

UNLV

UNIVERSITY OF NEVADA, LAS VEGAS

Program Review Self-Study

Program Reviewed: Nutrition

Degrees: B.S.

Program Chair or Director: Samantha Coogan, MS, RDN, CSSD, LD

Dean: Ronald Brown

Date of Report: March 29, 2018

GENERAL INSTRUCTIONS

1. Please provide Faculty CVs as a single electronic file (PDF preferred) or on a thumb drive *for the external reviewers*.
2. **Please complete the program review self-study using this template.**
3. If this review is covering several degree levels, please be sure to address *each level* in your responses to the questions.
4. Contacts for questions:
Chair of the Faculty Senate Program Review Committee found here:
<https://www.unlv.edu/facultysenate/committees/program-review>
 - or the Chair of the Graduate College Program Review Committee found here:
<https://www.unlv.edu/graduatecollege/program-review-committee>
 - Dr. Rainier Spencer, Vice Provost for Academic Programs: rainier.spencer@unlv.edu, 702-895-5833
 - Nora Carroll, Academic Programs Analyst, Eleonora.carroll@unlv.edu, 702-895-1888

I. Program Description

A. College/Department/Program

1. College or School: Allied Health Sciences
2. Unit: Department of Kinesiology & Nutrition Sciences Web address: <https://www.unlv.edu/kns>
3. Program(s) being reviewed: Didactic Program in Nutrition and Dietetics
 - a. Degrees and their abbreviations: Bachelor of Science in Nutrition Sciences (B.S. Nutrition Sciences)

B. Primary individual completing this worksheet

1. Name: Samantha Coogan, MS, RDN, CSSD, LD
2. Title: Director, Didactic Program in Nutrition & Dietetics
3. Date of self-study: April 2018
4. Campus Phone: 895-4478
5. Mail Stop: 3026
6. E-mail: samantha.coogan@unlv.edu
7. Fax Number: 895-1500

C. Other faculty involved in writing this report: Brian K. Schilling, PhD, CSCS, Kelly Webber, PhD, RD, LD, Laura Kruskall, PhD, RDN, CSSD, LD, FACSM, FAND, Arpita Basu, PhD, RD, LD, Tara Kenny, MS, RDN, LD, Sydney Spoon, MS, RDN, LD, Audrey Coffee, Allie Ivar

D. Please insert the most recent catalog description(s) of the program(s). Due to display complications, this description must be typed into this form and **not** pasted from the Catalog.

The Bachelor of Science in Nutrition Sciences degree is designed to prepare students with an interest in human nutrition to enter the health care field. Programs within Nutrition Sciences are student-focused with contact hours provided through lecture-based course, laboratory courses, and field experiences with practitioners. Summer and part-time work or volunteer experiences in the profession are encouraged.

1. Is the description correct? If not, what needs to be changed? Yes

II. Centrality to Mission

A. Department/Program Mission

What is the program's mission statement (or the department's if the program does not have one)?

The mission of the UNLV DPND is to provide program graduates with the skills and knowledge to be comfortable and competent in their dietetic internship and serve as professionals capable of providing excellent entry-level dietetic services in numerous community, food service, management, and clinical settings. The program will provide an evidence-based curriculum that is clinical and communication focused, provides for a variety of practicum experiences, and promotes life-long learning, problem solving, and the effectiveness of teamwork.

B. Department/Program Mission Alignment

Briefly describe how this program is aligned to the mission of the University as described in the most recent mission statement, UNLV Mission <https://www.unlv.edu/toptier/vision>, and how it supports achievement of the institution's mission:

The UNLV DPND falls closely in line with UNLV's Top Tier Mission as our program possesses a diverse faculty and student population. Currently, 56% of our student enrollment comes from an ethnically diverse group. Our faculty is diverse demographically and academically, with research experience on a broad spectrum (i.e. clinical dietetics, community outreach, epidemiology, etc.). Our alumni remain heavily engaged in the program by acting as preceptors for the Community Nutrition course, and for the Dietetic Internship. We also have two alumni serving as part-time instructors within the department, and two more alumni serving as Graduate Assistants within the department.

The DPND curriculum provides a clinical focus, research opportunities and an emphasis on chronic disease prevention, and is constantly work to evolve content delivery and innovate teaching methods. Within the student organization, SNDA, several of our students earn the Lisa Sherman Service Award through their heavy involvement within the Las Vegas community, as well as on campus.

C. Core Themes

Briefly describe how this program supports UNLV's Core Themes (the core themes can be found at <https://www.unlv.edu/provost/nwccu/core-themes>):

Core Theme 1: Advance Student Achievement

Students within the DPND Program become leaders within the dietetic community well before graduation. Students in the program are motivated and engaged as evidenced by their strong performance in classes and their various volunteer activities. The majority of our students go on to enter dietetic internships and become practicing dietitians. Many of our alumni are leaders in the field and current registered dietitians serving the Las Vegas community. The addition of a Nutrition Masters Degree program in our department has further served to motivate and engage our students in furthering their education and training.

Core Theme 2: Promote Research, Scholarship, Creative Activity

With the addition of Arpita Basu, students have been given greater research opportunities at a laboratory level, and for those interested in community outreach, students have the opportunity to work with Laura Kruskall and Kelly Webber in the area of food insecurity. Again, with the addition of the Nutrition Masters Degree program, undergraduates understand the scope of research at a more mature (and necessary) level.

By updating and advancing the curriculum yearly (per ACEND accreditation standards), our students receive the most current information, technologies and informatics delivery. Our healthcare system changes constantly, so we are sure to update our content to match the current needs of the field. It is with great hope that this program can partner with the UNLV Medical School in order to allow greater creative opportunities for our students, and for them to become familiar with the physical space of a clinical setting well before they start an internship.

Core Theme 3: Create an Academic Health Center

In 2012, the UNLV Nutrition Center was established on campus in the Rod Lee Bigelow Building in room 212. Through this center, free classes were provided to UNLV faculty, staff, students, as well as, the underserved population within the community. Classes included various topics, such as, Diabetes Management, Healthy Eating on a Budget, Cardiovascular Health, and a Sports Nutrition series. Monthly Grocery Store Tours were also provided with incentives for participation. Classes and tours were facilitated by graduate assistants with supervision provided by Dr. Laura Kruskall.

Unfortunately, in 2017 the space allocated to the Nutrition Center was turned over to another department, so while the Nutrition Center is still in existence, it does not have a physical space for the time being. There are conversations about potentially moving the Nutrition Center to the Paradise Campus where the Psychology Department formerly resided. Once a new space has been established, it will create greater research opportunities, allow for us to better promote the UNLV Food Pantry, give a space to the dietetic interns for studying and feedback sessions, and give undergraduates more time to engage in the community and assist the department in supporting UNLV's Top Tier Mission.

Core Theme 4: Foster Community Partnerships

Along with the UNLV Nutrition Center, the UNLV Food Pantry has provided a wonderful partnership between the university and the Three Square Food Bank in which foods are picked up and delivered by Three Square to the UNLV Food Pantry to disperse to UNLV faculty, staff and students who are in need. This project is a work in progress as we hope to expand the pantry hours, create more partnerships with other food assistance programs, and get students more involved in the delivery process.

In addition to those above, we also have many community sites that allow for our students to shadow. They are able to shadow and volunteer at a variety of places, such as, food banks, food assistance programs, rehab centers, wellness centers, private practice, acute care facilities, community gardens, cooperative extension programs, and some hospitals (as volunteers, not necessarily in dietetics, but hospital administration have grown to know our student population well).

D. Excellence

List and briefly describe five highlights or areas of excellence of the program:

- 1) With the exception of the last academic year, the pass rate for the Registered Dietitian Exam fell between 93% and 100%. This last year we fell to 81% (our program objective is 80%), as the RD Exam has recently been updated, and the scores historically drop slightly within the first year of the update. The RD Exam is updated every 5 years.
- 2) In addition, most students and interns who transfer to the university wind up staying in Las Vegas to work within the community and/or clinically after seeing the vast diversity within this city. Although a small dietetics community, job availability is high, even at a minimum at a per diem level, and most students find employment within the first six months of completing the dietetic internship after graduation. Beyond that, our former students remain as preceptors to current students, assist in job searches for new graduates, continue to reach out to the department for job openings, and act as guest speakers with firsthand experience going through this program then transitioning into the working world.
- 3) Our department has recently taken over ownership of the UNLV Food Pantry, which has been heavily incorporated into NUTR 315: Field Experience in Nutrition, an elective course offering. Through this collaboration, greater awareness of food insecurity right within our own campus has been brought to light. The UNLV Food Pantry works to serve UNLV students, faculty, and staff in need of food assistance. In conjunction, our student organization has become heavily involved in this endeavor.
- 4) Our student organization, the Student Nutrition and Dietetic Association (SNDA), has blossomed tremendously within the last two classes of graduates. The level of professionalism, involvement, and fortitude is ten-fold what it was even five years ago. There is an interactive, user-friendly website with a schedule, shop (which helps fund the organization), membership area, and so much more than was ever offered before. This is truly a testament to the character and quality of student that this program admits and produces. The initiative taken by the students to elevate this organization has made them one of the most

well-known student organizations on campus. They participate in Fitness4Finals, health fairs at the Pida Plaza and SRWC, and at multiple community sites within the city, such as, Three Square Food Bank.

- 5) Hiring of two PhD-level faculty members, Dr. Basu and Dr. Webber, in August of 2017, has helped to elevate the program with more opportunity for research experience for students, as well, as using their own research experience to create an added benefit to the classroom for the students. In addition, to speak to each of their characters, this program was very lucky to acquire two individuals who are so vested in student success, and who have very much embraced the program's goals, objectives and initiatives, and in the very short time they have been part of this program, have created significant suggestions/improvements, as well as respecting practices that have worked for many years. Furthermore, the DPND Director role was finally made into a permanent position (full lecturer) in 2018, after three years of the position sitting on a visiting line. The current DPND Director, having been a former UNLV undergraduate student, UNLV graduate student, and UNLV intern, has institutional knowledge, from both a student and instructor position, teaching experience (starting as a GA), and familiarity with the Las Vegas community, which allows for greater support from the community, implementation of new ideas as trends grow over time, and a solid sense of how UNLV has grown over the years.

III. External Demand for Program

A. Stakeholders

1. Who are the main local and regional stakeholders of your educational programs, i.e., employers and entities benefiting from these programs, hiring the graduates, or admitting them to graduate and/or professional programs?

The UNLV Graduate College, the Department of Kinesiology & Nutrition Sciences, the Department of Community Health, the Department of Public Health, the Sunrise Health System (Sunrise Hospital Southern Hills Hospital, Mountainview Hospital, Sunrise Children's Hospital), Dignity Health System (St. Rose Hospitals, WIC, Barbara Greenspun Womens Center of Excellence), the Valley Health System (Summerlin Hospital, Desert Springs Hospital, Henderson Hospital, Spring Valley Hospital, Centennial Hills), University Medical Center, Horizon Specialty Hospital, Horizon Specialty Hospital with Mountains Edge Hospital, Veteran Affairs of Southern Nevada Healthcare System, Families for Effective Autism Treatment, Aids for Aids of Nevada, Three Square Food Bank, Lutheran Social Services of Nevada, Create a Change Now, Dominate Your Game, The Food Connection/IHW, Anderson Dairy/CA-NV Dairy Council, CA-NV Beef Council, Southern Nevada Health District, American Heart Association, Children's Heart Center, University of Nevada Cooperative Extension, the Clark County School District, the UNLV Preschool, UNLV Nutrition Center, UNLV Rebel Wellness Zone and UNLV Cares Food Pantry.

2. What are specific stakeholder needs for graduates?

Stakeholder needs include proficiency in medical nutrition therapy (chronic diseases/conditions and how to assess, diagnose, treat, monitor and evaluate outcomes), minimally competent levels of patient/client counseling in regards to behavior change, motivational interviewing and building/maintaining rapport, formulas related to tube feeding and intravenous nutrition (nutrition support), flexibility in scheduling and ability to deliver content, innovation in teaching and program development, effective means of program implementation, and competency in assessment, evaluation and monitoring tools.

B. Needs for Graduates and Future Plans

1. What are the anticipated needs for program graduates over the next 3-5 years? Please cite sources of information.

As the program grows, and the job market becomes more competitive, it will be imperative for undergraduates to have exposure to clinical settings. As it stands, placing undergraduates in the community setting has not been too difficult, however, many students do not see a hospital for the first time until they start a dietetic internship. These undergraduates need to be familiar with the inner workings and policies of various hospitals well before graduation in order to fully understand the scope of the field in which they will eventually become employed. Many students are often shocked by what they see and learn during an internship, so in the classroom, improvements have been made to improve those expectations, but hands-on experience will only enhance their learning experiences, and help them recognize where they may or may not want to take their careers. Badging has been an issue in the past, but with the help of the Medical School, this issue may be possible to rectify.

2. What changes to the program will those require?

Badging requirements and affiliation agreements will have to be streamlined in order to place several students over the semester into various clinical settings, both in- and out-patient. Again, we hope that the UNLV Medical School will allow us to place undergraduates more fluidly as there has been interest from both programs in doing so.

C. Success of Graduates

1. What steps does the department take to facilitate the success of graduates (e.g., internships, career fairs, employment talks, etc.)?

The UNLV Nutrition Sciences program offers a 7-month long, dietetic internship consisting of 1200 supervised practice hours, as is required by the Accreditation Counsel on the Education of Nutrition & Dietetics (ACEND). This program is completely separate from the didactic program; however, the didactic program fully prepares its graduates for eligibility for application of a dietetic internship, per ACEND accrediting standards. Successful graduates, maintaining a minimum GPA of 2.75 and no grade lower than “C” in all upper division NUTR courses, will earn an ACEND-approved verification statement, which has a 5-year expiration date.

Based on employer feedback for entry-level employees to be better prepared entering the workforce, the UNLV Nutrition Sciences program was recently approved for a Masters Degree concentration in Nutrition Sciences (approved May 2017), that allows for students to further their dietetics education, creating more competent/experienced entry-level employees.

Currently, 80-100% of UNLV graduates are matched into an internship, either here at UNLV, or at another supervised practice program across the country. Completion of supervised practice is required for candidates to move on to take the Registered Dietitian (RD) Board Exam, a requirement for the RDN credential to become a registered, practicing dietitian nutritionist. For those who are not matched, or choose not to apply to supervised practice, there is an alternate pathway known as the NDTR (Nutrition and Diet Technician Registered) Pathway III, in which applicants submit an official transcript, NDTR Misuse Agreement form, and a Verification Statement from an accredited DPND program in order to take the NDTR Board Exam to practice in the food service sector of dietetics in a hospital setting.

Our DPND program prepares program graduates for both pathways listed above per ACEND accreditation standards

2. Discuss the placements of recent graduates:

Graduates are often offered employment before their internships even end based on the work they completed with sites/stakeholders during their internship rotations. Graduate placement includes; Aids for Aids of Nevada, the Southern Nevada Health District, various hospitals within the valley, WIC, The Food Connection, private practice, Medtronic, along with several obtaining specialty credentials (i.e. CDE – Certified Diabetes Educator, CSSD – Certified Specialist in Sports Dietetics, etc.) which make these graduates even more marketable and reliable within the field.

3. If the department or program does not have placement information on graduates, what is the plan to implement gathering that information?

We are continually trying to obtain better metrics in a more effective manner. Given the small size of our dietetics community, we reach out to graduates often as guest speakers and to act as preceptors, which allows for us to gather information on employment. However, a survey system to be sent out yearly could be quite effective in tabulating employments rates, duration of employment, and growth patterns. This would also be beneficial to gather information for graduate degrees (completed and in progress) and specialty credential maintenance.

A realistic plan to better capture graduate placement and outcomes is to implement a LinkedIn group for our program alumni or an alumni group through Foundations. During their Senior Spring semester in their 400-level classes, we will create a LinkedIn group for that current graduating class in which it will also teach them to build professional portfolios and profiles for the public to view, and will allow for us to have a current glance at where graduates are currently employed, graduate school acceptance, or other continuing professional development that is a direct representation of our program. All graduates have to do is keep their profiles up-to-date, and we can view the group on the back-end without having to reach out to each graduate or impede on their time with survey questions and data collection. It is with great hope that this initiative will streamline our graduate data collection, while also helping us to identify areas of improvement for program graduate success.

3. Do placements match stakeholder needs as identified above in A of this section?

Yes, stakeholders choose students in which they've actively worked with before offering employment. Stakeholders get to interact with graduates for a significant amount of time, which allows for them to recognize if placement within their facility will be a viable option. Stakeholder feedback has also been crucial in updating the curriculum at the undergraduate and intern level to make our students more competent at an entry-level, cater needs to the human element and provide better patient care.

4. If not, please explain.

5. Does the program assess whether the graduates are meeting employer's needs?

The program informally assesses employers' needs at our bi-annual Advisory Board meetings for the UNLV Dietetic Internship, where most preceptors from our supervised practice program attend to discuss strengths and weaknesses of the program, current success of interns, and future needs to better fit their facilities. These meetings also consist of interviews from current DPND students applying to earn a spot in the UNLV Dietetic Internship.

6. If not, what will the program do to place this NSHE-required assessment in place and by what date?

This summer (2018), the DPND will gather for their first Advisory Board meeting to update the program's mission statement, goals and objectives, and create a better strategy to assess employers' needs beyond what is currently being implemented. The Advisory Board will consist of one practitioner (both in the clinical setting and community setting), a program graduate, the UNLV DPND Director, and the UNLV Nutrition Faculty members.

Preceptors are currently unwilling to complete additional paperwork and duties given that their participation in our program is strictly voluntary, and they simply do not have the time or resources to add more to their workloads. The DPND Advisory Board meeting will also discuss this challenge that the program faces and means in which to remedy this situation.

Program Review Self-Study
Academic Year 2017–19

7. Additional Comments

IV. Program Resources

A. Faculty Time

1. Faculty and GA Resources

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Full Time Faculty	2	2	2	2
Number of State-Supported GA lines	0	0	0	0
Number of PTIs	4	4	3	1
Number of FIRS & Visiting	1	1	2	2

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Percent of Classes Taught by Full Time Faculty	37.5%	33.3%	31.5%	35.7%
Percent of Classes Taught by Number of State-Supported GA lines	0%	0%	0%	0%
Percent of Classes Taught by Number of PTIs	37.5%	46.6%	26.3%	14.2%
Percent of Classes Taught by Number of FIRS & Visiting	25%	20%	42.1%	50%

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Student Credit Hours Taught by Full Time Faculty	18	16	18	16
Student Credit Hours Taught by Number of State-Supported GA lines	0	0	0	0
Student Credit Hours Taught by Number of PTIs	18	21	15	6
Student Credit Hours Taught by Number of FIRS & Visiting	10	9	22	21

2. For other non-major courses – e.g., upper division for the college or university, estimate the unit’s resources allocated to them: Each semester, 1-2 full-time faculty and 1 PTI teaches our upper division NUTR 340 course.

B. Budget

1. Please fill in the table with three years of financial expenditures to be used to respond to questions 2 and 3 below.

Budget category	FY 14–15	FY 15–16	FY 16–17
State Operating (2101)	\$ 15,927.68	\$ 38,611.21	\$ 39,593.58
Student Fees	\$ 1785.00	\$ 595.00	\$ 1365.00
Indirect Cost Recovery	\$ 0	\$ 0	\$ 0
Self-supporting	\$ 0	\$ 0	\$ 0

Program Review Self-Study
Academic Year 2017–19

Total Allocations	\$ 17,712.68	\$ 39,206.21	\$ 40,958.58
Number of Graduate Assistantships (including GAs on grants)	0	0	0

2. Are these resources sufficient to meet the degree program’s instructional and scholarship needs?

In the past it has been sufficient, but with growing numbers in student enrollment, and rising costs for equipment and even office supplies, based on the trends of years past, an increase in the budget would be pertinent to keep this program running efficiently.

3. If not, approximately what line items and amounts would be needed?

In order for our program to run smoothly to meet program and scholarship needs, a budget of approximately \$45,000 per fiscal year would be required, based on growing trends in budgetary spending, to meet all office supply needs, lab equipment needs, guest speaker accommodations (i.e. parking passes), advisory board meetings, etc. However, our greatest need comes in terms of faculty. With the proper allocations, we can successfully run this program with ease, but without adequate faculty numbers, we can only do as much as minimally possible with the amount of faculty we have. We certainly have room and potential for growth, but the faculty resourcing is of greatest concern.

C. General Education

1. If your program or unit offers General Education courses, please estimate what proportion of the unit’s resources are allocated to this area:

NUTR 121: Introduction to Human Nutrition (gen. ed., non-lab science): 4-6 sections are typically offered per semester, with one of those sections being an OE section. Currently, 2 PTIs, and 1 GA are teaching NUTR 121 (only as of Fall 2017 until present – after end date of this report – this report does not include GA allocations as we did not have a GA teaching any NUTR courses prior to Fall 2017).

NUTR 301: Nutrition, Health & Ethnic Issues (for NUTR majors AND as a multicultural gen. ed.): Depending on the semester, 1-2 sections are offered. If only one section is offered, it is always an OE section, and the second section is a hybrid section. 2 full-time faculty (1 lecturer, 1 visiting professor) teach NUTR 301.

NUTR 340: Introduction to Sports Nutrition (service course to KIN majors): Typically, 2-3 sections are offered per semester, with one of those sections being an OE section. Currently, 1 PTI, and 2 full-time faculty (1 associate professor, 1 lecturer) teach NUTR 340. The department has also decided to only allow those instructors with a CSSD credential to teach NUTR 340 in order to elevate the quality of content delivered in this course. The CSSD stands for Certified Specialist in Sports Dietetics, and requires 1500 contact hours with athletes as well as passing a board exam. Currently, both full-time faculty hold the CSSD credential.

2. Does the combined load from A and B above affect your unit’s ability to offer courses for its major?

If so, please describe: Occasionally. For example, in the Spring 2018 semester, we needed to offer another NUTR elective to our majors, but one of our instructors was scheduled for a NUTR 301 section. In order to provide an additional course to serve our own students, we had to remove a section of NUTR 301 (after students had already enrolled) in order to keep that instructor within her credit load. By removing that section, our solution was to transfer all those students from that section into the remaining OE section of NUTR 301. Typically, we like to set a cap of 50-60 for this course, but due to a section removal, the OE section now has 99 students enrolled. This issue ultimately comes back to a need for more faculty members.

D. Other Funding and Resources

1. Is funding from other sources sufficient to assist the program in achieving its outcomes? Other sources to be considered include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships, other one-time gifts.

The Lisa Sherman Service Award grants \$500 per semester to a current DPND student who excels in the areas of service, philanthropy and leadership. This places a great emphasis on community engagement, which falls in line with one of UNLV's Top Tier Initiatives.

2. If not, which funding streams could most reasonably be increased to help the program attain its outcomes?

Due to UNLV's Top Tier Initiative, the program should have increased indirect cost recovery as researchers are added to the faculty.

3. Has any new donor revenue been generated since the last program review? No
4. Has the unit engaged in fundraising activities to support the program over the last 5 years? No
5. What has been the result of these fundraising activities? N/A
6. Review the space data for your department and comment on its amount and quality. These data will need to be accessed by an individual with Archibus® access.

Space restraints are considerable across the department. Recruiting high-quality research faculty is increasingly challenging as we are at space capacity. Office space is also at capacity, so we will likely experience slow or nonexistent growth until more space can be created. Since much of the department space is in MPE, the quality of the space we have is mediocre at best.

7. Is the quality and quantity of available consumable materials and supplies (e.g., office supplies or lab supplies) adequate and if not, explain why not:

NUTR 311L is in need of resources in healthcare technology and assessment tools as they are taught practical healthcare information to be implemented into a clinical setting. This lab covers Subjective Global Physical Assessments, body compositions tools (i.e. skinfold measurements), and other informatics that re used within the healthcare system. Tablets with an associated course fee would resolve this issue. Course fees would also allow for more equipment to be purchased for this lab.

8. Is the quality and quantity of available technology resources, such as computers adequate and if not, explain why not:

No, there is a nutrient analysis software program that students are required to utilize as part of an assignment in a 300-level course, however, our assigned office only has 2 computers for use, which freeze often and are unable of holding the latest update for the program. This issue was temporarily resolved by allowing students to use a free system through the USDA's website, however, that system will be removed by the end of this year, leaving us with 2 computers for 40+ students to attempt to access at a given time. The solution of tablets with an associated course fee could again rectify this issue as the program could be installed on all devices to be checked out on a temporary basis.

9. Is the quality and quantity of available equipment (other than computing) adequate and if not, explain why not:

No, we have a Dual Energy X-Ray Absorptiometry (DEXA) scanner within our building that is utilized for the NUTR 311 lab, and also used for thesis projects. However, there has not been a software update in a while

Program Review Self-Study
Academic Year 2017–19

as maintenance runs \$3000-5000 annually to recalibrate the machine. Therefore, it has not been used for research purposes in a few semesters. Starting around the Fall 2015 semester, the department realized there was a large margin of error in estimating body fat.

10. Is the quality and quantity of available library and information resources adequate and if not, explain why not:
Yes

11. Staffing

a. Are available department staff resources sufficient to attain the program’s outcomes?

The department is currently working on employing a sole staff member to handle Affiliation Agreements. Prior to this, these have halted many endeavors that this program has attempted to implement in order to give our students a more fruitful experience outside of the classroom.

b. If not, what additional staff resources are needed and how would they be funded?

Addition of Professional Staff to handle day-to-day operations paperwork and Affiliation Agreements in order to reduce the levels of errors and oversight in the inner details of documents.

12. Additional Comments - Additional staff would also require additional space.

V. Size of Program

1. Below are headcount, course enrollment, and degrees conferred data from Decision Support.

Academic Level Key	
Undergraduate (UGRD):	Graduate (GRAD):
10 – Freshman	GR - Graduate
20 – Sophomore	PHD – PhD
30 – Junior	
40 – Senior	
50 – Post Bacc Undergrad	

Headcount

Nutrition Sciences BS (NTRBS)

Academic Level - Beginning of Term	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
10	27	22	40	34	27	6	1	1	1	1
20	25	34	46	34	30	26	13	5	1	0
30	60	58	55	59	38	21	16	15	17	6
40	78	72	82	91	83	91	70	70	52	56
50	25	25	29	24	22	17	10	11	13	11

Source: UNLV Analytics - Official Preliminary Enrollment

Office of Decision Support, January 2018

Course Enrollments

Program Review Self-Study
Academic Year 2017–19

Department Name of Course	Subject	Course Number Level	Fall 2011 Prelim	Spring 2012 Prelim	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
Kinesiology & Nutrition Sci	NUTR	100-Level	768	753	880	541	890	623	413	449	252	318	294	270
		200-Level	124		139		221	18	180		99	12	112	7
		300-Level	210	270	301	296	336	392	376	342	315	243	382	285
		400-Level	138	134	153	131	169	134	230	197	235	230	122	123

Degrees conferred

Department	Kinesiology & Nutrition Sci
Academic Career	UGRD
Academic Plan Description	Nutrition Sciences BS (NTRBS)
Degree	BS
Degree Description	Bachelor of Science

Academic Year - July to June	Degree Count
2005-06	28
2006-07	21
2007-08	18
2008-09	24
2009-10	18
2010-11	16
2011-12	25
2012-13	22
2013-14	38
2014-15	41
2015-16	47
2016-17	34

Source: UNLV Analytics - Degrees Conferred
Office of Decision Support, December 2017

2. Discuss the headcounts from the last five years, i.e., are the trends in line with projections in your unit's strategic plan?

Yes, based on accreditation standards for enrollment, our headcounts trend well with our projections as we have increased the enrollment cap within the last 5 years based on accreditation protocol (accredited for 50, but may

admit up to 55 per academic year based on student quality as we do not always admit the maximum number allowed). They also meet other program objectives, such as, at least 25% of enrolled students coming from an ethnic minority group. Our current number is 56%.

3. If not, why not?
4. Does your program's enrollment trend differ from national trends? Yes
5. If yes, please discuss the reasons:

Due to accreditation from ACEND, our program can only admit up to 55 students per academic year, unlike other departments, like Kinesiology, that have no enrollment cap. Each program across the country has their own enrollment cap based on ACEND's approval.

6. Additional Comments: This program does not have enough faculty to propose an increase for student enrollment through ACEND. Justification must be provided in order to have an enrollment cap change, and with only 4 full-time faculty members (1 who teaches 12 credits, 1 who teaches 9 credits, 1 who teaches 6 credits, and 1 who teaches 3 credits), we are quite limited in our course offerings in terms of course enrollment caps and overall program enrollment. Two of our PTIs teach NUTR 121 and 340 only, which are service courses outside of the nutrition major.

VI. Retention, Progression, Completion

A. Major Course Offerings

1. Are enough courses offered to meet enrollment demands?

Currently, full-time faculty numbers are low, which limits the amount of courses we can offer each semester. We have 1 faculty member who teaches 12 credits, 1 faculty member who teaches 9 credits (3 credit reassignment for administrative/director duties), 1 faculty member who teaches 6 credits (6 credit reassignment for maintenance of dietetic internship and research), and 1 faculty member who teaches 3 credits (reassignment for research). We have been limited to offering most classes only once a year to meet teaching demands, and can only offer one elective course each semester, without eliminating any major course offerings. Unfortunately, relying on PTIs has proven difficult, and replacing them has created new challenges.

2. How many major courses have been added or eliminated in the last 5 years?
 0 Added 0 Eliminated

3. Why were the actions taken? N/A

4. After reviewing the program, what additional actions should be taken to improve retention, progression, and completion?

If we could increase our faculty numbers, we could offer more sections and allow a better instructor to student ratio so that we can attend to individual student needs more efficiently and accurately. We have also had a lot of turnover in the last few years, so faculty consistency will be crucial so that students can be confident when starting projects with certain faculty that they will remain for the duration of their projects/mentoring.

5. Are there any courses that students routinely have difficulty getting enrolled in, that slow progression and/or graduation? If so, please identify them:

Program Review Self-Study
Academic Year 2017–19

Our biggest challenge comes in our elective offerings because, again, we have limited faculty members and can only offer one elective per semester (outside of independent studies). It can become challenging for a student to stay on track to graduate when a specific elective is only offered once a year (2 electives total).

6. If last question was answered yes, what steps can be taken to reduce “bottle-necks” in these courses. Please indicate *both* financially-based and non-financially-based solutions.

One solution that has been considered is trying to offer at least one elective course over the summer term. This will, unfortunately, not cater to all students as many rely on financial aid, which does not cover summer credits.

7. Can any changes in sequencing of courses be made to facilitate graduations?

Yes, there are a few required courses and electives that can be taken out of sequence with department consent (i.e. NUTR 301, 326, 315, 407, 491, 495), while others require a strict sequence of pre-requisites before enrolling (i.e. NUTR 426 as a pre-req for NUTR 427, 431 and 450).

B. Curriculum

1. Is the program’s curriculum aligned with current developments in the field?

Yes, ACEND recently released the 2017 Standards, which adjusted and specified curriculum-specific competencies that graduates must meet before degree conferral. This update reduced redundancies, and has enhanced the learning experience to the student. ACEND updates their standards every 5 years. The DPND is currently transitioning from the 2012 standards to the 2017 standards with great success and collaboration from faculty (first implementation of the 2017 standards was Fall 2017).

2. If not, what needs to be done to make it current?

C. Graduation Rates

Program graduation numbers and rates are summarized below.

First-time, Full-time Freshmen Graduating within Six Years (Nutrition Sciences BS - NTRPRE, NTRBS)

Fall 2001 - Fall 2011 Cohort

Cohort		Graduated			
Term	Number	in Department	%	any Department	%
Fall 2001	4	0	0.0%	2	50.0%
Fall 2002	5	1	20.0%	2	40.0%
Fall 2003	9	2	22.2%	4	44.4%
Fall 2004	5	0	0.0%	1	20.0%
Fall 2005	3	1	33.3%	1	33.3%
Fall 2006	5	0	0.0%	1	20.0%
Fall 2007	14	3	21.4%	9	64.3%
Fall 2008	13	4	30.8%	9	69.2%

Program Review Self-Study
Academic Year 2017–19

Fall 2009	13	1	7.7%	3	23.1%
Fall 2010	8	0	0.0%	3	37.5%
Fall 2011	8	2	25.0%	3	37.5%
<i>Combined Cohort</i>	87	14	16.1%	38	43.7%

Using the data in the tables above, please answer these questions:

1. Are trends in 6-year cohort graduation close to the University's goals (UNLV's undergrad goal is 50%)?
 - a. The above data, provided by UNLV Decision Support, is not representative of recent graduation rates as the report stops in 2011, which provides a low score of 16.1%, and only accounts for those who declared NUTR as their major as a freshman without accounting for transfer students or those who changed their majors beyond freshman year. Overall graduation rates are much higher than the data given, plus the above data is not for the last 5-6 years.
2. If not, what is being done to reach the goal?

As the data is incorrect from above, individualized advising is done with all students at-risk for not graduating with the advising center and with the DPND Director in order to help them differentiate between university graduation requirements and program graduation requirements (which make students eligible for application to a dietetic internship). This has only recently been implemented to ensure that all students are on-track and well-aware of what courses may need to be retaken, GPA requirements, etc.

3. Discuss how and why the graduation rate is changing.

Graduation rates are growing, but without the current data from UNLV Decision Support, it is difficult to quantify it. However, trends for graduation are much higher in the Spring semester than the Fall semester, and recently students feel more comfortable asking for help sooner rather than later. Students are more aware of the vast opportunities available in the profession, and realize that as each semester passes, the level of competitiveness for internships and jobs also increases. There are numerous opportunities for students to receive help through the Division of Health Sciences Academic Advising, departmental advising and the Academic Success Center.

4. Additional Comments

The tables below (Headcounts and Degree Counts) were provided from our Advising Office (DHS) for recent graduation trends. Compared to the above (outdated) tables above, graduation rates are falling in line with new accreditation standards that the program set back after Fall of 2014 in which we are accredited to admit 50 students per academic year, but do not have to admit that many. Our average class sizes now (at the Junior and Senior level) are 38-42 students, and these graduation rates exhibit a far better retention rate than the older data that was originally provided by UNLV Decision Support. Like most programs, graduation rates are highest in the Spring term vs. Summer or Fall terms.

Admission Term	Academic Plan	Headcount
Spring 2013	NTRBS	30
	NTRPRE	5
Summer 2013	NTRBS	5
	NTRPRE	2
Fall 2013	NTRBS	92
	NTRPRE	29

Program Review Self-Study
Academic Year 2017–19

Spring 2014	NTRBS	22
	NTRPRE	4
Summer 2014	NTRBS	9
	NTRPRE	8
Fall 2014	NTRBS	71
	NTRPRE	78
Spring 2015	NTRBS	11
	NTRPRE	34
Summer 2015	NTRBS	3
	NTRPRE	10
Fall 2015	NTRBS	21
	NTRPRE	107
Spring 2016	NTRBS	10
	NTRPRE	47
Summer 2016	NTRBS	2
	NTRPRE	12
Fall 2016	NTRBS	3
	NTRPRE	77
Spring 2017	NTRBS	2
	NTRPRE	28
Summer 2017	NTRBS	0
	NTRPRE	5
Fall 2017	NTRBS	3
	NTRPRE	79

Academic Career	Completion Term	Degree Description	Degree Count	College Name	Academic Plan
UGRD	Fall 2013	Bachelor of Science	12	Allied Health Sciences	NTRBS
UGRD	Summer 2013	Bachelor of Science	4	Allied Health Sciences	NTRBS
UGRD	Fall 2013	Bachelor of Science	11	Allied Health Sciences	NTRBS
UGRD	Spring 2014	Bachelor of Science	23	Allied Health Sciences	NTRBS
UGRD	Summer 2014	Bachelor of Science	3	Allied Health Sciences	NTRBS
UGRD	Fall 2014	Bachelor of Science	5	Allied Health Sciences	NTRBS
UGRD	Spring 2015	Bachelor of Science	33	Allied Health Sciences	NTRBS
UGRD	Summer 2015	Bachelor of Science	2	Allied Health Sciences	NTRBS
UGRD	Fall 2015	Bachelor of Science	9	Allied Health Sciences	NTRBS
UGRD	Spring 2016	Bachelor of Science	36	Allied Health Sciences	NTRBS
UGRD	Summer 2016	Bachelor of Science	6	Allied Health Sciences	NTRBS
UGRD	Fall 2016	Bachelor of Science	6	Allied Health Sciences	NTRBS
UGRD	Spring 2017	Bachelor of Science	22	Allied Health Sciences	NTRBS
UGRD	Fall 2017	Bachelor of Science	4	Allied Health Sciences	NTRBS

VII. Relationship to Other Programs

1. What relationship does your program have to other programs (such as transfers, collaborations, partnerships) in the NSHE system?

As faculty, we have partnered with UNR and UNCE as part of the Nutrition and Health Working Group, in which we serve as members of the Governor's Council on Food Security, and initiative to serve the underserved Nevada population at local, regional and state levels.

We have also worked to collaborate on call numbers for courses between UNLV and UNR so that students' credits can transfer between institutions, if necessary, however, each transfer is on a case-by-case basis, carefully reviewing course content and syllabi before allowing for the transfer credit to satisfy certain credits at this institution.

2. What the relationship does this program have to other programs at UNLV (e.g., collaborations, partnerships, affiliated faculty, General Education requirements, etc.)?

NUTR 121 is offered as a non-lab, general education science course for non-majors, NUTR 340 is offered to KIN and Athletic Training majors as a service course, again for non-majors, and NUTR 301 serves as 3 multicultural credits for majors and non-majors, and satisfies a degree-specific requirement for majors. The UNLV Food Pantry is also in progress to be a campus community-wide initiative to allow greater access to food sources for our underserved student population.

3. Additional Comments

VIII. Impact

1. What impact has this program had or will have in the following areas:

- a. University

Each year, the rate of program applicants increases, despite going to a pre-major model, graduation rates continue to remain high, and employment rates are steady.

- b. Community

Our outreach into the community is vast between the sites we place interns at during the Community Nutrition (NUTR 470) course and Field Experience in Nutrition (NUTR 315) course, and the community rotation of the internship, our student organization, and our recent takeover of the UNLV Food Pantry in conjunction with the UNLV Nutrition Center.

Within our community, it is imperative that those in this profession are familiar with the Las Vegas community. Many of our students were born and raised in Las Vegas, or at a minimum, have resided here for more than 50% of their college careers. Who better to work within our community than those who were raised in the heart of it. For example, many of our students became interested in this field because their family were part of a food assistance program at one point. That is one unique aspect of the Nevada dietetics profession: roots and personal experience.

- c. Field

Although a small dietetics community, our students are in high demand upon graduation as employers are in constant communication with the program for competent, entry-level employees. Many internship preceptors offer employment to our graduates before the internship has been completed. Fellow professionals in the field often send job openings and paid internship opportunities to the faculty to pass along to current and recent graduates. While employers do list openings on job search sites, many employers rely on referrals from our faculty in order to hire the highest quality employee available.

2. What are the benefits to the institution of offering this program?

Our program produces 90% of practicing dietitians in the state of Nevada. Students apply to our program due to its reputation in the field and success rate of program graduates.

Upon program completion, 80-100% of our program graduates are matched into a supervised practice program, whether it is here through UNLV or out of state. Upon completion of supervised practice, many graduates are offered employment immediately. For others, once they become established, they are quickly promoted, start new community initiatives (i.e. most recent is the strong push for clinical dietitians to be given writing order privileges at the legislative level, and the two most active members involved graduated from this DPND program), and/or earn additional credentials beyond the Registered Dietitian Nutritionist credential.

3. Are there examples of the integration of teaching, research, & service that you would like to highlight (e.g., faculty mentoring leading to student presentations at conferences, service learning classes, community service activities involving students, or other student activities and/or achievements that you think are noteworthy)?

Yes, each year at our Annual Nevada Academy of Nutrition and Dietetics Conference, we have 1-2 undergraduates students who apply for, and receive, scholarships to attend the full conference. They are competing with undergraduates from UNR as well. We also have all of our Seniors present their Capstone Posters at this conference, which allows for practicing dietitians to earn continuing education credits for attending. Each student presents on a case study of a patient with a specific disease or condition.

Our students are heavily involved in the community through the student organization, SNDA. The Student Nevada Dietetic Association holds many events on campus, and also works diligently in the community raising awareness about various health issues, and lending their free time to assist the underserved population. On average, program graduates log approximately 5000-8000 service hours by the time they graduate, and many of these students also work full- or part-time. One particular graduate logged 20,000 service hours before graduating in May of 2017.

4. Additional Comments

IX. Productivity

1. Please provide an indication of faculty productivity appropriate for your unit (lists of publications by type, grants by type, performances by type, installations by type, etc.):

Arpita Basu, PhD, MPH, RD (current faculty - Associate Professor)

Publications

1) **Basu A**, Schell J, Scofield RH. Dietary fruits and arthritis. *Food Funct.* 2018 Jan 24;9(1):70-77. doi: 10.1039/c7fo01435j. Review. PubMed PMID: 29227497; PubMed Central PMCID: PMC5788027.

2) Schell J, Scofield RH, Barrett JR, Kurien BT, Betts N, Lyons TJ, Zhao YD, **Basu A**. Strawberries Improve Pain and Inflammation in Obese Adults with Radiographic Evidence of Knee Osteoarthritis. *Nutrients.* 2017 Aug 28;9(9). pii: E949. doi: 10.3390/nu9090949. PubMed PMID: 28846633; PubMed Central PMCID: PMC5622709.

3) Schell J, Betts NM, Foster M, Scofield RH, **Basu A**. Cranberries improve

- 1) Evans, J., Coogan, S., Young, J., and Kruskall, L. Vitamin intake in a young adult population (age 18-24). *Medicine and Science in Sports and Exercise* 45 (Supplement): 1983, 2013.
- 2) Harvel, A., Coogan, S. Kruskall, L., and Young, J. Mineral intakes relative to the DRIs in Young Adults (18-24). *Medicine and Science in Sports and Exercise* 45 (Supplement): 1984, 2013.

Media Contributions

- 1) Internet. “Brown Bagging It? Think Outside the Box”. (September 9, 2017). Health Day: News for Healthier Living.
- 2) Internet. “Lunch Packing Tips for Parents and Students”. (September 5, 2017). Health News Digest.
- 3) Internet. “Valuable Tips on Packing Lunches”. (September 5, 2017). Kate Rinsema. Alltops.
- 4) Internet. “Lunch-Packing Tips for Parents and Students”. (August 31, 2017). Kevin Dunegan. UNLV News Center.
- 5) Internet. “Tips for packing nutritious, delicious and affordable lunch”. (August 30, 2017). News Medical Life Sciences.
- 6) Internet. “Lunch-Packing Tips for Parents and Students”. (August 30, 2017). Newswise.
- 7) Internet. “Rebels hope work in the kitchen will help their work on the field”. (June 29, 2016). Taylor Bern. Las Vegas Sun.

Tara Kenny, MS, RDN, LD (current faculty – PTI)

Publications

Kenny, T., McCune, D., Kruskall, L., Navalta, J., & Young, J. (2017). Vitamin D Status and Bone Mineral Density in Female Collegiate Dancers and Cheerleaders. *Journal of Sports Science*, 5 (1). DOI: 10.17265/2332-7839/2017.01.004

Jessica Knurick, PhD, RD, LD (on faculty from Fall 2016 to Summer 2017)

Publications

1) **Knurick, J.R.**, Johnston, C.S., Wherry, S.J., Aguayo, I. (2015) “Comparison of Correlates of Bone Mineral Density in Individuals Adhering to Lacto-Ovo, Vegan, or Omnivore Diets: A Cross-Sectional Investigation.” *Nutrients*.

2) Sweazea, K, Johnston, C.S, **Knurick, J.R.**, Bliss C. (2016) Plant-based nutraceutical increases plasma catalase activity in healthy participants: A small double-blind, randomized, placebo-controlled, proof of concept trial. *Journal of Dietary Supplements*.

3) Serafica, R., **Knurick, J.R.**, Morris, B.T. (2017) Concept analysis of dietary biculturalism in Filipino immigrants within the context of cardiovascular risk. *Nursing Forum*.

4) Johnston, C.S., Sears, B., Perry, M., **Knurick, J.R.** (2017) Use of Novel High-Protein Functional Food Products as Part of a Calorie-Restricted Diet to Reduce Insulin Resistance and Increase Lean Body Mass in Adults: A Randomized Controlled Trial. *Nutrients*.

Grants (While at UNLV – on faculty from Fall 2016 to Summer 2017):

Funding Source: Research & Economic Development Knurick (PI)

Title: Effects of Postmeal Walking on 24-hour Glucose Control

Amount: \$19,956.00

Laura Kruskall, PhD, RDN, CSSD, LD, FASCM, FAND (current faculty – Associate Professor)

Publications

- 1) Esdaile H., Young J.C., **Kruskall L.J.** Utilization of Waist Circumference to Determine Type 2 Diabetes Risk among Normal and Overweight Populations. *Adv Obes Weight Manag Control*. 2018; 8(1): 00219. DOI: 10.15406/aowmc.2018.08.00219
- 2) Spano, MA., **Kruskall, L.J.**, Thomas, D.T. Nutrition for Sport, Exercise, and Health (Textbook). Human Kinetics (2018). ISBN 978-1-4504-1487-6.
- 3) Tovar, A.P., Navalta, J., Kruskall, L.J., Young, J.C. The effect of moderate consumption of non-nutritive sweeteners on glucose tolerance and body composition in rats. *Appl. Physiol. Nutr. Metab.* 2017;**42**: 1225–1227.
- 4) **Kruskall, L.** Fitness Professionals' Guide to Sports Nutrition and Weight Management, 2nd Edition. Healthy Learning, to be published in 2017.
- 5) Kenny, T., McCune, D., **Kruskall, L. J.**, Navalta, J. W., Young, J. C. Vitamin D status and bone mineral density in female collegiate dancers and cheerleaders. *Journal of Sports Science*. 2017; 5: 38-44.
- 6) **Kruskall, L.J.**, Manore, M.M., Eickhoff-Shemek, J.M., Ehrman, J.K. Drawing the Line: Understanding the Scope of Practice among Registered Dietitian Nutritionists and Exercise Professionals. *American College of Sports Medicine Health & Fitness Journal*. 2017;21(1):23-32.
- 7) **Kruskall, L.** Weight Management. Chapter in American College of Sports Medicine Complete Guide to Fitness and Health, 2nd Edition. Human Kinetics, 2017. ISBN 978-1-4925-3367-2.
- 8) **Kruskall, L.** Physiology of Exercise. Chapter in Sports Nutrition: A Practice Manual for Professionals, 6th Edition. Academy of Nutrition and Dietetics, 2017. ISBN 978-0-88091-975-3.
- 9) Patricia L. Steinmuller, MS, RDN, CSSD, LN; **Laura J. Kruskall**, PhD, RDN, CSSD, LD, FACSM; Christine A. Karpinski, PhD, RD, CSSD, LDN; Melinda M. Manore, PhD, RDN, CSSD, FACSM; Michele A. Macedonio, MS, RDN, CSSD, LD; Nanna L. Meyer, PhD, RDN, CSSD, FACSM. Standards of Practice and Standards of Professional Performance for Registered Dietitian Nutritionists.

Grants

Externally Funded

- Grocery Store Tour Training Grant. Produce for Better Health. **\$4,975**. 2016.
- Improving Health Status of Food Insecure and Health Challenged Southern Nevadans Through Nutrition Education. The Allen Foundation. **\$43,799**. 2014.

Kelly Webber, PhD, RD, LD (current faculty - Associate Visiting Professor)

Proposals Pending Decision (nationally competitive)

1. Serafica, Reimund Cacda (PI), **Webber, Kelly (Co-I)**, Morris, Brendon (Co-I). *Exploration of Dietary Biculturalism among First Generation Filipino Immigrants*. National Institutes of Health, NIMHD, \$373, 750; October 2017.

Peer-Reviewed Journal Articles *student author

1. Paskett ED, Baltic RD, Katz ML, Kennedy SK, Lengerich EJ, Lesko SM, Roberto KA, **Webber KH**, Schoenberg NE, Young GS, Dignan MB. Group Randomized Trial to Reduce Obesity among Appalachian Church Members: The Walk by Faith Study. *Cancer Epidemiology, Biomarkers, and Prevention*. Accepted 2018. In press.
2. Gustafson A, DeWitt E*, McGladrey M, Lui E, Peritore N, **Webber K**, Butterworth B*, Vail A. Social Marketing Campaign at Farmers' Markets as a Way to Encourage Fruit and Vegetable Purchases Among Rural Obese Counties, Kentucky, 2015-2016. *Preventing Chronic Disease*. Accepted 2017. In press.

3. Gustafson A, McGladrey M, **Webber K**, Peritore N, Butterworth B*, Vail A. Examining key stakeholder and community residents understanding of environmental influences to inform place-based interventions to reduce obesity in rural communities, Kentucky 2015. *Journal of Rural Health*. Accepted 2017. In press.
4. **Webber KH**, Mellin L, Mayes L, Mitrovic I, Saulnier M*. Pilot Investigation of Two Non-Diet Approaches to Improve Weight and Health. *Alternative Therapies in Health and Medicine*. 2017 Jun 23. pii: AT5533. [Epub ahead of print]. PMID:28646804.

Peer-Reviewed Journal Manuscripts Under Review *student author

1. Butterworth B*, Mullins J, McGladrey M, Cardarelli K, Brewer D, **Webber K**. Rural Kentucky Extension Coalitions Identify Barriers and Strategies to Reduce Obesity. *Public Health Reports*.

Peer-Reviewed Presentations, Posters, and Published Abstracts *student author

1. Casey E*, Bastin S, **Webber K**. Fit Face-Off: Development and Usage of a Web-App for Rural Kentucky. Appalachian Research Day, Hazard, KY. May 2017, poster.
2. **Webber KH**, Lengerich E, Lesko S, Roberto K, Kennedy S, Paskett E, Baltic R, Young G. Diet Quality in a Rural U.S. Population. 16th Annual Meeting, International Society of Behavioral Nutrition and Physical Activity, Victoria, BC, Canada. June 2017, poster.
3. Lee T*, **Webber KH**. Comparing Mindfulness-Based Weight Management to Current Standard Practices. Annual Meeting of the Society of Behavioral Medicine, San Diego, CA. March 2017, poster.

2. Additional Comments

X. Quality

A. Admission and graduation requirements

1. Please insert program admission requirements from the current UNLV catalog. Due to display complications, this description must be typed into this form and **not** pasted from the Catalog.

Interested students must complete an advising interview with the School of Allied Health Sciences (SAHS) Advising Center.

Students wishing to earn a degree in Nutrition Sciences and become a Registered Dietitian/Nutritionist must first be admitted to UNLV as a pre-major (NUTR-PRE). Students will apply to the Nutrition Sciences Didactic Program in Nutrition and Dietetics (DPND) at the end of the sophomore year for entry into the program in fall of junior year.

The following courses must be completed and a grade minimum must be earned for admission consideration into the DPND:

- MATH 124 (grade of C or higher)
- BIOL 189/L (grade of C or higher)
- BIOL 223/L (grade of C or higher)
- BIOL 224/L (grade of C or higher)
- BIOL 251/L (grade of C or higher)
- CHEM 108 (grade of C or higher)
- NUTR 223 (grade of B or higher)
- NUTR 271 (grade of B or higher)
- NUTR 301 (grade of B or higher)

A grade of C or higher is required for all other general education courses.

An application for the program is required. This application process will be reviewed with you in NUTR 271. An entrance exam, with a minimum score of 75%, will be required as part of the application process.

To be admitted to the BS Nutrition Sciences and/or DPND, an applicant who is a non-native English speaker must provide proof of English language proficiency. A non-native speaker is an individual whose primary language in the home was a language other than English (or a non-English language) or who received K-12 (or equivalent) education in schools where English was not the medium of instruction.

Prospective students must take the TOEFL iBT (Internet) exam and earn a minimum score of 100 to be eligible for this program. No other exam will be accepted.

The program has a cap (50 students) and this number is subject to change. Top ranked students, based on GPA and entrance exam score, will be selected for admission into the DPND. Once admitted into the DPND, students will be considered Nutrition Sciences majors and the designation will change from NUTR-PRE to NUTR.

2. Are there any updates that need to be made to the catalog and if so, what are they?

KIN 491 to be changed to KIN 391, KIN 461 to be changed to KIN 261, KIN 300 to be changed to KIN 200.

3. How many full-time advisors are available at the college level?

There are currently 6 full-time advisors plus the Director of the Division of Health Sciences Advising (Vaune Kadlubek) within the Division of Health Sciences Advising Office (Melaney Jones (Assistant Director), Abigail Reyes, Sofie Burton (RPC Advising), Wayne Arnold, Najia Haidery, and Jeremu Meronuck). Academic advising is also provided directly within the department by the DPND Director for both prospective and current students.

B. Outcomes and Assessment

1. Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are listed at <http://provost.unlv.edu/Assessment/plans.html>. Please attach the most recent assessment report as Appendix 3.

2. Describe specific program changes made based on the program's evaluation of its assessment reports:

3. Has the program revised its curriculum such as changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s) in the last 5 years?

a. If yes, what changes were made and why?

-In Fall 2014, a PRE-NUTR major prerequisite requirement was implemented before admittance into the full major

-Pre-reqs for admittance: MATH 124, BIOL 189/L, BIOL 223/L, BIOL 224/L, BIOL 251/L, CHEM 108, NUTR 223, NUTR 271, NUTR 301 (all science foundation courses must be a grade of C or better, while all NUTR courses must be a grade of B or better for admittance)

-Replaced CHEM 121/L, CHEM 122/L, and CHEM 241/L requirements with CHEM 108 to satisfy all CHEM requirements

4. Has the program revised course content or instructional approaches (pedagogy, technology) in the last 5 years?
 - a. If yes, what changes were made and why? New course preparation for NUTR 121, 301, 311L, 326, 340, 427 and 470.
 - b. NUTR 121: updated the course textbook offering, online learning tools/modules, course content to adhere to recent research parameters, and created new exams more applicable to a 100-level, non-major course.
 - c. NUTR 301: updated the course textbook offering, produced new video lectures, created new weekly assessments and major projects/assignments to cover more of the ACEND-approved knowledge requirements for both the hybrid and distance education platforms.
 - d. NUTR 311L: new hands-on learning experiences to teach undergraduates about the Subjective Global Physical Assessment based on allocation of resources and budget for new equipment.
 - e. NUTR 326: updated the course textbook offering, which offers new, online learning modules and materials to incorporate the flipped classroom, new assignments and projects were created in order to cover more the ACEND-approved knowledge requirements.
 - f. NUTR 340: new textbook offering was chosen, learning modules and projects were updated, course content was updated to adhere to recent research parameters, and the exams were updated to reflect the content that is delivered within the course.
 - g. NUTR 427: extensive materials update with current textbook, brand new powerpoints were created to incorporate more ACEND-approved knowledge requirements and applicable information to be reproduced out in the field of the profession.
 - h. NUTR 470: new textbook offering was chosen with an updated to course assignments and major projects to better incorporate the ACEND-approved knowledge requirements.

5. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports:

As of February 2018, the Advising Office has just changed the advising sheets to be more clear and give students a better understanding of expectations and outcomes upon graduation. They asked for the DPND Director's input for all forms, and we have streamlined the process tremendously for students so that no more misinformation is being given to students. They now include a mandatory consultation with the DPND Director if interested in applying for a dietetic internship, and a "cheat sheet" was created for advisors, by the DPND Director, to help them better answer student inquiries. Anything that they cannot answer should be referred to the DPND Director.

6. List and describe two specific improvements in student learning outcomes and why they represent forward movement.
 - a. Within the last five years, students have more community site options to shadow dietitians. Currently, we have 18 community sites, with active, educational affiliation agreements, that students can utilize for off-campus experiential learning. By having these opportunities for undergraduates, they feel more comfortable starting an internship, and beginning to network early on with future colleagues. We have also been able to give students experience in sports nutrition through UNLV Athletics, which was initiated in the Fall 2015 semester. A relationship with UNLV Athletics has been desired for years with the department, and we finally had the resources and time to create a partnership.
 - b. Since Fall of 2016, the flipped classroom method of teaching has been implemented in many NUTR classes. By working closely with the publishing reps, more online tools and resources have been given to students in which they complete interactive assignments for the students to investigate prior to coming to class for lecture. Therefore, more time can be spent on discussion in the classroom versus introducing brand new concepts. Now students are held more accountable for knowing certain pieces of information before arriving to class. This has elevated test scores, and based on verbal feedback, has allowed students to better focus their studying efforts and see the "bigger picture" of

concepts rather than memorizing and regurgitating information for exam purposes. They have been better able to explain concepts, and analyze practical, real-world situations. Examples of flipped classroom technology include: chapter modules with in-depth questions and case study scenarios (i.e. lab value analysis, organizational mission statements, etc.), online labs that allow students to build a “perfect plate”, understand different concepts through case studies, matching and multiple choice questions. These tools also assess students’ performance and give them their own, individualized guide as to what concept areas they perform strongly in, and which ones need more study attention. Also, since lab space is limited, use of videos for medical procedures, Subjective Global Physical Assessment, and body composition measurements have been utilized as well.

7. Additional Comments

XI. Conclusions, Self-Assessment

A. Faculty Review of self-study

1. On what date did the program and/or department faculty review this self-study?
 - a. March 26th, 2018

2. What were the results of the faculty review?
 - a. A suggestion to make PSY 101 a required gen. ed. course, and an advanced psychology course, such as, PSY 361 – Healthcare Provider Skills or PSY 470 – Health Psychology, as an elective course was made. Psychology would give a greater foundation for patient counseling, especially when it comes to more delicate subject matters, such as, eating disorders (PSY 361 only requires a pre-req of PSY 101, whereas, PSY 470 requires PSY 210 and 240). Offering an alternative elective outside of the department would help to resolve the issue of limited elective offerings. This would, however, require approval from ACEND (accrediting body), and a curriculum change at the university level.
 - b. A suggestion to update the course catalog program description was made. This is an accredited dietetics program preparing people for internships, the previous description is too vague. Future catalog verbiage might look something like this:
“The Bachelor of Science in Nutrition Sciences program prepares students with an interest in human nutrition to apply to dietetic internships and enter the healthcare field as registered dietitians. The program is student-focused with contact hours provided through lectures-based courses, laboratory courses, and field experiences with dietetics practitioners. Students are encouraged to gain work and volunteer experiences related to the dietetics profession outside of class time.”
 - c. A suggestion to update the course catalog mission statement was made. Suggested verbiage might look something like this:
“The mission of the UNLV DPND program is to produce graduates with the skills and knowledge to be comfortable and competent in a dietetic internship and serve as professionals capable of providing excellent entry-level dietetic services in numerous community, food service, management, and clinical settings. The program will provide an evidence-based curriculum that is clinical and communication focused. It will provide practicum experiences; promote life-long learning, problem solving skills, and effective teamwork.”
 - d. A future meeting will be held to further discuss the changes in the program mission statement and program description during the DPND Advisory Board meeting set for Summer 2018.

3. What are the top 3 priorities and/or needs for the future development of the program?
 - a. Faculty
 - b. Resources (i.e. equipment, technology tools, space)

Program Review Self-Study
Academic Year 2017–19

- c. Institutional badging procedures for off-campus learning experiences/educational affiliation agreements
4. What are the strengths of the program?
 - a. 80-100% of UNLV DPND undergraduates who applied for supervised practice hours are accepted into a dietetic internship
 - b. RD Exam pass rates, with the exception of one cohort in Fall 2017, remain within program objectives (80% or higher)
5. What are the challenges facing the program?

As the department and student enrollment grows, we are somewhat limited in our course offerings, namely electives, due to a small staff size. We currently have 3 full-time faculty and one tenure-track faculty to teach our majors, which consist of 44 juniors and 42 seniors. The challenge comes in offering enough courses so that students can remain on track to graduate. It has not been a major issue as they can take KIN courses as electives, but as the program grows, we will need more availability of courses.

6. What recent additions, corrections, or other changes have been made to the program that reflect changes or developments in the field?

Coding and billing has emerged as a new ACEND-approved knowledge requirement, which has become a critical issue for working dietitians to become familiar with. We have had several graduates who go into private practice or work for companies that accept insurance, who were unaware of the rules and regulations regarding reimbursement and insurance premiums. We now have our local Nevada Academy of Nutrition and Dietetics Reimbursement Representative spend an intensive day with the undergraduates discussing where and when insurance coverage is necessary, and the cost-to-benefit ratio of involving that feature into practice. This has allowed practicing dietitians to have better control over his/her income, and has better educated dietetics professionals as a whole.

B. Other comments

1. Is there anything else you would like to discuss about the program?

The NSHE also requires that any action steps identified based on the review of the program and the status of the action steps be ready for consideration at the December board meeting the year the program review is completed. You will be contacted about this after the external review has been completed.

NEXT STEPS:

- A. Email the self-study to:
 - Chair of the Faculty Senate Program Review Committee found here: <http://faculty.senate.unlv.edu/committees/program-review> or the Chair of the Graduate College Program Review Committee found here: <https://www.unlv.edu/graduatecollege/program-review-committee>.
 - Dr. Rainier Spencer, Vice Provost for Academic Programs, rainier.spencer@unlv.edu, 702-895-5833.
 - Nora Carroll, eleonora.carroll@unlv.edu, 702-895-1888

Congratulations on completing the self-study!

Appendix 3

Annual Academic Assessment Report Cover Sheet
Assessment reports are due the 1st Wednesday after the Fall Term
Email to: assessment@unlv.edu

Program Information:

Program Assessed	BS Nutrition Sciences
Department	Kinesiology & Nutrition Sciences
College	Allied Health Sciences
Department Chair	Brian Schilling
Assessment Coordinator	Laura Kruskall & Samantha Coogan (Nutrition Sciences only)
Date Submitted	5-26-17
Contact Person for This Report	
Name	Laura Kruskall or Samantha Coogan
Phone	702-895-4328
Email	Laura.kruskall@unlv.edu or Samantha.coogan@unlv.edu

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
 - ✓ Please see pages at the end of this narrative.
- Which learning outcomes were assessed?
 - ✓ Please see pages at the end of this narrative. SLOs from the senior capstone project/culminating experience was used. This is an experience spanning 3 courses (NUTR 427, 431, 450).
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
 - ✓ Please see assessment instrument at the end of this narrative.
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
 - ✓ UULOs assessed are listed below. The senior capstone project/culminating experience is assessed. A summary of the project aspect meeting the UULO is briefly summarized.

Intellectual Breadth and Lifelong Learning

Graduates are able to understand and integrate basic principles of the natural sciences, social sciences, humanities, fine arts, and health sciences, and develop skills and a desire for lifelong learning. Specific outcomes for all students include:

- Demonstrate in-depth knowledge and skills in at least one major area.
 - ✓ Students complete a case study in nutrition and dietetics.
- Apply the research methods and theoretical models of the natural and health sciences, social sciences, humanities, and fine arts to define, solve, and evaluate problems.
 - ✓ Students must assess a patient and plan the full care of said patient.
- Transfer knowledge and skills gained from general and specialized studies to new settings and complex problems.
 - ✓ Material from courses taught throughout the program are applied and assessed in this experience.
- Achieve success in one's chosen field or discipline, including applying persistence, motivation, interpersonal communications, leadership, goal setting, and career skills.
 - ✓ This capstone experience prepared students to enter their supervised practice required for credentialing and license to practice

Inquiry and Critical Thinking

Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems. Specific outcomes for all students include:

- Identify problems, articulate questions or hypotheses, and determine the need for information.
 - ✓ This is nutrition assessment and is completed in the case study.
- Access and collect the needed information from appropriate primary and secondary sources.
 - ✓ This is nutrition assessment and is completed in the case study.
- Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context, and then draw conclusions.
 - ✓ This is required as part of the Nutrition Care Process and is necessary to develop and appropriate intervention.
- Evaluate and report on conclusions, including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.
 - ✓ This is required as part of the Nutrition Care Process in the monitoring and evaluation step of patient care.

Communication

Graduates are able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one's field or profession. Specific outcomes for all students include:

- Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.
 - ✓ The written portion of the capstone project demonstrated this
- Effectively use the common genres and conventions for writing within a particular discipline or profession.
 - ✓ Students must document (chart) in the ADIME format as part of the Nutrition Care Process.

Program Review Self-Study
Academic Year 2017–19

- Prepare and deliver effective oral presentations.
 - ✓ Students must complete mock medical team presentation of their case study patient
- Produce effective visuals using different media.
 - ✓ Students must complete mock medical team presentation of their case study patient
 - ✓ Students must develop lay handout information for their case study/counseling practicum
- Apply the up-to-date technologies commonly used to research and communicate within one's field.
 - ✓ Students must use PubMed, the Nutrition Care Manual, and the Academy of Nutrition and Dietetics Evidence Analysis Library in their capstone project
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year.
 - ✓ N/A
- What was learned from the assessment results?
 - ✓ This is not a new project, and we are improving each year. With this assessment, we found that students need additional guidance and instruction in understanding the financial impact of various nutrition diseases and conditions and need a better understanding of referencing. Only small numbers of students struggled with this, but it needs to be addressed in the future. Nutrition counseling skills were outstanding and greatly improved since previous years. I added extensive lecturing in this area and see the results.
- How did the program respond to what was learned?
 - ✓ Next year we will improve on better preparing the students for the areas listed above.

Evaluation of Senior Capstone Project

Student Learning Outcomes:

KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice. (Note: Examples of evidence-based guidelines and protocols include the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites).

Students will be assigned a case study involving a particular nutrition-related disease or condition. 100% will successfully complete (Score of 2 or above) a literature review on the pathophysiology, current MNT, common drugs or supplements used to treat, and financial impact of the disease or condition.

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Note: Students must be able to demonstrate effective and professional oral and written communication and documentation).

Students will successfully complete (Score of 2 or above) a written literature review, document using ADIME format, give a mock medical team presentation (using Power Point slides), develop a client nutrition-education piece and present a professional poster at the district-or-state-level dietetic association meeting on a particular nutrition-related disease or condition.

KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods. (Note: Students must be able to demonstrate counseling techniques to facilitate behavior change).

Students are taught counseling theories, are shown several sample scenarios, and then are required to demonstrate counseling techniques to facilitate behavior change. 100% will successfully complete a mock counseling session.

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

As part of the extensive training on Scope of Practice, students are taught the value and importance of making a referral to an appropriate, qualified allied health professional (including an advanced level or specialty-practice RDN). 100% of students will successfully document (Score of 2 or above) coordination of care as appropriate in the intervention step of the ADIME in their case studies.

Data were collected for 45 graduating seniors and are presented below.

Rank	Criteria	Rank	Criteria
4	Excellent (≥ 93%)	2	Satisfactory (80-86%)
3	Good (87-92%)	1	Unsatisfactory (<80%)

	4	3	2	1
--	---	---	---	---

Program Review Self-Study
Academic Year 2017–19

N=24 students. Percent of students in each category.				
Literature review (Graded in NUTR 431):				
1) Background & pathophysiology information about the disease or condition is clear, concise, and thorough	65	35	0	0
2) References are appropriate (evidence-based guidelines, reputable sources, adequate number)	100	0	0	0
3) Appropriate number of references and formatted properly	100	0	0	0
4) Used EAL, NCM, and/or scientific literature	96	4	0	0
5) Background, pathophysiology (total points out of 200)	52	48	0	0
6) Drug/supplement/nutrient interactions (total points out of 75)	100	0	0	0
7) Financial impact (total points out of 25)	100	0	0	0
Nutrition Care Process (Written Case Study)(Graded in NUTR 427):				
1) Chief Medical Complaint is listed and described in adequate detail (A)	88	12	0	0
2) History of problem is adequately described including medical diagnosis, pertinent medical and nutrition-related problems (A)	83	17	0	0
3) Significant past medical history (A)	88	12	0	0
4) Significant family and social history (A)	79	21	0	0
5) Pertinent Medications with rationale for medication prescription/use (A)	88	12	0	0
6) Potential drug/nutrient interactions are listed (A)	83	17	0	0
7) Pertinent Lab values are listed and appropriately interpreted relative to nutrition status and/or medications (A)	92	8	0	0
8) Anthropometrics are listed/recorded (height, weight, UBW, IBW, % weight change, BMI)(A)	92	8	0	0
9) Diet order and nutrition history including nutrient analysis if available (A)	92	8	0	0
10) Nutrition assessment also includes assessment of nutritional status, nutritional requirements, weight changes, and evaluation of any previous nutrition intervention (A)	92	8	0	0
11) Nutrition diagnosis is appropriate and accurately stated in PES format (D)	83	17	0	0
12) Prioritized diagnoses (D)	83	17	0	0
13) Nutrition intervention is appropriate for the nutrition diagnosis(es)/ and patient's values (I)	88	12	0	0
14) Goals are appropriate, prioritized, & measurable to determine if outcomes are met (I)	92	8	0	0
15) Plans are appropriate, adequately thorough, and fit with patient values and patient driven goals (I)	88	12	0	0
16) Current Medical Nutrition Therapy for the disease/condition is provided	88	12	0	0
17) Monitoring, and evaluation strategies include selecting appropriate indicators/measures/reference standards and define patient's current place as far as expected outcomes (M-E)	91	9	0	0

	4	3	2	1
Nutrition Care Process (Oral Mock Medical Team Presentation)(Graded in NUTR 427):				
1) Effectively delivered the case study presentation to the class (total points out of 175)	81	19	0	0
2) Answered questions appropriately using evidence-based guidelines from EAL, NCM, and/or appropriate scientific literature (total points out of 25)	100	0	0	0

Program Review Self-Study
Academic Year 2017–19

Nutrition Care Process (Professional Poster Presentation)(Graded in NUTR 431):				
1) Created effective poster including all required components (background/pathophysiology, ADIME, drugs/supplements/nutrient interactions, financial impact, proper references (total points out of 175))	100	0	0	0
2) Answered questions appropriately using evidence-based guidelines from EAL, NCM, and/or appropriate scientific literature (total points out of 25)	100	0	0	0
Handout Development (Graded in NUTR 431):				
1) Appropriate amount and level of information (total points out of 80)	100	0	0	0
2) Used appropriate references (total points out of 20)	100	0	0	0
Mock Counseling Experience (Counselor)(Graded in NUTR 431):				
1) Establishing and building client rapport	73	27	0	0
2) Asking open ended questions	77	23	0	0
3) Body language	59	41	0	0
4) Effective demonstration of at least one taught counseling techniques to facilitate	82	18	0	0
5) Application of content knowledge	100	0	0	0
6) Time management within counseling session	95	5	0	0
7) Use of nutrition education materials	95	5	0	0
8) Total Points for Counselor Experience (total points out of 200)				
Mock Counseling Experience (Supporting Role) (Graded in NUTR 431):				
1) Developing of counseling scenario (total points out of 50)	100	0	0	0
3) Critiques of counselor (total points out of 50)	100	0	0	0
Made appropriate referral/coordination of care (NUTR 426)				
Case study 1	53	27	20	0
Case study 2	47	40	13	0

Evaluation of Nutrition-Related Debate Project

Student Learning Outcomes:

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Note: Students must be able to demonstrate effective and professional oral and written communication and documentation).

Students will successfully complete (Score of 2 or above) a nutrition-related debate, presenting on a “yes” or “no” side, on a topic involving a particular stage of the lifecycle and present to their peers in class along with a PowerPoint slide presentation.

Data were collected for 37 juniors and are presented below.

Rank	Criteria	Rank	Criteria
------	----------	------	----------

Program Review Self-Study
Academic Year 2017–19

4	Excellent (≥ 93%)	2	Satisfactory (80-86%)
3	Good (87-92%)	1	Unsatisfactory (<80%)

N = 37 students. Percent of students in each category.	4	3	2	1
Presentation (Graded in NUTR 370)				
Preparedness				
Credible sourcing	98	0	2	0
Evidence-based, peer-reviewed information				
Conciseness				
Paper (Graded in NUTR 370)				
Organization				
Adequate information/details	98	0	2	0
Evidence-based, peer-reviewed information				
Page length				

Evaluation of Team Intervention Project

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Note: Students must be able to demonstrate effective and professional oral and written communication and documentation).

Students will successfully compete (Score of 2 or above) the written portion of the Team Intervention Project. This involves writing a paper describing the community and identifies strengths and weaknesses and health issues important for that community.

KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. (Note: Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups).

Students will successfully complete (Score of 2 or above) the Team Intervention Project. This project involves describing a particular community and identifying strengths and weaknesses and health issues important for that community. Using an AND position paper as a starting point, they develop a "mock" intervention. Students write a paper stating how this intervention would be implemented, evaluated and marketed. This paper also includes a needs assessment portion and follows the format for a grant proposal.

Data were collected for 19 graduating seniors and are presented below.

Rank	Criteria	Rank	Criteria
4	Excellent (≥ 93%)	2	Satisfactory (80-86%)
3	Good (87-92%)	1	Unsatisfactory (<80%)

Program Review Self-Study
Academic Year 2017–19

N = 19 students. Percentage of students in each category.	4	3	2	1
Oral Presentation (Graded in NUTR 470) Equal participation among group members Preparedness Ability to answer questions Adequate length w/ adequate background information and resourcing Evidence-based, peer-reviewed information	95	5	0	0
Page Length (Graded in NUTR 470)	100	0	0	0
Abstract (Graded in NUTR 470) Peer-reviewed style formatting Accurate summary of material	100	0	0	0
Assessment (Graded in NUTR 470) Thorough needs assessment Realistic	100	0	0	0
Implementation (Graded in NUTR 470) Realistic/Applicable Thorough & well-organized Logical/realistic funding sources	89	11	0	0
Marketing Plan (Graded in NUTR 470) Appropriate target audience chosen w/ appropriate marketing channels to match	100	0	0	0
Media Pitch (Graded in NUTR 470) Formatting Appropriate reading level for intended target audience	84	16	0	0
References (Graded in NUTR 470)	100	0	0	0

Evaluation of Nutrition-Related Lesson Plan to Children Project

Student Learning Outcomes:

KRD 3.3: The curriculum must include education and behavior change theories and techniques. (Note: Students must be able to develop an educational session or program/educational strategy for a target population).

Students will successfully complete (Score of 2 or above) a nutrition-related lesson plan and provide a nutrition-related activity/lesson for children in the UNLV Preschool program.

Data were collected for 37 juniors and are presented below.

Rank	Criteria	Rank	Criteria
4	Excellent (≥ 93%)	2	Satisfactory (80-86%)
3	Good (87-92%)	1	Unsatisfactory (<80%)

Program Review Self-Study
Academic Year 2017–19

N = 37 students. Percentage of students in each category.	4	3	2	1
Appropriate material/topic for given grade-level (Graded in NUTR 370)	100	0	0	0
Appropriate length/attention-grabbing (Graded in NUTR 370)	95	5	0	0
Content/relevance (Graded in NUTR 370)	95	5	0	0
Equal participation among group members (Graded in NUTR 370)	100	0	0	0
Practiced appropriate cues (i.e. kneeling down to child height) (Graded in NUTR 370)	95	5	0	0
Appropriate visuals/materials (i.e. no choking hazards) (Graded in NUTR 370)	100	0	0	0

Evaluation of Grocery Market Search Project

Student Learning Outcomes:

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

Students will successfully complete (Score of 2 or above) the Grocery Market Search using marketing techniques to impact consumers. Final class project includes marketing and target market as well.

Data were collected for 23 juniors and are presented below.

Rank	Criteria	Rank	Criteria
4	Excellent (≥ 93%)	2	Satisfactory (80-86%)
3	Good (87-92%)	1	Unsatisfactory (<80%)

N = 56. Percentage of students in each category.	4	3	2	1
Organization (Graded in NUTR 326)	100	0	0	0
Adequate length (collected minimum amount of items) (Graded in NUTR 326)	100	0	0	0
Evidence-based information/FDA regulations (Graded in NUTR 326)	95	5	0	0
Appropriate images (Graded in NUTR 326)	100	0	0	0

Program Review Self-Study
Academic Year 2017–19

Discussed relevant information (i.e. shelf-positioning, imaging, etc.) (Graded in NUTR 326)	91	9	0	0
---	----	---	---	---

Evaluation of Projected Budget Assignment

Student Learning Outcomes:

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

Students will successfully complete (Score of 2 or above) the current and projected month personal budget (2 months) assignment, the Business P&L, Capital budget purchases, revenue and cost centers, types of budgeting (incremental and zero based), and projected one month business budget.

Data were collected for 48 seniors and are presented below.

Rank	Criteria	Rank	Criteria
4	Excellent (≥ 93%)	2	Satisfactory (80-86%)
3	Good (87-92%)	1	Unsatisfactory (<80%)

N = 48. Percentage of students in each category.	4	3	2	1
Presentation (Graded in NUTR 429)	88	10	2	0
Marketing technique (Graded in NUTR 429)	84	10	2	4
Job description (Graded in NUTR 429)	77	13	8	2
Job tasking list (Graded in NUTR 429)	80	10	4	6
Policy & procedures (Graded in NUTR 429)	84	4	10	2
Personal operating budget (Graded in NUTR 429)	84	6	6	4
HACCP Log (Graded in NUTR 429)	70	18	8	4

Program Review Self-Study
Academic Year 2017–19

Evaluation of Public Policy Online Discussion

KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice. (Note: Students must be able to explain the impact of a public policy position on dietetics practice).

Students will successfully complete (Score of 2 or above) an online discussion assignment on the impact of a public policy, such as licensure on RDNs in Nevada, by posting individual thoughts and commenting on other students' responses.

Data were collected for 19 graduating seniors and are presented below.

Rank	Criteria	Rank	Criteria
4	Excellent (≥ 93%)	2	Satisfactory (80-86%)
3	Good (87-92%)	1	Unsatisfactory (<80%)

N = 19 students. Percentage of students in each category.	4	3	2	1
Relevance to topic (Graded in NUTR 470)	100	0	0	0
Thoroughness/organization (Graded in NUTR 470)	89	11	0	0
Credibility/reliability of information (appropriate sourcing) (Graded in NUTR 470)	94	6	0	0

Evaluation of Health Care Systems Online Discussion

KRD 4.4: The curriculum must include content related to health care systems. (Note: Students must be able to explain the impact of health care policy and different health care delivery systems on food and nutrition services).

Students will successfully complete (Score of 2 or above) an online discussion assignment on the impact of health care policy and different health care delivery systems of food and nutrition services, such as Medicare and obesity, by posting original comments and responding to other students' posts.

Data were collected for 19 graduating seniors and are presented below.

Rank	Criteria	Rank	Criteria
4	Excellent (≥ 93%)	2	Satisfactory (80-86%)
3	Good (87-92%)	1	Unsatisfactory (<80%)

N = 19 students. Percentage of students in each category.	4	3	2	1
Relevance to topic (Graded in NUTR 470)	100	0	0	0
Thoroughness/organization (Graded in NUTR 470)	94	6	0	0
Credibility/reliability of information (appropriate sourcing) (Graded in NUTR 470)	94	6	0	0

Evaluation of NDA’s Reimbursement Representative Presentation

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

Students will receive an in-class lecture from the Nevada Dietetic Association’s Reimbursement Representative. 100% of students will successfully answer questions on reimbursement.

Data were collected for 19 graduating seniors and are presented below.

Rank	Criteria	Rank	Criteria
4	Excellent (≥ 93%)	2	Satisfactory (80-86%)
3	Good (87-92%)	1	Unsatisfactory (<80%)

N = 19 students. Percentage of students in each category.	4	3	2	1
Asked appropriate questions (Graded in NUTR 470)	100	0	0	0
Engaged in discussion (Graded in NUTR 470)	100	0	0	0
Answered questions successfully when asked by Rep. (Graded in NUTR 470)	100	0	0	0