over the next five years:

- 1) We plan to strengthen our courses and student experiences through continuous review of student evaluations and available resources and facilities.
- 2) Ongoing efforts are being made to identify and build potential collaboration and development of interdisciplinary projects and student experiences. In the short and long term, we plan to continue to expand campus and community partners such as USU Dining Services and USU Sustainability Programs to create additional service learning and experiential learning opportunities.
- 3) The program director and dietetics faculty will proceed with expanding experiential opportunities for students to prepare them for dietetic internship application.

### **Improvements to Teaching & Learning Methods (if applicable)**

- (a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

#### Teaching Methodologies

- 1) Efforts have been made to incorporate new teaching methodologies, including blended, flipped, and hybrid course structures into several courses to allow for resource optimization, flexibility of time, more time to interact with students, and better student outcomes.
- 2) Several faculty members applied these teaching methods to their courses with guidance from Center for Innovative Design and Instruction (CIDI) and approval from the department, using a mixture of synchronous and asynchronous learning, in contrast to a lecture (face-to-face) course.
- 3) The dietetics faculty discussed this as an option for a few selected courses to improve learning starting in 2011.
- 4) Initial course evaluations show positive student feedback, and courses continue to be adjusted. Faculty members share feedback and tools, and CIDI is readily available for training and guidance.

- (b) Describe short- and long-term plans designed to improve the program over the next five years:

1) We plan to strengthen learning experiences by staying abreast of innovative teaching and learning methods supported by the university. 2) In the short term, we are surveying courses to determine if any other courses should be designed to utilize new teaching methodologies. NDFS 1260: Food Literacy is currently being converted to a blended course, so lectures are being recorded to offer on-line in the near future. In the long term, we will continue to monitor trends in dietetic education and work with CIDI and campus instructional designers to determine additional strategies for improving teaching and learning methods. 4) The dietetics director and dietetics faculty are involved in the implementation of new teaching methodologies and are encouraged by administration to utilize campus resources.

### **Improvements to Faculty/Preceptors (if applicable)**

- (a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

#### Course Fee Structure to Provide Faculty Support

- 1) Experiential learning activities require a significant amount of faculty time.
- 2) Practicum supervision and other service learning projects have been the responsibility of the faculty member teaching the course. Projects are generally limited to campus opportunities, with support from Dining Services, Extension Food \$ense and USU Wellness Center. A proposal to increase course fees to support a preceptor for practicum supervision was submitted in October 2014.

3) This action was initiated by the dietetics faculty and the program director, and was supported by the department head.

4). This action is pending approval and, if approved, will be in place in Academic Year 2016. Therefore, no formal evaluation data has been collected.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) We plan to strengthen the instruction and supervision provided for experiential learning activities.

2) In fall 2014, a plan was submitted to increase student fees for funding the program and to explore differential tuition. While administration has been supportive, E&G (general) funds will not be increased. In order to create innovative experiences and keep current with technology, additional funding is needed. The plan was submitted to the university and will be approved, denied, or revised in the spring of 2015.

3) The program director, dietetics faculty and the department head will contribute to the continuous improvements to program faculty and preceptors.

4) This action was recently initiated therefore no formal evaluation data has been collected.

### **Improvements to Academic Counseling (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

#### Faculty Advisor and Career Program Coordinator

1) A full time academic advisor was hired to provide more timely and consistent advising and also to allow NDFS faculty more dedicated time for other responsibilities and professional obligations.

2) The College of Agriculture and Applied Sciences now has a full-time Academic Advisor as well as a Career Program Coordinator, which has supported the provision of one-on-one advising and services for dietetics students. The Academic Advisor to all Nutrition, Dietetics, and Food Science undergraduate students answers the initial inquiries of potential students regarding the departmental degree programs and informs students of the different university and departmental requirements for graduation. Each student has the opportunity to meet with their advisor annually, or more frequently as needed, to discuss the DPD program application process and requirements, course scheduling, and internships. Students seek information from their advisor to clarify university policies and resources. Additionally, the advisor works on student recruiting and retention, monitors enrollments, and provides the final transcript review for graduation. The NDFS advisor participates in the dietetics program application and selection process as well as orientation meetings. The Career Program Coordinator who is assigned specifically to the college works with the academic advisor to help students determine a career path and employment. The coordinator assists with assessments, internships, resume and cover letter review, and mock interviews. The coordinator is available to work with students throughout their college career.

3) This action was initiated by the College of Agriculture and Applied Sciences and supported by dietetics faculty, the program director, and the department head.

4) The current system appears satisfactory to students as evidenced by positive comments in exit surveys and by the lack of complaints filed.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) We plan to ensure that all potential and current dietetics students are aware of the academic advising services early in their academic careers.

2) We plan to inform students of the academic advising services available to them during introductory/pre-requisite courses to help prepare students for the dietetics program.

3) The program director and dietetics faculty teaching introductory/pre-requisite courses will encourage students to seek out continuous guidance from the NDFS academic advisor.

### **Improvements to Student Support Services (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

No improvements to Student Support Services in the past 5 years. Students continue to be informed about available campus resources and encouraged to utilize them in a timely manner.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

- 1) We plan to continue to refer students to USU Student Support Services.
- 2) Our short and long term goals include staying well-informed of updates and changes are made to Student Support Services and disseminating that information to students through advising as well as in the Student Handbook.
- 4) The program director will maintain communication with Student Support Services to assess utilization and outcomes of available services and make referrals as necessary.

### **Improvements to Educational Resources (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

#### Equipment Acquisition

- 1) Students requested more hands-on experiences to prepare for internship application.
- 2) Students will soon have access to projects in the new NDFS kitchen and facilities to facilitate practice and experience in research studies and nutrition programming.
- 3) This action was initiated by the program director, dietetics faculty and department head. This action was implemented in the fall of 2013.
- 4) Students express that they have more time for diverse experiences since practicum was changed to an elective course and they can now use those hours towards internship application.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

- 1) The faculty member teaching NDFS 1260 and 3070 was limited in the amount of kitchen appliances available to use in the kitchen stations for NDFS 1260 and NDFS 3070 (**Exhibit 8.3**).
- 2) The faculty member received donations from appliance companies to include eight Kitchen Aid mixers and 10 BlendTec blenders. New technical equipment was installed in the kitchen for teaching purposes. There is now a demonstration camera and multiple screens so all students in the room can see the cooking demonstrations. The faculty member uses the available induction burners for demonstrations and the computer for PowerPoint slides and grading.
- 3) The faculty member teaching these courses in addition to the dietetics directors, the NDFS department head, and the dietetics faculty assisted with the implementation of these educational resources.
- 4) Students are now able to gain demonstration skills and food/cooking knowledge in a small group setting.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

- 1) We plan to maintain and expand educational resources and experiential opportunities for students.
- 2) In the short term and long term we will continue to maintain a close relationship with those conducting nutrition-related research and projects and will assist with placement of students in competence-building roles in those projects.
- 3) The program director and dietetics faculty can best facilitate these efforts through frequent networking and participation in various advisory committees and professional endeavors. An example of this is that the program director is a long-time member of the USU Service Learning Advisory Council and Sustainability Council, maintains a close connection with the USU Director of Dining Services, remains involved with Food \$ense Projects through USU Extension, and community program administrators.

### **Improvements to the Program Assessment Process (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

1) Historically, the DPD has been effective at collecting and disseminating data for the program assessment. However, a primary program weakness in 2009-2011 was inconsistent data management of student information and evaluations. Due to high faculty and program director turnover, data has been passed through multiple hands, which resulted in inconsistent methods for data management.

2) The DPD has made significant changes to the data collection system, management system of student information, and student evaluations. In 2013, a student database system was established to permanently solve the problem of missing information.

3) This action was initiated by the program director and the dietetics faculty members in the fall of 2013. 4) The student database is updated continuously with new student information. Faculty members have access to the student database at all times through the share drive. Student information is now readily available, accurate, up to date, and is backed up regularly by the campus server.

1) Follow-up data from graduates and employers was not consistently collected, analyzed, and reported for several years.

2) Postgraduate evaluations have been created through Qualtrics, a web-based survey design tool provided through USU. This program generates follow-up surveys for graduates, employers, and internship directors to help determine how program objectives are being met. Using Qualtrics allows for easy distribution of surveys on a consistent basis in future years.

3) This action was initiated by dietetics faculty members and the program director in the fall of 2013. 4) Data has been collected from all the surveys listed above with adequate response rates.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1) We plan to continue to strengthen our program evaluations by consistently collecting, analyzing, and reporting on evaluation data using evaluation tools that are currently in place.

2) In the short term, we plan to keep program evaluation data organized and current. In the long term, we plan to use the program evaluation data as a basis to strengthen the courses and broaden experiential learning opportunities provided to students.

3) The program director and one faculty member will oversee the program evaluations. Evaluation data will be presented and discussed with all dietetics faculty members. Faculty members will work together to determine the best ways to incorporate continuous quality improvement of coursework and the program in general as appropriate for the specific situations as they occur. We are fortunate to have faculty members with broad experience, insights and strengths, and by working together in problem solving, we are confident that program quality will remain excellent.

**Other Improvements (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

No other improvements.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

No other short or long term goals.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *On-going*

**Meets**

X

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.



**Program Concentrations**

**Standard 9: N/A**



## Curriculum and Student Learning Objectives

### Standard 10: Curricular Mapping

The program must map its curriculum around ACEND's Core Knowledge (Appendix A) using sound educational methodology to prepare graduates to enter dietetics practice in any setting and produce optimal client or patient outcomes.

#### Guideline 10.1

- a. The curriculum map must identify didactic course(s) that students will complete to meet each of the Core Knowledge, including the Support Knowledge.
- b. The curriculum map must sequentially and logically organize the progression of courses from introductory to advanced learning activities and build on previous knowledge or experience to achieve the expected depth and breadth of knowledge by completion of the program.
- c. The curriculum map must include course syllabi with clearly defined objectives reflecting the breadth and depth of the course content and expected student performance.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (10.1) for *Curricular Mapping*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The curriculum for the USU DPD is continually reviewed and adjusted per faculty, administrative, student, DI director, and employer feedback. Senior exit interviews, end of semester evaluations, and the Academy of Nutrition and Dietetics (AND) surveys of changes in the profession contribute to the changes in curriculum. The dynamic, data-driven approach to curriculum change has ensured that the USU DPD curriculum remains relevant, forward-thinking, and student-focused.

The curriculum for the USU DPD progresses from basic academic skills to advanced science, nutrition, and food systems classes. The freshman year includes university general education and depth courses, basic math and science, introduction to nutrition and food, and technical writing. Students complete coursework in basic nutrition including general nutrition, lifecycle nutrition, and food literacy. These courses provide the basic knowledge used in courses throughout the curriculum.

During the sophomore year, students complete prerequisites for the more intensive professional courses. These include the chemistry series (organic and biochemistry), food preparation classes (science of food and sanitation and safety), and classes to prepare for medical nutrition therapy (physiology and medical terminology).

In junior year, students delve into the professional coursework, which focuses on the main areas of dietetics: education & counseling, community, clinical and foodservice. The students take coursework in nutrition education theories and practice, medical nutrition therapy (adult and pediatric), foodservice management, and community nutrition. Most courses during junior year are 2-semester classes, given the amount of information and importance of these topics in dietetics practice.

During senior year, students explore the advanced science that informs professional practice. Student coursework includes classes in epidemiology, public health, nutrient-gene interactions, and micronutrients. In addition to the advanced science, students have the opportunity to participate in practicum experiences where they are able to design and implement a dietetics-related project, and also take courses where they present a nutrition topics seminar in which current issues in nutrition are explored, participate in an evidence-based debate on current controversies in nutrition, and take a professionalism class that teaches the practical aspects of being a dietitian in a real-world setting including advocacy, billing, and research.

Overall, the curriculum builds skills in a step-wise fashion. Instructors work together to ensure that information flows between classes and that students have the introductory knowledge needed prior to

advanced learning. Furthermore, the curriculum addresses all KRDs in step-wise fashion with capstone experiences to demonstrate student proficiency.

While details will be described further in Standard 11, the curriculum map (**Exhibit 10.1**) indicates that several courses are used to satisfy each competency. Additionally, the following narrative illustrates how multiple classes are used to satisfy a knowledge requirement.

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

**KRD 1.1** The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

- KRD 1.1 is satisfied by the following courses:
  - Prerequisite courses instruct the student on basic scientific principles and the theories and principles of molecular and biologic sciences that are crucial to an understanding of food, nutrition, and the human organism.
    - MATH 1050 *College Algebra*
    - CHEM 1210/1220 *Principles of Chemistry I & II*
    - CHEM 2300 *Organic Chemistry*,
    - BIOL 2420 *Physiology*
    - CHEM 3700/3710 *Biochemistry*
    - STAT 1050 *Introduction to Statistics*
  - Introductory courses utilize basic science principles from prerequisite courses to demonstrate how food interacts with the human system to influence health or disease
    - NDFS 1020 *Science & Application of Nutrition*
    - NDFS 2020 *Nutrition Throughout the Life Cycle*
    - NDFS 3070 *Science of Food Preparation*
    - NDFS 1250 *Sanitation & Safety*
  - Professional courses teach specific application of science-related health and nutrition information to the established practice of dietetics, including how to incorporate scientific evidence into the nutrition care process, how to manipulate food and nutrients into quantity food production, and how to effectively communicate nutrition messages
    - NDFS 4550/4560 *Clinical Nutrition I & II*
    - NDFS 4050/4060 *Education & Counseling I & II*
    - NDFS 4710/4720 *Foodservice Organization & Management*
  - Advanced courses demonstrate the interface of nutrition research with current dietetic practice. In these courses, students review current literature, discuss research design, and investigate strengths and weaknesses of current nutrition theory and practice. Advanced courses expand the dietetics professional's practice from application to research and program evaluation. For example, in NDFS 4750, students design and complete a small research project with a subsequent poster presentation at the Utah Academy of Nutrition and Dietetics annual meeting.
    - NDFS 4020 *Advanced Nutrition*
    - NDFS 5200 *Nutrition Epidemiology*
    - NDFS 5210 *Public Health Nutrition*
    - NDFS 5230 *Current Issues in Nutrition*
    - NDFS 4750 *Transition into Professional Practice*

## **2. Professional Practice Expectation: Beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

**KRD 2.1** The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

- KRD 2.1 is satisfied by the following courses:
  - Prerequisite courses Prerequisite Courses teach fundamentals of English language for effective communication
    - ENGL 1010 *Introduction to Writing*
    - ENGL 2010 *Intermediate Writing*
  - Professional courses develop writing and other methods of communication as applied directly to the profession. Students learn and practice ethics, education/counseling methods and theories, and management/leadership theories relevant to nutrition-related communication.
    - NDFS 4550/4560 *Clinical Nutrition I & II*
    - NDFS 4050/4060 *Education & Counseling I & II*
    - NDFS 4710/4720 *Foodservice Organization & Management*
  - Advanced courses require the student to apply principles taught during the professional phase through group projects, service learning, and participation in and presentation of research projects. Students participate annually in one or more community events, including a celebration of Food Day. The most recent Food Day in 2014 focused on plant-based eating, and students planned and presented a campus-wide event including educational displays and collaboration with chefs in USU Dining Services. Data on changes in attitudes towards plant-based eating was collected and will be analyzed/presented in NDFS 4750 next spring. Food Day in 2013 highlighted issues of sustainable seafood and the importance of making wise choices in seafood consumption.
    - NDFS 4750 *Transition to Professional Practice*
    - NDFS 5750 *Advanced Practicum*

**KRD 2.2** The curriculum must provide principles and techniques of effective counseling methods.

- KRD 2.2 is satisfied by the following course:
  - Prerequisite courses teach fundamentals of English language for enhanced communication and the principles of psychology that influence counseling skills and proficiency
    - ENGL 101 *Introduction to Writing*
    - ENGL 2010 *Intermediate Writing*
    - PSY 1010 *Introduction to Psychology*
  - Professional courses include a 2-semester class on education and counseling techniques and theories, including communication with and awareness of various cultures, socio-economic backgrounds, and age groups. Students practice education and communication techniques through a variety of projects inside and outside class.
    - NDFS 4050/4060 *Education & Counseling I & II*

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

- KRD 2.3 is satisfied by the following courses:
  - Professional courses provide instruction on the theories and practices relevant to professional practice, including how the Scope of Dietetics Practice and the Code of Ethics apply to various practice sites. The classwork includes information on how team members from various disciplines work together to complete tasks and establish programs and care plans.
    - NDFS 4550/4560 *Clinical Nutrition I & II*
    - NDFS 4710/4720 *Foodservice Organization & Management*
  - Advanced courses include direct instruction on and exploration of the Code of Ethics, Standards of Professional Performance, and Scope of Practice documents developed by the Academy of Nutrition and Dietetics.
    - NDFS 4750 *Transition to Professional Practice*

### 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations

**KRD 3.1** The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

- KRD 3.1 is satisfied by the following courses:
  - Prerequisite courses teach the fundamental science that forms the basis for medical science, including investigation of molecular science, structure of the body, research methods, and technical writing.
    - MATH 1050 *College Algebra*
    - CHEM 1210/1220 *Principles of Chemistry I & II*
    - CHEM 2300 *Organic Chemistry*,
    - BIOL 2420 *Physiology*
    - CHEM 3700/3710 *Biochemistry*
    - NDFS 3600 *Medical Terminology*
    - ENGL 101 *Introduction to Writing*
    - ENGL 2010 *Intermediate Writing*
    - STAT 1050 *Introduction to Statistics*
  - Introductory courses demonstrate how the basic sciences and research methodology are applied to develop recommendations for various groups of people and how chronic disease is influenced by nutrition
    - NDFS 1020 *Science & Application of Nutrition*
    - NDFS 2020 *Nutrition Throughout the Life Cycle*
    - NDFS 3020 *Nutrition and Physical Performance*
  - Professional courses teach medical nutrition therapy in conjunction with pathophysiology. The courses cover cardiovascular disease, diabetes, GI disorders, renal disease, and all other major disorders throughout the life cycle. The courses utilize the nutrition care process and ADIME charting, as advocated by the Academy of Nutrition and Dietetics.
    - NDFS 4550/4560 *Clinical Nutrition I & II*
    - NDFS 4780 *Maternal & Child Nutrition*
  - Advanced courses strive to move students from classroom knowledge into the process of understanding and acquiring new knowledge through scientific processes. These classes utilize emerging research to deepen student understanding and ability to use evidence-based methods in dietetics practice.
    - NDFS 4020 *Advanced Nutrition*
    - NDFS 5200 *Nutrition Epidemiology*
    - NDFS 5230 *Communicating Current Issues in Nutrition*
    - NDFS 4750 *Transition into Professional Practice*

**KRD 3.2** The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

- KRD 3.2 is satisfied by the following courses:
  - Prerequisite courses introduce the relationships between physiology and disease as well as the normal state of nutrition in the human organism.
    - BIOL 2420 *Physiology*
    - CHEM 3700/3710 *Biochemistry*
  - Introductory courses demonstrate the current theories of how nutrition and dietary choices influence the health outcomes of people in various lifestyles and cultures, as well as demonstrating how food influences the health of society in the larger context of sustainability, the environment, and global welfare.
    - NDFS 1020 *Science & Application of Nutrition*
    - NDFS 1260 *Food Literacy*

- NDFS 2020 *Lifecycle Nutrition*
- Professional courses emphasize the breadth of diseases at the individual, local and community level and the programs available to provide resources and education to target groups.
  - NDFS 4480 *Community Nutrition*
  - NDFS 4550/4560 *Clinical Nutrition I & II*
  - NDFS 4780 *Maternal & Child Nutrition*
- Advanced courses educate the student on the surveys, research tools, and landmark studies that are being used to inform our understanding of how nutrition contributes to health and disease.
  - NDFS 4020 *Advanced Nutrition*
  - NDFS 5200 *Nutritional Epidemiology*
  - NDFS 5210 *Advanced Public Health Nutrition*
  - NDFS 5410 *Nutrient Gene Interaction*

**KRD 3.3** The curriculum must include education and behavior change theories and techniques.

- KRD 3.3 is satisfied by the following courses:
  - Professional courses review the current theories and models of human behavior, behavior change, and education, and strategies for motivation. Practical activities provide skills in translating theory and evidence into individualized nutrition educational plans for diverse groups using a variety of venues.
    - NDFS 4050/4060 *Education & Counseling I & II*
  - Advanced courses demonstrate how these theories and models influence community and individual approaches to current nutrition problems, such as obesity.
    - NDFS 5230 *Communicating Current Issues in Nutrition*

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

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

- KRD 4.1 is satisfied by the following courses:
  - Prerequisite courses provide the basic skills required in a management setting, such as the ability to master calculations and to communicate in written form.
    - MATH 1050 *College Algebra*
    - ENGL 1010 *Introduction to Writing*
    - ENGL 2010 *Intermediate Writing*
  - Introductory courses provide the fundamental knowledge needed to effectively manage a food and food-related business.
    - NDFS 1250 *Sanitation & Safety*
  - Professional courses provide the academic training in management and business theories that can be used to manage human and other resources for effective structure and function of a modern business enterprise.
    - NDFS 4720 *Foodservice Organization & Management*
  - Advanced courses demonstrate how business and management theories apply to dietetics practice, specifically with respect to interpersonal resource management, billing practices, and group dynamics. In this course, students carry out a large group project to demonstrate negotiation, group function, and understanding of how to achieve goals using a variety of resources, including food.
    - NDFS 4750 *Transition to Professional Practice*

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

- KRD 4.2 is satisfied by the following courses:

- Prerequisite courses demonstrate the molecular composition and interaction of organic and inorganic compounds.
  - CHEM 1210/1220 *Principles of Chemistry I & II*
  - CHEM 2300 *Organic Chemistry*
- Introductory courses demonstrate how principles of chemistry influence food production, quality, and safety.
  - NDFS 1250 *Sanitation & Safety*
  - NDFS 3070 *Science of Food Preparation*
- Professional courses build upon the introductory courses by illustrating how foods can be adjusted for use in foodservice institutions and therapeutic/clinical settings and the techniques commonly used to gauge appropriateness, acceptability, and other aspects of customer satisfaction and financial feasibility.
  - NDFS 4710 *Quantity Foods*
  - NDFS 4720 *Foodservice Organization & Management*

**KRD 4.3** The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

- KRD 4.3 is satisfied by the following courses:
  - Prerequisite courses develop skills vital to interacting with public policy and understanding laws and regulations that govern practice.
    - ENGL 1010 *Introduction to Writing*
    - ENGL 2010 *Intermediate Writing*
  - Introductory courses demonstrate how current nutrition knowledge translates into public health regulations and recommendations.
    - NDFS 1020 *Science & Application of Nutrition*
  - Professional courses discuss how public policy is interacts with current practices in nutrition. Course topics include public health agencies, national health goals and guidelines, public health care options, health care structure, HIPAA and confidentiality laws, and licensing of RDNs.
    - NDFS 4480 *Community Nutrition*
    - NDFS 4550 *Clinical Nutrition I*
  - Advanced courses demonstrate how public policy is generated and how dietitians have the potential to influence legal and political issues. The courses incorporate debates about controversial topics, writing a brief and letter for a Congressperson, and updates on current legislative efforts by the Academy and other nutrition-related agencies.
    - NDFS 4750 *Transition to Professional Practice*
    - NDFS 5210 *Advanced Public Health Nutrition*

**KRD 4.4** The curriculum must include content related to health care systems.

- KRD 4.4 is satisfied by the following courses:
  - Professional courses discuss the general structure, function, and payment structure of American healthcare.
    - NDFS 4480 *Community Nutrition*
    - NDFS 4550/4560 *Clinical Nutrition I & II*
  - Advanced courses describe current trends in healthcare management and how this impacts nutrition.
    - NDFS 4750 *Transition to Professional Practice*
    - NDFS 5210 *Advanced Public Health Nutrition*

**KRD 4.5** The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.

- KRD 4.5 is satisfied by the following courses:
  - Advanced courses introduced the concepts of billing, coding, and payment for service options in private dietetic practice. Students are provide with resources for licensure and Medicare provider reimbursement.

- NDFS 4750 *Transition to Professional Practice*

## 5. Support Knowledge: Knowledge underlying the requirements specified above.

**KRD 5.1** The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

- KRD 5.1 is satisfied by the following courses:
  - Prerequisite courses demonstrate the molecular composition and interaction of organic and inorganic compounds.
    - CHEM 1210/1220 *Principles of Chemistry I & II*
    - CHEM 2300 *Organic Chemistry*
  - Introductory courses demonstrate how principles of chemistry influence food production, quality, and safety.
    - NDFS 1010 *Science & Application of Nutrition*
    - NDFS 1260 *Food Literacy*
    - NDFS 1250 *Sanitation & Safety*
    - NDFS 3070 *Science of Food Preparation*
  - Professional courses teach food production in a large facility, including the creation of normal, therapeutic and culturally appropriate menus, modification of recipes, and quality indicators. Menu analysis is taught using ESHA software.
    - NDFS 4710 *Quantity Foods*
    - NDFS 4720 *Foodservice Organization & Management*

**KRD 5.2** The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

- KRD 5.2 is satisfied by the following courses:
  - Prerequisite courses instruct students on basic scientific principles and the theories and principles of molecular and biologic sciences that are crucial to understanding food, nutrition, and the human organism, including basic studies in physiology, genetics, and microbiology.
    - MATH 1050 *College Algebra*
    - CHEM 1210/1220 *Principles of Chemistry I & II*
    - CHEM 2300 *Organic Chemistry*
    - BIOL 2420 *Physiology*
    - CHEM 3700/3710 *Biochemistry*
    - STAT 1050 *Introduction to Statistics*
  - Introductory courses utilize the basic science principles from the prerequisite courses to demonstrate how food interacts with the human system to influence health or disease.
    - NDFS 1020 *Science & Application of Nutrition*
    - NDFS 3070 *Science of Food Preparation*
  - Professional courses permit students to apply the scientific learning early in the curriculum and build upon that knowledge to incorporate more complex information in pathophysiology, basic pharmacology, and alterations in metabolism due to disease.
    - NDFS 4550/4560 *Clinical Nutrition I & II*
  - Advanced courses build on professional-level knowledge through examples of how science is currently explored by nutrition researchers. Students are provided more complex information on the interaction between biochemistry, microbiology, and genetics.
    - NDFS 4020 *Advanced Nutrition*
    - NDFS 5200 *Nutrition Epidemiology*
    - NDFS 5410 *Nutrient-Gene Interactions*

**KRD 5.3** The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology.

- KRD 5.3 is satisfied by the following courses:
  - Prerequisite courses survey the basic principles and theories of human interaction
    - PSY 1010 *Introduction to Psychology* OR
    - SOC 1010 *Introduction to Sociology*
  - Introductory Courses discuss how culture influences nutrition and how lifestyle, life cycle, and behavior choices alter nutrition needs.
    - NDFS 1020 *Science & Application of Nutrition*
    - NDFS 2020 *Nutrition Throughout the Life Cycle*
    - NDFS 3020 *Nutrition and Physical Performance*
  - Professional courses review current theories and models of human psychology, sociology, influence of culture, motivational strategies, literacy levels, and readiness to change.
    - NDFS 4480 *Community Nutrition*
    - NDFS 4050/4060 *Education & Counseling II & II*
  - Advanced courses demonstrate how these theories and models influence community and individual approaches to current nutrition problems, including obesity.
    - NDFS 5230 *Communication Current Issues in Nutrition*
    - NDFS 5210 *Advanced Public Health Nutrition*

In analyzing the curriculum of the USU DPD, the following strengths and weaknesses have emerged.

- **Areas of strength**
  - Nutrition courses are taught by experienced faculty
  - Food literacy course incorporates sustainability principles and has become the standard for the state of Utah
  - Competencies are woven effectively throughout the curriculum
  - A variety of teaching methods and learning assessment methods are utilized, meeting the needs of individual learning styles
  - Course enrollment size is relatively small, allowing close instructor/student interaction
  - Students are exposed to a wide range of dietetics practice options, including RDNs involved in research
  - Students are selected using a standardized and competitive process and are required to meet strict performance standards, which has resulted in high internship placement and RD exam pass rates
- **Areas of non-compliance or weakness**
  - No issues of non-compliance were identified.
- **Your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness**
  - Many students found it challenging to obtain the required 1040 hours of dietetics related experiences prior to applying for the USU DI. The program directors met in May 2014 to explore the issue. The decision was made to change Advanced Dietetics Practicum and Transition to Professional Practice lab from required courses to elective courses so that DPD students could take part in structured experiences with faculty/preceptor oversight, including Food Day, the Body Image Fair, Soup Connection CSA, and other education and teaching experiences while using those hours towards DI admission requirements. Students will be encouraged to take credits of practicum (NDFS 5750), but this class has been removed from the DPD Required Coursework since it was determined that it does not meet any of the KRDs but provides experiences and opportunities for skill development and practice that are highly valued by students.

- **Plans to improve your program above and beyond the standards and guidelines.**
  - Student feedback frequently indicates that students value additional diversified experiences during senior year.. As such, the program director and the NDFS advisor identified options for certifications or minors that would benefit students both professionally and personally. Among these options are:
    - Related minors (Examples: psychology, chemistry, language, Sustainable Systems)
    - Certifications (i.e. Gerontology, Civic Engagement and Service Learning, and Interdisciplinary Disability Awareness and Service Learning (IDASL))

Overall, the required curriculum at USU is challenging and meets all of the requirements for a DPD as per ACEND standards. Additional related coursework, minors, and certifications will provide additional breadth and depth and prepare students to be highly competitive for internships and future employment.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include a Curriculum Map.

A Curriculum Map is included as **Exhibit 10-1**.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Curricular Mapping* (check only one):

**Meets**

X

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.



## Curriculum and Student Learning Objectives

### Standard 11: Learning Activities

The program's curriculum must provide learning activities to attain all the Core Knowledge (Appendix A) defined to enter practice as a registered dietitian.

#### Guideline 11.1

- a. Learning activities must prepare students for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity, diabetes, cancer; cardiovascular, gastrointestinal and renal diseases.
- b. Learning activities must prepare students to implement the nutrition care process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly.
- c. Learning activities for students must develop collaboration, teamwork, problem-solving, critical-thinking and self-assessment skills; and personal and professional attitudes and values, cultural competence, leadership and decision-making skills.
- d. Learning activities must use a variety of educational approaches (such as field trips, role-playing, simulations, problem-based learning, classroom instruction, laboratory experiences) necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.
- e. Learning activities must include opportunities for students to participate in interdisciplinary learning activities.
- f. Learning activities must be documented in course syllabi and supervised practice rotation descriptions with clearly defined objectives reflecting the breadth and depth of didactic and supervised practice course content and expected student performance.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (11.1) for *Learning Activities*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Various evaluation methods are used to determine if a KRD has been satisfied by an individual student. Education is a core value of Utah State University. Professors are encouraged to use a wide variety of education techniques. Education methodology is supported through the Provost's Series on Instructional Excellence, viewed at [http://www.usu.edu/provost/faculty/development/instructional\\_excellence/](http://www.usu.edu/provost/faculty/development/instructional_excellence/). Lectures focus on innovative techniques, such as flipped learning and technology for student engagement. Faculty can receive further training through Center for Innovative Design and Instruction (CIDI), Magna Online Seminars, and faculty mentorship programs. The full list of teaching resources at Utah State University can be found at: <http://www.usu.edu/provost/faculty/development/resources/>. Instructors are responsible for ensuring that a current, relevant textbook is being used to support course content. The USU Merrill-Cazier library offers assistance to professors in selecting appropriate content.

In the specific curriculum for dietetics students, the following instructional methodologies are used to ensure student engagement in the classroom and prepare students for application of knowledge during the dietetic internship:

- Lectures are effective ways to expose students to large amounts of new information. Lecture formats are commonly used in introductory courses or courses with large enrollment.
  - CHEM 1210: Principles of Chemistry I
  - CHEM 1220: Principles of Chemistry II
  - PSY 1010: Introduction to Psychology
  - NDFS 1260: Food Literacy
  - NDFS 2020: Nutrition Throughout the Life Cycle

- CHEM 2300: Organic Chemistry
- NDFS 3020: Nutrition and Physical Performance
- CHEM 3700: Biochemistry
- NDFS 1250: Sanitation & Safety
- NDFS 4020 Advanced Nutrition
- Exams are a regular part of coursework at Utah State University, including final examinations. After acceptance to the program, students are required to pass all exams with a score of 80% or better.
  - All courses
- Informatics and technology have been increasingly utilized as each generation becomes more tech-savvy. Techniques include use of Internet for research, online lectures and simulations, Clickers that enable real-time interaction and polling, database software for recipe and diet analysis, and statistics programs. Students are encouraged to utilize technology in projects and in class to ensure they are technologically prepared for an increasingly computerized world.
  - NDFS 1020 Science & Application of Nutrition
  - NDFS 1260 Food Literacy
  - NDFS 3600 Medical Terminology
  - NDFS 4020 Advanced Nutrition
  - NDFS 4550/4560 Medical Nutrition Therapy I & II
  - NDFS 4710 Food Service Systems
  - NDFS 4720 Foodservice Organization & Management
- Problem sets allow students to work problems related to subject matter that can only be taught through application.
  - MATH 1050: College Algebra
  - STAT 10140: Introduction to Statistics
  - NDFS 1260: Food Literacy
- Lab/practicum experiences are used to practice scientific or nutrition principles in controlled settings. Students practice principles of biochemistry, diabetes management, food preparation, principles of nutrition education, and Medical Nutrition Therapy
  - NDFS 1260: Food Literacy
  - NDFS 2020: Nutrition Throughout the Life Cycle
  - BIOL 2420: Physiology
  - CHEM 3710: Biochemistry Lab
  - NDFS 3070: Science in Food Preparation
  - NDFS 4550: Medical Nutrition Therapy I
  - NDFS 4760: Transition to Professional Practice Lab
  - NDFS 5750: Advanced Practicum in Dietetics
- Oral presentations are utilized to provide students to gain competence and confidence in presenting to a variety of audiences, and to also provide peer evaluations to classmates.
  - NDFS 4480: Community Nutrition
  - NDFS 4050/4060: Education & Counseling Methods in Dietetics I & II
- Structured debates permit students to explore controversies in nutrition, including organic foods, GMOs, public health initiatives, and obesity. By taking opposing sides on a controversial topic, students are able to prepare for complex interactions in real-world settings. This preparation includes the ability to communicate effectively in emotionally-charged situations.
  - NDFS 5210: Advanced Public Health Nutrition (**Exhibit 11.1**)
- Diversity training and cultural competence is addressed in several courses, including introductory psychology courses and core dietetics curricula. Students are introduced to communication methods

that ensure competency in dealing with many cultures. In core dietetics classes, students explore specific cultures, including traditional food and customs.

- PSY or SOC 1010: Introduction to Psychology or Introduction to Sociology
- NDFS 4480: Community Nutrition
- NDFS 4050: Education & Counseling Methods in Dietetics I
- NDFS 4060: Education & Counseling Methods in Dietetics II
- Case studies provide a framework of real-world information to permit students to practice applying principles of dietetics, such as foodservice management and/or the nutrition care process
  - NDFS 2020: Nutrition Throughout the Life Cycle
  - NDFS 4060: Education & Counseling Methods in Dietetics II
  - NDFS 4550/4560: Medical Nutrition Therapy I & II
  - NDFS 4710: Food Service Systems
  - NDFS 4780: Maternal & Child Nutrition
- Research briefs teach students how to “synthesize and summarize research information in order to create a comprehensible report that could be understood by non-nutrition professionals.”
  - NDFS 5230: Communication of Current Topics in Nutrition
  - NDFS 4750: Transition to Professional Practice
  - NDFS 4780: Maternal & Child Nutrition
- Research project experience demonstrates that students can utilize and practice the scientific method, data management, basic statistics, and present findings in a poster session at a professional meeting.
  - NDFS 4750: Transition to Professional Practice
- Collaboration and teamwork are nurtured throughout the dietetics program as a means to develop communication skills, introduce students to team dynamics common in the workplace, facilitate practice in negotiation, and provide opportunities for practice of compassion, understanding, and helping. Most core dietetics classes have group projects. Flipped classrooms are very dependent on teamwork as a means to facilitate learning.
  - ENGL 1010: Introduction to Writing
  - ENGL 2010: Intermediate Writing
  - NDFS 4050/4060: Education & Counseling Methods in Dietetics I & II
  - NDFS 4550/4560: Medical Nutrition Therapy I & II
  - NDFS 4480: Community Nutrition
  - NDFS 4710: Food Service Systems
  - NDFS 4780: Maternal & Child Nutrition
  - NDFS 5210: Advanced Public Health Nutrition
  - NDFS 4750: Transition to Professional Practice
- Field Trips are provided to expose students to professionals in the workforce. There are three major field trips required for DPD students: 1) School foodservice facility; 2) Food show; 3) Utah Academy of Dietetics annual conference.
  - UAND attendance is required in NDFS 4060 (juniors) and NDFS 4750 (seniors)
  - NDFS 4710: Food Service Systems
  - NDFS 4720: Foodservice Organization & Management
- Interdisciplinary activities
  - Interaction with students and faculty from various disciplines: Students take classes from a wide variety of professionals: psychologists, sociologists, technical writers, chemists, mathematicians and dietitians with a wide variety of experience. Among nutrition faculty, students take classes from nutrition scientists, public health nutritionists, and dietitians.

Apart from several core dietetics courses, most classes are populated by both dietetics and non-dietetics majors. DPD students participate in group presentations and debate with other majors and are thus exposed to cross-disciplinary opinions, educational backgrounds, and values.

- CHEM 1210: Principles of Chemistry I
- CHEM 1220: Principles of Chemistry II
- PSY 1010: Introduction to Psychology
- NDFS 2020: Nutrition Throughout the Life Cycle
- CHEM 2300: Organic Chemistry
- NDFS 3020: Nutrition and Physical Performance
- CHEM 3700: Biochemistry
- NDFS 1250: Sanitation & Safety
- NDFS 1260: Food Literacy
- NDFS 5210: Advanced Public Health Nutrition
- NDFS 4480: Community Nutrition
- NDFS 5230: Communication of Current Topics in Nutrition
- NDFS 4750: Transition to Professional Practice
- NDFS 4780: Maternal & Child Nutrition
- Guest speakers are utilized in most core classes to expose students to various careers that impact or are engaged in by dietitians.
  - NDFS 1260: Food Literacy
  - NDFS 4480: Community Nutrition
  - NDFS 4550/4560: Medical Nutrition Therapy I & II
  - NDFS 4710: Foodservice Systems and Management
  - NDFS 4720: Foodservice Organization & Management
  - NDFS 4780: Maternal & Child Nutrition
  - NDFS 4750: Transition to Professional Practice
- Portfolios serve as an opportunity for students to highlight achievement. Students compile exemplary work to create a cohesive representation of themselves as students and future professionals. Portfolios permit faculty to evaluate student success based on a student's individual focus in dietetics as well as to review how coursework has worked together to contribute to student development.
  - NDFS 4750: Transition to Professional Practice
- Reflection papers allow students to place their experiences and efforts into the context of what they learned as a result, how that benefitted others, what they would do differently if presented with the challenge again, and insights about the dietetics profession that they gained.
  - NDFS 5750: Advanced Dietetics Practicum
  - NDFS 4050/4060: Education & Counseling Methods I & II

The use of varied education techniques meets the needs of various learning styles and provides a challenging and interesting curriculum for USU dietetics students. Classes are regularly evaluated and adjusted as needed to continue to meet student needs. For complete detail on how each individual standard is evaluated, please see Standard 13 (**Exhibit 13.1**) Program Assessment Matrix for details.

On-site Exhibits of assignments and students projects that demonstrate the teaching methods/learning experiences as described above will be provided during the site visit.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Learning Activities* (check only one):

**Meets**

X

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.



## Curriculum and Student Learning Objectives

### Standard 12: Curriculum Length

Length of the program must be based on the institution's requirements and ability to implement the curriculum.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Curriculum Length*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The length of the curriculum is dictated by university policy, which requires that a Bachelor's degree program must include a minimum of 120 credits but no more than 126 credits (Policy can be found at:

<http://catalog.usu.edu/content.php?catoid=8&navoid=1735>. At present, the didactic program includes 109 credits of required courses. Students complete 12 credits of electives or a minor to meet university requirements. Among the recommended electives are practicum experiences, labs, minors, certificates, and service learning that include dietetics-related experiences appropriate for DI application. The length of program post-application is two academic years. All required courses can be completed in four academic years. Students graduate from the DPD with a Bachelor of Science degree in Nutrition, Dietetics, and Food Sciences with an emphasis in Dietetics. A complete course list can be viewed at

[http://catalog.usu.edu/preview\\_program.php?catoid=8&poid=4985&returnto=1731](http://catalog.usu.edu/preview_program.php?catoid=8&poid=4985&returnto=1731) and is also available as **Exhibit 12.1**. A list of DPD Required Coursework is included in **Exhibit 12.2**.

Each May and August, the dietetics faculty holds retreats to address program-wide needs and changes. Student evaluation data, IDEA course evaluations, and formal/informal feedback from community partners is addressed during the meeting. The department chair, program academic advisor and faculty are all in attendance. Minutes of these meetings are kept on a shared dietetics drive for reference, planning, and evaluation purposes.

In these meetings, the curriculum is reviewed as a whole and course-specific. The dietetics program advisor advises faculty on any university-wide changes in academic policy and relays any student concerns. Faculty input and student feedback from annual and end-of-semester evaluations are considered in determining adjustments to course sequencing and content.

The following is a summary of the changes made over the past several years:

- 2011
  - Incorporated research methodology into NDFS 4750 Transition to Professional Practice
  - Incorporated sustainability principles/experiences into NDFS 1260 Food Literacy course
- 2012
  - Teach NDFS 4780 Maternal and Child Nutrition during spring semester of junior year for improved sequencing of subject matter
  - Require all junior and senior students to attend UAND annual conference each spring
- 2013
  - Remove Micronutrients course due to overlap with other required coursework
  - Add NDFS 5230 Communicating Current Issues in Nutrition to allow students to explore emerging research and practice appropriate methods for communicating those issues to various audiences
  - NDFS 4760 Management of Dietetics course title was changed to Transitions to Professional Practice to better reflect updated course content
- 2014
  - Change practicum course NDFS 5750 from a required course to an elective course
  - Create NDFS 4760 Management of Dietetics Lab as a recommended elective course

- Further integrate additional principles of sustainable and resilient food and water systems into curriculum and assignments
- Explore additional opportunities, resources and appropriateness for incorporating additional components of blended courses and additional utilization of the Canvas system

Areas of strength

The DPD program is dynamic and has made changes to curriculum frequently in response to trends in dietetics. Strengths of the curriculum include:

- Responding to societal trends towards sustainable food and water systems by changing curriculum of Food Literacy (this course has subsequently become a statewide model)
- Incorporating more technology and enhancing student learning by flipping courses (NDFS 1020, NDFS 4550, NDFS 4560)
- Enhancing student engagement in coursework by using clicker-based and cellphone-based technology that allows real-time student polling during lecture courses
- Engaging campus and community partners by formal and informal requests for feedback on student learning and performance
- Responding to noted national declines in student reading comprehension of scientific literature by engaging with USU librarians to create a guided literature review assignment for the clinical nutrition courses
- Engaging students in research, as encouraged by the Academy of Nutrition and Dietetics, by having students create, complete, and present an independent research project as a capstone experience
- Requiring students to engage in controversial and current topics through structured debate
- Engaging students in networking and research-based experiences by requiring them to attend and present posters at the Utah Academy of Nutrition and Dietetics (UAND) annual conference.
- Providing guidance and practice for students in the development and delivery of nutrition information using various forms of technology and social media platforms.

All students complete the curriculum as designed. Expectations, grading rubrics, and evaluation techniques are applied equally to all students, thus ensuring a consistent student assessment. These are discussed in detail in Standard 11. Furthermore, faculty use IDEA evaluations (as discussed in Standard 7) to assess education effectiveness, student evaluations to assess student satisfaction, and excellent RD exam pass rates as evidence of adequacy of the curriculum.

The length of the curriculum has proven adequate to meet DPD standards. Students have a high placement rate in internships (79%) and a high pass rate for the RD exam (93%). Students leave the internship well-prepared to practice in dietetics as per internship director surveys.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Curriculum Length* (check only one)

**Meets**

X

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.

## Curriculum and Student Learning Objectives

### **Note on Expectations for Demonstrating Compliance with Standard 13 -- Learning Assessment:**

ACEND's 2012 accreditation standards removed the requirement for programs to provide aggregated student outcome data for every knowledge requirement or competency as part of the learning assessment process for ACEND accreditation reviews. Nevertheless, your program must still provide a written plan that illustrates how each competency is being assessed and all students must continue to be assessed within the program to assure that they are all able to achieve all knowledge requirements and competencies needed for entry-level practice.

You must discuss in your report the approaches used in your program for assessing student knowledge, competencies and professional attitudes, and provide examples of those tools in the appendices and on site. Some of the tools for assessing learning are listed below:

- Portfolios
- Oral presentations
- Exams
- Problem sets
- Pretest-posttest
- Observations
- Focus groups
- Journals
- Journal clubs
- Structured & open-ended interviews
- Evaluation rubrics
- Surveys

Your report must include a discussion with examples and data of where students in your program were found to not be achieving knowledge or competencies to your satisfaction. To demonstrate what you, your faculty or preceptors are actually doing, explain what type of assessment tools were being used, which competencies were involved, and the levels of student performance that were desired versus those that were actually achieved. You will also need to describe what was done to improve student performance and provide data on whether or not improvements actually occurred either in this report or your next scheduled report to ACEND.

If your students are highly successful in achieving specific knowledge or competencies as demonstrated through outcomes such as outstanding pass rates, internship and job placements, employer feedback and professional activities, it is even more important for you to explain the type of assessment tools that you are using, which competencies are involved, the levels of student performance that are being achieved, and what your program is doing to consistently maintain those high levels of achievement.

### **Standard 13: Learning Assessment**

The program must develop a process by which students are regularly evaluated on their acquisition of the knowledge and abilities necessary to attain Core Knowledge for the registered dietitian specified in Appendix A.

#### Guideline 13.1

The learning-assessment plan must include:

- a. Learning activity that will be used to assure the achievement of competencies/learning objectives
- b. Assessment methods that will be used
- c. Course(s) in which assessment will occur
- d. Individuals responsible for ensuring that assessment occurs
- e. Timeline for collecting formative and summative assessment data

#### Guideline 13.2

Programs must assess the achievement of learning objectives that support competencies by comparing and analyzing them against student outcomes data. Programs must be able to provide their assessment plans, explain their assessment process, and describe the extent to which students are achieving learning objectives that support competencies along with the potential impact on student success and pass rates.

#### Guideline 13.3

In addition to rating student levels of performance against competency statements and objectives or confirming the presence of professional attributes, programs should thoroughly evaluate student progress using quantitative and qualitative approaches that clearly document what they have done to demonstrate knowledge and competence.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (13.1-13.3) for *Learning Assessment*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Responsibility for assessing competency/learning outcomes falls equally on the faculty member teaching relevant courses and the program director. The program director is responsible for ensuring that each KRD remains covered adequately in the curriculum. Once a KRD is assigned to a course, the professor assumes responsibility for evaluation of the standard. Data is reported back to the program director as needed. Course adjustments that could affect competencies are discussed in bi-monthly faculty meeting so that the KRD could be shifted into another course or the requested change incorporated into the Learning Assessment Matrix (**Exhibits 13.1 & 13.2**).

- Briefly describe how the assessment process has been implemented over the past five years, including how and when student learning was assessed.

Curriculum changes are discussed as they occur. The program director is responsible for knowing and understanding how the competencies are distributed throughout the curriculum. When curriculum changes are discussed, the program director compares the change to the current competencies to see if the change will still accommodate the competency or if the competency needs to be incorporated into a different course.

Formal assessment of curriculum has happened at two times in the past 5 years: for the 2012 PAR and for the current accreditation process. At these times, syllabi, assignment details and student outcomes were reviewed to ensure compliance. Students were found to be performing at the minimum acceptable standards (Minimum grade 80% or B-) and KRDs were adequately covered. Focus on acceptable standards has shifted from general course competency and/or exam to specific assignments related to a competency in order to ensure that each competency is individually evaluated.

- Choose a minimum of two competencies in each domain, and then report on the results in your narrative:
  1. Discuss how the learning objectives (expected learning outcomes) compare with the actual learning outcomes and discuss all relevant findings in your narrative. For programs with different degree, option, or distance education pathways, be sure to summarize the findings for each pathway separately, and provide an analysis of comparability across pathways.
  2. Are students achieving the learning objective (expected learning outcome)? Yes [ ]/No [ ]. If “no”, please explain why.

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

*KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.*

Due to the critical nature of KRD 1.1, this competency is covered in most upper-division courses. The five courses that specifically cover this KRD must be completed with an overall grade of 80% (B-) or better. The specific assignments related to this KRD involve writing disease-related evidence-based case studies (NDFS 4550/4560) and an annotated bibliography (NDFS 4020) on a current topic in nutrition.

Cases studies are developed from patient information regarding prevalent disease states and provided to students. Case studies involve research into the disease state, current treatment methodologies, and evidence-based nutrition care. Case studies are built around the nutrition care process so students must

incorporate the NCP into evidence-based practice guidelines. Case studies are typically 15-20 pages in length with a minimum research portion of 5 pages. Students are taught how to use evidence-based guidelines by library staff during the course. The writing process is rigorous with high expectations for success. A sample assignment and grading rubric for this assignment can be viewed in **Exhibits 13.3 and 13.4**.

Annotated bibliographies are based on current topics in nutrition. These are generally most applicable to general healthful dietary intake. For example, this year, the topic was fat phobia. Completing annotated bibliographies requires students to complete a thorough review of literature on the topic and then present the information logically, completely and with adequate detail.

These two assignments combined demonstrate a student has achieved a thorough understanding of how to review and utilize scientific literature, including application to individual interventions. The assignments are rigorous; each year 1-2 students have had to rewrite one or both assignments. However, over the past 5 years, all students have eventually achieved this objective by obtaining a score of 80% (B-) or higher on these assignments.

Are students achieving the learning objective (expected learning outcome)? Yes [ X ]/No [ ].

### **Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

*KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.*

The competency for communication skills is satisfied in a variety of ways. Students must demonstrate competency by achieving a final grade of 80% (B-) or better in all assignments. The students present an oral presentation in MNT II (NDFS 4560) The group oral presentation must achieve a score of 40/50 points and is reviewed by peers. Additionally, students learn and practice professional communication methods in Education/Counseling courses (NDFS 4050/4060). A sample assignment and grading rubric for this assignment can be viewed in **Exhibits 13.3 and 13.4**. Assignments include group and individual presentations that are peer-evaluated, presentations that apply behavior change theories and practices to a case study, self-reflection, observation and evaluation of nutrition education in the community, exploration of ethnic foods and practices, end-of-life ethical considerations in feeding/hydration, and others. Both NDFS 4050 and 4060 are USU Communications-Intensive designated courses. The average grades and scores for these courses indicate that students are developing adequate presentation and communication skills sufficient in these areas of competency for pre-professional practice.

Are students achieving the learning objective (expected learning outcome)? Yes [ X ]/No [ ].

*KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics, and interdisciplinary relationships in various practice settings.*

The competency is satisfied through a scope of practice module taught in MNT I (NDFS 4550). Students read the ACEND training information on scope of practice on the ACEND website, then complete a series of scope of practice case studies using the decision tool in order to apply what they have learned. Students must correctly assess the case studies using the practice tools on the website to demonstrate competency. Utilization of this module occurred in 2014. 100% of students completed the module with acceptable responses to case studies. In the past, scope of practice competency was demonstrated by exam using the 80% or higher policy for exam grades.

Are students achieving the learning objective (expected learning outcome)? Yes [ X ]/No [ ].

### **Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations**

*KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.*

The competency is satisfied through a combination of didactic learning culminating in a clinical case study on a lifestyle-related disease (obesity, cardiovascular disease, or Type II diabetes) (NDFS 4550) and a public health debate (NDFS 5210).

Didactic learning occurs in a variety of courses throughout the curriculum. Most nutrition courses taken by the students include an element of lifestyle-mediate disease and disease prevention. However, the selected courses highlight specific research in this area (NDFS 1020, 1240, 3070, 4550, 5210).

Learning assessment is achieved through two major assignments. The first is a clinical case study in MNT I that focuses on cardiovascular disease or obesity. This case study must include discussion of the lifestyle-mediated etiology of the chronic disease. The case study has a literature review component as well as the nutrition care process. In the past 2 years, 100% of students have achieved the necessary benchmark of 80/100 points (80%).

The second assignment is an in-class debate regarding current controversies in public health nutrition. Students study both sides of the argument in groups. On the day of the debate, teams are assigned a pro or con position and must present their evidence in support of the position. This experience gives students the opportunity to explore issues of food, nutrition and lifestyle that currently impact public health and form the basis of nutrition-related debate. All students have participated in this debate. All dietetics students have received a grade of 80% or greater during the past 5 years.

Are students achieving the learning objective (expected learning outcome)? Yes [ X ]/No [ ]

*KRD 3.3: The curriculum must include education and behavior change theories and techniques.*

Students take a 2-semester course in education and behavior change (NDFS 4050/4060). Among other assignments, students complete 2 assignments that demonstrate knowledge of education and behavior change theories. Students attend a nutrition education event presented by a nutrition practitioner in the community. Students observe and rate the practitioner in presentation techniques including appropriateness for target audience, clarity of message, use of time, organization, professionalism and effectiveness of educational materials, and more. In another assignment, students give a 30-minute group presentation applying a nutrition education/behavior change theories to a community nutrition case study. 100% of students have achieved at least 80% over the past 5 years.

Are students achieving the learning objective (expected learning outcome)? Yes [ X ]/No [ ]

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

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

Students receive coursework on management and business theories during Foodservice Organization and Management (NDFS 4720). During senior year, students apply the information as they create a feasible business plan during Transition to Professional Practice (NDFS 4750). The business plan is graded based on feasibility, applicability, structure, and financial soundness with respect to current theories in dietetics management. All students have completed the business plan over the past 5 years at the accepted level of mastery.

Are students achieving the learning objective (expected learning outcome)? Yes [ X ]/No [ ]

*KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.*

Coursework and capstone experiences are completed in Community Nutrition (NDFS 4480) and Transition to Professional Practice (NDFS 4750). Community nutrition discusses the legislative process in general and how public health programs and nutrition agendas are established. In Transition to Professional Practice, students use this knowledge to create a legislative brief and write a letter to a public official. The paper demonstrated understanding of how to construct valid legislative arguments and use accurate, researched information to make a case for change.

The paper is graded based on construction of the health brief, appropriateness of the letter and understanding of how the legislative process functions. The paper is graded on a letter grade system wherein students must achieve a B- or better as per policy. There are no reported deficiencies in student grades in this class.

Are students achieving the learning objective (expected learning outcome)? Yes [ X ]/No [ ]

**Support Knowledge: knowledge underlying the requirements specified above.**

*KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and the application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.*

Course content on food systems is woven throughout the curriculum. Students prove competency by preparing a collection of recipes based on various aspects of food preparation (NDFS 1240), writing a blog/newsletter article focusing on a specific food topic and including a nutrition concept-supporting recipe (NDFS 4060), creating menus appropriate for different types of institutions or individuals (NDFS 4720), and giving a presentation on the food/nutrition issues relevant to a specific culture or group (NDFS 4060). Per policy, dietetics students must pass significant assignments and classes with a 80% (B-) or better. The faculty members responsible for these assignments confirm that all dietetics students have achieved this benchmark.

Are students achieving the learning objective (expected learning outcome)? Yes [ X ]/No [ ]

*KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.*

The dietetics curriculum is very heavy in the sciences. The prerequisite coursework involves all of the disciplines mentioned above. Students must achieve a GPA of 3.0 or better in prerequisite coursework in order to apply for the program. This policy has been strictly followed for many years.

In addition to prerequisites, students are required to prepare evidence-based case studies on persons at various phases of the life cycle. In general, students prepare case studies on pediatric, elderly, and adult patients. The case studies are graded by rubric and must demonstrate understanding of life cycle nutrition as well as MNT. The case studies must be passed by achieving a minimum of 80/100 points. In the past two years, there have been two cases of students not achieving this grade on a first attempt. The students met with the professor to work through difficulties and resubmitted the case study for grading. In both cases, the students were able to achieve the benchmark and continue in the program.

Are students achieving the learning objective (expected learning outcome)? Yes [ X ]/No [ ]

The DPD continues to have a strong curriculum that contributes to the success of dietetics interns by providing the necessary knowledge to support competency. The program utilizes multiple tools and methods to assess learning and emphasizes experiential or service learning as a significant means to develop the skills and attitudes necessary for dietetics. Student portfolios showcase professional growth and development across the curriculum, and this assignment and links to sample portfolios can be viewed in **Exhibit 13.5**. Additional evidence of professionalism can be viewed in **Exhibit 13.6**, which contains an abstract and poster presented at UAND in Spring 2014. No areas of non-compliance have been noted.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

- In the appendices, attach your completed **Learning Assessment Summary Matrix** and **Program Concentration Summary Matrix for Learning Assessment**. Your completed matrices should also include a summary of the feedback and data collected (a minimum of two competencies in each domain) over past five years.
  - The Learning Assessment Summary Matrix for 2008-2013 (as submitted with the 2012 PAR) can be found in **Exhibit 13.2**.
- Complete a new **Learning Assessment Summary Matrix** and new **Program Concentration Summary Matrices** for the next 5 years and place it in the appendices. Although all students must be prepared to meet every ACEND competency, you are only required to report aggregate data on a minimum of two competencies in each domain. (A blank form is available for your convenience)
  - The new Learning Assessment Summary Matrix for 2013-2018 can be found in **Exhibit 13.1**.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Learning Assessment* (check only one):

**Meets**

X

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.

## Curriculum and Student Learning Objectives

### Standard 14: On-going Curricular Improvement

On-going, formal review of the program's curriculum, including didactic and supervised practice course objectives and content, length and educational methods, must occur in order to maintain or improve educational quality.

#### Guideline 14.1

- a. Individuals conducting curriculum review should be aware of new knowledge and technology impacting dietetics practice and update the curriculum accordingly.
- b. Curriculum review should use results of the student learning and program outcomes assessment processes to determine strengths and areas for improvement.
- c. Curriculum review should include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education) or supervised practice sites are used to accomplish the same educational objectives.
- d. Curriculum review should result in actions to maintain or improve student learning.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (14.1) for *On-going Curricular Improvement*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

**2. Directions:** The additional focused points may be useful for explaining how your program assures the quality and currency of the curriculum:

To maintain high quality educational experiences and consistency of learning objectives, most courses are taught in one section by one professor with an annual review of the syllabi by all dietetics faculty. Changes in learning objectives in each course are based on student evaluations, changes in program curriculum, ACEND updates, or current research. Course adjustments are addressed at bi-monthly faculty meetings where all faculty members provide input and suggestions about course changes.

The curriculum is reviewed and modified each year in May during the faculty retreat. Individuals generally in attendance are: NDFS department chair, DPD and CPD program directors, program coordinator, dietetics faculty, adjunct faculty, instructors, preceptors, and USU DI faculty. Sample retreat minutes are included as **Exhibit 14.1**. Dietetics faculty members attend scheduled bi-monthly meetings during the school year in which changes to the curriculum or program are addressed (**Exhibit 14.2**). Faculty members have broad backgrounds and strengths (clinical, community, public health, and foodservice management), which provides a well-rounded review of the curriculum. Problems are addressed immediately after being identified and discussed, as outlined below. In an effort to better communicate changes, we have implemented a Program and Curriculum Change Form (**Exhibit 14.3**) to summarize rationale and document changes after they have been made.

An example of a recent change in curriculum occurred during fall 2012. Several courses were split into separate lecture/lab components to better facilitate the CPD students' requirements for supervised practice that the DPD students were not required to complete (**Exhibit 14.4**). Also, faculty eliminated the requirement of Advanced Micronutrient Nutrition due to its redundancy with content also taught in Nutrient Gene Interactions. Since then, Advanced Micronutrient Nutrition has been added back into the curriculum due to changes in course content to prevent redundancy. These course changes were approved by the USU Educational Policies Committee (EPC) and implemented in spring 2013. More information regarding the function of the EPC can be found at <http://www.usu.edu/epc/>.

An additional example of a curricular change occurred in the spring of 2014. Course review and subsequent

comparison to the 2012 KRDS confirmed that Accounting 2010 did not help meet any of the KRDS so discussion began about potentially removing it as a required course. The program director contacted the director of the Masters of Dietetics Administration (MDA) program to determine if the course is required for admission into the MDA, a program that many USU DPD graduates complete. Discussion ensued at the faculty in-service and all faculty members voted to offer this course as an elective rather than a required course, and the changes were implemented by informing the academic advisor, who made the necessary changes and disseminated the information to students (**Exhibit 14.5**).

An annual course assessment system is in place to obtain feedback of current students following the completion of each course. The IDEA System (Kansas State University) is a validated tool that utilizes national and discipline norms. Course evaluations are conducted university-wide at the end of every semester to evaluate quality of courses and acquisition of learning. After completion of course evaluations, the faculty, department chair, and dean review the results as part of annual performance reviews. Dietetics faculty members have consistently demonstrated superior scores of IDEA evaluations demonstrating high overall teaching quality and academic rigor. A summary report of IDEA evaluations is generated each semester to determine the average IDEA scores for the NDFS department. As an example of teaching excellence in the NDFS department, in fall of 2013, 88 percent of NDFS courses received raw scores at or above average scores in the IDEA database and 78 percent of NDFS courses received raw scores at or above average scores across USU. A letter of commendation from the NDFS department head and a summary report of those IDEA evaluations can be reviewed in Standard 1 **Exhibits**. Faculty members are provided with extensive information on selecting IDEA objectives and interpreting evaluation results. This information can be found at [http://www.usu.edu/aaa/idea\\_faculty\\_faq.cfm](http://www.usu.edu/aaa/idea_faculty_faq.cfm).

Feedback provided by students through the IDEA evaluations provide faculty important information regarding student suggestions for course content, materials, and assignments that faculty use to improve the courses in future semesters (**Exhibit 14.6**). IDEA Learning Objectives are cross-referenced with KRDS for use by dietetics faculty and included in course syllabi (**Exhibit 14.7**) so also provide faculty with valuable student assessment of how they perceive their learning progress as per the KRDS.

The DPD's excellent RD exam pass rates and internship placement rates also provide ongoing evidence of curricular adequacy. Course modifications have been based on changes in standards, and/or updated ACEND requirements as well.

In addition to the IDEA evaluation, many faculty members have students complete mid-semester evaluations for each course. These evaluations are used to improve the course content and structure (**Exhibit 14.8**). Additionally, all junior and senior DPD students are required to complete on-line end-of-semester evaluations and senior exit surveys to provide feedback regarding course quality, faculty support, and student achievement. The results from these student evaluations are compiled and discussed in dietetics faculty meetings and at the annual dietetics faculty retreat each May (**Exhibit 14.9**). Changes from these evaluations are incorporated into dietetics faculty members' Annual Plans of Work (**Exhibit 14.10**) and implemented during the next semester or next academic year, if feasible.

The program as a whole is updated based on ongoing review of workforce trends in hiring/practice in the field of dietetics through informal discussions with preceptors, instructors, and dietitians in the workforce. Over the past few years, diversity of coursework has expanded to reflect the wide range of career opportunities for dietitians. For example, DPD students are encouraged to obtain a Sustainable Systems minor, gerontology certificate, or to participate in Interdisciplinary Disability Awareness and Service Learning (IDASL) program. DPD faculty members continue to review USU courses to identify courses that may strengthen the skills and knowledge of DPD students. For example, a new course called Current Trends in Obesity is available in the fall of 2014 and may be an appropriate elective for DPD students in the future.

In the past five years, the DPD has made a variety of changes to maintain curricular strength and address areas for improvement. Based on student feedback, efforts have been taken to provide students with a wider

variety of experiences including: outpatient education, sustainability, food preparation skills, community health, opportunities to practice skills and research.

Dietetics now has a non-faculty academic advisor, which has resolved most of the registration/advising issues that had been encountered by students in the past. Additionally, the internship application process is now being discussed with DPD students during the junior year and additionally during the fall practicum class to assist in the internship application process. A proposal for an Introduction to Dietetics course has been submitted to educate freshman interested in dietetics about the dietetics programs, careers in dietetics, requirements of maintain RDN status, etc. The intention of this course, if approved, would be to introduce the scope of practice and responsibilities of the dietetics profession. Many students have recommended this type of course in their end-of-program surveys.

Incorporating guest speakers into courses and Student Dietetics Association meetings also showcases additional information about careers in dietetics and discussion on the expanding breadth of the dietetics field. This provides students the opportunity to discuss alternative practice pathways and emerging career opportunities with professionals in the community. Students are exposed to dietetics professionals and the latest research through AND memberships and educational meetings. All dietetics students are required to attend UAND during their junior and senior years. Collaborations with other programs including food science, nutrition science, and public health allow students to learn about emerging research regarding food and health through faculty in these areas of study.

In addition to the demanding courses and extracurricular opportunities, there are many strengths of the DPD including academic rigor, multifaceted student selection process, exam pass rates, community and campus collaboration, access to research facilities, student completion rates, internship placement rates, faculty commitment, positive student-faculty relationships, and readily available academic advising. The collaboration with the USU CPD and DI programs provides a curricular advantage for DPD students and is a valuable resource for the DPD. The close relationships between the faculty in these programs has helped strengthen the DPD by working together to identify areas of student weakness/insufficiency in regards to preparation for graduation and internship. Together these strengths assist with meeting the program objectives of high pass rates, high internship placement rates, and less than three year student completion rates.

Through the courses and opportunities offered through the DPD, students gain knowledge and skills through several types of technology. For dietary analysis students are using ESHA, Super Tracker, and online apps such as Fitness Pal or MyPlate. Through the department's collaboration with the USTAR research center on the USU campus, DPD students have access to carotenoid scanners and plate waste survey equipment and have been able to assist with the use of these in research studies. Assisting with these studies has provided students with exposure to research equipment used in dose-response studies. Additionally, case studies, nutrition care plans, and other individual/group assignments and presentations are completed and evaluated to assess competencies and learning objectives.

Although the DPD has many program strengths, one of the greatest weaknesses of the DPD is the faculty turnover in the past six years. Changes in faculty and program directors have occurred due to early retirement, death, and resignation that have impacted the curricular development of the DPD. Even though multiple changes have been made to faculty positions within the dietetics programs, the DPD has maintained program integrity and has continued to advance and improve the curriculum. Our current faculty is a cohesive and supportive team that provides a wide range of experience, knowledge, and community partnerships that provide a vast learning experience for students.

**3. Directions:** Include supporting documents with your narrative or in the appendices.

**4. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *On-going Curricular Improvement* (check only one):

**Meets**

X

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.

## Program Staff and Resources

### Standard 15: Responsibilities of the Program Director

The director of the program must have the authority, responsibility and sufficient time allocated to manage it. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by administration.

#### Guideline 15.1

The program director must be responsible for assuring that all ACEND accreditation standards, policies and procedures are met; however, this can be achieved by managing or overseeing other individuals assigned to complete ACEND-related tasks. ACEND responsibilities should be included in the job description of the program director or the job description should state that the “program director is responsible for assuring that all ACEND accreditation standards, policies and procedures will be met.”

#### Guideline 15.2

Program director responsibilities must include, but are not limited to the following:

- a. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies)
- b. Student recruitment, advisement, evaluation and counseling
- c. Maintenance of program accreditation, including timely submission of fees, reports and requests for major program changes
- d. Maintenance of the program’s student records, including student advising plans and verification statements; verification statements must be kept indefinitely
- e. Maintenance of complaints about the program received from students or others, including disposition of the complaint
- f. On-going review of program’s curriculum to meet the accreditation standards
- g. Communication and coordination with program faculty, preceptors (if present) and others involved with the program
- h. Facilitation of processes for continuous assessment of program and student learning outcomes

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (15.1-15.2) for *Responsibilities of the Program Director*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The DPD director, as with all other NDFS faculty, meets university standards for employment. Tamara Steinitz is a Professional Practice Associate Professor and has been the DPD director since Fall 2011. She is currently on a 9-month faculty academic year contract, and has been a Nutrition, Dietetics, and Food Sciences (NDFS) faculty member for nearly 20 years. Curriculum vita and credentials can be viewed in **Exhibit 1.8**. She teaches the Education & Counseling I & II courses as well as the Advanced Dietetics Practicum course each semester. She taught Community Nutrition for many years but delegated that course upon becoming the director, and also taught a variety of other courses prior to that. Her role statement is 95% teaching and 5% service. The director responsibilities are outlined in her Role Statement (**Exhibit 15.1**), which includes the following paragraph that is specific to the directorship responsibilities:

*“Contributions to the dietetics program necessary to prepare students for licensure and professional practice in dietetics. Specific contributions include, but are not limited to: supervision of internships, practicums, and volunteer hours; mentoring and advising of students; support of efforts to maintain program accreditation, and; oversight and administrative duties allied to the aforementioned.”*

The phrasing in the role statement varies a bit from what is recommended by ACEND, but has been clarified in communication between the program director and the NDFS Department Head (**Exhibit 15.2**).

As outlined in other narratives, the director develops and maintains the policies and procedures for the program as a collaborative effort with all dietetics faculty members. During bi-monthly faculty meetings, program issues and student issues are introduced and discussed, with appropriate and timely follow-up to ensure on-going curricular improvement. See **Exhibit 14.5** for an example of curricular change communication initiated by program director.

The program director leads the process of student applications into the DPD. The application process is stringent and competitive, and is outlined in the Handbook and on the USU dietetics website at: <http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process> and is also included as **Exhibit 20.1**. Admission into the DPD requires a formal application process in the spring semester after all prerequisite course requirements have been met (usually during the sophomore year). The application process includes a completed application form, 200 hours of dietetics-related experience, a personal letter of application, official transcripts, two recommendation forms, a math quiz, and an interview with several dietetics faculty members. Together, these application components provide faculty with a complete assessment of skills and knowledge that adequately assesses student ability to successfully complete the DPD. It is a fair, though competitive, process that has resulted in consistently high caliber students. The director is also directly involved in monitoring student performance and following policies and procedures related to program completion.

The program director takes an active role in preparing students to become highly competitive for internship placement. As an example, in March 2014 three students completing practicum hours assisted the DPD director in promoting the newly-released SOPP “Standards of Professional Performance in Sustainable, Resilient, and Healthy Food and Water Systems” at the Utah Academy of Nutrition and Dietetics Annual Meeting. They developed a student FAQ sheet, slides to be incorporated into a PowerPoint presentation to be used at other affiliate meetings, answered questions regarding the SOPP at the information table at the meeting, and described the tools that have been developed/are being developed for educators to incorporate topics of sustainability into their courses. Students commented very favorably about how much they learned throughout the process.

The program director works closely with the USU Dietetics Internship in their pre-select option for USU DPD students. The program director and USU DI faculty meet with other dietetics faculty twice a year to discuss the programs, student performance, and preferred student requirements for internship acceptance. Additionally, the program director acts as a liaison between students and DI faculty, and arranges to have USU DI faculty meet with junior and senior DPD students to prepare them for internship applications.

Student recruitment and advising are both completed primarily by the College of Agriculture and Applied Sciences (CAAS) staff by the NDFS Advisor. The director is involved as a resource as needed. The program director provides monitoring and oversight of earned grades and student performance. When a student is not performing up to standards, counseling and/or interventions are implemented by the program director according to established policies and procedures in place. That policy is further described in Standard 23 and also in the Dietetics Handbook.

Maintaining accreditation is directed by the program director with assistance from faculty members. The program director monitors the registration exam pass rates, prepares the annual report, prepares the PAR, and directs the preparation of the report. The director is responsible for

submitting fees in a timely manner, submitting requests for program changes, submitting forms and letters of recommendation to DICAS, submitting verification statements, and submitting documentation for students wishing to take the DTR Exam.

A primary program weakness over the past five years has been inconsistent management of student records and verification statements. Due to high faculty and program director turnover, paperwork has been passed through multiple hands, which resulted in inconsistent methods of record management. We acknowledge that this compliance problem exists and have taken a variety of measures to implement record management techniques to eliminate these issues in the future. Student records/verification statements are kept in a locked cabinet in the NDFS building in Room 109. Clarification was made (to ACEND) about required student documentation (**Exhibit 15.3**) and the ACEND Update in August 2014 (**Exhibit 15.4**) differed slightly in recommendations. The latter are currently being followed.

Student advising records are kept in the CAAS building by the NDFS advisor. Additionally, all dietetics faculty members have access to a shared drive that contains the student/alumni database. The director and all other faculty members are responsible for updating the database as new student information is available. These implemented measures have resulted in improved records management over the past several years.

The process for receiving and handling complaints from students, preceptors, employers and the public is very straightforward and direct. All faculty members are readily available and encourage students to make appointments to discuss any problems promptly. Students receive consistent feedback and support to demonstrate that. Lines of communication are open and program/university policies and procedures are clearly established and followed. The Dietetics Handbook is now detailed and available online so that information is readily available. There have been no complaints issued, which can likely be attributed to the relatively small program size and close relationships with students. If there are complaints in the future, students are encouraged to consult with their instructors when they are having problems meeting program goals, objectives or academic requirements. If the student is not able to resolve the problem, they are referred to USU Academic Policies and Procedures at <http://catalog.usu.edu/content.php?catoid=8&navoid=1571>. Students should submit complaints directly to ACEND only after all other options with the program and institution have been exhausted. This policy is described in detail in the Dietetics Handbook.

The director's role in on-going review of the program curriculum includes many facets. Participating as an NDEP member (including monitoring the listserv and attending the conferences) provides updates and current insights about the dietetics profession. Participating as a member of the NDFS Advisory Council provides opportunities to provide feedback and impact courses in Nutrition Science that are taken by dietetics students, ensuring that the DPD curriculum addresses all competencies while providing the director with opportunities to remain current in the broader aspects of nutrition.

Communication methods used by the program director include attending dietetics faculty meetings twice per month, NDFS faculty meetings once per month, NDFS faculty in-service meetings twice per year, and NDFS Advisory Committee Meetings quarterly as well as less formal meetings including face-to-face meetings, phone calls, conference calls, emails, and memorandums.

The director's role in learning assessment as outlined in Standard 13 is to provide oversight. Review of student performance, course assessment, and program assessment is reviewed and assessed on an ongoing basis. Evaluation methods described in Standard 7 are completed annually and results are tabulated and included in annual reports that are submitted by the director. Pass rate statistics and scores are reviewed by the director and included in annual reports and program evaluation documentation.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include a formal job description of the program director listing responsibilities.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Responsibilities of the Program Director* (check only one):

**Meets**

X

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.

## Program Staff and Resources

### Standard 16: Faculty and Preceptors

The program must have a sufficient number of qualified faculty and preceptors (if needed) to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice.

#### Guideline 16.1

In addition to the program director, other full-time or adjunct faculty (such as practitioners) must teach profession-specific courses in the program

#### Guideline 16.2

- a. Program faculty, including the program director, must meet the college/university's criteria for appointment.
- b. Preceptors (if present) must be credentialed or licensed as appropriate to meet state and federal regulations for the area in which they are supervising students.
- c. The program must have a process for the periodic review of the effectiveness of faculty and preceptors (if present).

#### Guideline 16.3

- a. New faculty members, instructors, and teaching assistants must be provided an orientation to the mission, goals, values, and educational philosophy of the dietetics program
- b. Preceptors (if present) must be provided orientation to the supervised practice objectives and professional competencies before assuming responsibilities

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (16.1-16.3) for *Faculty and Preceptors*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

We are fortunate to have faculty members teaching courses in USU's dietetics programs with diverse backgrounds and excellent teaching skills. NDFS faculty members teaching courses in the DPD include the director and nine other faculty members. All are listed below in alphabetical order, followed by the courses they teach. Complete resumes will be available as requested as on-site Exhibits. A summary table including awards, publications, funding, membership/leadership, professional development, attendance at professional meetings, and how those activities improving teaching in the dietetics programs is found in **Exhibit 16.1**.

Sheryl Aguilar, MS RD, Professional Practice Assistant Professor

- NDFS 4750/4760: Transition to Professional Practice & Lab

Janet Anderson, MS RD, Vice Provost, Professional Practice Professor

- NDFS 4710: Quantity Foods & Lab
- NDFS 4720: Foodservice Organization & Management & Lab

Stacy Bevan, MS RD, Professional Practice Assistant Professor

- NDFS 1260: Food Literacy & Lab
- NDFS 3070: Science in Food Preparation & Lab

Rebecca Charlton, MPH RD Professional Practice Assistant Professor, CPD Program Director

- NDFS 4550/4560: Medical Nutrition Therapy I & II
- NDFS 4570/4580: Clinical Nutrition Experiences I & II
- NDFS 4780: Maternal and Child Nutrition

Marlene Israelsen Graf, MS RD Professional Practice Assistant Professor

- NDFS 1020: Nutrition for People
- NDFS 2020: Life Cycle Nutrition

Korry Hintze, PhD, Associate Professor, Nutrition Science

- NDFS 3020: Nutrition in Fitness and Sports
  - NDFS 5410: Nutrient Gene Interactions
- Ron Munger, PhD, Professor, Nutrition Science
- NDFS 5200: Nutritional Epidemiology
  - NDFS 5210: Advanced Public Health Nutrition
- Mateja Savoie, MPH RD, Adjunct Professional Practice Assistant Professor, Extension
- NDFS 4480: Community Nutrition
- Tamara Steinitz, MS RD, Professional Practice Associate Professor, DPD Director
- NDFS 4050/4060: Educational & Counseling Methods in Dietetics I & II
  - NDFS 5750: Advanced Dietetics Practicum (DPD & CPD Programs)
- Heidi Wengreen, PhD RD, Associate Professor Nutrition Science
- NDFS 4020: Advanced Nutrition
  - NDFS 5230: Communicating Current Issues in Nutrition

Syllabi for DPD courses include clear objectives, ACEND Core Knowledge Competencies that are met, and IDEA Learning Objectives used in course evaluations. Sample syllabi can be found as **Exhibits** in Standard 10, and all syllabi will be available as on-site **Exhibits**. Faculty are well aware of the role their courses take in the provision of required competencies, so they are receptive to any course modifications required as identified through the program's on-going assessment and evaluation processes. The NDFS Faculty Advisory Council is comprised of all program directors in the department, including DPD, CPD, Food Science, Nutrition Science, and Extension programs. This group meets quarterly and curricular assessment and impending modifications are routinely discussion items on the agenda. Minutes are taken and distributed to all faculty members by the department administrative assistant.

USU has strict guidelines for recruiting and hiring faculty. The Statement and Philosophy included in the Guidelines for Recruitment and Hiring of Faculty on the USU Human Resources website states that *"Employment at USU allows the opportunity to enhance the quality of our faculty and staff and the diversity of our workforce. Adherence to these guidelines will ensure that USU's recruitment procedures are being applied uniformly. It also ensures that USU is in compliance with federal and state laws and regulations."* Additional details regarding hiring and recruitment at USU and more specific details can be found on the Human Resource website at: <http://www.usu.edu/hr/htm/employment/hiring-toolkits>. A Hiring Flowchart for Faculty and Exempt Positions is included as **Exhibit 16.2**.

Many avenues are available at Utah State University for new faculty to receive orientation materials and gain teaching-related skills and awareness of campus resources throughout their careers. These include:

- New USU faculty orientation resources/training  
[http://www.usu.edu/provost/faculty/new\\_faculty/](http://www.usu.edu/provost/faculty/new_faculty/)
- Provost's Series on Teaching Excellence  
[http://www.usu.edu/provost/faculty/development/instructional\\_excellence/](http://www.usu.edu/provost/faculty/development/instructional_excellence/)
- Center for Instructional Design and Innovation  
<https://cidi.usu.edu>

Samples of training schedules and course offerings are found in **Exhibit 16.3**.

To ensure course excellence, course evaluations are conducted university-wide at the end of every semester to evaluate quality of courses and acquisition of learning. An annual course assessment system is in place to obtain feedback of current students following the completion of each course. The IDEA System (Kansas State University) is a validated tool that utilizes national and discipline norms. This process is discussed in detail in Standard 14. Annual faculty reviews, which examine IDEA course evaluations, productivity as defined by role statements, professional development, and service, are conducted by the department head and approved by the dean of College of Agriculture and Applied Sciences (CAAS).

Teaching Assistants are hired through the Career Aggie service, USU Career Services' online system for posting student employment opportunities. The process is described further at <http://www.usu.edu/career/htm/career-aggie>. Teaching Assistants are invaluable in the DPD to help with grading, lab preparation, and other teaching-related tasks needed by faculty members. They are generally students who have completed the course or graduate students. They are trained by the faculty member for course-specific duties, and also receive training for using P-cards (if necessary) at <http://controllers.usu.edu/htm/pcard-training>.

Preceptors have not been traditionally utilized in DPD courses at USU. Most practicum projects are on-campus and supervised by the program director or, occasionally, other dietetics faculty members or USU Extension faculty. Students also frequently work with the RD (credentials found in **Exhibit 16.4**) at the USU Student Health Services. She is a graduate of USU Dietetics so is well aware of the requirements and expectations of the projects that students complete under her direction. She completes evaluations for all students who work with her, and has stated that she very much values the capacity-building that their efforts provide, including campus Eating Disorder Week, Body Image Fairs, grocery store tours, and cooking demonstrations in campus housing operations. Students also work with USU Dining Services staff and chefs to plan and present on-campus events such as Food Day and Earth Day. Students also complete dietetics-related volunteer hours at the USU Student Organic Farm.

Students express appreciation and value these service-learning and experiential learning opportunities, and are complimentary of the time and efforts that are provided by campus partners. No formal evaluations are conducted at this time, which may need to be implemented if funding/course fees are identified to hire preceptors. Additionally, if preceptors are used more in the future, completion of the preceptor training module developed by CDR will be required at time of hire. This process is in place in the CPD and has been very effective.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include information regarding faculty qualifications and faculty orientation materials.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Faculty and Preceptors* (check only one):

**Meets**

- 1. No compliance problems are present.
- 2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

- Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

- Plans to address compliance problems are not viable or have not been developed.



## Program Staff and Resources

### Standard 17: Continuing Professional Development

Program faculty, including the program director and preceptors (if present), must show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, research or other activities leading to professional growth and the advancement of their profession.

#### Guideline 17.1

- a. All faculty members should receive on-going training to become proficient in the use of the program's technology and educational methodologies.
- b. All faculty members, including preceptors (if present), instructors, and teaching assistants should receive on-going training based on evaluation by the program director and feedback from students.
- c. All faculty members, including preceptors (if present), should be familiar with the purpose of ACEND's accreditation process and intent of the standards.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (17.1) for *Continuing Professional Development*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

As described in Standard 16, USU has strict hiring policies and abundant resources for new faculty orientation and achievement of teaching excellence.

USU has strict guidelines for recruiting and hiring faculty. The Statement and Philosophy included in the Guidelines for Recruitment and Hiring of Faculty on the USU Human Resources website states that *"Employment at USU allows the opportunity to enhance the quality of our faculty and staff and the diversity of our workforce Adherence to these guidelines will ensure that USU's recruitment procedures are being applied uniformly. It also ensures that USU is in compliance with federal and state laws and regulations."* Additional details regarding hiring and recruitment at USU and more specific details can be found on the Human Resource website at: <http://www.usu.edu/hr/htm/employment/hiring-toolkits>. A Hiring Flowchart for Faculty and Exempt Positions is included as **Exhibit 16.2**.

Many avenues are available at Utah State University for new faculty to receive orientation materials and gain teaching-related skills and awareness of campus resources throughout their careers. These include:

- New USU faculty orientation resources/training/Teaching Academy
  - [http://www.usu.edu/provost/faculty/new\\_faculty/](http://www.usu.edu/provost/faculty/new_faculty/)
- Provost's Series on Teaching Excellence
  - [http://www.usu.edu/provost/faculty/development/instructional\\_excellence/](http://www.usu.edu/provost/faculty/development/instructional_excellence/)
- Center for Instructional Design and Innovation
  - <https://cidi.usu.edu>

Faculty teaching DPD courses have diverse backgrounds and are engaged in ongoing training and activities to support continuing education for credentialing as well as professional development. Please refer to **Exhibit 16-1** for a summary of faculty efforts. Faculty include ACEND Core Knowledge Competencies and IDEA Learning Objectives on their course syllabi, and are well aware of the role they play in providing DPD students with those competencies. Course evaluations and competencies are

routinely agenda items in the NDFS Faculty Advisory Committee's quarterly meetings, as well as dietetics faculty bi-monthly faculty meetings and the annual in-service meetings held in May.

Areas of strength include faculty diversity, teaching excellence, funding for professional development, and abundant campus resources to support teaching skills development/expertise. Please refer to **Exhibits in Standard 16 and Standard 1** for additional details/samples.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include a summary of continuing professional development of the faculty especially in relation to teaching responsibilities.

**3. Directions: Use the checklist below to evaluate** how well your program meets the overall standard and guidelines for *Continuing Professional Development* (check only one):

**Meets**

X

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.

## Program Staff and Resources

### Standard 18: Program Resources

The program must have the administrative and financial support, learning resources, physical facilities and support services needed to accomplish its goals. The annual budget for the program or other financial information, such as percentage of department budget allocated to support the program, must be sufficient to produce the desired outcomes.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Program Resources*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The dietetics programs (DPD and CPD) have an independent operating budget of \$34,000 per year that covers the following expenses: administration support of NDFS, Teaching Assistant wages, accreditation fees, student travel and UAND conference attendance, department supplies, and AND memberships conference attendance for faculty (**Exhibit 1.5**). These resources and associated expenses are necessary to support the DPD goals and objectives and therefore assist with meeting the student learning objectives.

The dietetics program is provided administrative support through the NDFS department. There are two administrative assistants who assist the department head and have responsibilities encompassing all the programs within the NDFS department. These administrative assistants provide essential support for the dietetics programs including: ordering supplies and materials, student application organization, mailing, direct calls and program emails, schedule meetings, schedule student/faculty transportation and room reservation, register students/faculty for selected conferences, budget management, P-card reconciliation paperwork and accounting functions, manage classroom scheduling, and classroom IT support.

The dietetics program is provided with additional information technology (IT) support through IT Services provided through the university. The NDFS department hires a work-study student each semester who assists the dietetics programs with the program application process, maintaining student contact information, overseeing the student library, and maintaining the student database. The work-study student completes other assigned tasks depending on the needs of the program.

Faculty members in the dietetics programs utilize the USU Writing Fellows Program. This program provides the opportunity for undergraduates with exceptional writing abilities to assist peers with course required writing assignments. This has been an excellent resource for faculty and students in the dietetics program. Faculty members have observed immense improvements in writing assignments when students meet with and receive feedback from Writing Fellows. This program is provided and funded through the College of Humanities and Social Sciences. More information about the USU Writing Fellows program can be found at <http://www.usu.edu/raprogram/>

Additionally, there are faculty members who utilize the Undergraduate Teaching Fellows Program (UTF) through USU. This program provides undergraduate students with the opportunity to assist with classroom instruction, student grading, and to be provided faculty mentorship by allowing them to act as a teaching assistant. This program is beneficial to the faculty and the students. The UTF program is administered and funded through the Office of the Provost with specific responsibility vested in the Associate Dean of Agriculture. More information about the USU UTF program can be found at [http://www.usu.edu/provost/students/teaching\\_fellows/information.cfm](http://www.usu.edu/provost/students/teaching_fellows/information.cfm).

The majority of DPD courses are taught in the NDFS building. Labs are taught in the Family Life kitchens and the USTAR commercial kitchen. Funding was recently obtained to purchase additional teaching and demonstration equipment, as outlined in **Exhibit 8.3**. Recent updates to NDFS classroom technology include an IVC system for distance conferencing and projection stations in several classrooms.

USU Merrill-Cazier library is open from 7AM-12PM and has abundant services and study spaces for students. See [https://library.usu.edu/library\\_information/](https://library.usu.edu/library_information/) for additional information.

The services and programs available to faculty and students through USU are a strength of the DPD. The USU campus provides support for the DPD faculty and students through several services including: Controllers Office (accounting and financial reporting), Human Resources, Registrar's Office, Risk Management (for affiliation agreements, insurance, worker's compensation, etc.), Academic Resource Center, Writing Lab, Office of International Students and Scholars, Student Health Services, Counseling and Psychological Services, Financial Aid Office, on-campus libraries and electronic databases, on-campus computer labs, and the Center for Innovative Design and Instruction (CIDI) for Canvas courses. These campus programs and services allow the DPD to provide exceptional education to students to meet program goals and objectives.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Resources* (check only one):

**Meets**

<input checked="" type="checkbox"/>
<input type="checkbox"/>

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

<input type="checkbox"/>
--------------------------

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

<input type="checkbox"/>
--------------------------

Plans to address compliance problems are not viable or have not been developed.

## Program Staff and Resources

### Standard 19: Supervised-Practice Facilities

The program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet the competencies. The policies and procedures must address the selection and periodic evaluation of adequacy and appropriateness of facilities, to ensure that facilities are able to provide supervised practice learning experiences compatible with the competencies which students are expected to achieve.

#### Guideline 19.1

- a. A program under the Didactic Nutrition and Dietetic Education Program standards is not required to demonstrate compliance with Standard 19 and its guidelines if it does not provide supervised practice to its students.
- b. Agreements must be signed by administrators with appropriate authority in advance of placing students/interns
- c. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (19.1) for *Supervised-Practice Facilities*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

There are no off campus supervised practice facilities that require written agreements for the USU DPD.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include sample affiliation agreement and policies and procedures for supervised-practice facilities.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Supervised-Practice Facilities* (check only one):

#### Meets

<input checked="" type="checkbox"/>
<input type="checkbox"/>

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

#### Partially Meets

<input type="checkbox"/>
--------------------------

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

#### Does Not Meet

<input type="checkbox"/>
--------------------------

Plans to address compliance problems are not viable or have not been developed.



## Students

### Standard 20: Student Progression & Professionalization

The program must have systems to maximize the likelihood that all students who are accepted into the program will successfully complete it with the knowledge, skills and professional values required for practice.

#### Guideline 20.1

- a. Prospective students must receive information about the requirements to become a practitioner, including education, viable routes to supervised practice and passage on the credentialing exam.
- b. Students should be assessed for their ability to be successful in the program and dietetics profession.
- c. The program's system of monitoring student performance should provide for the early detection of academic difficulty.
- d. The program should have progression policies that take into consideration professional behavior and academic integrity.
- e. Students must have access to remedial instruction such as through tutorial support.
- f. Students must have opportunities to learn professional behaviors and expectations, including public service and the service to the profession as preceptors and mentors.
- g. Student input must be solicited and considered for programmatic and curricular improvement.
- h. Students with minimal chances of success in the program should be counseled into career paths that are appropriate to their ability.
- i. Programs using distance instruction must employ strategies to verify the identity of a student who participates in distance classes or coursework such as secure logins and passcodes, proctored examination, or other technologies and practices that are effective for verifying student identity.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (20.1) for *Student Progression & Professionalization*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Students in the USU DPD receive information regarding the dietetics profession in general, professionalism, program requirements, and expectations in a variety of ways. The Dietetics Handbook is available on the USU Dietetics website at: <https://ndfs.usu.edu/htm/undergraduate/dietetics/> and is also included as **Exhibit 20.1**.

Students are made aware of the Handbook by the NDFS advisor as they determine if dietetics is their desired major and/or as soon as they declare a major in dietetics. Additionally, upon acceptance into the professional phase of the program, the Handbook is reviewed in the new student orientation during April of the sophomore year. Students are required to sign a form that they know how to access the Handbook and are required to read it and refer to it as they complete the program (**Exhibit 20.2**).

The application process is stringent and competitive, and is outlined in the Handbook and on the USU dietetics website at: <http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process>. The Dietetics Application forms are included as **Exhibit 20.3**. Admission into the DPD requires a formal application process in the spring semester after all prerequisite course requirements have been met (usually during the sophomore year). The application process includes a completed application form, 200 hours of dietetics-related experience, a personal letter of application, official transcripts, two recommendations forms, a math quiz, and an interview with several dietetics faculty. Together, these application components

provide faculty with a complete assessment of skills and knowledge that adequately assesses student ability to successfully complete the DPD.

Student performance is evaluated on a per semester basis via coursework and faculty observations. Dietetics faculty members meet every two weeks, and student performance is a regular agenda item. If a student is not meeting outlined expectations, the policy outlined in the Student Handbook is followed, including remedial instruction through USU Academic Support Services if necessary. If a student earns less than a B- in any courses they are put on probation. If this occurs in more than one course, they are advised by the program director to consider a different major for a career path that is more appropriate for their ability. Students are expected to earn 80% or higher on all exams and assignments. Faculty members use this as an early detection of academic difficulty. Low exam scores result in the student correcting missed points for up to ½ of the points missed.

To create an environment favorable to student support and success, all faculty members have office hours and/or open door policies. This access to professors and small class size are both conducive to close and supportive relationships between faculty and students. This is valued by students as evidenced by positive comments from students in semester course evaluations and exit interviews.

Professional behavior and academic integrity are expected, as described in the Handbook. Academic integrity is strictly enforced on the USU campus. The DPD program follows the Student Code of Conduct ARTICLE IV: University Regulations Regarding Academic Integrity, found at: <http://www.usu.edu/student-services/student-code/article6.cfm>. This information is also provided in the Student Handbook and discussed upon acceptance to the DPD. There has been only one case of concern during the past five years. It was handled according to University Policy with no additional repercussions, and was used as an opportunity to raise student awareness and educate the class about what constitutes plagiarism.

Students have ample opportunities to participate in volunteer/community experiences through the Dietetics Student Association, Advanced Practicum course, and required volunteer experiences for acceptance into the DPD and the Dietetic Internship programs. Students also have the opportunity to attend the Utah Academy of Nutrition and Dietetics (UAND) conference in the spring of their junior and senior year to expand knowledge on current topics in dietetics, present research through poster presentations, and for networking opportunities with students and professionals.

As an example, in March 2014 three students completing practicum hours assisted the DPD director in promoting the newly-released SOPP “Standards of Professional Performance in Sustainable, Resilient, and Healthy Food and Water Systems” at the Utah Academy of Nutrition and Dietetics Annual Meeting. They developed a student FAQ sheet, slides to be incorporated into a PowerPoint presentation to be used at other affiliate meetings, answered questions regarding the SOPP at the information table at the meeting, and described the tools that have been developed/are being developed for educators to incorporate topics of sustainability into their courses. Students commented very favorably about how much they learned throughout the process.

USU dietetics faculty members make efforts to observe students in volunteer settings as frequently as possible and offer resources and feedback throughout the process. Students are aware of the high expectations that faculty members have and they consistently rise to the challenge.

Students complete a variety of program/course evaluations such as end of semester evaluations, exit interviews, mid-semester evaluations, and course (IDEA) evaluations. Student feedback is used to improve courses, practicum opportunities, and volunteer experiences. A complete narrative of program evaluations is found in Standard 7.

The DPD program does not utilize distance education during core professional-level classes. All students must attend the on-campus course. Some prerequisites are taught via distance education. The ID verification process for distance education can be found at: [http://distance.usu.edu/online\\_courses/proctored.cfm](http://distance.usu.edu/online_courses/proctored.cfm)

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Student Progression & Professionalization* (check only one):

**Meets**

X

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.



## Students

### Standard 21: Student Complaints

The program or sponsoring institution must produce and make available to students a complaint policy that includes procedures to be followed in the event of a written complaint related to the ACEND accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how to submit a complaint to ACEND for unresolved complaints related to the ACEND accreditation standards.

#### Guideline 21.1

- a. Students should be advised to submit complaints directly to ACEND only after all other options with the program and institution have been exhausted.
- b. The program or sponsoring institution must provide information about the complaint policy to students upon entry into the program.
- c. The program or sponsoring institution must maintain a chronological record of student complaints related to the ACEND accreditation standards, including the resolution of complaints for a period of five years.
- d. The program or sponsoring institution must allow inspection of complaint records during on-site evaluation visits by ACEND.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (21.1) for *Student Complaints*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Students receiving information regarding their right to file a complaint and the appropriate protocol during spring orientation after acceptance into the program. This information is also available in the Student Handbook. Students are encouraged to consult with faculty if they have a course-specific or program complaint. The DPD follows the university policy regarding student complaints. Therefore, if the student and faculty are unable to resolve the problem, the student is referred to USU Academic Policies and Procedures at <http://catalog.usu.edu/content.php?catoid=8&navoid=1571>. The university policy for student complaints and grievances is as follows:

“Students who have complaints against the college/university relating to fraud, false advertising, or other deceptive practices can file a complaint with the Utah Division of Consumer Protection, 160 East 300 East, 2nd Floor, Salt Lake City, UT 84111, Telephone No. 801-530-6601, Toll Free in Utah at 1-800-721-SAFE or online at [www.dcp.utah.gov/complaints/index.html](http://www.dcp.utah.gov/complaints/index.html). In addition, students involved with distance and correspondence education can file a complaint with their state’s enforcement agency. Students who have complaints relating to issues that are covered by the student code of conduct should follow the institution’s process for filing a complaint. The student code of conduct is found at [www.usu.edu/student-services/studentcode/](http://www.usu.edu/student-services/studentcode/). Students who have complaints relating to the college/university’s quality of education or other issues appropriate for its accrediting body to consider, can file a complaint with the Northwest Commission on Colleges and Universities at [www.nwccu.org](http://www.nwccu.org). Copies of documents describing the college/university’s accreditation and state approval are available for review upon request.”

Students should submit complaints directly to ACEND only after all other options with the program and institution have been exhausted. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND. However, the ACEND board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the accreditation standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered. Once all other

options with the program and university have been exhausted, students would be referred to the ACEND Policies and Procedures Handbook at <http://www.eatright.org/ACEND/>.

The DPD has a folder in a locked file cabinet that is specifically for student complaints. In the past five years there have not been any program complaints the DPD that have been brought to the attention of faculty, the university, or ACEND.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include the complaint policy.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Student Complaints* (check only one):

**Meets**

X

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.

## Students

### **Standard 22: Information to Prospective Students & the Public**

The program must provide clear, consistent and accurate information about all program requirements to prospective students and the public at large. All information about the program specified below must be readily available to prospective students and the public.

If various print and electronic methods are used, such as a catalog, program bulletin, brochure and Web site, all of the information must be in one place or each must provide references to where the remaining information can be found.

#### Guideline 22.1

Information about the program must include at least the following:

- a. Description of the program, including mission, goals and objectives that will be monitored for program effectiveness
- b. A statement that program outcomes data are available on request.
- c. Description of how the program fits into the credentialing process to be a registered dietitian and state certification/licensure for dietitians, if applicable
- d. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, Drug testing, background checks, verification of student identity (such as for distance learning), uniforms and other program-specific costs, in addition to application fees and tuition
- e. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms and other program-specific costs, in addition to application fees and tuition
- f. Accreditation status, including the full name, address, and phone number of ACEND
- g. Admission requirements for all pathways and options for which the program is accredited
- h. Academic and program calendar or schedule
- i. Graduation and program completion requirements for all pathways and options for which the program is accredited
- j. Availability of financial aid and loan deferments (federal or private), scholarships, and other monetary support, if applicable.
- k. Computer matching information, if applicable

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (22.1) for *Information to Prospective Students & the Public*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

All listed information is available in the Dietetics Handbook which can be found on the dietetics website at <http://ndfs.usu.edu/hm/undergraduate/dietetics> (**Exhibit 20.1**). This information is available to all prospective students, current students, and the public at large. Anyone who searches on the USU website for dietetics will be redirected to the USU dietetics website. The website (**Exhibit 22.1**) contains degree information, major requirements, advising, CAAS clubs including the dietetic student association, the application process, and the Dietetics Handbook. Anyone who contacts the NDFS office will be directed to the USU website and a dietetics faculty member. Prospective and current students are referred to the Handbook and website by faculty and the academic advisor. The policies and information within the Handbook are discussed at spring orientation for students who were recently accepted into the program. Faculty members refer students back to the Handbook when questions arise. Preceptors and all other stakeholders are directed

to the Handbook to answer questions regarding policies and procedures. The program director updates the Dietetics Handbook annually and as significant changes to the program occur. To keep the website and Handbook consistent, the content on the website is updated by the program director as updates are made to the Handbook. Students may also use course syllabi to determine course specific information and course fee requirements. Other university-related information can be obtained on the USU website. Specifically, details regarding the cost of university attendance can be found at <http://www.usu.edu/admissions/tuition-costs/>. Additional information regarding the cost of tuition and fees can be found at <http://www.usu.edu/registrar/htm/tuition/>.

Many opportunities to obtain financial aid are available for DPD students. Scholarships specifically for students in the College of Agriculture and Applied Sciences can be found at: <http://caas.usu.edu/htm/current-students/scholarships>  
Additionally, other university scholarships and financial aid programs can be found at: <http://www.usu.edu/admissions/scholarships/>

The Financial Aid Office helps students finance their education at USU through federal, state, and institutional aid program including: grants, work-study, and student loans. The Financial Aid Office administers federal programs in accordance with federal regulations and requirements. It helps students complete federal aid applications, verifies reported information, assesses need, makes federal awards, coordinates with various on-campus entities for scholarships, and works directly with Career Services for work-study positions. It monitors required academic progress according to federal regulations and state requirements.

Prospective students, graduates, stakeholders, and the public are all invited to read and participate in the USU Facebook page, LinkedIn group, and dietetics blog (Dish Up), (**Exhibits 22.2, 22.3, and 22.4**). These social media avenues allow the dietetics program to keep in contact with students and stakeholders while also providing the public with nutrition education, recipes, and updates on nutrition related programming in the community. For example, the dietetics Facebook page is used every spring as a way to promote Relay for Life and to encourage student, faculty, and stakeholder involvement in this fundraising event. Additionally, the Dish Up blog is used to promote the Soup Connection, a dietetics student run, community-based soup CSA that encourages purchasing and consumption of local foods. LinkedIn provides an excellent way to keep in touch with graduates, preceptors, and other stakeholders. USU dietetics majors also have a highly visible and active Student Dietetics Association with numerous community events each year (**Exhibit 22.5**). Students, faculty, and preceptors work together to maintain updated social media sites. Prospective students are encouraged to view these sites to gain an overview of the program.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include information provided to prospective students and the public.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Information to Prospective Students & the Public* (check only one):

**Meets**

<input checked="" type="checkbox"/>
<input type="checkbox"/>

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

<input type="checkbox"/>
--------------------------

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

<input type="checkbox"/>
--------------------------

Plans to address compliance problems are not viable or have not been developed.

## Students

### **Standard 23: Policies & Procedures**

Program policies, procedures and practices related to student recruitment and admission must comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity. The program must have written policies and procedures that protect the rights of enrolled students and are consistent with current institutional practice. Additional policies and procedures specific to the program and supervised practice component must be provided to students on a timely basis in a program Handbook.

#### Guideline 23.1

The following policies and procedures required by institutional/regional accreditation and ordinarily published in the university/college catalog or program Handbook must be provided to students:

- a. Withdrawal and refund of tuition and fees
- b. Protection of privacy of student information, including identifying information used for distance learning
- b. Scheduling and program calendar, including vacation and holidays
- c. Protection of privacy of student information
- d. Access to personal files
- e. Access to student support services, including health services, counseling and testing and financial aid resources

#### Guideline 23.2

The following policies and procedures specific to dietetics programs must be provided to students, such as in a program Handbook:

- a. Insurance requirements, including those for professional liability
- b. Liability for safety in travel to or from assigned areas
- c. Injury or illness while in a facility for supervised practice
- d. Drug testing and criminal background checks if required by the supervised practice facilities
- e. Educational purpose of supervised practice to prevent the use of students to replace employees
- f. Filing and handling complaints from students and preceptors (if present) that includes recourse to an administrator other than the program director and prevents retaliation
- g. If the program grants credit or supervised practice hours based on an assessment of prior learning or competence, it must define procedures for evaluating equivalency of prior education or experience to the knowledge and/or competencies covered by the courses or rotations for which the credit is granted. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.
- h. Formal assessment of student learning and regular reports of performance and progress at specified intervals throughout the program, such as within and at the conclusion of any given course, unit, segment or rotation of a planned learning experience
- i. Program retention and remediation procedures when student performance does not meet criteria for progressing in the program
- j. Disciplinary/termination procedures
- k. Graduation and/or program completion requirements for all options including maximum amount of time allowed for completing program requirements in place at the time student enrolls

- I. Verification statement procedures ensuring that all students completing requirements as established by the program receive verification statements and are submitted to CDR for eligibility for the RD examination

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (23.1-23.2) for *Policies & Procedures*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The DPD follows the general USU policies and procedures found at <http://catalog.usu.edu/content.php?catoid=8&navoid=1571>. These policies and procedures comply with state and federal laws and regulations that ensure nondiscrimination and equal opportunity. Additionally, these policies and procedures protect the rights of all USU students. Policies and procedures are available to students at all times on the USU website. Dietetics faculty and the academic advisor refer students to the website when they have questions and after acceptance into the dietetics program at orientation. At that time, faculty members review the policies and procedures in the Student Handbook (**Exhibit 20.1**) and answer student questions. The Handbook is available to students at all times on the dietetics website <http://ndfs.usu.edu/htm/undergraduate/dietetics>.

Application information is found in the Handbook and the dietetics website at: <http://ndfs.usu.edu/htm/undergraduate/dietetics/application-process>. Applicants are provided with the admission requirements and evaluation criteria prior to applying to the program. Students are strongly encouraged to attend the Dietetics Application Information Meeting provided by the academic advisor in the spring prior to the application due date (**Exhibit 23.1**). All DPD applicants must complete a thorough application process for admission into the DPD. All applicants are required to have a cumulative GPA  $\geq 3.0$  and no D or F grades in all required prerequisite coursework. Following admission into the dietetics program, all students must maintain a GPA of 3.0 or above. Applicants are evaluated on the professionalism and communication skills demonstrated in the personal interview, content and writing skills of the letter of application, dietetics-related experience (leadership, awards, work, and volunteer experience), two professional references, and a 12-question math quiz (**Exhibit 23.2**). The five faculty members and advisor that serve as the selection committee review each of the applicants objectively without discrimination towards race, gender, ethnicity, age, religion, or any other reason. The USU DPD is a nondiscriminatory and equal opportunity program. This multi-component application process ensures that program admission procedures are applied equitably to all applicants. A scoring matrix is used to total scores from the above categories, and the top 12 scores of those students preferring the CPD are offered positions. Up to 18 of the highest-scoring students that meet all requirements for DPD are offered positions.

The policies referred to above are consistently adhered to, and an example will now be described. One student applied to the DPD in spring of 2013, and was not accepted due to a GPA  $< 3.0$ . She repeated some coursework during academic year and re-applied even though her GPA was still slightly under 3.0. She was accepted in April contingent on completion of current coursework bringing her GPA up to at least 3.0. She earned a C- in Biochemistry and a C- in Physiology, which resulted in a GPA of 2.95. She received a letter from the DPD director stating that she will not be accepted into the program since she did not meet the requirements (**Exhibit 23.3**).

The purpose of due process is to afford students all rights guaranteed to citizens by the constitution and laws of the United States as well as rules and regulations of Utah State University and the recognized standards of the program and profession for which they are training. Students are encouraged to consult with their instructors when they feel they are having problems meeting program goals, objectives or academic requirements. If the student is not able to resolve the problem, refer to USU Academic Policies and Procedures at <http://catalog.usu.edu/content.php?catoid=8&navoid=1571>. Students should submit complaints directly to ACEND only after all other options with the program and institution have been exhausted. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND. However, the ACEND board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions,

appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the accreditation standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered. Additional information can be found, as stated in the Dietetics Handbook, in the ACEND Policy and Procedure Handbook at [www.eatright.org/ACEND/](http://www.eatright.org/ACEND/). Grievance procedures and due process policy is found in the Dietetics Handbook.

Students have access to the Office of Student Conduct at USU (<http://www.usu.edu/studentconduct/>), which is available to protect the rights of students and assists with student conduct assessments. "The Office of Student Conduct will treat all students with fairness, consistency and respect. Our mission is to help each student to achieve success in the academic, living and learning environment. Our office will provide all available resources through Utah State University and other agencies to assist each student; victim, accused, Student Code violators and others to fulfill our mission." The Office of Student Conduct protects the learning and living environment at USU, facilitates students in learning responsible conduct, fairly resolves Student Code violations and grievances, fosters and promotes academic integrity, protects relevant rights and due process of students, develops and disseminates Student Code information, and much more. Dietetics faculty refer students to the Office of Student Conduct if issues of grievance, academic integrity, and due process arise. There have been no issues of conduct during the past five years, most likely due to the close and personal nature of our program, small class size, and rigorous and consistent selection criteria. These factors are definitely strengths of the program.

The Dietetics Handbook and the USU website provide information to students regarding all policies and procedures. Utah State University provides the following policies and procedures:

- When a student withdraws from classes through the fifteenth day of the semester (for full-semester classes) or before completing twenty percent of the session (for partial-semester classes), he or she is entitled to a 100 percent refund of registration tuition and student body fees, as well as class and lab fees. All refunds will be mailed to the student *or* be deposited directly into the student's bank account. The application and evaluation fee for an undergraduate or graduate applicant is nonrefundable. A complete withdrawal must be approved by the Financial Aid Office or by the Office of Retention and Student Success. Policy can be found at: [http://catalog.usu.edu/content.php?catoid=4&navoid=485#Tuition Refund Policy](http://catalog.usu.edu/content.php?catoid=4&navoid=485#Tuition_Refund_Policy)
- The Academic Calendar can be found at <http://www.usu.edu/calendar/academic.cfm>. The spring semester has 73 instruction days and 5 exam days. The fall semester has 70 instruction days and 5 exam days. USU DPD observe all regularly scheduled holidays and vacations as outlined on the University calendar.
- The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits Utah State University from releasing certain personally identifiable information from a student's record to a third party (e.g. parent, spouse, etc.) without the student's explicit consent. This policy can be found at: <http://www.usu.edu/registrar/htm/ferpa>
- Student academic records are classified as confidential and may be released only with the student's authorization, in accordance with the Public Information Act and the Family Educational Rights and Privacy Act of 1974. Official transcripts can be requested in three way: online, by mail, or in-person. This policy can be found at: <http://www.usu.edu/registrar/htm/records/transcripts>
- Students have access to a variety of support services including health services, counseling and testing and financial aid resources. A list of services can be found at: <http://www.usu.edu/studentervices/departments.cfm>.

The Dietetics Handbook includes the following policies and procedures:

- **Liability Insurance:** The university carries general liability insurance that covers students when performing class-related activities both on and off campus. For information on coverage, limitations, and exclusions, see <http://www.usu.edu/riskmgmt/other/liability.cfm>

- **Travel:** Many courses will involve travel to and from professional work sites. Students are expected to arrange their own transportation. The university assumes no liability during personal transportation to and from a non-campus work site. In limited circumstances, the student may be asked to travel greater than 30 miles from campus. On those occasions, the university will provide transportation. Drivers of university vehicles must complete driver training. For details, see <https://parking.usu.edu/htm/parking-information/drivers-representation-form> The full text of the motor vehicle use policy can be found at: <http://www.motorpool.usu.edu/htm/vehicle-use-policy>
- **Criminal Background Check, Drug Screen and Immunization Records** are not required for DPD students, but will be required for acceptance into a Dietetics Internship following graduation.
- **ServSafe Certification:** Students are required to obtain and maintain ServSafe Certification that is obtained in NDFS 1250.
- **Prior Assessed Learning:** A dietetics student with significant experience in an area of dietetics prior to beginning the DPD program may be given credits or supervised practice hours toward program completion. Competence will be evaluated individually based on the student's prior education or experience in the same manner described in Standard 1 for students seeking a Verification Statement.
  - Advisor reviews transcripts for prerequisites
  - Advisor proposed plan for course of study
  - Program director reviews plan with advisor
  - Plan confirmed with student
  - Course exceptions and waivers documented
- **Performance Criteria:** Student performance is evaluated on a per semester basis via coursework and faculty observation. If a student is found to be deficient, the following policy will be in effect:
  - Students who earn less than 80% on one exam or significant assignment need to correct missed <sup>[1]</sup><sub>SEP</sub> questions for up to 1/2 of missed points.
  - Students who earn less than 80% on more than one exam or significant assignment need to correct <sup>[1]</sup><sub>SEP</sub> missed questions *and* are required to make an appointment with USU Academic Support Services <sup>[1]</sup><sub>SEP</sub> ASAP and report to their respective director about their strategies.
  - Students who earn less than a B- in any course are put on probation.
  - Students who earn less than a B- in more than one course are advised by the program director to <sup>[1]</sup><sub>SEP</sub> consider another major.
- **Dismissal:** Action may be taken to dismiss the student from the DPD in the event of:
  - Violations of student code as outlined at: <http://www.usu.edu/student-services/student-code/>
    - Violations of the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule as described <sup>[1]</sup><sub>SEP</sub> at: <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/>
- All students accepted into the USU DPD who have completed all required courses and receive a Bachelor of Science degree will successfully complete the program. Students are expected to complete all program requirements within two years unless approval is granted by the Program Director based on unforeseen circumstances.
- When the Director of a Didactic Program in Dietetics signs a verification statement, she/he is verifying that the individual has completed at least a baccalaureate degree from a U.S. regionally accredited college/university or foreign equivalent. Additional information on verification statements can be found at: <http://www.eatright.org/ACEND/content.aspx?id=66>
- Foreign and transfer students must complete the USU admission and registration process. Students must have their transcripts evaluated by the university and they must set up a time to meet with the academic advisor for the dietetics department to discuss possible course of study. Transfer and foreign students may apply to the dietetics program once their coursework and requirements have been completed. Additional information is found in the Dietetics Handbook

Student academic records and plans are created and maintained through Ellucian Banner and DegreeWorks software. These programs are university wide, on a shared server, and backed up every night. Students have

24/7 access to their own transcripts, registration, academic plan, and financial aid information. Advisors have access to the student records as authorized by the university. FERPA guidelines and best practices are met. Academic plans are entered into DegreeWorks through the use of templates, and then adjusted for each student's specific academic needs. The plan as entered by the advisor is "locked" so students cannot edit the plan. Students can propose alternative plans in the system and discuss these with the advisor, but most students in the Dietetics program are attending classes with their cohort and few changes are made. Exceptions are entered and saved in the program, as well as notes to clarify what a student needs to complete. This system allows easy tracking of advising decisions to stay on record in the event of an advisor leaving before a degree is completed. An electronic file folder is also set up for each student in addition to these software programs. Scanned copies of completed forms are kept in these files as well as emails documenting any specific advising information shared with a student. A specific naming protocol is followed as recommended by the University Advising Office. These folders are on a shared drive and backed up every night. Student records are kept in rooms with controlled access in locked cabinets.

Recruitment for the Dietetics program at Utah State University is integrated throughout the College of Agriculture and Applied Sciences recruitment efforts. This includes specific materials (see example) presented at open houses scheduled throughout the year. Advisors and student ambassadors are present at each open house to answer questions regarding the programs available at Utah State University. Open houses are scheduled at the following locations:

- Davis County and Weber State
- Provo, UT
- Cache Valley, UT
- Salt Lake City, UT
- St. George, UT
- Snow College and USU Eastern
- Preston, ID
- Las Vegas, NV

In addition, academic advisors attend both the national Future Farmers of America (FFA) convention and the state conventions in California and Utah. See **Exhibit 23.4** for an example of a recruitment banner used at open houses.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include general and program-specific policies and procedures.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Policies & Procedures* (check only one):

**Meets**

- 1. No compliance problems are present.
- 2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

- Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

- Plans to address compliance problems are not viable or have not been developed.

