EASTERN ILLINOIS UNIVERSITY

Didactic Programs Using the DP Standards

Comprehensive Self-Study Report (SSR) for Continued Accreditation

for

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

August 2016
Application for Accreditation Cover Pages -- ACEND 2012 Accreditation Standards
Didactic Programs in Dietetics

Report being submitted (check one):

- Eligibility Application–Standards (1-3)
- Self-Study Report for Continued Accreditation
- Self-Study Report for New Program Application –Standards (1-23)
- Program Assessment Report for Continued Accreditation
- Other __________________________

Date: August 15, 2016
Program name: Didactic Program
Sponsoring institution: Eastern Illinois University
City: Charleston State: IL

Substantive program changes included in report: X No | ☐ Yes List change: __________________________

Degree granted — (check all that apply):

- Baccalaureate ☒ Master’s ☐ Doctoral ☐ 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 from Spring 2016.

<table>
<thead>
<tr>
<th>Didactic Program in Dietetics Using the DP Accreditation Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Year Baccalaureate Degree DP</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Current Enrollment</td>
</tr>
<tr>
<td>Program Director:</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>CDR Registration Number</td>
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<tr>
<td>Signature</td>
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<tr>
<td>Fax Number</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Name</th>
<th>600 Lincoln Avenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda D. Simpson</td>
<td>Business Address</td>
</tr>
<tr>
<td>Chairperson</td>
<td>School of Family and Consumer Sciences</td>
</tr>
<tr>
<td>Title</td>
<td>217-581-6076</td>
</tr>
<tr>
<td>Telephone</td>
<td><a href="mailto:Idsimpson@eiu.edu">Idsimpson@eiu.edu</a></td>
</tr>
<tr>
<td>Signature</td>
<td>Charlestown, IL 61920</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>600 Lincoln Avenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mahyar Izadi</td>
<td>Business Address</td>
</tr>
<tr>
<td>Dean</td>
<td>Lumpkin College of Business and Applied Sciences</td>
</tr>
<tr>
<td>Title</td>
<td>217-581-3526</td>
</tr>
<tr>
<td>Telephone</td>
<td><a href="mailto:mizadi@eiu.edu">mizadi@eiu.edu</a></td>
</tr>
<tr>
<td>Signature</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>600 Lincoln Avenue</th>
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</thead>
<tbody>
<tr>
<td>Blair Lord</td>
<td>Business Address</td>
</tr>
<tr>
<td>Provost and Vice President for Academic Affairs</td>
<td>Academic Affair</td>
</tr>
<tr>
<td>Title</td>
<td>217-581-2121</td>
</tr>
<tr>
<td>Telephone</td>
<td><a href="mailto:blord@eiu.edu">blord@eiu.edu</a></td>
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<tr>
<td>Signature</td>
<td>Charlestown, IL 61920</td>
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</table>

Chief Executive Officer:**

<table>
<thead>
<tr>
<th>Name</th>
<th>600 Lincoln Avenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Glassman</td>
<td>Business Address</td>
</tr>
<tr>
<td>President</td>
<td>President’s Office</td>
</tr>
<tr>
<td>Title</td>
<td>217-581-2011</td>
</tr>
<tr>
<td>Telephone</td>
<td><a href="mailto:dglassman@eiu.edu">dglassman@eiu.edu</a></td>
</tr>
<tr>
<td>Signature</td>
<td>Charlestown, IL 61920</td>
</tr>
</tbody>
</table>

*This form must be submitted with the application packet documenting compliance with ACEND’s 2012 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:

<table>
<thead>
<tr>
<th>Consultant Name</th>
<th>Business Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
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</tr>
<tr>
<td>Telephone</td>
<td>E-mail</td>
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</table>
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Summary Information</strong></td>
<td></td>
</tr>
<tr>
<td>Executive Summary of the Program</td>
<td>6</td>
</tr>
<tr>
<td>Summary of the Self-Study Process</td>
<td>7</td>
</tr>
<tr>
<td>Current Program Mission, Goals and Objectives (Standards 4, 5 and 6)</td>
<td>7</td>
</tr>
<tr>
<td>Pass Rate Monitoring and Improvement Plan (Standard 6 and 8)</td>
<td>9</td>
</tr>
<tr>
<td>Overall Organization and Clarity of the Self-Study Report</td>
<td>11</td>
</tr>
<tr>
<td>Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs</td>
<td>12</td>
</tr>
<tr>
<td><strong>Eligibility for ACEND Accreditation</strong></td>
<td></td>
</tr>
<tr>
<td>1. Program Characteristics and Finances</td>
<td>13</td>
</tr>
<tr>
<td>2. Title IV Compliance for Free-Standing Programs</td>
<td>16</td>
</tr>
<tr>
<td>3. Consortia</td>
<td>17</td>
</tr>
<tr>
<td><strong>Program Planning and Outcomes Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>4. Program Mission</td>
<td>18</td>
</tr>
<tr>
<td>5. Program Goals</td>
<td>20</td>
</tr>
<tr>
<td>6. Program Objectives</td>
<td>21</td>
</tr>
<tr>
<td>7. Program Assessment</td>
<td>24</td>
</tr>
<tr>
<td>8. On-going Program Improvement</td>
<td>25</td>
</tr>
<tr>
<td><strong>Curriculum &amp; Student Learning Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>9. Program Concentrations</td>
<td>28</td>
</tr>
<tr>
<td>10. Curricular Mapping</td>
<td>29</td>
</tr>
<tr>
<td>11. Learning Activities</td>
<td>31</td>
</tr>
<tr>
<td>12. Curriculum Length</td>
<td>34</td>
</tr>
<tr>
<td>13. Learning Assessment</td>
<td>35</td>
</tr>
<tr>
<td>14. On-going Curricular Improvement</td>
<td>37</td>
</tr>
<tr>
<td><strong>Program Staff and Resources</strong></td>
<td></td>
</tr>
<tr>
<td>15. Responsibilities of the Program Director</td>
<td>40</td>
</tr>
<tr>
<td>16. Faculty and Preceptors</td>
<td>42</td>
</tr>
<tr>
<td>17. Continuing Professional Development</td>
<td>44</td>
</tr>
<tr>
<td>18. Program Resources</td>
<td>46</td>
</tr>
<tr>
<td>19. Supervised-Practice Facilities</td>
<td>48</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
</tr>
<tr>
<td>20. Student Progression and Professionalism</td>
<td>49</td>
</tr>
<tr>
<td>21. Student Complaints</td>
<td>51</td>
</tr>
<tr>
<td>22. Information to Prospective Students and the Public</td>
<td>52</td>
</tr>
<tr>
<td>23. Policies and Procedures</td>
<td>54</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td>56</td>
</tr>
</tbody>
</table>
APPENDICES

List of recommended supporting documents that programs include in the self-study report appendices for each 2012 standard.

Appendix A  NCA Accreditation Letter
Appendix B  SFCS Organizational Chart
Appendix C  DPD Budget
Appendix D  Four year plan of study
Appendix E  Catalog information of course requirements
Appendix F  DPD Coordinator vita
Appendix G  2012-2016 Program Assessment Plan Summary Matrix
Appendix H  2016-2023 Program Assessment Plan Summary Matrix
Appendix I  2012-2015 DPD Alumni Survey Results
Appendix J  2016 DPD Senior Exit Survey Results
Appendix K  Pass Rate Improvement Plan
Appendix L  Curriculum Mapping Matrix
Appendix M  FCS 2100 Course Syllabus
Appendix N  FCS 3755 Course Syllabus
Appendix O  FCS 4750 Course Syllabus
Appendix P  Course Descriptions from Catalog
Appendix Q  Learning Activity Summary
Appendix R  2012 - 2016 Learning Assessment Summary Matrix
Appendix S  2016-2023 Learning Assessment Summary Matrix
Appendix T  Grading Rubrics
Appendix U  Student Evaluation Questions
Appendix V  Dietetics faculty vitae
Appendix W  2012 – 2016 Departmental Criteria of Application
Appendix X  Student Handbook
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 self-study 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.

Program Name: Didactic Program
Sponsoring Organization: Eastern Illinois University
Sponsor’s Accreditor or Recognition Body: North Central Accreditation

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.

Eastern Illinois University is a mid-sized public university with approximately 6250 full-time undergraduate students enrolled in Fall 2015. Minority and international enrollment has continued to increase at the University level with minority enrollment within the DPD remaining constant. Located in the small, rural city of Charleston, Eastern was reaccredited by North Central Association in 2014.

In 1993, following a restructuring of all academic units on campus, the Lumpkin College of Business and Applied Sciences (LCBAS) acquired the School of Family and Consumer Sciences (SFCS). The LCBAS also houses the School of Technology, the School of Business, and the Department of Military Science. In 1995, the school name was changed from the School of Home Economics to the School of Family and Consumer Sciences.

In 1966, the SFCS established the Dietetics Option for a Bachelor of Science degree and subsequently the first graduate of the program was in 1969. From inception until 2001, the Didactic Program in Dietetics (DPD) was approved by the American Dietetic Association. In 2001, the DPD had been granted accreditation status. Additionally, as a part of the SFCS undergraduate program, the Dietetics Option has been accredited by the American Association of Family and Consumer Sciences since 1971.

Enrollment in the DPD has declined moderately over the past five years from as high as 68 students (Fall 2012) to as low as 53 students (Fall 2015). Specific student numbers are as follows: Fall 2011, 62; Fall 2012, 68; Fall 2013, 61; Fall 2014, 55; and Fall 2015, 53. The typical time for students to complete the Dietetic option is four years. As part of the curriculum, junior and senior undergraduate students complete an internship in various dietetic related areas (e.g. Food service, Clinical, Community). For the growing number of transfer students in the DPD, time-to-completion is usually two and half years after the associate degree. To help streamline course progression once the transfer student starts at EIU, articulation plans with six community colleges were revised/written in summer 2015 with dietetic course prerequisites examined and modified in Fall 2015.

Based on a critical review of the DPD coursework by the dietetics faculty, several curriculum changes were implemented in Fall 2015. These changes were based on assessment data and comments from current senior students and alumni, faculty, and to a lesser extent, the SFCS Advisory Council. A variety of teaching methods are utilized within the classroom, including problem-based learning, laboratory experiences, role playing, and case scenarios. In addition, communication skills are assessed via written work (term reports, book reviews, and lab reports) as well as orally through more creative avenues, such as visual recipes, edible book displays, and health fair entries.

As a result of the self-study process, the dietetics faculty have reflected on the strengths, challenges, and weaknesses in the DPD. Several strengths are noted throughout this self-study document, including the relationships built and maintained between the faculty and student/alumnus, in part due to the smaller class size, a solid food science background to assist the student in the application of medical nutrition therapy to future clients, and a growing number of educational and volunteer opportunities within the Student Dietetic Association. However, the strengths outnumber the challenges with the number of undergraduate research projects presented on campus as well as at national conferences increasing and the expansion of in-class learning activities to other off campus learning through opportunities within the Student Dietetic Association. The current fiscal dilemma of Illinois public higher education institutions has created challenges for faculty retention and forward-looking planning.

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 five years and their impact on the program:
• Changes in Administrative Support: The SFCS has one administrative assistant with some of the duties that were once completed by the second administrative assistant now completed by the DPD Coordinator.

• Changes in Financial Support: Travel to professional development opportunities has been more closely examined with priority given to those opportunities in which the faculty will be presenting or actively recruiting.

• Curricular Changes: Several new curricular changes in the areas of nutrition assessment and counseling and commercial quantity foods were implemented in Fall 2015 with a few more changes planned in Fall 2016. Early commentary from students and faculty are positive.

• Program Changes (e.g. new tracks, degrees, etc.): N/A

• Changes in Learning Resources: The Gregg Technology Center provides a central location for computer technology issues with the Center for Academic Technology Support (CATS) having a 24/7 helpline through D2L. Booth Library continues to add electronic and print materials to its holdings with librarians ready to assist the students with their research needs. In recent years, the University adopted the use of D2L, an online class management system. Many SFCS professors utilize D2L to share class notes and videos, grade assignments, and provide additional learning materials to supplement what is shared in the classroom.

• Faculty/Preceptor Changes: Due to faculty changes over the past five years, adjunct faculty and one annually contracted faculty member have been hired.

• Changes to Facilities: Minimal changes have been made to Klehm Hall in the past five years. However, the dietetics students are now utilizing the commercial kitchen located in KH 1411 as a part of the Commercial Quantity Food Production (FCS 3784) course.

• Changes in Support Services: Minimal changes have been made in the support services offered on campus in the past five years.

Summary of the Self-Study Process
Explain how the self-study 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 earnest, in Fall 2014 with the DPD curricular mapping process. The evaluation and update of current policies included in the DPD Student Handbook as well as substantial recruitment efforts extended throughout AY 14-15. Assessment of the DPD and student learning outcomes and an update of the DPD web presence was targeted in AY 15-16. This process helped to identify the need for more sustainable data collection and reporting systems.

DPD faculty and graduate assistants authored the bulk of the document with the SFCS Chairperson and LCBAS Associate Dean providing feedback. The administrative assistants provided budget information. Two graduate students, who completed their DPD at EIU, also reviewed the document.

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

Mission: Please state the formal mission of the program.

The mission of the DPD is to provide students with the Foundational Knowledge and Skills through a theory-to-practice; relationship-driven education that prepares graduates to competently participate in a Dietetic Internship. The program is committed to instilling in students the ability to be critical and independent thinkers while working in a team environment and promoting an appreciation of and dedication to the profession of dietetics.

Directions for Writing the Narrative:

Program Goals: State your current program goals.

The following program goals have been identified for the next accreditation cycle:
1. Prepare graduates to have the foundational knowledge and skills as defined by the Academy of Nutrition and Dietetics to become entry-level dietitians in our diverse society.

2. Continue to promote nutrition and dietetics as a viable career option/program.

3. Continue to support the needs of the DPD by offering a wide variety of learning experiences, in and out of the classroom, that provide theory-to-practice, relationship-driven education.
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.

<table>
<thead>
<tr>
<th>List years sequentially from least recent to most recent (e.g., 2006, 2007...2010)</th>
<th>(A) # of Students Taking the Exam for the First Time</th>
<th>Students Passing the CDR Exam</th>
<th>Pass Rate Percentages</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(B) # of Students Passing on Their First Try</td>
<td>(C) # of Students Passing within One Year of Their First Try (if available)</td>
<td>(B/A) First-Time Pass Rate</td>
</tr>
<tr>
<td>Optional: Previous Five Years 2006⁵ – 2010⁵</td>
<td>37</td>
<td>29</td>
<td>0</td>
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<tr>
<td>Least Recent 2011⁶</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2012⁷</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2013⁸</td>
<td>10</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>2014⁹</td>
<td>10</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Most Recent 2015¹⁰</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Current Five Years 2011⁶ - 2015¹⁰</td>
<td>37</td>
<td>28</td>
<td>35</td>
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2. Describe the trend(s) in your program’s benchmarks over the last five years by placing an “X” in the appropriate boxes.

<table>
<thead>
<tr>
<th>Annual Benchmarks</th>
<th>Constant</th>
<th>Declining</th>
<th>Increasing</th>
<th>Inconsistent</th>
<th>Missing Data</th>
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<tbody>
<tr>
<td>First Time Pass Rate</td>
<td>x</td>
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<tr>
<td>One Year Pass Rate</td>
<td>x</td>
<td></td>
<td></td>
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</table>

3. For each of the areas listed below, describe in detail the factors that either positively or negatively influence your program’s pass rate. For each factor, list the specific action steps that will be taken to improve the pass rate. For each step, include a timeline of implementation and steps taken to date. If data are available for some of the action steps, please list the resulting data. You are encouraged to include progress/results from your previous pass rate improvement plans. Provide a narrative to address the areas below, and include in the appendices the completed Pass Rate Improvement Plan matrix (See Appendix K).

Over the past 10 years, numerous factors have been discussed and considered as to why the first-time pass rate continues to hover just below the required 80%. We have discussed, and declined, the need for stricter admission requirements, due mostly to the small size of our DPD. The dietetics program area faculty determined that if we split the dietetics program into two programs, DPD and non-DPD, then both programs would have very small numbers with the students ultimately taking many of the same dietetics courses.

The University did implement a university-wide Early Alert Response system in which dietetic faculty participate. This alert system is for those students who are failing the course, not attending the course, not submitting assignments on time, and/or not performing well on the assignments. Representatives from the alert system contact the students and offer personalized support for each student.

In Fall 2015, after several years of discussion and planning, there was a substantial change in the dietetics course offerings, sequencing, and prerequisites. Given these recent changes, assessment and pass rate data are not yet available.

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.)

We do not screen students before they apply to our DPD. Once the students meet the University’s admission requirements, they are eligible for the DPD.
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.)

Dietetics faculty are encouraged to utilize the University’s Early Alert Response system through the Student Success Center at four weeks and midterm (roughly after the first and second exams) of the courses to report concerns re: low attendance, poor performance on assignments, failing to submit assignments, and/or receiving a D or F. At the mid-term all students earning a D or F in 1000 and 2000 level courses are alerted by the University. Each student is placed in the care of a Graduate Assistant who acts as a mentor for the identified student.

6. Describe how students are advised when they are not meeting program expectations or options offered as a last resort?

When the Early Alert Response system is utilized, the student and his/her advisor are notified of the areas of concern. The student is advised to speak to the class instructor and advisor. It is up to the student, then, to initiate the conversation with the instructor and/or advisor.

7. Describe your plans for improving your program’s first-time pass rate or maintaining it if it is at 100%.

The DPD faculty will be submitting curricular changes in the fall 2016 semester. These changes will include the deletion of an introductory accounting course (BUS 2101) and the addition of two courses that focus on community health and behavioral change theories (Community Health, HST 2270 and Community Health Behavior Methods, HST 3700). The two new courses will assist the students to better understand counseling techniques and strategies. Additionally, the courses will facilitate the understanding of diverse populations and how to best communicate both orally and in writing.
Rubric to Evaluate the Overall Organization and Clarity of the Self-Study Report

Please place an ‘X’ in the appropriate row and column to evaluate your program’s completed self-study report.

<table>
<thead>
<tr>
<th>Participation in the Self-Study Process</th>
<th>Exemplary</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The self-study 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students, faculty, preceptors, staff and administrators</td>
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<tr>
<td>Knowledge of the Self-Study Report</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students, faculty, preceptors, and staff are conversant in the major themes of the report and how the program intends to address any deficiencies.</td>
<td>Exemplary</td>
<td>Meets Expectations</td>
<td>X</td>
</tr>
<tr>
<td>Students, faculty, preceptors, and staff are aware of the report and its contents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completeness and Transparency of the Self-Study Report</td>
<td>All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study findings.</td>
<td>Exemplary</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>All narratives and supporting documentation are present. The content is organized and logical.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance of Supporting Documentation</td>
<td>Supporting documentation of activities is informative and used judiciously.</td>
<td>Exemplary</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>Supporting documentation is present when needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Continuous-Quality Improvement</td>
<td>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.</td>
<td>Exemplary</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>The program proactively presents plans to address areas where the program is in need of improvement.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Organization of the Self-Study Report</td>
<td>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.</td>
<td>Exemplary</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information appears to be missing or is difficult to find. Sections are not well labeled.</td>
<td></td>
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</tbody>
</table>

Provide additional comments on the Self-Study Report to assist in quality improvement:

Given that the leadership within the DPD has changed 3 times since the PAR was submitted in 2012, a cohesive collection of data was limited. The final draft of this self-study was shared with the dietetics faculty, FCS Chairperson, the College’s Associate Dean, and a small selection of DPD alumni. Their comments and suggestions were incorporated as appropriate.
Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs

After you have finished writing your self-study report, copy the evaluations at the end of the discussion of each standard to complete this summary table. (Place an X in the appropriate row and column.)

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

**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.¹

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.

¹ 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.

The Didactic Program in Dietetics (DPD) is housed within the School of Family and Consumer Sciences (SCFS) within the Lumpkin College of Business and Applied Sciences (LCBAS). To earn a DPD Verification Statement, students must complete the necessary coursework to meet not only the DPD knowledge requirements but also to earn a Bachelor of Science in Family and Consumer Sciences degree. Eastern Illinois University is a regionally accredited university with the Higher Learning Commission of the North Central Association (Appendix A). Additionally, the programs offered within the SCFS are accredited by the American Association of Family and Consumer Sciences through spring 2022. The organizational chart highlights the administrative structure within the LCBAS (see Appendix B).

The short-term and long-term goals and objectives of the DPD serve as the foundation for determining the budgetary needs of the program. Budgetary considerations and resources are decided in coordination with the DPD Coordinator, SFCS Chairperson, and when appropriate, the Dean of the College. The DPD does not have a separate budget, but is a part of the budget for the School of Family and Consumer Science. In the last fiscal year, the expenses associated with the DPD accounted for approximately one-third of the SFCS budget (see Appendix C).

The major revenue source is the state appropriated dollars with supplemental monies coming from tuition dollars; student laboratory fees, which provide money for food supplies and the maintenance of foods laboratory equipment; and various internal grant sources, such as the Winkleblack Family Fund (FCS grant fund), Faculty Development Grant (university-wide grant for travel reimbursement), and the Redden Fund for Undergraduate Instruction (university-wide grant for the improvement of undergraduate programming). As illustrated in the table below, the state appropriated, non-personnel budget for the SFCS decreased substantially from FY14 to FY 16.

<table>
<thead>
<tr>
<th></th>
<th>Operating Fund (State Appropriated)</th>
<th>Personnel Fund (State Appropriated)</th>
<th>Tuition Recovery Model (TRM) Funds¹</th>
<th>Gift Fund (Donors, Alumni, SFCS Grants)</th>
<th>General Revenue/ Course Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 14</td>
<td>$25,782</td>
<td>$1,699,592</td>
<td>$75,486</td>
<td>$27,075</td>
<td>$15,285</td>
</tr>
<tr>
<td>FY 15</td>
<td>$20,626</td>
<td>$1,670,544</td>
<td>$50,000</td>
<td>$38,150</td>
<td>$14,046</td>
</tr>
<tr>
<td>FY 16</td>
<td>$20,626</td>
<td>$1,430,069</td>
<td>$0</td>
<td>$23,406</td>
<td>$14,289</td>
</tr>
</tbody>
</table>

¹The TRM money is generated from sponsored credit programs, such as ABC program, MS FCS online program, and the MA Aging Studies online program.

Full compliance for this standard is compromised by the State of Illinois budgetary constraints. However, EIU has been working diligently in providing top tier education and educational opportunities despite these constraints. EIU continues to be ranked highly in the U.S. News and World Report top colleges in the Midwest as well as other publications, including Business Insiders and Washington Monthly (http://www.eiu.edu/about/facts.php).

The DPD is designed to be completed in eight academic semesters spanning four years. (See Appendix D) Information regarding the BS in Family and Consumer Sciences: Dietetics Option (DPD) requirements are available in the online undergraduate catalog (http://catalog.eiu.edu/preview_program.php?catoid=30&poid=4415&returnto=1212) and in Appendix E.

Dr. Jeanette Andrade, RDN, LDN currently serves as the DPD Director. She meets the necessary criteria to be the DPD Director (see Appendix F). Dr. Andrade was employed as an adjunct faculty for one academic year, and is currently hired as an annually-contracted employee for the 2016-2017 academic year.

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

The following documents are located in the Appendices:

Appendix A: NCA Accreditation Letter
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](image)

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. 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.

Eastern Illinois University is accredited in good standing by the Higher Learning Commission of the North Central Association (http://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1085&lang=en, See Appendix A).

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

   Appendix A: NCA Accreditation Letter

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
   \[
   \begin{array}{c}
   \text{X} \\
   \text{1. No compliance problems are present.} \\
   \text{2. Compliance problems exist, but all are being resolved successfully.}
   \end{array}
   \]

   Partially Meets
   \[
   \begin{array}{c}
   \text{Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.}
   \end{array}
   \]

   Does Not Meet
   \[
   \begin{array}{c}
   \text{Plans to address compliance problems are not viable or have not been developed.}
   \end{array}
   \]
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. 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 Didactic Program in Dietetics at Eastern Illinois University is not a part of a consortium.

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

   N/A

3. Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for Consortia (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 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. 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 mission of the University was examined as a part of the most recent NCA self-study process with the subsequent review and revision of Lumpkin College of Business and Applied Sciences and the School of Family and Consumer Sciences’ missions. The DPD Mission was reviewed by the Dietetics Program Area faculty in Fall 2015 with no changes made to the mission as the faculty felt that the philosophy and intent of the mission was still in alignment with the University’s, LCBAS and School’s missions.

   Within the DPD, multiple high-impact, integrative learning opportunities are provided to strengthen critical and independent thinking. While select examples of these opportunities are highlighted in Standard 11 and will be available on site, please watch the following video that highlights some of the opportunities experienced by Shae Hoffman, recent DPD alumnus, at https://vimeo.com/149065563.

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

   Eastern Illinois University’s Mission Statement

   Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders. (http://www.eiu.edu/about/mission.php)

   Lumpkin College of Business and Applied Sciences Mission Statement

   The mission of the Lumpkin College of Business and Applied Sciences is to create an academic environment based on intellectual inquiry that facilitates for stakeholders the development of personal, professional, and technical characteristics that have economic and social value. (http://www.eiu.edu/lumpkin/mission.php)

   School of Family and Consumer Sciences Mission Statement (revised February 2016)

   The mission of the School of Family and Consumer Sciences is to prepare students to empower individuals, strengthen families, and enable communities within the global environment through an integrated and holistic perspective on individual and family development, nutrition and dietetics, financial literacy, merchandising, apparel and textile design, and hospitality management. This educational purpose is enhanced by research and high impact, integrative learning experiences. (http://www.eiu.edu/famsci/about.php#mission)

   Didactic Program in Dietetics Mission Statement (reviewed October 2015)

   The mission of the DPD is to provide students with the Foundational Knowledge and Skills through a theory-to-practice; relationship-driven education that prepares graduates to competently participate in a Dietetic Internship. The program is committed to instilling in students the ability to be critical and independent thinkers while working in a team environment and promoting an appreciation of and dedication to the profession of dietetics. (http://www.eiu.edu/dietetics/about.php)

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

- 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 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 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.

   Program Goals:

   The following program goals have been identified for the next accreditation cycle:

   1. Prepare graduates to have the foundational knowledge and skills as defined by the Academy of Nutrition and Dietetics to become entry-level dietitians in our diverse society.

   2. Continue to promote nutrition and dietetics as a viable career option/program.

   3. Continue to support the needs of the DPD by offering a wide variety of learning experiences, in and out of the classroom, that provide theory-to-practice, relationship-driven education.

   The Dietetics Program Area faculty reviewed the program mission and goals in October 2015. Minor changes were made to the second program goal.

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

   N/A

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

   **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 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\(^1\) 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\(^2\) is 80% or above\(^3\), 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.

<table>
<thead>
<tr>
<th>First-Time Pass Rate</th>
<th>One-Year Pass Rate</th>
<th>Accreditation Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% or above</td>
<td>Meets ACEND requirements</td>
<td></td>
</tr>
<tr>
<td>80% or above</td>
<td>Meets ACEND requirements</td>
<td></td>
</tr>
<tr>
<td>79% or below</td>
<td>80% or above</td>
<td>Monitor program stability</td>
</tr>
<tr>
<td>79 – 51%</td>
<td>Improvement must be made within federally-designated timeframe or face withdrawal of accreditation</td>
<td></td>
</tr>
<tr>
<td>50% or below</td>
<td>Initiate withdrawal of accreditation</td>
<td></td>
</tr>
</tbody>
</table>

Guideline 6.2

Program Completion: The program must develop an objective that states the percent of program students/interns 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.

Guideline 6.5

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

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\(^1\) 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.

\(^2\) 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.

\(^3\) An 80%, one-year pass rate will be used until national benchmarks are established.
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.

Below are the Program Goals and Objectives based on the 2012 PAR.

<table>
<thead>
<tr>
<th>Program Goals 2012-2016</th>
<th>Program Objectives</th>
</tr>
</thead>
</table>
| 1. Prepare graduates to have the foundational knowledge and skills to become entry-level dietitians in a diverse society. | 1.1 Within two years of completing the DPD at least 60% of graduates will have passed the RD exam, obtained employment related to foods and nutrition or be enrolled in an accredited continuing education program.  
1.2 Over a five-year time frame, the first-time RD exam pass rate for DPD alumni will be ≥ 80%.  
1.3 Prior to graduation, 90% of senior dietetic students who participate in the computer match process will receive a match. |

<table>
<thead>
<tr>
<th>Program Goals 2017-2023</th>
<th>Program Objectives</th>
</tr>
</thead>
</table>
| 2. Continue to promote dietetics and its diversity as a viable career choice. | 2.1 A minimum of ten recruitment activities will occur each year.  
2.2 By graduation, DPD students will be able to identify six diverse career tracks.  
2.3 75% of junior DPD students will complete our DPD program. |

<table>
<thead>
<tr>
<th>Program Goals 2017-2023</th>
<th>Program Objectives</th>
</tr>
</thead>
</table>
| 3. Continue to support the needs of the DPD by offering a wide variety of learning experiences, in and out of the classroom, that provide theory-to-practice, relationship-driven education. | 3.1 The number of DPD courses that include activities to encourage critically thinking and ability to apply the knowledge will increase by one per year.  
3.2 Case studies will be incorporated into at least 80% of upper division DPD courses.  
3.3 50% of senior DPD students will have job shadowed a RD. |

The following program goals have been identified for the years 2017-2023.

<table>
<thead>
<tr>
<th>Program Goals 2017-2023</th>
<th>Program Objectives</th>
</tr>
</thead>
</table>
| 1. Prepare graduates to have the foundational knowledge and skills as defined by the Academy of Nutrition and Dietetics to become entry-level dietitians in our diverse society. | 1.1 Within two years of completing the DPD at least 60% of graduates will have passed the RD exam, obtained employment related to foods and nutrition or be enrolled in an accredited continuing education program.  
1.2 50% of graduating DPD seniors will participate in the computer match process.  
1.3 Within one year of graduation, 75% of those graduating DPD students who apply to the computer match will receive a match.  
1.4 At least 80% of students are expected to complete the BS in FCS: Dietetics Option within 150% of the program length (6 years for native students, 3 years for transfer students).  
1.5 Over a five-year time frame, the first-time RDN exam pass rate for DPD alumni will be ≥ 80% |

<table>
<thead>
<tr>
<th>Program Goals 2017-2023</th>
<th>Program Objectives</th>
</tr>
</thead>
</table>
| 2. Continue to promote nutrition and dietetics as a viable career option/program. | 2.1 Based on the DPD Recruitment Plan, a minimum of seven different recruitment activities will occur annually.  
2.2 Twice annually, sponsor a speaker representing an area of specialization within the nutrition and dietetics field.  
2.3 Over this seven-year time period, increase enrollment to an average of 60 DPD students. |
2.4 Over this seven-year time period, increase the number of 2+2 articulation agreements from 6 to 10.

3. Continue to support the needs of the DPD by offering a wide variety of learning experiences, in and out of the classroom, that provide theory-to-practice, relationship-driven education.

| 3.1 Working with the Student Dietetic Association (SDA) leadership, incorporate at least one field trip annually. |
| 3.2 Working with SDA leadership, provide at least 3 nutrition education opportunities per semester. |

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

N/A

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

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/interns, graduates, administrators, faculty, preceptors) 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:

1. 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.
2. 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.

Historically, the Program Assessment Plan has been written by the DPD Coordinator based on feedback from instructors, administrators, and student comments. The process is fairly informal with the DPD Coordinator being responsible for collecting the data from instructors, enrollment data, D&D Digital, students, and alumni.

A discussion of goal and objective achievement is presented in Appendix G.

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

Appendix G: 2007-2016 Program Goals Assessment Planning Summary Matrix
Appendix H: 2017-2023 Program Goals Assessment Planning Summary Matrix

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.
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 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 assessment period. Be sure to elaborate on your responses relative to actual achievement of your program goals and objectives discussed under standard 7.

8.0 Describe the program’s strengths and areas for improvement. These need to be identified through the outcomes of the program assessment process including policies, procedures, curriculum, faculty, preceptors and resources based on achievement of objectives and goals.

Strengths:

The DPD’s strengths (See Appendices I and J) include the following:
1. Its location within the School of Family and Consumer Sciences as the FCS Body of Knowledge assists the student in recognizing that when you treat an individual you must consider more than the disease state, such as the family and environmental issues.
2. Smaller class sizes that facilitates learning relationships with other students and faculty.
3. The growing educational and volunteer opportunities within the Student Dietetic Association.
4. The inclusion of a strong food content presence. Faculty within the DPD value the notion that people eat food and not nutrients. Thus, the foods series of courses has remained strong.
5. Faculty use a variety of creative techniques and methods that engage students in learning and assess learning frequently to better ensure that students be competent as an entry-level dietitian.

Areas for Improvement:

The DPD has several areas for improvement as well. These include the following:
1. Currently, there are two tenured dietetics faculty, one annually-contracted dietetics faculty member, and several adjunct faculty hired to teach a class or two, as necessary.
2. Although the curriculum was critically reviewed in Fall 2014, there are still a few curricular revisions necessary to strengthen the program. These revisions are addressed elsewhere.
8.1 Action to maintain or improve the program:
Describe the actions over the last five years to maintain or improve the program along with the resulting outcomes (“close the loop”), to make program changes over the last five years. Include exhibits where appropriate.

Two main actions have been taken over the past five years to maintain and/or improve the DPD. First, a targeted and sustained recruitment plan has been enacted. As the main revenue source (tuition dollars) for the university has been decreasing, the dietetics program area has increased the time and efforts spent in actively recruiting more students. A sampling of recruitment activities included participating in FCS Days at local high schools, completing and promoting 2+2 articulation agreements with six different community colleges, providing personalized meetings and tours of Klehm Hall, and sending personal emails to undeclared majors with a minimum 3.0 GPA each semester.

Secondly, the dietetics faculty have been actively working to improve the RDN pass rate by making the first substantial revision to the curriculum since 2000 (discussed elsewhere), investing in RDN study guides for students to borrow, examining course assignments to better reflect the content on the RDN exam, increasing the number of quizzes and exams taken online, and utilizing the Early Alert Response System to target those students who appear to need additional academic assistance. Although the five-year average of students passing the RDN exam falls short of 80%, we are certain that the revised curriculum will lead to improved scores within the next few years. (See Appendix K)

8.2 Describe short- and long-term strategies: that are designed to improve the program over the next five years.

Note: Align the strategies to the above strengths and areas for improvement.

Short-Term strategies:
1. Continue to recruit DPD students to grow the DPD
2. Continue to monitor the pass rate and assess student learning outcomes more closely
3. Name a new DPD Coordinator and promote training

Long-Term strategies:
1. Continue to advocate for at least two more tenure-track dietetics faculty
2. Give additional priority to the assessment of student learning based on the 2017 standards and the newly revised curriculum

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

Recruitment continues to be a high priority within the DPD as well as university wide. Administration is aware of the need for additional tenure-track dietetics faculty with the plan to expand and hope to hire more faculty.

8.4 Programmatic planning and outcomes assessment integrated with institutional planning and assessment. (Optional)

The School of Family and Consumer Sciences has a strategic plan in place. The plan aligns with the DPD goals and mission and is utilized to guide the decision-making process of the School.

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

Appendix I            2012-2015 DPD Alumni Survey Results
Appendix J            2016 DPD Senior Exit Survey Results
Appendix K            Pass Rate Improvement Plan

3. Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for On-going Program Improvement (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.
Curriculum and Student Learning Objectives

Standard 9: Program Concentrations
In addition to the Core Knowledge and Competencies in Appendix A, the program must include at least one concentration designed to begin development of the entry-level depth necessary for future proficiency in a particular area.

Guideline 9.1
Dietetic Technician Education Programs and Didactic Nutrition and Dietetics Education Programs are not required to provide program concentrations, and are not required to demonstrate compliance with Standard 9 or its guidelines.

Guideline 9.2
The concentration area(s) must be chosen on the basis of mission, goals, resources and learning objectives

Guideline 9.3
Competencies and learning activities that build on the Core Knowledge and Competencies defined in Appendix A must be developed by the program for the concentration.

1. Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (9.1-9.3) for Program Concentrations. 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 does not have a concentration.*

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

* N/A

3. Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for Program Concentrations (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.
Curriculum and Student Learning Objectives

Standard 10: Curricular Mapping
The program must map its curriculum around ACEND’s Core Knowledge and Competencies 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.

Curriculum Map (Appendix L)
An extensive review of the DPD curriculum occurred in Fall 2014 with substantial curriculum revisions being approved in Spring 2015 for Fall 2015 implementation. These changes included the following: 1. the addition of two new courses, Nutrition Assessment and Counseling (FCS 2750) and Food Product Development (FCS 4757), 2. the deletion of the required Profession of Dietetics (FCS 4150) course and Quantity Food Production (FCS 2140) courses, and 3. the addition of the Commercial Food Production (FCS 3784) to replace FCS 2140. A four-year plan of study is available in Appendix D as well as online at http://www.eiu.edu/dietetics/dpd_timeline.php.

In Fall 2015, course prerequisites were examined with revisions of the prerequisites approved for several upper-division courses. These revisions assisted the growing number of transfer students to complete the program in 2 years while not lessening the rigor of the courses. Below is a listing of the current prerequisites, which illustrates the continuance of course sequencing.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Selection and Preparation FCS 1120</td>
<td>None</td>
</tr>
<tr>
<td>Food Service Sanitation FCS 1121</td>
<td>None</td>
</tr>
<tr>
<td>Personal Nutrition FCS 2100</td>
<td>None</td>
</tr>
<tr>
<td>Nutrition Assessment and Counseling FCS 2750</td>
<td>FCS 2100</td>
</tr>
<tr>
<td>Food Science FCS 3120</td>
<td>FCS 1120, FCS 1121, CHM 1410/1415 (removed Statistics MAT 2250G as a prereq)</td>
</tr>
<tr>
<td>Nutrition Across the Life Span FCS 3755</td>
<td>FCS 2100, BIO 2001G (removed CHM 1410/1415 as prereq and limited enrollment to DPD students only)</td>
</tr>
<tr>
<td>Community Nutrition FCS 3756</td>
<td>FCS 2100, FCS 3755 (limited enrollment to DPD students only)</td>
</tr>
<tr>
<td>Commercial Food Production FCS 3784</td>
<td>FCS 1120, FCS 1121</td>
</tr>
<tr>
<td>Advanced Human Nutrition FCS 4750</td>
<td>FCS 3755, CHM 1410/1415 (removed Survey of Organic Chemistry CHM 2430 as a prereq)</td>
</tr>
<tr>
<td>Nutrition Therapy FCS 4751</td>
<td>FCS 3755, CHM 1410/1415 (removed Survey of Organic Chemistry CHM 2430 as a prereq)</td>
</tr>
<tr>
<td>Food Product Development FCS 4757</td>
<td>FCS 3120, MAT 2250G</td>
</tr>
<tr>
<td>Food Service Systems Management FCS 4940</td>
<td>FCS 3784 or FCS 2140, BUS 3010</td>
</tr>
</tbody>
</table>
In Fall 2016, the following curriculum revisions will be proposed: Deletion of Principles of Accounting (BUS 2101) and the addition of Community Health (HST 2270) and Community Health Behavior Methods (HST 3700). These courses will better prepare the DPD students by enhancing their knowledge of factors that influence health problems and solutions in the community as well as health behavior theories.

Course Sequencing

The DPD courses are sequenced into a series of five categories: foods, food service management, nutrition, nutrition therapy, and chemistry (see table below sequencing). The addition of FCS 2750 in Spring 2016 provides our student an early look at nutrition therapy, including an introduction to the Nutrition Care Process as well as the diverse field of dietetics (which was previously discussed in the deleted Profession of Dietetics course). A review of the syllabus for the nutrition course sequence (Appendices M-O) highlights the progression of content and rigor. Complete course descriptions, including prerequisites, are located online at http://www.eiu.edu/dietetics/courses.php and in Appendix P.

<table>
<thead>
<tr>
<th>Course Series</th>
<th>Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foods</td>
<td>Food Selection and Preparation (FCS 1120), Food Service Sanitation (FCS 1121), Food Science (FCS 3120), Food Product Development (FCS 4757)</td>
</tr>
<tr>
<td>Food Service Management</td>
<td>Food Selection and Preparation (FCS 1120), Food Service Sanitation (FCS 1121), Commercial Food Production (FCS 3784), Food Service Systems Management (FCS 4940)</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Personal Nutrition (FCS 2100), Nutrition Across the Life Span (FCS 3755), Advanced Human Nutrition (FCS 4750)</td>
</tr>
<tr>
<td>Nutrition Therapy</td>
<td>Nutrition Assessment and Counseling (FCS 2750), Community Nutrition (FCS 3756), Nutrition Therapy (FCS 4751)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>General Chemistry I Lecture and Lab (CHM 1310 and 1315), General Chemistry II Lecture and Lab (CHM 1410 and 1415), Survey of Organic Chemistry Lecture only (CHM 2430), and Survey of Biochemistry (CHM 3300)</td>
</tr>
</tbody>
</table>

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

Appendix L  DPD Curriculum Map
Appendix M  Personal Nutrition (FCS 2100) Syllabus
Appendix N  Nutrition Across the Life Span (FCS 3755) Syllabus
Appendix O  Advanced Human Nutrition (FCS 4750) Syllabus
Appendix P  Required DPD Course Descriptions

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

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 and Competencies (Appendix A) defined to enter practice as a registered dietitian.

Guideline 11.1

a. Learning activities must prepare students/interns 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/interns 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/interns 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/interns 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.

Learning activities

As the nutrition series of courses is highlighted in the included syllabi (Appendices M-O), below is a discussion of the learning activities presented in the nutrition therapy series of courses.

In our FCS 2750 Nutrition Assessment and Counseling class, we examine the Nutrition Care Process and Cultural Competency of students. The course is 16 weeks in length and we meet 3 times per week for 50 minutes. Aside from students learning about the Nutrition Care Process and being more culturally competent, students also are expected to understand body composition and determine nutritional needs based on this information, be able to interview clients, and explain the scope of practice for dietitians. In class, PowerPoint presentations are used to highlight critical concepts and the Academy’s Nutrition Care Process videos are utilized to present the process. To ensure students are able to assess and counsel a patient, in class students work in pairs to interview and counsel one another using the various counseling strategies (e.g. motivational interviewing) discussed in class.

Students need to complete various assignments to meet the course objectives such as assessing and counseling an individual of their choice (e.g. parent, roommate), writing a reflection paper discussing their thoughts about the session with the individual, submitting an ADIME note after counseling the individual, completing case studies on various conditions and writing up an ADIME note, and completing a culture project in which the student needs to create a framework based on various factors that impact how one eats based on an assigned country, designing a 1-day meal for someone with a chronic disease, and modifying a recipe for the particular person with that chronic disease.
In FCS 3756 Community Nutrition, students gain more experience with planning, implementing, and evaluating nutrition education programs that include motivational interviewing and are based on behavior change theories. In past semesters, students have been able to conduct a community needs assessment in nearby rural communities. Students have participated in several hours of service learning projects at community agencies, such as WIC, PeaceMeal (older adults), and cooperative extension locations.

In our FCS 4751 Nutrition Therapy class, we cover various diseases such as upper and lower GI disorders, liver diseases, kidney diseases, cardiovascular disease, diabetes, metabolic disorders, respiratory diseases, cancer, and HIV/AIDS. The course is 16 weeks in length, in which we meet 2 times per week for 1 hour and 40 minutes. We predominately focus on nutritional needs of adults of varying ages affected by these conditions, but there is discussion of nutritional needs of infants/children/adolescents afflicted with some of these conditions (e.g. upper GI disorders, metabolic disorders, and diabetes). We also discuss the Nutrition Care Process, planning menus for various diet orders, and ethics when treating/caring for patients.

In class, PowerPoint is used to explain basic concepts as well as videos (e.g. inserting a PEG tube) and demonstrations (e.g. taking blood pressure, blood glucose). Additionally, the faculty member provides a scenario to the class and they need to outline the proper measures to help the patient within the scenario.

The assignments involve designing menus for various diet orders/scenarios, completing case studies, discussing journal articles about the disease states, and a reflection paper on ethics. For the case studies, students are presented a scenario in which the gender, race/ethnicity, and cultural background is provided as well as the labs, meds, and issues the person in the scenario is experiencing. Students need to answer several questions about the scenario and end the assignment with an ADIME note.

Diversity of Learning Activities

As depicted in the Learning Activities Matrix (See Appendix Q), a wide variety of learning activities are included within the DPD to better accommodate the variety of learner styles represented in the DPD. While most work is completed individually, most laboratory experiences and the subsequent laboratory reports are completed in pairs whereas small teams (3-4 students) are incorporated for the larger projects in FCS 3756 and FCS 4940. Starting in 2015, the Food Science students participated in the annual Booth Library Edible Book Contest. In 2016, five Food Science students won in different categories [http://thekeep.eiu.edu/ediblebook_2016/]! In 2016, Food Science students depicted a recipe visually using a movie making app or software.

As the DPD is housed within the School of Family and Consumer Sciences, several of the courses are taken with FCS students in other option and concentration areas (hospitality management, financial literacy, and family services). The science-based courses, especially Survey of Organic Chemistry and Survey of Biochemistry, are taken with other allied health students enrolled in the nursing, pre-physical therapy, and pre-pharmacy programs.

Program-based learning has become a critical component of the Food Service Systems Management (FCS 4940) course, which also serves as an elective course for hospitality management students. For the past 5 years, the course’s lead instructor, Dr. Wilkinson, has incorporated many case scenarios and problem-based learning activities online to facilitate the learning of the content. A series of these activities guides the teams of the students in the development of a restaurant concept. The learning activities have been specifically designed to promote critical thinking and reading.

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

Appendix Q  Learning Activities Matrix

3. Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for Learning Activities (check only one):
<table>
<thead>
<tr>
<th>Compliance Status</th>
<th>Description</th>
</tr>
</thead>
</table>
| **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.                         |
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 DPD requires the successful completion of 120 semester hours, which is typically completed over a four-year time period. A dietetics curriculum guide is available for all dietetic students (online at http://www.eiu.edu/famsci/requirements.php and by the undergraduate Academic Advisor). This completion model is standard within the university and is based on the university’s mission.

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

   N/A

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

Standard 13: Learning Assessment
The program must develop a process by which students/interns are regularly evaluated on their acquisition of the knowledge and abilities necessary to attain each competency 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. Didactic and/or supervised practice 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.

Assessment Process

In late spring and early summer of 2016, assessment data was collected by various groups within the University including the SFCS Assessment Committee and the University's assessment committee, the Committee on the Assessment of Student Learning (CASL). Subsequently these data were shared with all SFCS faculty. Assessment plans were reviewed and evaluated by the Director of the Center for Academic Support and Assessment (CASA) over the summer, thus, promoting review of curriculum in the Fall within the program area. During program area meetings, student assessment data were reviewed with possible actions noted and initiated.

Student learning is assessed both indirectly and directly through various techniques. Direct methods include collection of student grades of various classes, online surveys for graduating seniors (Appendix J); alumni, post two years (Appendix I). A more indirect method was the administration of a survey with undergraduate internship (FCS 4275) site supervisors. The questions asked on the internship site supervisor's evaluation focus more on professionalism rather than on course content, thus the reasoning for not including that data in this self-study.

Since the PAR was reviewed and approved in 2012, assessment efforts have been inconsistent within the DPD. While there was a plan in place, various factors limited the systematic collection of the data. For example, in the past, the student learning assessment plan served the needs of the university as well as ACEND. Within the past year, the DPD Coordinator noted that the student learning outcomes that were drafted in compliance with the University’s Undergraduate Learning Goals did not address the KRD statements. As a result, the DPD
will have two separate assessment plans now with data collected and reported with the other FCS programs that highlight the University’s Undergraduate Learning Goals and a second plan for the purposes of ACEND accreditation. The achievement of student learning by domain is noted in Appendix R.

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

Appendix R  2012-2016 Learning Assessment Summary Matrix

Appendix S  2017-2023 Learning Assessment Summary Matrix

Appendix T  Assessment Rubrics

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

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 must use results of the student learning and program outcomes assessment processes to determine strengths and areas for improvement.

c. Curriculum review must 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 must 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.

Curriculum Strengths

Based on data collected from senior exit and alumni surveys, the strengths of the curriculum (See Appendices I and J) include the following:

1. Improving communication skills
   This has been noted by students and alumni alike for many years. They view that their written and oral communication skills improve during their DPD.

2. Improving critical thinking ability
   While not always noted in the senior exit surveys, the improved critical thinking ability is noted in the alumni surveys. The courses that were noted as challenging in the senior exit surveys are those noted as having a positive impact as alumni.

3. Engaging learning environment
   Through the years, small class size and specific faculty members are listed as our program’s best assets.

4. Promoting undergraduate research
   Although not specifically evident in student-driven assessment measures, the faculty have been promoting and providing more opportunities for students to participate in research either as a part of the classroom or extracurricular options. Numerous College, University and National initiatives are available to support students, and in some instances the faculty mentor, in their research agenda. Select initiatives include the Scholarship and Undergraduate Research First (SURF) grant (http://www.eiu.edu/lumpkin/surf.php), the LCBAS Research and Creative Activity Symposium (http://www.eiu.edu/lumpkin/symposium.php), the university-wide Student Research and Creative Discovery Conference (https://www.eiu.edu/studentresearch/), and participation in the National Collegiate Undergraduate Research (NCUR) conference (http://www.eiu.edu/honors/NCUR.php).

Curriculum Areas for Improvement

The curricular areas of improvement noted by students (per senior exit surveys and alumni surveys) include:
1. **Discussing career options earlier in the program.**
   We addressed this identified concern by deleting the Profession of Dietetics (FCS 4150) course and moving the relevant content into the sophomore level Nutrition Assessment and Counseling (FCS 2750). Additionally, with the revision of the FCS Core of courses, the Foundational Focus of FCS (FCS 2500) provides a greater, more focused attempt to explore career options earlier in the DPD student’s collegiate career.

2. **Splitting Nutrition Therapy (FCS 4751) into two semesters**
   While we haven’t made this change at this time, the addition of Nutrition Assessment and Counseling (FCS 2750) provided the opportunity to introduce the Nutrition Care Process two years earlier than usual. By shifting this information into another course, additional time is now available in FCS 4751 to delve deeper into the case scenarios.

3. **Strengthening the nutrition education program planning, implementation, and evaluation curriculum to incorporate more learning activities in behavior change theories**
   In addition to the Community Nutrition course (FCS 3756), more experiences and opportunities are needed for the students to more fully understand how to plan, implement and evaluate nutrition education. More focused coursework on the various behavior change theories, and their application in nutrition education program planning, is needed.

**Curriculum Process**

Curriculum revisions are usually initiated at the faculty level, most likely by the course instructor, during a monthly Dietetics Program Area meeting.

In 2014, a substantive review of the curriculum occurred with several course revisions proposed and approved. The curriculum approval process includes approval at the program area faculty level, School Curriculum Committee, College Curriculum Committee, and finally either or both the Council for Academic Affairs (CAA - undergraduate courses) and Council on Graduate Studies (CGS - graduate courses). The proposal process takes about a semester with implementation of program changes only becoming effective in the fall semesters. Currently, Dr. Burns is serving as the Chair of the SFCS Curriculum Committee and sits on the College Curriculum Committee and Dr. Wilkinson serves on CAA.

In 2015, a critical review of the DPD curriculum identified that the curriculum provides a substantial number of opportunities for students to achieve the University’s Undergraduate Learning Goals, which include critical thinking, writing and critical reading, speaking and listening, quantitative reasoning, and responsible citizenship (http://www.eiu.edu/learninggoals/).

While the objectives of the dietetics courses are set and approved by the various curriculum committees, there is still academic freedom among the various course instructors to create and implement various assignments, projects, and activities that address the approved course objectives. There is a fluidity within the courses that allows for new knowledge and technology impacting the dietetics practice to be incorporated. Starting in Fall 2015, the FCS Assessment Committee was charged with the review of syllabi for adherence with the approved course proposal and the inclusion of university-mandated syllabi components. For example, in the spring of 2016, the development of a one minute visual recipe was assigned in the Food Science course. This creative assignment still fulfilled course objectives in this laboratory course, but also allowed for the inclusion of technology within the course. To view some of the visual recipes, please visit Dr. Burns’s YouTube channel (https://www.youtube.com/watch?v=7wFkReijfg).

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

**Appendix I**  
DPD Alumni Survey Results
Appendix J  DPD Senior Exit Survey Results

3. **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/interns (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/interns 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 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 duties of the DPD Coordinator are included in the SFCS Operational Policies, which were revised in February 2016. The DPD Coordinator receives 2 CUs per semester, excluding the summer term, (17% of standard faculty load) as compensation for this position.

**Didactic Program in Dietetics Coordinator (duties as stated in the SFCS Operational Policies)**

**Policy on Selection**

A. The Coordinator shall hold a minimum of a Master’s degree, and maintain registration status as a Registered Dietitian with the Commission on Dietetic Registration.

B. The Coordinator will be appointed by the Chair after consultation with the dietetics graduate faculty.
C. The Coordinator shall serve a three year term and is eligible for reappointment.
D. In the event that a Coordinator does not complete the term, the Chair shall fill the position by appointment after consultation with the dietetics faculty.

Responsibilities
A. Coordinator responsibilities constitute a primary duty as defined in the Application of Criteria under Teaching/Primary Duties and will be included as part of the annual evaluation.
B. Advise the Chair/Assistant Chair of budgetary needs of the program.
C. Responsible for assuring that all ACEND accreditation standards, policies and procedures will be met.
D. Follow record retention guidelines regarding administrative correspondence, minutes of program area/staff/committee meetings, student records and communications with EIU and outside sources.
E. Assist students in the computer match process as part of the application for the Dietetic Internship.
F. Serve on the Dietetic Intern Selection Committee.
G. Participate in the annual Dietetic Advisory Council meeting.
H. Complete transcript reviews to identify DPD deficiencies for students with an earned undergraduate degree.

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.

N/A

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):

<table>
<thead>
<tr>
<th>Meets</th>
<th>Partially Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No compliance problems are present.</td>
<td>Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.</td>
<td>Plans to address compliance problems are not viable or have not been developed.</td>
</tr>
</tbody>
</table>
Program Staff and Resources

Standard 16: Faculty and Preceptors
The program must have a sufficient number of qualified faculty and preceptors 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 must be credentialed or licensed as appropriate to meet state and federal regulations for the area in which they are supervising students/interns.
c. The program must have a process for the periodic review of the effectiveness of faculty and preceptors.

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 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.

Since the last site visit, the DPD has had several registered dietitians instructing the DPD students. In Fall 2016, there are 2 tenured dietetics faculty (Drs. Burns and Kennedy Hagan), one tenured non-dietetics faculty (Dr. Wilkinson), one annually-contracted dietetics faculty (Dr. Andrade) and two part-time adjunct dietetics instructors (Ms. Dupuis and Ms. Tracy) teaching required DPD courses within the School. Three other adjunct faculty (Mrs. Adams-Smith, Ms. Hurt, and Mr. Roche) will be teaching elective dietetics courses.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>DPD courses commonly taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams-Smith, RDN, LDN</td>
<td>Adult Weight Management (FCS 4756 – elective)</td>
</tr>
<tr>
<td>Andrade, PhD, RDN, LDN</td>
<td>Advanced Human Nutrition (FCS 4750); Nutrition Therapy (FCS 4751); Nutrition Assessment and Counseling (FCS 2750)</td>
</tr>
<tr>
<td>Burns, PhD, RDN</td>
<td>Food Science (FCS 3120); Nutrition Across the Lifespan (FCS 3755); Food Product Development (FCS 4757)</td>
</tr>
<tr>
<td>Dupuis, RDN, LDN</td>
<td>Food Selection and Preparation (FCS 1120)</td>
</tr>
<tr>
<td>Hurt, RDN, LDN</td>
<td>Nutrition and the Addicted Person (FCS 4753 – elective)</td>
</tr>
<tr>
<td>Kennedy-Hagan, PhD, RDN, LDN</td>
<td>Personal Nutrition (FCS 2100); Community Nutrition (FCS 3756)</td>
</tr>
</tbody>
</table>
The majority of the foods and nutrition courses have been taught by RDNs (with the exception of the one credit hour Food Service Sanitation) with many having specific work experience in the area of dietetics in which they taught (i.e. a chef with the RDN credential teaching the introductory foods course).

As a unionized campus, there is a thorough evaluation process in place for all faculty and is explained in Articles 8-11 of the Unit A Agreement for tenure/tenure-track faculty and in Article 8 of the Unit B Agreement for annually-contracted faculty (see http://castle.eiu.edu/EiuUpi/chapterlinks.shtml for contracts). The Departmental Application of Criteria (the document that includes how faculty members are evaluated for retention, tenure, and promotion) is provided to all incoming faculty and is available on the School’s password-protected Faculty Notebook (See Appendix W). Per the guidance of the Departmental Application of Criteria, students are provided the opportunity to evaluate faculty (see Appendix T). All faculty must meet the University’s criteria for appointment.

As our DPD is smaller and several of our faculty are alumni from the DPD, the new faculty orientation for the DPD is informal, with the DPD Director providing one-on-one instruction to the new faculty members. This instruction includes a copy of the approved course outline, past course syllabi, course assignments, and lecture materials, as available. The Unit Secretary orders textbooks.

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.

Appendix U  Student Evaluation Questions
Appendix V  Faculty vitas
Appendix W  FCS Departmental Application of Criteria

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

| X | 1. No compliance problems are present. |

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, 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, instructors, and teaching assistants should receive on-going training based on evaluation by the program director and feedback from students/interns.

c. All faculty members, including preceptors, 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.

Professional development opportunities are available on campus as well as through various professional organizations. Typically, tenure/tenure-track faculty are allotted $750 annually for professional development opportunities. The promotion of professional development has been in the Departmental Application of Criteria for years. The majority of current faculty (FCS 1121 instructor is the exception) have completed the EIU online teaching training modules (OCDI) with one faculty member having an advanced degree in instructional technology (Andrade). Numerous on-campus technology seminars and workshops are offered throughout the year with a college-level Instructional Support Specialist available by appointment. Additionally, including technology in the courses is valued highly within the School’s Departmental Application of Criteria (See Appendix W). As a result of these opportunities, many of the DPD courses are supported heavily by D2L, our university’s online learning management system.

Faculty members become aware of the purpose of ACEND and the accreditation standards in a variety of ways: attending dietetics program area meetings, reading of dietetics program area meeting minutes, completing the coursework to become a RDN, responding to email requests for data for accreditation reasons, participating in the new dietetics faculty training, and reviewing the ACEND-developed literature regarding the purpose of ACEND accreditation.

A review of the vitae (See Appendix V) of current faculty teaching dietetics courses reveals many achievements including the earning of a terminal degree (Andrade); promotion to full professorship (Wilkinson); NDEP and IAND teaching awards (Burns); earning RDN status (Dupuis); and earning CDRs Weight Management credential (Hurt). Wilkinson and Burns served on key university committees with Andrade and Wilkinson publishing several articles and presenting at conferences. The RDNs on staff have maintained RDN status and are members of AND. Additionally, the majority of the RDNs on staff have the Nutrition Education Specialist certificate awarded by the Society for Nutrition Education and Behavior, thus indicating an advanced level of understanding of nutrition education.

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.

Appendix V Faculty Vitas
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**
- 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.

*Below is a description of the various types of support services available to our students.*

**Administrative support:** The dietetics program is housed within the School of Family and Consumer Sciences within the College of Business and Applied Sciences. Our administrative support is comprised of our chair, Dr. Linda Simpson; Dean, Dr. Mahyar Izadi; and Associate Dean, Dr. Jeanne Lord.

The faculty within the dietetics program area have the opportunity to attend meetings that assist and improve our teaching abilities and knowledge towards leadership, conflict management/resolution, and collaboration among other disciplines.

**Information resources and systems:** Students attending Eastern Illinois University are able to use the Booth Library. This library contains a multitude of resources such as journals both bound and online, reference manuals, books, audio material, and workshops for writing/reading that are available to students. Interlibrary loans are also available to students in the case Booth Library does not have the item.

**Learning resources:** To support student learning, faculty provide various resources for students. Examples of these resources may include: the use of the learning management site, Desire2Learn (D2L) to upload classroom content, links to various resources, training videos, audio materials, and various other methods to ensure the student understands information. In the classroom, students may use a book, apply the information in a community-based setting or in a food science laboratory, or prepare recipes and cook foods in quantity for a cafe. Students also need to complete an undergraduate internship that may include working in a hospital, clinic, food service facility, or studying abroad to aid those in developing countries with nutrition.

**Physical facilities:** EIU’s smaller class size allow students to receive personalized attention as the student:faculty ratio is 14:1. This allows for both faculty and students to engage in the content by discussing the material at a more personal level. Students are able to apply a hands-on approach when learning the information regardless if they are in the classroom, laboratory setting, or food service facility.

The physical facilities within Klehm Hall include classrooms, which have been recently updated with electronic whiteboards. The food science laboratory contains six units complete with basic food preparation equipment to ensure the students can conduct their experiments. The commercial kitchen is used for students enrolled in the Commercial Quantity Food Production course (FCS 3784). This particular area simulates the training students would receive if they worked in a food service facility (e.g. restaurant). Additionally, students have access to small and large conference room areas to conduct meetings with faculty members and a student lounge that students can gather to study and work together on projects/assignments.

**Other Support services:** The school has an administrative assistant to assist faculty with reserving rooms and obtaining other resources within the University for students to be successful. Upper-level dietetic students and graduate assistants are available to tutor and help answer questions dietetic students may have about the program or specific questions about a class. IT personnel are available to aid faculty in improving websites and D2L course sites to ensure students are receiving the best information.
2. **Directions:** Include supporting documents with your narrative or in the appendices.

*N/A*

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

<table>
<thead>
<tr>
<th>Meets</th>
<th>1. No compliance problems are present.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2. Compliance problems exist, but all are being resolved successfully.</td>
</tr>
</tbody>
</table>

| 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 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 that students/interns 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 DPD is not required to comply with this standard.

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.

   N/A

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

   Does Not Meet
   
   Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

   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/interns 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/interns 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/interns must be assessed for their ability to be successful in the program and dietetics profession.

c. The program’s system of monitoring student performance must provide for the early detection of academic difficulty.

d. The program must have progression policies that take into consideration professional behavior and academic integrity.

e. Students/interns must have access to remedial instruction such as through tutorial support.

f. Students/interns 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/interns 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 examinations, 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.

Our DPD program at Eastern Illinois University offers many resources to ensure our students are progressing and developing into mature dietetic professionals. We assist students throughout their undergraduate career through a number of resources – websites, student organizations, dietetic courses, technology support, advising, and faculty.

Website: The website is the hub for students to understand the dietetic curriculum, minors they can potentially receive, dietetic and nutrition careers, DPD handbook, steps to become a dietitian, and various opportunities that exist within the School to make them a well-rounded student. This information can be found online at http://www.eiu.edu/dietetics/.

Academic progress: To ensure students are meeting the course outcomes and progressing at the pace that is necessary, we provide them with feedback through our academic reporting system and also throughout the course. In our academic reporting system, we indicate if students are not attending the class, not completing tasks within the course (e.g. quizzes, exams, papers, lab reports), or failing the course. The University sends out an automatic response to the students about improving their progress within the course and resources that are available to help them in this matter. Students are able to see in D2L their course progress on an ongoing basis.
As faculty, we are responsible for also reaching out to students to ensure they are meeting deadlines and if not, to schedule a time to meet one-on-one to understand more about the student’s lack of progress within the course. If a student is failing their course, we have solutions to remedy the situation such as setting up tutoring sessions with upper-level dietetic students or graduate students, and ensuring the student is visiting the faculty during his/her office hours. During this time, we also discuss with the student their academic goals and career goals to ensure dietetics is the right path for them.

In order for our students to complete the DPD, they must complete an internship. This internship experience is of their choosing with final approval by the Internship Coordinator; however, assistance is provided to better ensure their internship experience aligns with their career goals. For example, if a student is interested in becoming a certified diabetes educator, we help that student intern at a diabetes center. If a student has an interest in global nutrition, we connect the student to a study abroad curriculum that centers on health and wellness.

For students who are progressing in their academics and have interest in continuing onto a graduate-level program, we provide them with opportunities to conduct small-scale research for publication purposes, assist them in applying for fellowship and scholarship opportunities, and provide them with leadership opportunities.

**Extra-curricular opportunities:**

Students are able to take part in our Student Dietetic Association (SDA) in which we offer various community volunteer opportunities. For example, during the 2015-2016 academic year, students volunteered at an after-school program. They taught the elementary school students about the importance of nutrition and physical activity. One lesson was about eating the alphabet in fruits and vegetables. Each week they brought in a different fruit or vegetable that started with a particular letter and discussed that foods importance within their bodies. Students have also volunteered at the local campus food pantry that provides food to college students and faculty.

Aside from the SDA volunteer opportunities, students need to take part in community events within the classes they take. For example, in community nutrition, students need to provide nutrition education to the community through the University’s health fair. Additionally, they volunteer at a community center and create a nutrition education brochure for the staff and the clients. Many students continue to volunteer at this facility even after the course has ended.

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

N/A

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):

<table>
<thead>
<tr>
<th>Meets</th>
<th>1. No compliance problems are present.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Compliance problems exist, but all are being resolved successfully.</td>
</tr>
<tr>
<td>Partially Meets</td>
<td>Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.</td>
</tr>
<tr>
<td>Does Not Meet</td>
<td>Plans to address compliance problems are not viable or have not been developed.</td>
</tr>
</tbody>
</table>
Students

Standard 21: Student Complaints
The program or sponsoring institution must produce and make available to students/interns 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 must 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/interns 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 are advised of the complaint policy via the DPD Handbook (See Appendix X). The FCS Chairperson documents complaints and resolutions, which are submitted annually to the Higher Learning Commission (HLC). Additionally, the Student Grade Appeal policy is available to all at http://castle.eiu.edu/acaffair/GradeAppeal/.

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

   Appendix X    DPD Student Handbook

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/interns and the public at large. All information about the program specified below must be readily available to prospective students/interns 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. Accreditation status, including the full name, address, and phone number of ACEND
f. Admission requirements for all pathways and options for which the program is accredited
g. Academic and program calendar or schedule
h. Graduation and program completion requirements for all pathways and options for which the program is accredited
i. Availability of financial aid and loan deferments (federal or private), scholarships, and other monetary support, if applicable.
j. 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.

   Information about the DPD is available on the DPD website at http://www.eiu.edu/dietetics/ with either direct information on the site, links to other sites within the university, and/or as a part of the DPD Handbook. The DPD website is maintained by the DPD Coordinator, as stated in the job description. The website, with highlighted recruitment materials, is included in email correspondence with potential and current students.

   Commonly shared recruitment materials include the Academy’s High School to DPD Pathway flowchart and Careers in Dietetics handout as well as a powerpoint presentation entitled, “Dietetics: A Career Choice for Me,” with voice over available at https://www.youtube.com/watch?v=DUlysS2hGg.

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.

   N/A

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

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 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/interns and are consistent with current institutional practice. Additional policies and procedures specific to the program and supervised practice component must be provided to students/interns on a timely basis in a program handbook. The quality of services that are provided to students must be adequate to address their needs.

**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/interns:

a. withdrawal and refund of tuition and fees
b. Scheduling and program calendar, including vacations and holidays
c. Protection of privacy of student information, including identifying information used for distance learning
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/interns, 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/interns to replace employees
f. Filing and handling complaints from students/interns and preceptors 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

l. Verification statement procedures ensuring that all students/interns 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 Student Handbook (Appendix X) contains all of these policies. The DPD Student Handbook is emailed to DPD students every semester, provided to them as a hard copy in FCS 2750, and available on the DPD website (http://www.eiu.edu/dietetics/). There are no admission requirements into the DPD.

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

Appendix X DPD Student Handbook

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.
SELF-STUDY REPORT
APPENDICES
EASTERN ILLINOIS UNIVERSITY
Didactic Program in Dietetics Using DP Standards