

Institutional Effectiveness
2023-2024

Program: Community Health and Nutrition MS

College and Department: College of Agriculture and Human Ecology

Contact: Samantha Hutson

Mission:

The Community Health and Nutrition Graduate Program seeks to prepare competent nutrition professionals through an integrated and student-focused curriculum to practice as a Registered Dietitian Nutritionist with advanced skills in community health.

Attach Curriculum Map (Educational Programs Only):

Attached Files: See Appendix 1

SLO 1: Graduates will be able to deliver high quality nutrition care in a variety of settings as entry-level Registered Dietitian Nutritionists (RDN).

Define Outcome:

SLO 1: Graduates will be able to deliver high quality nutrition care in a variety of settings as entry-level Registered Dietitian Nutritionists (RDN).

Assessment Methods:

1. Graduation Records - 80% of program graduates complete the program/degree requirements within 3 years
2. CDR credentialing exam - Pearson VUE report
 - a. 80% of program graduates take the CDR credentialing exam (competencies for this exam are built into the curriculum - please see curriculum map) for dietitian nutritionists within 12 months of program completion.
 - b. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
3. Student Exit Survey - At least 80% of graduates who respond to exit surveys will rate the quality of the Community Health and Nutrition Graduate Program as Good to Excellent.
4. Alumni surveys - Of graduates who seek employment, at least 80% are employed in a nutrition and dietetics related field within 12 months of graduation.
5. Employer satisfaction surveys - At least 80% of employers who respond to employer satisfaction surveys will rate the preparation of graduates as good to excellent (please see attached survey).

Attached Files: See Appendix 2

Criteria for Success (Thresholds for Assessment Methods):

1. At least 80% of program graduates complete the program/degree requirements within 3.3 years (150% of program length).
 1. Sp 23:9/9 (100%) of students graduated in 22 months. - MET

Spr 24: 8/8 (100%) of students graduated in 22 months. - MET
2. At least 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
 1. Sp. '23 graduates: 9/9 (100%) have taken the credentialing exam - MET
3. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
 1. Sp. '23 graduates: 7/9 (77.7%) have passed the exam – NOT MET

Strategy for improvement can be found on the attached CPIP document (pg. 6)
4. At least 80% of graduates who respond to exit surveys will rate the quality of the Community Health and Nutrition Graduate Program as Good to Excellent.
 1. Sp. '23: 2/9 took survey ; 100% rated the program as excellent. - MET

Sp. '24: 4/8 took survey; 100% rated the program as excellent
5. Of graduates who seek employment, at least 80% are employed in a nutrition and dietetics related field within 12 months of graduation.
 1. Sp 24 survey data: (Sp '23 graduates):

8/9 employed in a nutrition related field (1 stay at home mom)

8/8 (100%) employed in a nutrition related field who are seeking employment - MET
6. At least 80% of employers who respond to employer satisfaction surveys will rate the preparation of graduates as good to excellent.
 1. Sp. '24: 3/7 employers responded; 3/3 (100%) rated graduate preparedness as Good or Excellent - MET

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning

Results and Analysis:

1. At least 80% of program graduates complete the program/degree requirements within 3.3 years (150% of program length).
 1. Sp 23:9/9 (100%) of students graduated in 22 months. - MET

Spr 24: 8/8 (100%) of students graduated in 22 months. - MET
2. At least 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
 1. Sp. '23 graduates: 9/9 (100%) have taken the credentialing exam - MET
3. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
 1. Sp. '23 graduates: 7/9 (77.7%) have passed the exam – NOT MET

Strategy for improvement can be found on the attached CPIP document (pg. 6)
4. At least 80% of graduates who respond to exit surveys will rate the quality of the Community Health and Nutrition Graduate Program as Good to Excellent.
 1. Sp. '23: 2/9 took survey ; 100% rated the program as excellent. - MET

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5. Of graduates who seek employment, at least 80% are employed in a nutrition and dietetics related field within 12 months of graduation.
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8/8 (100%) employed in a nutrition related field who are seeking employment - MET
6. At least 80% of employers who respond to employer satisfaction surveys will rate the preparation of graduates as good to excellent.
 1. Sp. '24: 3/7 employers responded; 3/3 (100%) rated graduate preparedness as Good or Excellent - MET

Use of Results to Improve Outcomes:

All SLO outcomes have been met with the exception of the 80% pass rate on the Registered Dietitian Exam. This currently is 77%. Strategies for improving this pass rate include adding a new course in exam preparation, and including exam preparation tips earlier in the curriculum. The pass rate results are available every 6 months and will continue to be monitored.

SLO 2: Graduates will be prepared for careers in nutrition and dietetics and will be equipped to uniquely address the health and nutrition needs of rural communities.

Define Outcome:

Graduates will be prepared for careers in nutrition and dietetics and will be equipped to uniquely address the health and nutrition needs of rural communities.

Assessment Methods:

1. At least 80% of employers who respond to employer satisfaction surveys will rate the preparation of graduates as Good to Excellent.
 1. Survey for employers
2. At least 80% of program graduates who respond to exit surveys will rate the quality of the Community Health and Nutrition Graduate Program as Good to Excellent.
 1. Student exit survey
3. At least 80% of recent graduates will indicate that they feel more than adequately or very well prepared to address the health and nutrition needs of rural communities.
 1. Alumni employment survey

Attached Files: See Appendix 2 and 3

Criteria for Success (Thresholds for Assessment Methods):

1. At least 80% of employers who respond to employer satisfaction surveys will rate the preparation of graduates as Good to Excellent.
 - a. Sp. '24: 3/7 employers responded; 3/3 (100%) rated graduate preparedness as Good or Excellent – MET
2. At least 80% of program graduates who respond to exit surveys will rate the quality of the Community Health and Nutrition Graduate Program as Good to Excellent.
 - a. Sp. '23: 2/9 took exit survey ; 100% rated the program as excellent. – MET
3. Sp. '24: 4/8 took survey; 100% rated the program as excellent. - MET At least 80% of recent graduates will indicate that they feel more than adequately or very well prepared to address the health and nutrition needs of rural communities.
 - a. Sp. '23 graduates: 5/9 responded to alumni survey; 5/5 (100%) responded with either “very well” or “extremely well” - MET

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning

Results and Analysis:

1. At least 80% of employers who respond to employer satisfaction surveys will rate the preparation of graduates as Good to Excellent.
 1. Sp. '24: 3/7 employers responded; 3/3 (100%) rated graduate preparedness as Good or Excellent – MET
2. At least 80% of program graduates who respond to exit surveys will rate the quality of the Community Health and Nutrition Graduate Program as Good to Excellent.
 1. Sp. '23: 2/9 took exit survey ; 100% rated the program as excellent. – MET
 2. Sp. '24: 4/8 took survey; 100% rated the program as excellent. – MET
3. At least 80% of recent graduates will indicate that they feel more than adequately or very well prepared to address the health and nutrition needs of rural communities.
 1. Sp. '23 graduates:5/9 responded to alumni survey; 5/5 (100%) responded with either “very well” or “extremely well” – MET

Use of Results to Improve Outcomes:

All SLO outcomes have been met with the exception of the 80% pass rate on the Registered Dietitian Exam. This currently is 77%. Strategies for improving this pass rate include adding a new course in exam preparation, and including exam preparation tips earlier in the curriculum. The pass rate results are available every 6 months and will continue to be monitored.

SLO 3: Maintain Accreditation Status with ACEND**Define Outcome:**

The program will maintain full accreditation status with the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Assessment Methods:

Assessment methods for the goals and objectives outlined in the Program Evaluation Plan include graduation records, alumni surveys, program graduate exit surveys, Pearson VUE reports, and employers surveys. The program received full accreditation from ACEND in January 2024. Please see attached letter.

Attached Files: See Appendix 2 and 4

Criteria for Success (Thresholds for Assessment Methods):

Compliance with accreditation will be monitored using the attached Program Evaluation Plan, which is a planning document provided by ACEND that includes the required program outcome objectives that will be evaluated each year on an ongoing basis. Benchmarks are noted within the Program Evaluation Plan and have been approved by ACEND.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning

Results and Analysis:

Compliance with accreditation will be monitored using the attached Program Evaluation Plan, which is a planning document provided by ACEND that includes the required program outcome objectives that will be evaluated each year on an ongoing basis. Benchmarks are noted within the Program Evaluation Plan and have been approved by ACEND.

Use of Results to Improve Outcomes:

All SLO outcomes have been met with the exception of the 80% pass rate on the Registered Dietitian Exam. This currently is 77%. Strategies for improving this pass rate include adding a new course in exam preparation, and including exam preparation tips earlier in the curriculum. The pass rate results are available every 6 months and will continue to be monitored.

Summative Evaluation:

The MS in Community Health and Nutrition is a fairly new graduate program which is entering its fourth year, and admitting its 4th cohort of students. The second cohort graduated in May 2024. The pass rate of the Registered Dietitian exam is a significant outcome for this program and is part of the accreditation standards. Currently the pass rate is 77%. Nationwide the RDN exam pass rate is lower; but the MS in Community Health and Nutrition is taking steps to improve the pass rate to be above the national benchmark of 80%. Additional focuses for this year include specific marketing to recruit more degree-only students into the program.

Assessment Plan Changes:

No changes are needed to the assessment plan. The program outcomes and student learning objectives are aligned to ACEND accreditation standards, and all objectives are being met and exceeding benchmarks with the exception of the exam pass rate.

List of Appendices:

Appendix 1: Community Health and Nutrition MS Curriculum Map

Appendix 2: SLO1 Assessment Methods

Appendix 3: SLO2 Assessment Methods

Appendix 4: SLO3 Assessment Methods

Knows		Semester 1-Fall 1				Semester 2-Spring 1				Semester 3-Summer 1				Semester 4-Fall 2				Semester 5-Spring 2				
Shows		HEC 5010 Research	HEC 5015 Rural Comm.	HEC 5025 Cultural		HEC 6201 Comm.	HEC 6225 Counseling	HEC 6250 EL: FS/Ext.			HEC 6251 EL: Community	HEC 6252 EL: Clinical			HEC 6405 Life Cycle	HEC 6410 Nur and	HEC 6453 EL: Elective			HEC 6430 Capstone	HEC 6440 Leadership	PIST 6540 informatics
Does																						
PI 1.1.1	S	S													K						K	
PI 1.1.2		D	S			S								S	K							
PI 1.1.3	S	S												S								
PI 1.1.4															K							
PI 1.1.5		D	S			S								S	S							
PI 1.2.1						S								S	S							
PI 1.2.2		S	S			S								S	S							
PI 1.3.1						D																
PI 1.3.2						D																
PI 1.4.1		S	D											S	S							
PI 1.4.2		S	S			S								S	S							
PI 1.4.3														S	S							
PI 1.5.1		S												S								
PI 1.5.2		D				S																
PI 1.5.3		S				S								S								
PI 1.5.4		S												S								

Knows		Semester 1-Fall 1				Semester 2-Spring 1				Semester 3-Summer 1				Semester 4-Fall 2				Semester 5-Spring 2				
Shows		HEC 5010 Research	HEC 5015 Rural Comm.	HEC 5025 Cultural		HEC 6201 Comm.	HEC 6225 Counseling	HEC 6250 EL: FS/Ext.			HEC 6251 EL: Community	HEC 6252 EL: Clinical			HEC 6405 Life Cycle	HEC 6410 Nur and Aging	HEC 6453 EL: Elective			HEC 6430 Capstone	HEC 6440 Leadership	PIST 6540 informatics
Does																						
C1.6	PI 1.6.1		S	D		S				D				S	S						D	
	PI 1.6.2		S											S								
	PI 1.6.3		S							D												
	PI 1.6.4		S	D		S	S							S	S						K	
C1.7	PI 1.7.1			S		K				D												
	PI 1.7.2		K	S		S				D												
	PI 1.7.3			D																		
	PI 1.7.4			D																		
	PI 1.7.5			D		S				D												
	PI 1.7.6			D		S																
C1.8	PI 1.8.1		S	S				S		D				S	S							
	PI 1.8.2							D		D				S								
	PI 1.8.3		S	S				S		D				S	S							
C1.9	PI 1.9.1													S								
	PI 1.9.2													S								
	PI 1.9.3													S								
C1.10	PI 1.10.1		S																	D		
	PI 1.10.2		S																D		D	
	PI 1.10.3		S	S				S		D				S	S							

Knows		Semester 1-Fall 1				Semester 2-Spring 1				Semester 3-Summer 1				Semester 4-Fall 2				Semester 5-Spring 2			
Shows		HEC 5010 Research	HEC 5015 Rural Comm.	HEC 5025 Cultural		HEC 6201 Comm.	HEC 6225 Counseling	HEC 6250 EL: FS/Ext.		HEC 6251 EL: Community	HEC 6252 EL: Clinical			HEC 6405 Life Cycle	HEC 6410 Nurs and	HEC 6253 EL: Elective		HEC 6430 Capstone	HEC 6440 Leadership	PRST 6540 Informatics	
Does																					
C.1.11	PI 1.11.1					S				D	D			D	S						
	PI 1.11.2		S								D			S	S						
C.1.12	PI 1.12.1						D														
	PI 1.12.2						D														
	PI 1.12.3		D				D														
	PI 1.12.4						D														
C.1.13	PI 1.13.1																		D		
	PI 1.13.2													S					D		
	PI 1.13.3																		D		
	PI 1.13.4																		D		
	PI 1.13.5																		D		
C.1.14	PI 1.14.1			D						D				S	S						
	PI 1.14.2		S	D				S		D				S	S						
	PI 1.14.3									D				D							
	PI 1.14.4													D							
C.1.15	PI 1.15.1	K	D			D				D				D	S						
	PI 1.15.2	S	D											S	S				D		
	PI 1.15.3	S	D					S						S	S			D			
	PI 1.15.4					D				D				D	S						
	PI 1.15.5					D															

Knows		Semester 1-Fall 1				Semester 2-Spring 1				Semester 3-Summer 1				Semester 4-Fall 2				Semester 5-Spring 2			
Shows		HEC 5010 Research	HEC 5015 Rural Comm.	HEC 5025 Cultural		HEC 6201 Comm.	HEC 6225 Counseling	HEC 6250 EL: FS/Ext.		HEC 6251 EL: Community	HEC 6252 EL: Clinical			HEC 6405 Life Cycle	HEC 6410 Nurs and	HEC 6253 EL: Elective		HEC 6430 Capstone	HEC 6440 Leadership	PRST 6540 Informatics	
Does																					
C.1.16	PI 1.16.1		K	K		K				D											
	PI 1.16.2		K							D											
	PI 1.16.3		K							D											
C.2.1	PI 2.1.1		K			S				D									D		
	PI 2.1.2					S	S			D											
	PI 2.1.3		S							D											
	PI 2.1.4									D											
C.2.2	PI 2.2.1									D	D										
	PI 2.2.2									D											
	PI 2.2.3							D			D										
	PI 2.2.4							D			D										
C.2.3	PI 2.3.1	S	S				D				D			S	S	D					
	PI 2.3.2			D			D				D										
	PI 2.3.3	S	D				D				D			S	S	D					
	PI 2.3.4			D			D				D										
	PI 2.3.5	S	D				D				D			S	S	D					
	PI 2.3.6		D				D				D										
	PI 2.3.7	S	S				D				D			S	S	D					
	PI 2.3.8						D				D			D		D					
	PI 2.3.9						D				D			D	S	D					
	PI 2.3.10	S	D				D				D			S	S	D					
	PI 2.3.11						D				D										
	PI 2.3.12	S	D				D				D			S	S	D					

Knows		Semester 1-Fall 1				Semester 2-Spring 1				Semester 3-Summer 1				Semester 4-Fall 2				Semester 5-Spring 2						
Shows		HEC 5010 Research	HEC 5015 Rural Comm.	HEC 5025 Cultural		HEC 6201 Comm.	HEC 6225 Counseling	HEC 6250 EL: FS/Ext.			HEC 6251 EL:	HEC 6252 EL: Clinical			HEC 6405 Life Cycle	HEC 6410 Nur and	HEC 6433 EL: Elective			HEC 6430 Capstone	HEC 6440 Leadership	PRST 6540 informatics		
Does																								
C 5.2 (cont.)	PI 5.2.16							D								D								
	PI 5.2.17							D			D													
	PI 5.2.18							D								D								
	PI 5.2.19							D			D						D				D			
	PI 5.2.20							D													D			
	PI 5.2.21							D																
PI 5.2.22							D																	
C 5.3	PI 5.3.1																							
	PI 5.3.2					S		D			D	D					D							
	PI 5.3.3										D	D					D							
	PI 5.3.4							D			D	D					D							
C 5.4	PI 5.4.1					S		D														D		
	PI 5.4.2					S		D																
	PI 5.4.3					S		D																
	PI 5.4.4					S		D																
	PI 5.4.5							D																
C 5.5	PI 5.5.1					S		D						S		D								
	PI 5.5.2							D									D							
	PI 5.5.3							D						S										
C 6.1	PI 6.1.1		S									D			S		D			D		D		
	PI 6.1.2	S										D					D							
	PI 6.1.3			D		S	K				D	D					D			D				

Knows		Semester 1-Fall 1				Semester 2-Spring 1				Semester 3-Summer 1				Semester 4-Fall 2				Semester 5-Spring 2						
Shows		HEC 5010 Research	HEC 5015 Rural Comm.	HEC 5025 Cultural		HEC 6201 Comm.	HEC 6225 Counseling	HEC 6250 EL: FS/Ext.			HEC 6251 EL:	HEC 6252 EL: Clinical			HEC 6405 Life Cycle	HEC 6410 Nur and	HEC 6433 EL: Elective			HEC 6430 Capstone	HEC 6440 Leadership	PRST 6540 informatics		
Does																								
C 6.2	PI 6.2.1	S																			D			
	PI 6.2.2	S																			D			
	PI 6.2.3	D																			D			
	PI 6.2.4	D																			D			
	PI 6.2.5	S																			D			
	PI 6.2.6	S																			D			
	PI 6.2.7	S														S					D	D		
C 6.3	PI 6.3.1	D													S						D			
	PI 6.3.2	D										D			S		D				D	D		
	PI 6.3.3					S					D				S		D				D	D		
	PI 6.3.4	D				S									S		D				D	D		
C 7.1	PI 7.1.1	D						D				D					D				D			
	PI 7.1.2			D							D						D				D	D		
	PI 7.1.3										D						D				D			
	PI 7.1.4			D							D				D	S	D				D			
	PI 7.1.5										D						D				D			
	PI 7.1.6		S								D						D				D			
	PI 7.1.7										D						D				D			
	PI 7.1.8										D						D				D			
C 7.2	PI 7.2.1						D								D	S					D	D		
	PI 7.2.2										D													
	PI 7.2.3																				D			
	PI 7.2.4		D				D														D	D		

Appendix 2: SLO1 Assessment Methods

Continuous Program Improvement Plan

Directions for Continuous Program Improvement Plan (Required Element 2.3)

Background: The Continuous Program Improvement Plan (CPIP) is used to document the strengths and areas for improvement of the program identified through the program evaluation process and strategies that the program plans to implement to maintain program strengths and address areas for improvement. **All programs must have a Continuous Program Improvement Plan.**

Directions:

Using the table below:

- In column **b**, list strengths and areas for improvement resulting from the program evaluation process relative to the components listed in the table below. Include any additional strengths or areas for improvement by adding rows to the bottom of the table. In column **a**, indicate the year it was identified.
 - If one-year pass rate is below the benchmark (80% RDN over a three-year period as indicated in the Pearson VUE report) this should be listed as an area for improvement; and short- and long-term strategies to address this must be described. Consider including strategies for addressing admission requirements, academic counseling, credentialing exam preparation, and other areas that could impact pass rate under the appropriate component in the table.
- In column **c**, include the outcomes of the objectives in the Program Evaluation Plan (PEP) and other sources to indicate how the program has identified strengths and areas for improvement. Any program objective that is not met is considered an area for improvement and must be addressed.
- In column **d**, include short- or long-term strategies to maintain strengths or address areas for improvement with an implementation timeline. A short-term strategy is one that will be completed within three years. A long-term strategy is anything greater than three years.
- In column **e**, update the results or data provided in column **c**, if available, based on the implementation of the short- and long-term strategies. (Note that the continuous program improvement process is a circular process where the results in column **e** inform the program whether its strategies are effective.) If any rows below do not apply to your program or program type, please type "N/A".
- Address diversity, equity and inclusion regarding Required Elements 3.2b, 3.2c, 5.2d, 5.3c, 7.1 and/or 8.1d, as applicable.



EXAMPLE

POLICIES AND PROCEDURES				
a) Year Identified	b) Identify strengths and/or areas for improvement resulting from the program evaluation process	c) Data from PEP and other sources used to identify this strength or area for improvement	d) Short- or long-term strategy to maintain strength or address area for improvement (with timeframe for implementing strategies) (Note: Continue is not a timeframe)	e) Results or data obtained based on steps taken to date.
2021	Improvement Needed: Policy revision and update	Incomplete remediation policy noted when a student presented with tardiness issues in food lab	<ol style="list-style-type: none"> 1. Discuss issue with department's Students Affairs Committee and revise policy regarding issues that call for remediation and the steps to take (Spring 2021) 2. Determine after policy is implemented whether additional revisions are required 	<ol style="list-style-type: none"> 1.a. Announced in all Fall 2021 departmental courses the need for an advising appointment in Spring Semester prior to Fall Semester course registration 1.b. Added revised policy to student handbook for Fall 2021 distribution 2. Place on Spring 2022 and 2023 Students Affairs Committee agendas to determine if remediation policy was used again and whether it was successful in dealing with the issues
2021	Strength RE 8.1d: Student dress code reflects cultural integration	After attending DEI webinar, determined whether student dress code reflects cultural dignity and inclusion; results of graduate survey indicate concerns that dress code is not culturally sensitive	Discussed issue with officers of the Student Dietetic Organization (Spring 2021)	Ad hoc committee of students reviewed dress code policy and suggested minor revisions. Recommendations discussed at spring faculty meeting and adopted; Added revised policy to student handbook for Fall 2021 distribution. Review future graduate survey responses regarding dress code policy.

CURRICULUM				
a) Year Identified	b) Identify strengths and/or areas for improvement resulting from the program evaluation process	c) Data from PEP and other sources used to identify this strength or area for improvement	d) Short- or long-term strategy to maintain strength or address area for improvement (with timeframe for implementing strategies) (Note: Continue is not a timeframe)	e) Results or data obtained based on steps taken to date.
2020	Improvement Needed: Students sign up for courses out of sequence; course instructor drops students from course; student cannot register for required course because it is full	PEP program completion objective data 80% of students complete within 150% of program length: 2018-2020: 40/60 (67%) Not met	<ol style="list-style-type: none"> 1. Discuss issue with academic advisors and faculty (invite advisors to faculty curriculum meeting Fall 2020) 2. Introduce importance of following curriculum schedule to students in Intro to Dietetics course (Fall 2020) 3. Monitor program completion rate from PEP annually prior to Fall faculty curriculum meeting 	Policies revised to require students meet with academic advisor each spring; Students informed that this requirement will be implemented spring 2021. PEP program completion objective: 2019-2021: 70% (Not met) 2020-2022: Not Yet Available 2021-2023: Not Yet Available
2021	Strength: Solid preparation for calculating nutritional needs for individuals throughout the lifespan that aids them in higher level coursework	<i>Nutrition through the Lifecycle, Nutrition Assessment, Medical Nutrition Therapy Course Evaluations</i>	Monitor course evaluations and student grades in the courses annually	Students indicate high level of comfort with calculating nutrient needs for individuals on course evaluations; Target not to fall below an average score of 4.8/6.0 in any of the three courses. 2021: 5.2 (Met) 2022: Not Yet Available 2023: Not Yet Available

Tennessee Tech University FG
Continuous Program Improvement Plan (Required Element 2.3)
All Program Types
Date of Last Accreditation Site Visit Review: April/May 2023 _____
Last updated: May 2024

POLICIES AND PROCEDURES				
a) Year Identified	b) Identify strengths and/or areas for improvement resulting from the program evaluation process	c) Data from PEP and other sources used to identify this strength or area for improvement	d) Short- or long-term strategy to maintain strength or address area for improvement (with timeframe for implementing strategies) (Note: Continue is not a timeframe)	e) Results or data obtained based on steps taken to date
2022	Strength: Dr. Hutson is a member of the Graduate School Executive Committee (GSEC). Receives monthly updates about College of Graduate Studies policies, and updates from other programs across the university.	Helps ensure that students will rank the program as good to excellent on the exit survey.	Will attend monthly GSEC meetings to stay apprised of updated graduate school policies and best practices. Review and assess student progress toward completion each summer when analyzing data and program progress toward goals/objectives.	Will monitor student exit surveys each summer after a cohort <u>graduates</u> .
2024	Area for Improvement: Monitor policies/procedures for compliance and appropriateness.	While we have not had issues with student compliance with policies, since last site visit have added: <ul style="list-style-type: none"> • Updates to student professionalism policy 	Policies are reviewed each Spring, and as needed based on student, faculty, or preceptor feedback. Policies are aligned with TN Tech/College of Graduate Studies policies as needed in May of each year. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	(2023) 1 st cohort pass rate: ____ 2 nd cohort pass rate: ____ 3 rd cohort pass rate: ____
CURRICULUM				
a) Year Identified	b) Identify strengths and/or areas for improvement resulting from the program evaluation process	c) Data from PEP and other sources used to identify this strength or area for improvement	d) Short- or long-term strategy to maintain strength or address area for improvement (with timeframe for implementing strategies) (Note: Continue is not a timeframe)	e) Results or data obtained based on steps taken to date
2021-present	Strength: Inman Review Course	An ACEND and program goal on the PEP includes ensuring that 80% of program graduates pass the RD exam within one year of the first attempt.	Purchased Inman Review course for students in the first cohort (Spring 2023 graduates) in the summer before their final year. Course has been integrated into 4 separate courses to encourage students to study and take practice	Data regarding pass rate will be collected beginning in summer 2024 through summer 2025.

			exam questions. Additional study materials are also provided. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	
2021-present	Area for Improvement: Continued review of assignments and curriculum map.	Student performance on assignments, the curriculum map, and competency assessment table map.	After Spring 2023, all classes will have been taught once and all assignments reviewed at least one time. Review and assess completion at the end of each semester.	Student progress on performance indicators. If students receive an N/A on a didactic assignment, the assignment will be modified.
2022	Strength: Curriculum and courses were reviewed to ensure compliance with the new 2022 Accreditation standards. Updated assignments and rubrics as needed to align with new standards.	Review of 2022 FEM Accreditation Standards.	Review of courses at the end of each semester.	Review of student performance on assignments; review of performance on RD exam for determine changes needed to curriculum.
2024	Area for Improvement: RD exam pass rate.	(2023) 1 st cohort pass rate: ____ 2 nd cohort pass rate: 3 rd cohort pass rate:	Fall 2024 – proposed changes to curriculum – removed PRST 6540 (Health Informatics) and added HEC ____ Review of Nutrition and Dietetics.	Will review pass rate after course is implemented in Spring 2026 .

TEACHING METHODS

a) Year Identified	b) Identify strengths and/or areas for improvement resulting from the program evaluation process	c) Data from PEP and other sources used to identify this strength or area for improvement	d) Short- or long-term strategy to maintain strength or address area for improvement (with timeframe for implementing strategies) (Note: Continue is not a timeframe)	e) Results or data obtained based on steps taken to date
2020-2022	Strength: Access to the Tennessee Tech Center for Innovation in Teaching and Learning.	Program Director participated in several CITL workshops; CITL created Master classes in iLearn to help ensure best practices in online learning.	Continue to participate in CITL workshops; update classes to align with strategies learned. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	2021-2022: Positive IDEA evaluations
2022	Area for Improvement: Provide access to preceptor evaluations when available on Typhon.	Discussion between Dr. Hutson and Ms. Buckner regarding the importance of students receiving formative evaluation from preceptors during semester.	Beginning in Spring 2023, students will have immediate access to preceptor evaluations on Typhon. Review and assess completion at the end of each semester.	Should help improve student performance on competencies. Will monitor student feedback on how useful it was to receive immediate access to preceptor evaluations and how they incorporated the feedback into their rotations.

FACULTY

a) Year Identified	b) Identify strengths and/or areas for improvement resulting from the program evaluation process	c) Data from PEP and other sources used to identify this strength or area for improvement	d) Short- or long-term strategy to maintain strength or address area for improvement (with timeframe for implementing strategies) (Note: Continue is not a timeframe)	e) Results or data obtained based on steps taken to date
2022	Strength: Program hired Amber Buckner, MS, RDN, LDN, SNS as the Experiential Learning Coordinator in January 2022.	With 8-9 students in various locations for supervised experiential learning, this position was needed to manage the needs of the students and preceptors.	The Experiential Learning Coordinator position is a full time, 12-month clinical faculty position which is a permanent line but contracted every 3 years. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Positive IDEA evaluations; growth in both preceptors and supervised experiential learning placement sites since Ms. Buckner began.
2023	Area for Improvement: Addition of a third full time faculty member to the Community Health and Nutrition program	Program Director was teaching 3-4 classes per semester during the first two years of the program.	Dr. Darci Bell was hired in July 2023 on a <u>9 month</u> appointment/3 year contract to teach 2-3 graduate courses per semester.	2026: renew Dr. Bell's contract and explore potential for converting this to a tenure track position.
	Area for Improvement:			

PRECEPTORS

a) Year Identified	b) Identify strengths and/or areas for improvement resulting from the program evaluation process	c) Data from PEP and other sources used to identify this strength or area for improvement	d) Short- or long-term strategy to maintain strength or address area for improvement (with timeframe for implementing strategies) (Note: Continue is not a timeframe)	e) Results or data obtained based on steps taken to date
2022	Area for Improvement: Continue to grow our network of preceptors.	With students living at various locations in the state and possibly outside the state in the future, we will continue to grow our network of preceptors.	Explore opportunities to place students in new locations across the state. If a student lives in an area, assess the appropriateness of local sites then work to maintain relationships with those preceptors. Will occur each year, as new student applications are submitted. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	First cohort: 1 Nashville student; 1 Knoxville student Second cohort: 1 Murfreesboro student; 1 Chattanooga student; 1 Nashville student Third cohort: 2 Nashville students; 2 Knoxville students; 5 Cookeville students Fourth cohort: 2 Nashville students; 1 Cookeville student

2022	Strength: Able to place all students with quality preceptors.	In Spring, Summer, and Fall of 2021, the first cohort of students were placed with preceptors who offered positive experiences.	Ms. Buckner will continue to vet preceptors according to program policies; continue to visit preceptors and students; continue regular communication with preceptors. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Positive student evaluations of preceptors; monitor preceptors' evaluations of the students as a way to document quality preceptors.
2022	Strength: Upper Cumberland AND – district renewed and allows for networking between students and professionals.	At each quarterly UCAND meeting, have had one or more graduate students present.	Continue to encourage student participation at meetings. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Monitor student job placements; monitor student involvement at UCAND while students and during their careers.
2022	Strength: Training for preceptors.	Preceptors complete evaluations in timely and complete manner.	Maintain once a year training; Ms. Buckner to continue to provide competency sheet that aligns competencies with potential tasks; students provided with same competency sheet; continue once a year meeting. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Monitor student performance on evaluations; note number of N/A scores as this could indicate additional training is needed.
2022	Area for Improvement: Create preceptor appreciation event to recognize preceptors support of the graduate program.	Continue to strengthen relationships with preceptors to benefit both students and preceptors.	Short-term: honor preceptor of the year at annual School of Human Ecology awards held each Spring; Long-term: host event for all preceptors. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Poll preceptors on needs.
2024	Area for Improvement: Provide feedback to preceptors based on 3 year rolling average of student evaluations.	Student evaluations of preceptors.	Mrs. Buckner Watts will review Typhon student evaluations of preceptors each December and average the scores for preceptors who have worked with the program for at least 3 years. Data will be provided to preceptors every year.	Mrs. Buckner Watts to compile this data in December 2025.

RESOURCES

a) Year Identified	b) Identify strengths and/or areas for improvement resulting from the program evaluation process	c) Data from PEP and other sources used to identify this strength or area for improvement	d) Short- or long-term strategy to maintain strength or address area for improvement (with timeframe for implementing strategies). (Note: Continue is not a timeframe)	e) Results or data obtained based on steps taken to date
2019-2022	Strength: Responsive College of Graduate Studies, IT	Meetings and email communication between the Program Director and	Maintain open line of communication with each of these groups. Invite them to stakeholder/advisory meetings as appropriate.	Program Director Hutson serves on the Online Education Leadership Advisory Committee

	department, and library staff on campus.	these various groups have always been productive and informative.	Provide updates on the program as appropriate. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	and stays connected to colleagues; serves on Faculty Senate, serves on Graduate School Executive Committee.
2019-2022	Strength: TN Tech's Center for Innovation in Teaching and Learning; assists with iLearn , Qualtrics, faculty training on delivery of online content.	Faculty trainings completed over the past few years including media training, distance education training, and cognitive load training; create Master classes for faculty on iLearn .	Continue to monitor for training opportunities through the CITL; access resources made available to faculty. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Positive student feedback regarding course design and instructional methods.
2022	Strength: New technology; both faculty have a new laptop appropriate software; access to printer in office and access to copy machine/scanner.	Adequate technology and resources to teach online courses and communicate with students effectively.	Maintain computers; interact with Frank Starling, IT specialist as needed. Review and assess needs during each semester.	No issues or problems with technology; able to provide instruction to and communicate with students.
2019-2022	Strength: Campus computer labs; if students are located close to campus they can access computer labs on campus as well as online and in person resources through the Volpe Library; Volpe Library pays for Nutrition Care Manual, the Sports Nutrition Care Manual, and the eNCRT database.	Local students use the computer lab; some have downloaded the Microsoft software suite from the Volpe Library; utilize the NCM and eNCRT database in various classes.	Ensure students are aware of campus resources in orientation and in classes as needed. All resources mentioned previously are shared with students in program orientation. Review and assess completion at the end of each semester.	Provide reminders to students as needed; communicate with library staff to ensure resources are provided by the library each year.
2022	Strength: Graduate Assistantships: created one Graduate Assistant position for the 2022-2023 year; funded through online fees. Other GA positions on campus which support the Graduate Program are: Athletics; Campus Food Pantry	Students provide assistance on campus while receiving financial support and learning program/career related skills.	Communication with Dean of CAHE/Director of HEC to ensure GA position is funded each year; communication with Athletics and the Campus Food Pantry to maintain relationship and ensure correct student fills the position. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Ensure one GA in HEC; one in Athletics; one in Campus Food Pantry each year.
2023-2024	Area for Improvement: Aim to add second GA position in HEC.	Budget review in Summer 2023.	Monitor budget and enrollment each year to determine if funds exist for a second HEC GA position.	Goal of adding a second GA position in 2023-2024

			Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	
2021	Strength: Departmental graduate scholarship awarded to one student each year.	Scholarship beneficial to retention and recruitment.	Explore scholarship opportunities for the program. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	One scholarship awarded in 2021-2022; one scholarship awarded in 2022-2023.
2019-2022	Strength: Faculty travel funds are provided by the School of Human Ecology.	Dr. Hutson and Ms. Buckner are supported by the School for continuing education events, travel to present research, or for recruiting purposes.	Funds will continue to be provided annually to faculty. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Incorporation of items from continuing education events; increased diversity in enrollment from recruitment events.
2019-2022	Strength: Administrative staff support is provided by the School of Human Ecology staff member to include ordering supplies, ordering marketing materials, assisting with advising tasks such as permits and reports, assisting with budget questions, etc.	Provision of necessary support from Ms. Debbie Holm, School of Human Ecology administrative staff.	Ms. Debbie to continue to provide this assistance to the program. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Students receive timely assistance with advising issues; faculty receive all supplies needed; assistance with all budget needs provided.
2021	Strength: Typhon website for tracking competencies.	Students and preceptors use this website for scheduling, time logs, document management, and evaluations.	Continue to pay licensure fee for yearly Typhon subscription. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Monitor student and preceptor feedback regarding ease of use of Typhon website.
2019-2022	Strength: The School of Human Ecology contracts with a campus web designer for 8 hours each month.	Ms. Sarah Wright, Assistant Director of Web and Digital Media in the Office of Communications and Marketing, creates new content as needed and updates all pages as requested by Dr. Hutson in a timely manner.	Dr. Hutson requests updates to the Community Health and Nutrition website several times each year. Ms. Wright typically implements those changes the same day, or the next. Ongoing: website is reviewed throughout the year. Formal review occurs each summer. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Ensure website is up to date and in compliance with ACEND accreditation standards.

OTHER

a) Year Identified	b) Identify strengths and/or areas for improvement	c) Data from PEP and other sources used to identify this strength or area for improvement	d) Short- or long-term strategy to maintain strength or address area for improvement	e) Results or data obtained based on steps taken to date
	resulting from the program evaluation process		<u>(with timeframe for implementing strategies).</u> <u>(Note: Continue is not a timeframe)</u>	
2022	Strength: Program length designed to graduate students in a timely manner.	All students from first cohort on track to complete program in Spring 2024.	Effective communication and advising of students each semester. Ensure courses on program of study are offered as discussed with student. Review and assess completion at the end of each semester; assess student progress in program each summer.	Will formally assess program completion in Spring 2023.
2021	Strength: Advising: all graduate students meet with Dr. Hutson one time per semester for advising for next semester classes. Access to Degree Works for tracking completion of courses, grades and progress toward graduation. Access to Tech Connect platform for communicating with students.	Students receive feedback from Dr. Hutson and Ms. Buckner (if they are currently in supervised experiential learning) at advising appointments. Progress on competencies is tracked on Tech Connect.	Dr. Hutson to continue to advise each student in the program at a one a semester advising appointment and as needed. Review and assess completion at the end of each semester; assess student progress in program each summer.	Track students' progress through program and on competencies.
2021	Strength: In person (with virtual option) program orientation held prior to students' beginning program; practicum orientation held in December before first Spring semester.	Informal student feedback indicates that orientation sessions are beneficial.	Continue to hold two orientation sessions per cohort. Review and assess progress toward completion each summer when analyzing data and program progress toward goals.	Obtain formal feedback regarding orientation process on student exit surveys.
2022	Strength: Creation of Community Health and Nutrition student organization.	Students can meet and network in an informal setting.	Program Director Hutson serves as faculty advisor to this group. Ensure strong student leadership each year (each Spring semester). Review and assess completion at the end of each semester.	Offer events to students that encourage participation, promote learning, provide service to the campus and community.
2019-2024	Strength: Various campus and community collaborations.	Students can benefit from collaborations within the Putnam County school system and across campus with Nursing, Human Ecology faculty, Food Pantry, College of Education, etc.	At the beginning of each semester, monitor for opportunities to provide experiential learning through campus and community collaborations. Review and assess completion at the end of each semester.	Students receive beneficial opportunities for learning through campus collaborations.

2024	Area for Improvement: Applications for the program declined for Fall 2024. Cohort of 4	Received 7 applications; accepted 4 students	Explore options for recruitment.	Increase applications to > 10 for Fall 2025; fill cohort of 10 students for Fall 2025.
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Program Evaluation Plan

Tennessee Tech University Community Health and Nutrition Program Evaluation Plan (Required Elements 2.1, 2.2)

Future Education Model Graduate Program Date of Last Accreditation Review (self-study report): May 2023

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (e.g. changes that were made, if any)
July 2019	Melinda Anderson, Director of School of Human Ecology, Samantha Hutson, FEM Program Director	Discussed various aspects of the proposed program, including the program goals and objectives, curriculum, potential preceptors, and policies and procedures.
August 2019	Melinda Anderson, Director of School of Human Ecology, Samantha Hutson, FEM Program Director	Discussed various aspects of the proposed program, including the program goals and objectives, curriculum, potential preceptors, and policies and procedures.
September 2019	Faculty and staff within the School of Human Ecology	Discussed program mission statement.
December 2019	External Advisory Council	No changes.
February 2020	ACEND site reviewers, Samantha Hutson, FEM Program Director	Goal 1; Objective 1b edited
February 2020	Melinda Anderson, Director of School of Human Ecology, Samantha Hutson, FEM Program Director	Goal 1 revised
May 2021	External Advisory Council	Discussion of possible expanded opportunities for experiential learning.
July 2021	Graduate Program Selection Committee	No changes.
December 2021	Graduate Program Selection Committee	Discussion of changes to admission requirements to better prepare students for program.
Spring 2022	School of Human Ecology Curriculum Committee; TN Tech Graduate School Executive Council; TN Tech Faculty Senate Academic Council	Review of changes to program admission requirements at various committee meetings; changes approved in April 2022 to be implemented in December 2022.
June 2022	Program Director	Program Director updated to align with updated FEM standards.
September 2022	External Advisory Council	Program updates discussed.
January 2023	Graduate Program Selection Committee	Discussion of Holistic Admission Resources
June 2023	ACEND site reviewers	Revision of Goal #2 to include the word rural.
July 2023	Melinda Anderson, Director of School of Human Ecology, Samantha Hutson, FEM Program Director, Amber Buckner, Experiential Learning Coordinator	Revision of Goal #2 to include the word rural. Update to objectives – moved employer objective to Goal #1 as it is required by ACEND; created a community nutrition specific objective to address the updated Goal #2.
February 2024	Melinda Anderson, Director of School of Human Ecology, Samantha Hutson, FEM Program Director, Amber Buckner, Experiential Learning Coordinator, Dr. Darci Bell, Program Faculty	Revision of program's mission statement to include the word rural. Addition of objective under goal 2 to address student preparedness for serving rural populations.
May 2024	Dr. Hutson, Mrs. Buckner Watts, Dr. Bell	Review of PEP, CPIP, curriculum map, formal assessment assignments

Mission of the Dietetics Program

The Community Health and Nutrition Graduate Program seeks to prepare competent nutrition professionals through an integrated and student-focused curriculum to practice as a Registered Dietitian Nutritionist with advanced skills in rural community health.

Program Goals, Objectives, and Actual Outcomes

Goal #1 – Program graduates will be able to deliver high quality nutrition care in a variety of settings as entry-level Registered Dietitian Nutritionists (RDN). Goal #2 – Program graduates will be prepared for careers in nutrition and dietetics and will be equipped to uniquely address the health and nutrition needs of rural communities.						
A) ACEND Required Objectives	B) State the goal the objective measures (1 or 2)	C) Data Needed for Evaluation and Data Source	D) Evaluation Method(s) used for Collected Data	E) Individual(s) Responsible for Ensuring Data Is Collected	F) Timeline for Collecting Data (When is data collected?)	G) Actual Outcomes
At least 80% of students complete program requirements within 3.3 years (150% of program length). (RE 2.1.c.1.a)	Goal 1	Graduation records; Office of Student Records; Advising Records; Data Source: Students	Review graduation records and confirm graduation date	Program Director	Annually each June	Sp 23: 9/9 (100%) of students graduated in 22 months. - MET Spr 24: 8/8 (100%) of students graduated in 22 months. - MET
Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation. (RE 2.1.c.1.b)	Goal 1	Results of alumni survey sent to students; informal data collection such as email, LinkedIn; Data source: Recent graduates	Review of recent graduates' alumni surveys	Program Director	Annually each Spring semester	Sp 24 (Sp '23 graduates): 8/9 employed in a nutrition related field 8/8 (100%) employed in a nutrition related field who are seeking employment - MET
At least 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion. (RE 2.1.c.1.c.2)	Goal 1	PD's record of students taking the exam. Pearson VUE reports if students release name; Data source: Students	Review written notes or students who sat for CDR credentialing exam; review Pearson VUE report	Program Director	Annually each summer when Pearson Vue reports are published	Sp. '23 graduates: 9/9 (100%) have taken the credentialing exam - MET

The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%. (RE 2.1.c.1.c.2)	Goal 1	Pearson VUE; Data Source: Students	Review three-year pass rate summary reports	Program Director and Program Faculty	Annually each summer when Pearson Vue reports are published.	Sp. '23 graduates: 7/9 (77.7%) have passed the exam – NOT MET
At least 80% of program graduates who respond to exit surveys will rate the quality of the Community Health and Nutrition Graduate Program as Good to Excellent. (RE 2.1.c.1.d)	Goal 2	Results of student exit survey; Data Source: Students Question: Please rate the following aspect of your education as a graduate student. d. What is your overall impression of your educational experiences in this program?	Review of exit surveys results	Program Director	Annually as each cohort graduates from program in the Spring.	Sp. '23: 2/9 took survey ; 100% rated the program as excellent. - MET Sp. '24: 4/8 took survey; 100% rated the program as excellent
At least 80% of employers who respond to employer satisfaction surveys will rate the preparation of graduates as Good to Excellent. (RE 2.1.c.d)	Goal 2	Results of employment surveys sent to employers; Data source: Employers of recent graduates Question: On a scale of 1-5, with 5 being the best, how would you rate the overall preparation of the graduate? 4=Good; 5=Excellent	Review of recent graduates' employer surveys.	Program Director	Annually each summer	Sp. '24: 3/7 employers responded; 3/3 (100%) rated graduate preparedness as Good or Excellent - MET

Additional objectives should be included below.

A) Additional Objectives	B) Indicate the Goal the Objective	C) Data Needed for Evaluation and Data Source	D) Evaluation Method(s) for Collecting Data	E) Individual(s) Responsible for Ensuring Data are Collected	F) Timeframe for Collecting Data	G) Actual Outcomes
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	Measures (e.g., 1 or 2)					
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At least 80% of recent graduates will indicate that they feel more than adequately or very well prepared to address the health and nutrition needs of rural communities.	Goal 2	Results of alumni surveys sent to recent graduates; Data source: Recent graduates Question: How well did the Community Health and Nutrition program prepare you to work in rural communities?	Review of recent graduates' alumni surveys	Program Director	Annually each Spring semester	Sp. '23 graduates: 5/9 responded to survey; 5/5 (100%) responded with either "very well" or "extremely well" - MET
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Survey for Employers



Tennessee Tech University Community Health and Nutrition Graduate Program Employer Survey

Thank you for taking the time to complete this survey. The information you provide will help us to improve our program.

Name of Employee: _____

Employer (Company Name): _____

1. How long has the graduate been employed by your company?

- Less than 6 months
- 3 to 6 months
- 6 months to 1 year
- More than 1 year

2. Which of the following areas is the graduate currently employed?

- Acute care hospital
- Private Practice
- Long term care facility
- School system
- Public Health Department
- Sports/Wellness Facility
- Other (Please specify) _____

3. During that time, how long have you personally worked with him/her? _____

4. On a scale of 1 to 5, where 5 is the best or highest score, how would you rate this employee in each of the following areas?

	0 (N/A)	1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)
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Job-related conceptual knowledge						
Job-related technical knowledge						
Attitude toward work						
Adaptability						
Dependability						
Initiative						
Interpersonal skills						
Quality of work						
Planning and Organization						
Communication (verbal)						
Communication (written)						
Overall Preparation						

5. If you had a vacancy, how likely would you be to hire another employee from TN Tech's Community Health and Nutrition Graduate Program?

- Very unlikely
- Somewhat unlikely
- Neutral

____ Somewhat likely
____ Very likely

6. In what areas do you feel that this employee was best prepared for his/her present position?

7. In what areas do you feel additional preparation would be helpful?

8. If you have any additional comments, recommendations, etc., please feel free to provide them below.

Appendix 3: SLO2 Assessment Methods

Alumni Employment Survey

**Tennessee Tech University Community Health and Nutrition Graduate Program
Alumni Employment Survey**

1. Are you employed right now?
 Yes, employed full time
 Yes, employed part time
 Yes, employed, but currently on leave (e.g., sabbatical, maternity)
 No, but I am looking for employment at this time
 No, and I am not looking for employment at this time

2. If you are not employed right now, what is your primary activity?
 Furthering my education
 Caring for children
 Caring for other family members
 Taking time for my own health
 Planning/starting a business
 Working on a personal project (e.g., book, artistic endeavor)
 Volunteering, engaging in service or unpaid work
 Traveling or taking time off
 Other reasons _____

3. Please provide the name of the company you currently work for, and your job title.
Employer: _____
Full job title: _____

4. In what sector are you employed? Please mark the best answer.
 Self-employed in own business or professional non-group practice
 For-profit corporation/company/group-practice
 Government or other public institution or agency, including military
 Non-profit organization, institution or NGO (e.g., arts/human services/international organizations)

5. How well did the TN Tech Community Health and Nutrition Graduate program prepare you for your career?
 Very well
 More than adequately
 Adequately
 Less than adequately
 Marginally
 Not applicable

6. Since you graduated, have you done any of these activities? Please mark all that apply.

Served as an officer or on a committee for a local club, organization, or place of worship

Served on a local government board or commission

Run for political office

Worked on a political campaign (candidate or cause)

Been a board member for a non-profit organization (local or national)

7. In the past twelve months, how often have you done volunteer work? Mark the best answer.

Not at all

Once or twice in the past year

Every few months

About once a month

About once a week

More than once a week

8. Overall, how prepared do you feel to address the health and nutrition needs of rural communities?

Very well

More than adequately

Adequately

Less than adequately

Marginally

9. Overall, how satisfied were you with the education you received from the Community Health and Nutrition Graduate program at TN Tech?

Very Satisfied

Generally Satisfied

Ambivalent

Generally Dissatisfied

Very Dissatisfied

10. How likely are you to recommend the Community Health and Nutrition Graduate program to a friend or colleague?

Definitely Would

Probably Would

Maybe

Probably Would Not

Definitely Would Not

Student Exit Survey

**Tennessee Tech University Community Health and Nutrition Graduate Program
Student Exit Interview**

Please submit this document after completing your final course in your final semester. Your feedback will help us improve our program!

Name of Student: _____

Date: _____

Name of Program Director: Dr. Samantha Hutson

Name of Experiential Learning Coordinator: Ms. Amber Buckner

What did you like best about this program? _____

Which aspects of the program were most valuable to you, and why? (Examples of this may include coursework, assignments, preceptors, particular rotations, conferences/workshops attended, etc.):

Please identify and comment on what you found to be the most valuable aspects of your didactic (coursework) education. (Examples of this may include presentations, particular assignments, course set-up, etc.):

Please indicate what aspects of your didactic (coursework) education you found to be the least valuable to you:

Please identify and comment on what you found to be the most valuable aspect of supervised experiential learning. (Examples of this may include assignments, particular sites you visited, etc.): _____

Please identify and comment on what you found to be the least valuable aspect of the supervised experiential learning: _____

Please rate the following aspects of your education as a graduate student. Circle the response that best reflects your assessment.

a. The comprehensiveness of the curriculum/assignments?

Excellent Very Good Good Satisfactory Marginal

b. The avoidance of overlap in assignments?

Excellent Very Good Good Satisfactory Marginal

c. Accessibility to faculty and staff?

Excellent Very Good Good Satisfactory Marginal

d. What is your overall impression of your educational experiences in this program?

Excellent Very Good Good Satisfactory Marginal

What overall recommendations or suggestions would you make to improve the program?

Check the response that most accurately describes your opinion:

Upon completion of this program, I feel/I have:

1. Very well prepared for professional practice.

Strongly Agree Agree NeutralDisagree Strongly Disagree

2. Established a firm foundation in ethics and social responsibility.

Strongly Agree Agree NeutralDisagree Strongly Disagree

3. Established a foundation for lifelong learning and ongoing professional development.

Strongly Agree Agree NeutralDisagree Strongly Disagree

Would you recommend this program to a graduating student? Yes No

Which area of dietetics is of most interest to you?

To improve this graduate program on an ongoing basis, we need your support in providing feedback after you have gained employment. Please leave us a permanent address, email address, and phone number where you can be reached in the future. Your participation in the future survey will greatly assist this program's growth and improvement:

Thank you!

Dr. Hutson and Ms. Buckner

Appendix 4: SLO3 Assessment Methods



ACEND® Board of Directors
2023-2024 February 9, 2024

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Tennessee Tech University
School of Human Ecology
Oakley Hall, Room 211
715 Quadrangle Drive Box 5035
Cookeville, Tennessee 38505

Dear Dr. Hutson:

This letter is to advise you of the action of the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) Board regarding the Graduate Program in Nutrition and Dietetics at Tennessee Tech University. During its recent meeting, the ACEND Board made an accreditation decision based on your program's self-study report and site visit. See the attached Accreditation Action Report for the status of this decision.

Programs are required to notify ACEND of any substantive changes to the program that have the potential for affecting the accreditation status of the program. Guidelines for requesting substantive changes are posted on the ACEND website: [Substantive Program Change Guidelines](#)

ACEND values your commitment to students and the quality and continued improvement of dietetics education as demonstrated during the accreditation process. If you have any questions, please contact Michelle Morgan at 800-877-1600 ext. 4727 or mmorgan@eatright.org.

Sincerely,

Long Wang, MD, PhD, RDN, FAND, Chair
Accreditation Council for Education in Nutrition and Dietetics

LW/lb

Attachment: Accreditation Action Report

cc: Phil Oldham, President
Melinda Anderson, PhD, RDN, LDN, Director, School of Human Ecology
Darron Smith, Dean, College of Agriculture and Human Ecology
Lori Bruce, Provost and Vice President of Academic Affairs
Andrea L. Grim, MS, RD, LD, Lead Program Reviewer
Rhonda Tankersley Knight, MPH, RD, LD, Accompanying Program Reviewer
Michelle Morgan, MS, RDN, CDN, ACEND Manager

ACCREDITATION ACTION REPORT

Program Name and Type: Tennessee Tech University Graduate Program in Nutrition and Dietetics

Accreditation Action:

Grant full accreditation for a 7-year term ending June 30, 2031 and request an interim report to be submitted no later than March 15, 2024.

Decision Date: January 26, 2024

Rationale:

The decision was based on a peer review of the self-study report, site visit report and program response to the site visit report demonstrating that the program is in compliance a demonstration program under the ACEND Future Education Model Graduate Accreditation Standards.

Program Accreditation Details:

To access complete information about your program's accreditation status, sign into the [ACEND Portal](#).

Next Site Visit: The next accreditation site visit will be scheduled in **January-June 2030**. ACEND staff will notify the Program approximately one year in advance of the site visit inviting the program to apply for continued accreditation under the Accreditation Standards in effect at that time.

Next Review by the ACEND Board: 2031

Degree Level: Accreditation is granted for a graduate degree program.

Enrollment: Accreditation is granted for a maximum enrollment of 10 first-year graduate, 10 second-year graduate, for a total maximum enrollment of 20 students.

Distance Education: The program is accredited to offer 50-99% of experiential learning and coursework via distance education.

Areas to Address:

The ACEND Board requests that the program provide an Interim Report to monitor continued compliance with the following standards:

***Standard 2: Program Mission, Goals, Objectives, and Program Evaluation and Improvement,
Required Element 2.1***

The program submitted a Program Evaluation Plan; however, goal #2 and the accompanying objective has not been changed on the plan as requested. The updated goal addresses the health and nutrition needs of rural communities which does not fully align with the program's mission statement as there is no mention of rural communities in the mission statement. The revised objective only measures employer satisfaction and does not measure the full intent of goal #2 to measure advanced skills in community health and preparedness to uniquely address the health and nutrition needs of rural communities. The program must develop objective(s) which encompass all aspects of goal #2 across all graduates. The program must also provide an updated Program

Evaluation Plan which reflects the revised goal #2 and objectives which measure the full intent of the program's mission and goal #2.

Standard 5: Faculty and Preceptors, Required Elements 5.2 and 5.3

The program provided an updated copy of the presentation used to orient preceptors and faculty to the program. The presentation and program handbook which is also provided to faculty and preceptors do not reflect the updated goal #2. The program must update the preceptor and faculty orientation materials as well as the student handbook to reflect consistent program information as noted under Required Element 2.1.

Standard 7: Information to Prospective Students and the Public, Required Element 7.3b

The program must update the website with the revised goal #2 and accompanying objectives to reflect the required changes under Required Element 2.1.

Standard 8: Policies and Procedures for Enrolled Students, Required Element 8.1d

The program does not have a policy in the program handbook that addresses equitable treatment of students by preceptors; the provided policy only addresses treatment of students by university faculty and employees. The program must provide a policy that addresses equitable treatment of students by preceptors.

Interim Report Required:

Yes: Due Date **March 15, 2024**. Refer to the attached instructions for submitting the report. (The program will be charged a \$200.00 late fee if the report is submitted after the due date.)

No

Instructions for Submitting an ACEND Report in DocuWare

When you are ready to submit your report, here are steps for accessing the ACEND Program Report submission form:

- 1) Click on this link: [ACEND Program Report submission form](#)
- 2) Use the following information to fill out the online form:

Program ID	86170654
Document Type	Interim Report
Program Name	Tennessee Tech University
Program Type	Graduate Program in Nutrition and Dietetics
Program City	Cookeville
Program State	Tennessee

Samantha L Hutson, PhD, RDN, LDN

February 9, 2024

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- 3) Upload your report using the upload box at the bottom of the page
- 4) Click "Submit". Once your submission is approved, you will receive an email from ACEND staff acknowledging the receipt of your report.