Executive Summary
Dietetics Program

- The program aligns with UW-Stout’s strategic plan

- Experiential learning opportunities are provided to the students throughout the program with a culminating 320 hour field experience. The program provides many opportunities for applied learning and experiences in and out of the classroom building on content learned in coursework, increasing leadership skills and community participation. The nutritional assessment course is one example of a class with applied learning and experiential learning. Students learn how to measure blood glucose and blood lipids and use body composition equipment such as the DEXA machine. Students assess each other’s nutritional status as well as the nutritional status of clients from outside of the program.

- Enrollment is increasing and retention and graduation rates are improving.

- The program’s rigorous curriculum is determined by the dietetic education accrediting body, Commission on Accreditation of Dietetic Education, eligibility requirements and standards for accreditation. The Dietetics program prepares the students well for their careers in dietetics. The success of the program can be measured by the successful Registration Dietitian exam pass rate of our graduates, 91% for first time test takers for 2010 and 86% for first time test taker pass rate measured over 5 years (2005-2010).

- Both the RD exam pass rate and the matching rate have been trending upwards over the past several years despite the national average remaining flat.

- The match rate to dietetic internships is good with 70% of the UW-Stout graduates applying to internships being accepted to an internship while the national average of acceptance is 52%.

- Faculty and staff are a strength of the Dietetics program. There are four PhD level instructors with registered dietitian (RD) status and an instructor with a master degree, who is also a RD and certified diabetes educator. The faculty and staff are dedicated to providing the students with excellent learning experiences in a caring learning environment.

- The resignation of a 1.0 PhD effective January 12, 2012 does impact the program. However, the area had several MS, RD candidates to lead the courses. The adjuncts are willing to help and often bring an array of expertise to the classroom.

- Small class size, experiential experiences such as the internship, coursework and the supportive faculty were noted by current students and alumni as strengths of the Dietetics program

- In Wisconsin the average wage for dietitians ranged between $50,000 and $55,000 and jobs are projected to grow at a rate of 9%. In addition to employment growth, job openings will result from the need to replace experienced workers who retire or leave the occupation for other reasons. Applicants with specialized training, an advanced degree, or certifications beyond the registration requirement should enjoy the best job opportunities. Demand for dietitians should be particularly strong in outpatient care facilities, offices of physicians, and food service management. The alumni survey found 100% (n=5) obtainment of positions in dietetics or
dietetic related fields in the one year follow-up and 100% (n=6) at the five year follow-up. The average wage reported at the one year follow-up was $28,667 (n=3) and $43,976 (n=5) at the five year follow-up survey.

- The Dietetics program is supportive of diversity and embraces all races/ethnicities and cultures. The faculty and staff will continue to challenge themselves to find opportunities to be inclusive. Currently the Dietetics program is investigating methods to increase the number of male students in the program, with the use of social media, a new program video featuring a male student and You-tube video featuring a male Dietetics program alum.

- CADE requires the program director to be employed as a 1.0 FTE by their organization. Currently the program director has an allocation of .25 FTE and is not a full-time employee of the University; therefore the program is out of compliance. The Department of Food and Nutrition does work to increase the program directors allocation from 0.50 to 1.0 by adding allocation from the flexibility of unfilled allocations in the department.

- The Dietetics program is always looking at ways to improve instruction techniques while meeting program and student needs. Department meetings address instruction and opportunities are provided to improve instructional strategies.

- Mentoring of new students by juniors and seniors in the program was initiated two years ago. Participants in the mentoring program are learning the requirements of the program and field experience while gaining leadership and volunteer opportunities.

- The Stout Student Dietetic Association is active in leadership at the state and national level and provides leadership and volunteer opportunities for our students.

- Selected students benefit from leadership opportunities in Phi Upson Omicron Honor Society and the Stout Academic Honor Society.

- The path to registration as a dietitian is introduced to prospective students at Preview Days, Freshman Orientation (with attending parents involved), and each Advisement Day from staff and peers on a discussion panel. These steps to registration as a dietitian are clearly stated on our website.

- The rigorous program and three step process to becoming a registered dietitian is challenging. Bench marking after semester 3 and 5 will benefit the student and assist in advising the student for alternative career options if needed and alternative pathways to registration.
Program Director Self-Study Report
For: Dietetics

Submitted by: Karen Ostenso
2011

I. UW-STOUT’S STRATEGIC PLAN

1.1 Describe how the program relates to UW-Stout’s Strategic Plan.

1.1.1 Describe early and ongoing experiential learning opportunities to students within the program.
The Dietetics program offers the students experiential learning through FN397E Field Experience, where students throughout the four years spend 320 hours in the field developing projects culminating in a learning portfolio. Additionally, students learn from not only the experience but also the feedback from practitioners in the field of dietetics. The program has incorporated classes with labs throughout the program, beginning in such as CHEM135 and BIO234, then FN312 Nutritional Assessment and FN240 Food Science and then experiential courses such as FN380 Community Nutrition, FN461 Multicultural Foods and HT324 Quantity Food Production.

1.1.2 What are the initiatives used to increase and support program enrollment, student retention and graduation rates?
The goal of the program director for enrollment and retention, is to ensure prospective students, including transfer students are informed of the rigorous curriculum and expectations of the program. This program attracts high quality students required for successful matching to an internship, the programs matching rate is 70% which is above the national average of 52%. Our program provides insights into the career fields of dietetics in FN101. This course is taken during their freshmen year. If a student voices the concern that the field of dietetics is not what they expected, they are advised of alternative majors that may better fit to their career interests within the college and university such as Food Systems and Technology, Hospitality and Tourism or Applied Science and Health and Wellness.

1.1.3 Respond to the program facts and your program’s creative endeavors related to the diversity aspects of Inclusive Excellence: “UW-Stout’s plan to intentionally integrate diversity efforts into the core aspects of everything we do. Diversity is broadly defined and includes, but is not limited to, race/ethnicity, gender, sexual orientation, age and disability status.”
The Dietetics program is supportive of diversity and embraces all races/ethnicities and cultures. The faculty and staff servicing the Dietetics program will continue to challenge themselves to find opportunities to be inclusive. Currently the Dietetics program is investigating methods to increase the number of male students in the program through social media, a new program video featuring a male student and YouTube video featuring a male Dietetics program alum.
1.1.4 Describe the environmental sustainability initiatives of your program:
“UW-Stout’s attempt to make students, faculty, and staff more aware of the importance of sustaining our environment through energy conservation, waste reduction, and other measures that will not bring harm to the environment, and to provide students with innovative research opportunities in these areas.”
Instructors in the Dietetics program incorporate sustainability in courses such as FN461 Multicultural Foods where excess food products are composted and FN102 where sustainable nutrition sources, world hunger, drinkable water and safe food are explored. Sustainability is an area that the Dietetics program can improve upon through initiatives such as composting of all food waste from labs. The Food and Nutrition Department is currently developing a course to address the sustainability concerns related to the food industry.

1.1.5 List various training and development opportunities of core faculty teaching within your program.
Dietetics faculty and staff must keep up their RD status through 75 continuing education hours every five years. Additionally, Wisconsin RDs must hold state credentials to practice. Faculty and staff have been able to attend National and State Dietetic Association meetings to maintain the professional registrations. Professional education dollars are limited and adjunct instructors would benefit from support as well as they must meet the same registration and credentialing requirements. The program director encourages and supports professional development of the faculty and staff. The department acknowledges the importance of addressing teaching strategies and will be adding resources on understanding the new learner. In addition, in-services are planned on the psychology of the adult learner.

Faculty have been involved in SOTL projects and professional development activities related to teaching. Courses are observed by the Department Chair and peers. Course strategy improvements are discussed frequently. A targeted in-service could assist in this area.

Faculty have a wealth of knowledge. The learners are asked to integrate concepts related to the metabolic process. This is an integration they must master. Faculty assist but the learner must engage and own the material. This can frustrate students wishing to be spoon-fed. Later the areas they seem frustrated by are the very areas addressed in Thank you notes to Professors. In these areas of concern they often lead in the knowledge levels as compared to other interns from other colleges and universities across the nation.
II. DESCRIPTION OF THE PROGRAM

2.1 Curriculum Design

2.1.1 State the program objectives:
Goals of the Didactic program in Dietetics are to:
1. Provide education in a hands-on learning environment that prepares graduates to demonstrate foundation knowledge and skills producing the competencies for dietetic registration.
2. Prepare students to participate in community services, applied research and scholarly activity.
3. Equip graduates with the ability to communicate and collaborate using integrated learning to solve authentic real world problems while utilizing current technology.

2.1.2 What are the initiatives used to determine the need for program revision, including but not limited to program enrollment, student retention or student graduation rates.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall Enrollment</th>
<th>Graduates</th>
<th>One-Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>143</td>
<td>18</td>
<td>NA</td>
</tr>
<tr>
<td>2007-08</td>
<td>157</td>
<td>25</td>
<td>51.4%</td>
</tr>
<tr>
<td>2008-09</td>
<td>148</td>
<td>19</td>
<td>51.2%</td>
</tr>
<tr>
<td>2009-10</td>
<td>156</td>
<td>24</td>
<td>45.7%</td>
</tr>
<tr>
<td>2010-11</td>
<td>176</td>
<td>-</td>
<td>62.9%</td>
</tr>
</tbody>
</table>

Source: Fact Book 2010-11

The Dietetics program practices continuous and cyclical program assessment of administrative requirements, program goals and learning objectives to meet the Commission on Accreditation of Dietetic Education (CADE) standards for Didactic Programs in Dietetics. The program goals assessment plan is found below in the program evaluation shown in Table 1.
Table 1. Programmatic Assessment Plan

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Data Needed</th>
<th>Data Already Available</th>
<th>What Groups Will Be Assessed?</th>
<th>Assessment Methods</th>
<th>Who Will Conduct Assessment</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goal #1</strong></td>
<td>Provide education in a hands-on learning environment that prepares graduates to demonstrate foundation knowledge and skills resulting in competency for dietetic registration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80% of students will pass RD exam on first try over 5-year average.</td>
<td>RD Exam results</td>
<td>Yes</td>
<td>All Dietetics students taking exam</td>
<td>Descriptive stats</td>
<td>Program Director</td>
<td>Annually and every 5-year average</td>
</tr>
<tr>
<td>100% student survey of foundation/ Knowledge and skill rating will be above 3 on a 1-3 point scale.</td>
<td>Exit survey</td>
<td>Yes</td>
<td>All exiting students</td>
<td>Descriptive survey</td>
<td>Program Director</td>
<td>Annually</td>
</tr>
<tr>
<td>The program will maintain 90% of the students from junior to senior year graduation</td>
<td>Junior enrollment and graduation rate</td>
<td>Yes</td>
<td>Junior and Seniors enrolled in major</td>
<td>Enrollment Report-Univeristy</td>
<td>Program Director</td>
<td>Annually</td>
</tr>
<tr>
<td>95% of the program graduates will find employment, internship placement or graduate school within one year of matriculation</td>
<td>Placement rates</td>
<td>Yes</td>
<td>Students graduating from program</td>
<td>Descriptive Stats</td>
<td>Program Director</td>
<td>May and December Annually</td>
</tr>
<tr>
<td><strong>Program Goal #2</strong></td>
<td>Prepare students to participate in community services, applied research and scholarly activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will indicate in a senior exit interview/survey that they have one or more community service activities.</td>
<td>Results of interview and student survey</td>
<td>Yes (attached)</td>
<td>All senior students (fall and spring)</td>
<td>Survey interns</td>
<td>Program Director</td>
<td>Annually</td>
</tr>
<tr>
<td>Students will present their research and scholarly activity in a class, at university research day or state dietetics meeting or in the UW-Stout Research Journal.</td>
<td>PowerPoint or formal research paper or published article OR community nutrition project</td>
<td>Some</td>
<td>All senior students</td>
<td>Portfolio</td>
<td>Program Director</td>
<td>Annually</td>
</tr>
<tr>
<td><strong>Program Goal #3</strong></td>
<td>Graduates will obtain the ability to communicate and collaborate effectively using integrated thinking to solve authentic world problems and to use current technology.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mean rating of communication collaboration that employers will give program graduates in their employ will meet or exceed rating of 3 (or above) on 1-5 point scale.</td>
<td>Results of employer surveys</td>
<td>yes</td>
<td>Employers</td>
<td>Survey</td>
<td>Program Director</td>
<td>Every 1/3 years</td>
</tr>
<tr>
<td>80% of alumni will rate “adequate training or above” on university survey</td>
<td>Results of university survey</td>
<td>yes</td>
<td>Alumni</td>
<td>Survey</td>
<td>Faculty Students Program Director</td>
<td>Annual for seniors 1 and 3 year alumni</td>
</tr>
</tbody>
</table>

Through program evaluation and assessment issues related to facilities, curriculum, faculty, job placement, and internship placement are regularly evaluated and addressed.
The continuous evaluation plan can be seen in Figure 1 below:

The following information outlines how systematic program assessment, data collection and feedback from internal and external constituents are obtained. A chart is provided for overview. The assessments are utilized in identifying strengths and weaknesses of the program and make adjustments in the program to meet student needs, professional requirements and program, college and university goals.

<table>
<thead>
<tr>
<th>Name of Internal Constituent</th>
<th>Survey Time Frame/Frequency</th>
<th>Assisted in Developing the Following Program Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current junior and senior students</td>
<td>Annual</td>
<td>Program Goal #1, #2, and #3</td>
</tr>
<tr>
<td>One year alumni</td>
<td>One year after graduation</td>
<td>Program Goal #1 and #2 Long term Goal #2</td>
</tr>
<tr>
<td>Three-five year alumni</td>
<td>Five years after graduation</td>
<td>Program Goal #1</td>
</tr>
<tr>
<td>Key faculty in the department</td>
<td>Annually and informally throughout the year</td>
<td>Program Goal #1</td>
</tr>
<tr>
<td>External Constituent</td>
<td>Annually</td>
<td>Program Goal #1</td>
</tr>
<tr>
<td>Program Advisory Committee</td>
<td>Annually</td>
<td>Program Goal #1</td>
</tr>
<tr>
<td>Employers</td>
<td>One and five year follow-up</td>
<td>Program Goal #3</td>
</tr>
<tr>
<td>Internship Directors</td>
<td>Annually</td>
<td>Program Goal #3</td>
</tr>
</tbody>
</table>
2.1.3 Is your program defined as a distance learning program (yes/no)?
No

2.1.4 Give examples and explain the ways in which the program intentionally integrates diversity efforts, functions and contributes to the program.
Courses such as FN461 Multicultural Foods and FN330 Institutional Menu Planning Marketing & Design provide students the opportunity to study and learn about other cultures through research, presentations, cooking and menu planning activities. Guest presenters of various cultures are invited to speak in courses and at times guest speakers are current or graduate of the program. Students are encouraged to attend meetings of the culturally diverse campus organizations such as the International Relations Club to increase cultural awareness. Last year the program director reviewed an international exchange program with Sweden. Three faculty members met with all the program directors in the Food and Nutrition department. The Swedish program aligns with the undergraduate program in FST more closely than the Dietetics program, due to accreditation requirements. Additionally, undergraduate courses are predominately taught in Swedish, therefore language is an issue. However, Dietetics students in general are encouraged to learn abroad. It is preferred that study aboard occurs the first two years, due to dietetic specific courses that are difficult to find in abroad programs. The program director works with individual students for course planning when planning to study abroad.

2.1.5 UW-Stout “programs are presented through an approach to learning which involves combining theory, practice and experimentation” (Mission Statement). Briefly describe the components of your program where students participate in scholarly activity such as: research, scholarship, experiential learning and creative endeavor.
The mission of the Didactic Program in Dietetics states that we will provide students with contemporary knowledge and practice skills in order to prepare them for careers in food, the science of food, health and related industries as well as for the pursuit of lifelong learning. Curriculum is delivered in a “hands on” environment while utilizing current technologies. The majority of coursework in the Dietetics curriculum provides students with the opportunity to be creative, research best practices and provide evidenced-based recommendations, practice what they are learning, test out skills and obtain feedback from instructors and faculty about how they are progressing. In several courses, such as HT-324 Quantity Food Production, students design, create and produce pod casts and then facilitate the “pod-casts” topic to fellow students along with collaborating with other students to plan and manage the operation of a full service kitchen/restaurant. Students model leadership roles while directing the operation as well as work and guide a team of peers to make the lab portion of this course, serving the public in this restaurant, a successful endeavor. Food Science, FN240, with its lab component, teaches students about the function of ingredients in food along with food sanitation procedures and biotechnology while engaging students in experimentation design and formulation of applied theories about how and in what ways foods interact with one another and other substances. Biotechnology is a key component in this course which is an aspect of utilizing current technologies. FN330, Institutional Menu Planning, Marketing and Design is another course in the core which provides students a
laboratory opportunity to practice the skills they are trying to obtain for cycle menu planning of multiple kinds including school food service, commercial, institutional and corrections, basic food preparation skills and menu terms and concepts, modification of recipes/formulas for individuals or group dietary needs, marketing concepts in different venues and offering them the opportunity to deeply discuss religious and cultural dietary considerations in menu planning. Students also have the challenge of evaluating their professional/ethical responsibility relating to the development of healthful diets. Students must be able to communicate effectively and clearly about the function of ingredients in food. The FN312 Nutrition Assessment course provide students practice screening and assessing each other and real clients by conducting comprehensive nutritional assessments which include anthropometrics, biochemical, clinical and dietary indices. They must demonstrate that they are proficient in each of these areas along with determining nutrient requirements, measuring, calculating, and interpreting body composition data, the physiology of exercise and applying this to theory learned in other courses. These courses assist students in their field work, FN397E/C and visa versa by allowing students to relate how theory and real world practice merge, intersect and diverge again. FN360, Nutrition Counseling is another core course that presents students with the environment to practice the style of Motivational Interviewing while learning theories of counseling and developing their ethical principles. FN417 and FN418 Medical Nutrition Therapy 1 and 2, allows students to use critical thinking skills to screen, assess, nutritionally diagnosis, implement a care plan and evaluate case studies using evidenced-based practice guidelines.

2.1.6 Does your program currently have an accreditation or certification agency that reviews the program? If so, which agency and to what extent do they influence the structure of the curriculum?

The Dietetics program is accredited through the Commission on Accreditation of Dietetic Education (CADE) American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995. CADE is extremely influential in determining program and learning objectives of the UW-Stout Dietetics program. CADE requires specific administration, program and learning requirements be met in order to maintain the accreditation of the Dietetics program. The Dietetics program reports to CADE annually, every five years with a self-study and then a site visit for reaccreditation every ten years. The five year report is due November 1, 2012 and the ten year reaccreditation report is due November 2017 with the site visit in the Spring of 2018. Without accreditation through CADE the dietetic students would not be eligible for a dietetic internship and subsequently would not be eligible to take the RD exam. CADE requires that core competencies be provided which meet the minimum requirements for an entry-level dietitian. In addition, CADE requires an 80% pass rate on the RD exam over five years, 60% of students that graduate will apply to internships within the year they graduate and that over a five year period, 80% of graduates that applied to internships will have matched to an internship. Deficiencies in meeting these program goals, require evaluation and plans for improvement related to curriculum and program administration if accreditation is to be maintained.
2.2 Faculty/Academic Staff Experience

2.2.1 List the key people in the curriculum. A key instructor is one who teaches at least one required professional course in your program.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Burritt</td>
<td>BIO-306</td>
<td>General Microbiology</td>
</tr>
<tr>
<td>Maleka Hashmi</td>
<td>BIO-362</td>
<td>Advanced Physiology</td>
</tr>
<tr>
<td>Forrest Schultz</td>
<td>CHEM-201</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>Marcia Miller-Rodeberg</td>
<td>CHEM-311</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>Karen Ostenso</td>
<td>FN-101</td>
<td>Dietetics as a Profession</td>
</tr>
<tr>
<td></td>
<td>FN-280</td>
<td>Community Nutrition</td>
</tr>
<tr>
<td></td>
<td>FN-408</td>
<td>Preprofessional Development</td>
</tr>
<tr>
<td></td>
<td>FN-413</td>
<td>Maternal and Child Nutrition</td>
</tr>
<tr>
<td>Christina Dinauer</td>
<td>FN-105</td>
<td>Food Service Sanitation</td>
</tr>
<tr>
<td></td>
<td>FN-330</td>
<td>Institutional Menu Planning</td>
</tr>
<tr>
<td>Esther Fahm</td>
<td>FN-207</td>
<td>Medical Terminology</td>
</tr>
<tr>
<td></td>
<td>FN-380</td>
<td>Community Nutrition</td>
</tr>
<tr>
<td></td>
<td>FN-415</td>
<td>Nutritional Issues in Gerontology</td>
</tr>
<tr>
<td>Carol Seaborn</td>
<td>FN-212</td>
<td>Nutrition</td>
</tr>
<tr>
<td></td>
<td>FN-406</td>
<td>Nutrition Education</td>
</tr>
<tr>
<td></td>
<td>FN-461</td>
<td>Multicultural Aspects of Food</td>
</tr>
<tr>
<td>Cynthia Rohrer</td>
<td>FN-240</td>
<td>Food Science</td>
</tr>
<tr>
<td>Kerry Peterson</td>
<td>FN-312</td>
<td>Nutritional Assessment</td>
</tr>
<tr>
<td></td>
<td>FN-320</td>
<td>Advanced Nutrition</td>
</tr>
<tr>
<td>Lisa Eierman</td>
<td>FN-360</td>
<td>Nutrition Counseling: A Team Approach</td>
</tr>
<tr>
<td>Afiya Saleem</td>
<td>FN-417</td>
<td>Medical Nutritional Therapy: I</td>
</tr>
<tr>
<td>Kelly Schultz</td>
<td>BUMGT-304</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>Scot Vaver</td>
<td>BUMGT-304</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>Anne Hoel</td>
<td>BUMGT-304</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>Richard Hopfensperger</td>
<td>BUMGT-304</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>Brian Bergquist</td>
<td>HT-150</td>
<td>Institutional Food Production</td>
</tr>
<tr>
<td>Judith Kennedy</td>
<td>HT-324</td>
<td>Quantity Food Production</td>
</tr>
<tr>
<td>Joseph Holland</td>
<td>HT-362</td>
<td>Foodservice Finance and Cost Control</td>
</tr>
<tr>
<td>James Buergermeister</td>
<td>HT-362</td>
<td>Foodservice Finance and Cost Control</td>
</tr>
</tbody>
</table>

2.2.2 What additional areas of faculty/academic staff expertise are currently needed?

Our accrediting body, CADE, requires dietetic program directors to be employed as a 1.0 FTE by their organization. Currently the dietetic program director has an allocation of .25 FTE and is not a full-time employee of the university; therefore the program is out of compliance with accreditation requirements. The Dietetics program has been advised by CADE to come into compliance as soon as possible and that it will become a "known" compliance issue when the program's five year self-study is due, November 2012. The Department of Food and Nutrition works to increase the current program director's allocation from .50 to 1.0 by adding flexibility from unfilled allocations. The Dietetics program alerted the university to the
compliance issue when the standards were released in 2008, with the required date of compliance being director being Spring of 2010.

Additionally, as of Spring semester 2012, the Dietetics program will be short 1.0 FTE faculty due to a recent resignation which begins January 12, 2012. With this resignation the program will be looking for a Dietetic Internship Director and RD with three years of clinical experience as requirements for the faculty position. Due to the requirement for dietetic registration and the three years of experience it is often difficult to fill faculty positions in the program. The area has several MS, RD candidates to lead the courses. The adjuncts are willing to help and often bring an array of expertise to the classroom in the interim.

2.3 Facilities

2.3.1 What special facilities and or capital equipment currently available are utilized and how do they strengthen this program? What additional facilities (special classrooms, labs, additional space involving minor construction) have been requested and has that been filled?

Seventeen (17) video cameras were added to the FN360 Nutrition Counseling laboratory because remodeling was not an option. This laboratory, Room 240 Heritage Hall, is currently in consideration for a major remodeling project. New and updated equipment has been requested to be added to the Nutrition Assessment Lab in 2012 (Room 427 Heritage Hall).

2.4 Resources for the Program

2.4.1 Evaluate as to currency/up-to-datedness, quality, relevance, and quantity of the library resources to support the program. List or describe any information or service needs created over the past three years by concentration and course changes and include a brief statement as to how these needs have been met by the library.

Each year the library asks for suggestions for updates to the library. The faculty compiles an annual list for consideration. The list often exceeds the limit of the dollars allocated for the program. The program would like to see an increased availability of online nutrition journals. In addition, faculty would like to request updating resources for the new MyPlate from the United States Department of Agriculture and updated videos to supplement the gerontology courses.

2.4.2 List any special resources used to meet program and/or student needs such as: Academic Computing, Instructional Technology Services for curriculum materials development, ASPIRE, Research Center, Media Self-Instruction Lab, Academic Skills Center, etc. List or describe any other resources which are needed to meet the program objectives with a brief statement as to how these would enhance or maintain the concentration quality.

The services on campus are appreciated and utilized by the Dietetics students. Dietetics students have served as tutors in various departments and other Dietetics students have also received the tutoring for math, the sciences and writing. The service based offices have been receptive and helpful in meeting student needs related to computers, research and tutoring. Additionally, courses such as FN101 Dietetics as a Profession and FN408 Preprofessional Development require students to learn about Career Services,
Library services and the Writing Center. Student assignments are designed to incorporate an exposure to all three services.

2.5 Assessment in the Major

2.5.1 The most recent Assessment in the Major report is attached (See Appendix).

III. SUPPLY EVIDENCE OF THE QUALITY OF THE GRADUATES IN THE PROGRAM

3.1 Describe the demand for graduates and anticipated changes or trends in such positions/roles.

Compensation and Benefits Survey of the Dietetics Profession 2011, conducted and analyzed for the American Dietetics Association by Readex Research and is based on responses of 4,417 full-time RDs with an hourly wage in the range of $14.50 to $62.50 (roughly $30,000 to $130,000 annualized).

National estimates for this occupation from the Bureau of Statistics are presented below:

**Occupational Employment and Wages, May 2010**

Employment estimate and mean wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Employment (1)</th>
<th>Employment RSE (3)</th>
<th>Mean hourly wage</th>
<th>Mean annual wage (2)</th>
<th>Wage RSE (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>53,510</td>
<td>1.6 %</td>
<td>$26.13</td>
<td>$54,340</td>
<td>0.6 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$16.03</td>
<td>$20.57</td>
<td>$25.60</td>
<td>$31.17</td>
<td>$36.29</td>
</tr>
<tr>
<td>Annual Wage (2)</td>
<td>$33,330</td>
<td>$42,790</td>
<td>$53,250</td>
<td>$64,830</td>
<td>$75,480</td>
</tr>
</tbody>
</table>

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

In Wisconsin the average wage for dietitians ranged between $50,000 and $55,000. The jobs are predominantly in the areas of clinical, food service management and public health however with advances in technology and with genetically modified food, trendy diets, and cutting-edge food science making headlines, it is an exciting time to make a living as dietetics professional. Opportunities with online health newsletters, blogs, and nutrition sites have added creative job opportunities for dietitians. In addition, there are
more dietitians going into private business, as consultants, and in nutrition education with grocery store chains and the food industry.

Jobs in the field of dietetics are projected to grow at a rate of about 9%. In addition to employment growth, job openings will result from the need to replace experienced workers who retire or leave the occupation for other reasons. Applicants with specialized training, an advanced degree, or certifications beyond the registration requirement should enjoy the best job opportunities. Demand for dietitians should be particularly strong in outpatient care facilities, offices of physicians, and food service management. Those specializing in renal and diabetic nutrition or gerontological nutrition will benefit from the growing number of diabetics and the aging of the USA population.

3.2 Interpret the data from the Planning, Assessment, Research and Quality (PARQ) office of the alumni follow-up surveys.

PARQ alumni follow-up surveys indicate that graduates rated the program overall above average for their future in Dietetics indicating strength in our curriculum. Questions related to foundation, knowledge and skills needed for supervised practice and entry-level dietetics overall scored above 3.5 out of a 5.0 point scale indicating higher than satisfactory. Core nutritional knowledge and skills were rated more than satisfactory and higher as was the nutrition care process. These scores also reinforce the rigorous curriculum that provides students with foundation knowledge and skills to be successful in the field.

Strengths indicated by alums:
1. Caring faculty, available to students and real life experiences
2. Well thought out program
3. Based on Medical Nutrition Therapy
4. Overall a very good though difficult program
5. "Prepared me well for the internship and professional work and how to conduct myself professionally"

3.3 Interpret the major results from your Program Specific Surveys (students, faculty and advisory committee) conducted by the Planning and Review Committee.

Students (n=53/99)

Student results overall indicated that they agree (4.08) the Dietetics program is a quality program. The students also agreed the program provided ethnic perspectives (4.10). Overall the students noted strengths of the experiential learning experiences such as the field experience requirement, real life experiences and up-to-date instructors, guest speakers and community engagement. Additionally, students appreciated the small class sizes and the program allowing them one-on-one time with the instructors.

Student Survey Areas Below 4.0

Question #8: My advisor is accessible on a routine basis (3.62).
The department added a .33 graduate assistant for the program director for advisement availability. The graduate assistant is in the office a minimum of 13.33 hours per week to answer questions and assist with advisement. Advising is primarily provided by the program director with faculty and one adjunct instructor assisting. The resignation of the 1.0 FTE faculty will lead to an increased program director advising load in the short-term.
Question #14: My program has few or no problems with unnecessary repetition or overlap of content (if you disagree or strongly disagree with this question, please list the courses and/or content in which unnecessary repetition or overlap occurs in Question #7). (3.62).
This item has been addressed when responding to question #7 and student’s concerns.

Question #15: My program requirements can be completed in a reasonable time. (3.52).
Program requirements are scheduled to be completed in four years. The four year plan indicates students can complete the plan as posted. If students need to retake classes or if classes are taken out of sequence, then the scheduling can result in conflicts.

Question 16: As I near the completion of my degree, I feel confident that my program has prepared me to be successful in my profession. (3.83).
Concerns related to success in the profession are being addressed by the following: a) Mentoring of students by juniors and seniors in the program was initiated two years ago; b) Paths to success are addressed in FN101 Dietetics as a Profession, again each Advisement Day, and in the course FN408 Preprofessional Development. Obtaining an internship which is the second step in their career path creates uncertainty for even the best prepared student due to limited internship placement on the first attempt. CADE requires students to complete a 1,200 hour internship for eligibility to take the RD exam.

Question 18: If I had to do it all over again, I would choose this program. (3.58)
Though below a 4.0, the number of students nationwide who change their major and secure a master’s degree based on career changes is high compared to the students surveyed in the Dietetics program at UW-Stout.

Question 20: I have developed a global perspective. (3.75)
Course objectives in the global area will be reviewed. Cultural competency in coursework is being evaluated and there are plans to incorporate future course development.

Strengths and Weaknesses:
Some items noted on the survey were felt to be strengths by some students and weaknesses by others.

"the major strength of the program are the wide knowledge base and extreme knowledge in chemistry"

"very good science classes and laboratory facilities…a lot of up-to-date equipment to use"

"the program is very focused on science, which I do not think dietetics needs as much. Some classes yes but others, such as biochemistry no."

"Gives real life implications of course work. Looks at nutrition in various ways….challenging program which prepares students to think on their own and to be successful learners."

"I feel the program has to many classes that I don't think relate to the career"
Concerns of Students:
Specific instruction and teaching techniques were noted as a weakness by some students. This concern was brought to the attention of the department chair. The Dietetics program is always looking ways to improve instruction techniques while meeting student needs and program needs. Department meetings address instruction and opportunities will be provided to improve in this area. For example, the department will be adding resources on understanding the new learner as well as providing in-services on the psychology of the adult learner.

Concerns related to information on the path to becoming are Registered Dietitian have been addressed by the program. Beginning two years ago the path to registration has been introduced to prospective students at Preview Days, Freshman Orientation (with attending parents involved), each Advisement Day from staff and peers on a discussion panel, and the steps are clearly stated on our website. Additionally, alternative majors and career choices are also discussed early and often. For example, there is now a new pathway to obtaining Dietetic Technician Registration (DTR) for B.S degree Dietetics students. Unfortunately the students that were juniors and seniors did not benefit from many of these program changes.

Mentoring of new students by juniors and seniors in the program was initiated two years ago. The mentor program is a volunteer program and students who chose to participate have the added advantage of learning the requirements of the Dietetics program, field experience, and about leadership and volunteer opportunities from their peers.

Concerns related to our rigid course work and program plan are dictated by the foundation, knowledge and skills required by our accrediting body (CADE). In order to meet all competencies and keep credit hours to a minimum for our students there is no room for electives or flexibility. The Dietetics program currently has a good mix of general education and professional courses offered each semester. In addition prerequisites are the foundation for building knowledge and skills for upper level courses, therefore are necessary for success in courses. Students are not discouraged from double majoring, adding a minor, or taking additional courses.

Concerns by transfer students about getting into courses and meeting prerequisites have been addressed by admitting transfer students as pre-dietetics until they are able to complete prerequisites for the required dietetic courses. The prerequisite requirements are clearly stated on the Dietetics webpage and the Transfer Student webpage.

Concerns regarding the application process to internships are now addressed on advisement days and in the FN408 Pre-professional Development class.

Lastly, concerns related to alternative career options and post-graduate options are discussed earlier in the program beginning with Freshman orientation and then during advisement each semester based on combined GPA in CHEM135General Chemistry I and BIO234 Physiology and Anatomy (2.5 required) and FN212 Nutrition which is taken Spring of the sophomore year (B is required). Additionally, students are made aware at orientation and during advisement and in FN 101 Dietetics as a Profession that grades below a "C" will not be accepted in courses required by the major. During those discussion options within the college and university for change of major if desired or alternative careers related to interest areas. Internships rank students based on science GPA and then dietetics coursework GPA, in addition to leadership, volunteer work, experience related to dietetics and participation in organizations related to dietetics.
Therefore these areas of focus play a predominate role in the four year career in the Dietetics program and are strongly emphasizes throughout the program. Internships are competitive as discussed early and students are challenged to be excellent candidates.

Students are advised on alternative pathways when not meeting minimum GPA requirements based on career interests, it would be difficult to develop pathway maps but could certainly be investigated.

**Faculty (n= 5/7)**  
Key faculty members rated quality of instruction, quality of support services, communication between director and program director leadership as excellent (average 5.2), laboratory facilities, supplies, preparation of students for courses, scheduling, staff support and opportunities to participate in decisions above good (average of 4.6)

**Concerns:**  
Not being in compliance with accreditation standards with the program director position not attached to a 1.0 FTE position within the department. Note the 1.0 FTE can be a combination of administrative and teaching hours. This was also a concern of the advisory committee members. The current program director has a .50 allocation (.25 program director and .25 department teaching). The remainder of the .50 has been assigned based on department vacancies. The program director at UW-Stout in our College has a .25 for program director responsibilities. Plus this program also has a .33 graduate assistant for advising in Dietetics. The additional credits are assigned to make this allocation fulltime are added each semester to total a 1.0 with .75 in related courses. The courses assigned to the program director directly benefitting the program are: FN101 Dietetics as a Profession, FN397E&C Field Experience, FN408 Preprofessional Development.

Laboratory equipment and lab space particularly lack of an appropriate nutrition counseling lab. Lab modification requests have been submitted for updating equipment and to redesign the current room used for counseling. The department was recently informed that this would be a major renovation and the counseling room is now been submitted by Physical Plant as a major renovation. Additionally, a lab technician is necessary to keep all the equipment calibrated and functioning accurately. This lab technician could be used in the assessment lab as well.

**Advisory (n= 5/10)**  
**Strengths:**  
Indicated program has high quality curriculum and faculty, and that the program is producing quality students. Faculty and staff work hard to find experiential learning experiences for students. They feel they have the opportunity to contribute to the program improvement.

**Weaknesses:**  
Heavy load on faculty especially for those teaching upper level courses, recommend increasing teaching staff. Difficult for transfer students to get prerequisite classes and current students are often trying to bypass prerequisites due to scheduling issues.
IV. SUPPLY EVIDENCE OF CONTINUOUS IMPROVEMENT EFFORTS OF THE PROGRAM.

4.1 Describe the strengths and unique features of your program that distinguish it from similar programs. What are weaknesses of the program?
The unique features of our program and weakness have been discussed in previous sections. The program director practices continuous improvement strategies continuously for the program and related classes. Department minutes verify the continuous quality assessment measures used by the department.

4.2 Submit evidence of program response to the concerns and recommendations in your previous program review.
The Nutrition Counseling course (FN360) has been scheduled in Room 240 in Heritage Hall. There are eight individual kitchens with folding partitions surrounding a classroom with eight round tables and 32 chairs. The folding doors on the surrounding kitchens can be closed for counseling sessions. Seventeen video recorders were purchased and are used for FN360/560 Nutrition Counseling. The students share the video cameras to record counseling sessions for later review with the professor. This space has been inadequate to meet the learning outcomes required by the American Dietetic Association. The Nutrition Counseling class prepares students for professional, confidential counseling responsibilities. This current arrangement in Heritage Hall 240 is not a professional confidential setting. In addition, 16 students enroll in this course every semester requiring use of lounges and open classrooms to accommodate all counseling lab needs. The Nutrition Counseling course is taught during the fall and spring semesters. Current enrollment is 16 students and section sizes range from 15 to 20. The lab remains inadequate, however, plans have been submitted for a major renovation project for 2012-13 to replace the folding partitions with permanent walls on the south side and doors that will ensure confidentiality. The classroom discussion area will be updated to reflect current audiovisual classroom needs. Doors will be used on the south side of the classroom to define four additional counseling areas. It is unknown at this time if funding will be available.

4.3 Is Career Services able to provide the needed support to assist Dietetics students in receiving competitive internship placement?
The roll of staff in Career Services has changed in relation to Dietetics students since the last PRC report as the internship application process is now online and there is no longer a need to mail internship packets. However, Career Services remains active in assisting the Dietetics students with internship and job seeking skills such as resume writing and interviewing techniques. The joint cooperation between the Food and Nutrition Department and Career Services ensures that Dietetics students receive the support and skill development that they require to be competitive in internship, graduate school acceptance and job placement. This is a service few universities offer for their students.

4.4 Are Dietetics students able to take the needed science courses? Are the needed courses offered at least once a year? Is the enrollment in these courses sufficient for the number of students who need to take it each year?

BIO234 Physiology and Anatomy for Health Sciences
CHEM125 Principles of Chemistry for Health Science now replaced with
   CHEM135 General Chemistry I
CHEM201 Organic Chemistry
CHEM311 Biochemistry
The availability of the required science courses listed above has significantly improved since the submission of the 2005 PRC Report. Although there continues to be problems with the availability of CHEM201, Organic Chemistry and CHEM311, Biochemistry all courses above are offered fall and spring and CHEM125 Principles of Chemistry has been replaced with CHEM135 General Chemistry I which is offered fall and spring. BIO234 Physiology and Anatomy for Health Sciences is also offered each semester and is adequate for the number of Dietetics students who need to take the course.

Occasionally, there are a few students that cannot fit a science course into their schedule because of the difficulty of scheduling lab courses into an already tight schedule and the course offering times being changed as new faculty are hired. However, the past year this problem seems to have diminished and is now more likely due to transfer students trying to meet prerequisites in order to get into the science courses. Students unable to get into CHEM311 Biochemistry prior to their senior year are counseled to take an online summer Biochemistry course from another institution in order to stay on track with the four-year plan as this course is not offered in summer at UW-Stout.

4.5 In the next seven years, what are the major improvements or changes you plan to implement to improve program quality?

Seven Year Plan

**Year One (2012)**
- Increase program director position to 1.0 FTE (combination director and instructor)
- Submit CADE five year Program Assessment Report (PAR)
- Continue to support retention of students by recruiting high quality students with a strong interest and skills in the science areas and a desire to work in the health industry
- Promote recruitment of male students
- Continue to acquire new lab equipment and lab modernization.
- Build relationship with industry in the field to grow experiential experiences for students.

**Two Year (2013)**
- Develop and implement a benchmark system for student progression through the program
- Develop a course that includes issues related to cultural competency in health promotion practice
- Fully implement current e-portfolio for program and student learning assessment

**Year Three – Seven (2013-2017)**
- UW-Stout students will be active in the student dietetic association as well as state and national dietetics associations
- UW-Stout will receive local, state and national dietetic scholarships
- The Dietetics program will maintain a quality level of dietetics students matching the needs of the profession, growth in the field and are competitive in obtaining internships.
- The Dietetics program will increase diversity in the program, with a focus on increasing enrollment of the male gender.
- The Dietetics program will increase sustainability throughout the program through initiatives such composting leftover food, minimizing the use of natural resources, and integrating sustainability topics into the curriculum.
- UW-Stout students will be successful in obtaining internships
- The Dietetics program will meet or exceed CADE matching requirements and Registered Dietitian exam pass rates.
- Dietetics program will have state of the art labs with lab technicians to calibrate and maintain equipment.
- UW-Stout nutritional assessment lab will be available for use by business organizations, students and the public to develop and build experiential learning for students.

V. ATTACHMENTS – Please include electronic links

5.1 Submit any other information or documentation that may be helpful to the Planning and Review Committee in reviewing the quality of the program including interpretation of data from Institutional Research and PRC data.

5.2 Links of specific program information to be included:
- Program plan sheet
  [http://www.uwstout.edu/programs/bsd/upload/bsd_4yp_1112.pdf](http://www.uwstout.edu/programs/bsd/upload/bsd_4yp_1112.pdf)
- Current assessment in the major
- Individual program facts
- Current program advisory committee
  [http://www.uwstout.edu/provost/progcommittees.cfm](http://www.uwstout.edu/provost/progcommittees.cfm)
Appendix