

REVISED 2017 STANDARDS RELEASED FOR COMMENT!

ACEND has made some slight changes to the *2017 Accreditation Standards*. The revised documents are available on the ACEND Standards Website at www.eatrightpro.org/2017Standards. Public comments on the revised standards can be made at: <https://www.surveymonkey.com/r/2017StdComments> until December 4, 2017.

Updates to the *Rationale Document*:

The *Rationale Document* has been updated with three new sections: a summary of public comments on the second draft of the *Future Education Model Accreditation Standards*, the infographic and position descriptions and the development of the practice illustrations included in the *Guidance Document for the Future Education Model Accreditation Standards*. The *Rationale Document* can be viewed at: www.eatrightpro.org/FutureModel.

Demonstration Program Research Logic Model:

ACEND has gathered input on its proposed data collection for the demonstration programs over the past two years at FNCE, regional NDEP meetings, virtual town halls and through this newsletter. Comments have been gathered from educators, preceptors, researchers, administrators and practitioners related to ACEND's plans to collect data and assess outcomes of programs accredited under the *Future Education Model Accreditation Standards*.

The aim of the demonstration program research project is to assure the public and confirm confidence that ACEND-accredited programs produce graduates who are adequately prepared for future practice in nutrition and dietetics. The overall goal is to engage demonstration sites in a process to measure program and graduate outcomes under the *Future Education Model Accreditation Standards*.

Attached to this newsletter is the proposed research logic model for the demonstration program project. This model includes the proposed project objectives and activities to be conducted to meet the objectives and proposed short- and long-term outcomes. Your comments and input on the proposed research logic model are welcomed. You can email them to futuremodel@eatright.org.

Call for Demonstration Program Applications:

ACEND will issue a call for the second cohort of demonstration program applications in early December, 2017. Applications will be due Monday, April 16, 2018 at 11:00 am CT. A call for a third cohort will occur in Spring 2018, with applications due September 10, 2018. ACEND will be making some changes to the application forms given input from programs who completed applications earlier this fall. Those revisions will be posted to the website later this month.

For Additional Information

- Review back issues of the monthly ACEND Standards Updates that are posted on the ACEND website www.eatrightpro.org/FutureModel.
- Participate in a monthly ACEND virtual town hall on the 2nd Thursday of each month at 1:00 pm CT; information on how to connect to the town hall is available at www.eatrightpro.org/FutureModel.
- Contact ACEND (acend@eatright.org; 800-877-1600 x5400).

Questions That Have Come to ACEND

This section includes questions that have been raised during town hall and in-person meetings, on phone calls or through emails and ACEND's response to each. The following questions are divided into several sections: 2017 Accreditation Standards, Future Education Model Accreditation Standards and Demonstration Programs.

2017 Accreditation Standards Questions

Question: *When is the ACEND Annual Report due?*

ACEND Response: The ACEND Annual Report is due December 19, 2017. The link to the online survey for submitting data for the annual report was sent to all program directors. If you did not receive the email with the link, please contact ACEND at 800-877-1600 x5400 or email acend@eatright.org and we can provide you with the information you need to submit your report.

Question: *Why is ACEND shifting to a three-year average for pass rate rather than five years?*

ACEND Response: ACEND has examined pass rate data and pass rate improvement plans from programs whose pass rate did not meet the ACEND Standards. ACEND also evaluated the time needed to show improvements within the US Department of Education time frame for programs to come into compliance. What was learned was that evaluating pass rate using a three year average rather than a five year average helped better demonstrate the positive impact of recent changes made by programs to improve their pass rate.

Question: *We are working on our self-study and wanted clarification of whether we need to provide data for the entire 10 year accreditation term or just data since the Program Assessment Report (PAR) was submitted five years ago?*

ACEND Response: Self-studies should include data since the last major review of the program. For those on a 10-year accreditation term, who submitted data with a PAR, only data since the PAR would need to be submitted. Several years ago, the ACEND Board changed the accreditation term to a seven-year term with no midterm PAR. Going forward programs on a seven-year term will report data in their self-study for the seven-year period since their last self-study.

Question: *When Pearson VUE sends programs their pass rate reports do those reports include all students who took the exam or only those who agreed to have their name released to the program?*

ACEND Response: The program pass rate reports from Pearson VUE include all of the students who took the exam during the time period for the report whether students agreed to have their individual names released to the program or not.

Question: *Which of the Pearson VUE pass rate reports does ACEND use and why does my program's pass rate sometimes differ on these reports?*

ACEND Response: Pearson VUE distributes several reports with CDR pass rate data to programs. One report titled, ACEND – Summary of Candidate Testing, contains first time and one year pass rate data. This is the report that ACEND uses when evaluating program pass rates. This report includes data from all students who take the registration exam, including those who time out of the exam before finishing it (i.e. do not complete the minimum of 125 questions in the allotted time and thus do not pass). A second report titled, Five Year Summary, contains information about the program's total score on the registration exam and the sub scores for nutrition and foodservice. This report only includes data from students who completed the registration exam; it does not include data on students who timed out of the exam. The first time pass rate on these two reports will differ for programs who had students who timed out of the exam before finishing. ACEND Program Reviewers and the ACEND Board use the pass rate data from the ACEND – Summary of Candidate Testing report because it gives the most accurate data on performance of graduates on the credentialing exam.

Future Education Model Accreditation Standards Questions

Question: *Will graduates of programs accredited under the Future Education Model Standards for Bachelor's Degree Programs be eligible to take the credentialing exam to be an RDN?*

ACEND Response: Graduates of bachelor's degree programs accredited under the *Future Education Model Accreditation Standards* will be eligible to take the credentialing exam to become an NDTR but will not be eligible to take the credentialing exam to become an RDN. They will be able to apply for future education model graduate degree programs to become an RDN.

Question: Will there be verification statements for graduates of programs accredited under the Future Education Model Standards and if so, what is the intended use of the verification statement?

ACEND Response: Programs accredited under the *Future Education Model Accreditation Standards* will issue verification statements to those who complete all program requirements. For graduates of the bachelor's and graduate degree programs, those verification statements will be submitted to the Commission on Dietetic Registration as part of the eligibility requirements to take the credentialing exam to be a nutrition and dietetics technician, registered (NDTR) (bachelor's verification) or registered dietitian nutritionist (RDN) (graduate verification). Although the *Future Education Model Accreditation Standards* do not require the verification statement for admission to another program, some degree programs might require the verification statement of the lower degree level as part of their admission requirements, i.e. a bachelor's degree program might require a verification statement from an associate degree program.

Question: What is the job market for graduates of bachelor's degree programs accredited under the Future Education Model Accreditation Standards?

ACEND Response: Information about potential jobs for graduates of bachelor's degree programs accredited under the *Future Education Model Accreditation Standards* can be found in the March 2017 Standards Update newsletter or in the newly updated *Rationale Document*. Both are available at www.eatrightpro.org/FutureModel.

Question: The Future Education Model Accreditation Standards for Graduate Degree Programs do not specify the area of focus of the graduate degree. How does a degree in any field move the profession forward and protect the public?

ACEND Response: The *Future Education Model Standards for Graduate Degree Programs* do not specify the title of the degree (MS, MA, MBA, MPH etc.) or the focus area of the degree (nutrition, dietetics, public health, etc.). Programs are allowed to determine the title and focus of the graduate degree program they are offering. What the *Future Education Model Standards* do specify are the required minimum competencies that must be achieved by graduates of the program. The competencies specified in the *Future Education Model Standards for Graduate Degree Programs* are at a higher level and are more comprehensive than the competencies in the *2017 Accreditation Standards* for the preparation of RDNs. ACEND believes that a higher level of competence will be needed for future practice and will better protect the public. ACEND expects that the graduate degree programs accredited under the *Future Education Model Standards* are structured to include the knowledge and experiential learning needed to develop the required competencies regardless of the title or focus area.

Demonstration Program Questions

Question: What are the advantages to being a demonstration program?

ACEND Response: There are many advantages to being a demonstration program accredited under the *Future Education Model Accreditation Standards*. Those advantages include:

- Training and Coaching: Access to competency-based education (CBE) support materials; Participation in online and in-person training on competency-based education, competency assessment planning.
- National Recognition: Recognition as a leader in the implementation of the *Future Education Model Accreditation Standards*; Opportunity to promote one's organization as a leader and early adaptor.
- Networking Opportunities: Being part of a network of educators exploring ways to implement the ACEND Future Education Model Standards; Participation in tele-networking and in-person meetings with other demonstration program directors.
- Evaluation: Ability to assist ACEND in evaluating the *Future Education Model Accreditation Standards*; Access to collated data from demonstration programs to inform enhancements of own program.
- Financial: Several ACEND fees are being waived for demonstration programs: Program change fee (\$250), Candidacy application fee (\$2500), One year annual accreditation fee (\$1975) and Travel and registration for in-person training on competency-based education and assessment.

ACEND Future Education Module Demonstration Program Research Logic Model

Aim	Assure the public and confirm confidence that ACEND-accredited programs produce graduates who are adequately prepared for future practice in nutrition and dietetics.	
Goal	Engage demonstration sites in a process to measure program and graduate outcomes under the <i>Future Education Model Accreditation Standards</i>.	
Components	Objectives	Activities ^a
Demonstration Program Selection	<ol style="list-style-type: none"> 1. Select demonstrator sites that are willing and have the capability to implement future education model accredited programs. 2. Obtain a representative sample of demonstration programs in terms of geographic location, program size, and proposed program structure. 	<ol style="list-style-type: none"> a) Engage in communication activities (e.g. ACEND website, FNCE and NDEP meetings, emails, newsletters, town halls)(1)(2) b) Create application and selection materials, conduct selection process and evaluate processes, materials and criteria. (1)(2)
Demonstration Program Engagement	<ol style="list-style-type: none"> 3. Create a community of early adopters to network and develop a competency-based program framework with supporting materials and templates. 4. Identify opportunities and challenges faced by programs and management strategies used to implement and meet the <i>Future Education Model Accreditation Standards</i>. 	<ol style="list-style-type: none"> c) Provide training to program directors on the <i>Future Education Model Accreditation Standards</i>, including Competency-Based Education (CBE) methodology and assessment. (3) d) Create opportunities for sharing and disseminating early adapter program materials, identified opportunities and challenges; and management strategies (e.g. listserv, webinars, FNCE breakout sessions, ACEND website, blog). (4)
Data Collection and Analysis	<ol style="list-style-type: none"> 5. Obtain evaluation data to inform potential revisions to the <i>Future Education Model Accreditation Standards</i>. 6. Evaluate the impact of <i>Future Education Model Accreditation Standards</i> on program outcomes, employability and job preparedness of program graduates, integrated experiential learning, competency assessment and market place need for program graduates at each degree level. 7. Identify similarities and differences among programs in meeting the <i>Future Education Model Accreditation Standards</i>. 8. Compare program and graduate outcomes of programs accredited under the <i>Future Education Model Accreditation Standards</i> with those of other ACEND-accredited programs. 9. Publish demonstration program project data. 	<ol style="list-style-type: none"> e) Obtain IRB approval for research study. (6)(9) f) Create metrics and survey tools to collect data from demonstration programs; report data annually. (6)(7) g) Create survey to collect evaluation information on the <i>Future Education Model Accreditation Standards</i>. (5) h) Create metrics and survey tools to collect data for program graduate comparison from programs accredited under the <i>Future Education Model Accreditation Standards</i> and those accredited under other ACEND Standards. (8) i) Conduct focus groups with program directors, faculty, preceptors, students and employers. (6)(7) j) Write and publish research article. (9)

^a Numbers in parentheses (#) indicate the objective being addressed by the activities or outcomes

ACEND Future Education Module Demonstration Program Research Logic Model

Target Group	Demonstration Programs ^a	Students ^a	ACEND Board ^a	Employers ^a
Short-term Outcomes	<p>I. A minimum of 60 demonstration programs (5 Associate, 10 Bachelor, 45 Graduate level) under the <i>Future Education Model Accreditation Standards</i> with representation from across the USA by 2020. (1)(2)(5)</p> <p>II. 100% of program directors trained on the <i>Future Education Model Accreditation Standards</i>, including CBE. (1)</p> <p>III. 100% of programs providing evidence of student and faculty training on CBE concepts. (1)</p> <p>IV. 80% engagement of demonstration program directors in early adopter community of practice activities. (2)(3)(7)</p> <p>V. List of benefits, challenges and management strategies related to implementation of the <i>Future Education Model Accreditation Standards</i>. (3)(4)(5)</p> <p>VI. 80% of faculty and preceptors providing ratings of satisfied/very satisfied” with integrated experiential learning, CBE and student competency demonstration. (6)</p> <p>VII. The same or better program outcomes (completion, exam pass rate and employment) from programs accredited under the <i>Future Education Model Accreditation Standards</i> as other ACEND-accredited programs. (6)(8)</p> <p>VIII. The same or better diversity of graduates of programs accredited under the <i>Future Education Model Accreditation Standards</i> as other ACEND-accredited programs. (6)(8)</p>	<p>IX. At least 100 students enrolled per degree level in programs accredited under the <i>Future Education Model Accreditation Standards</i> by 2020. (2)(5)</p> <p>X. 80% of graduates from programs accredited under the <i>Future Education Model Accreditation Standards</i> meet or exceed the performance of graduates of other ACEND-accredited programs.(5)(6)(8)</p> <p>XI. 80% of graduates from programs accredited under the <i>Future Education Model Accreditation Standards</i> report being “ready” and “confident” for practice. (6)</p> <p>XII. 80% of graduates from programs accredited under the <i>Future Education Model Accreditation Standards</i>, who seek employment, are hired for nutrition and dietetics positions within one year of graduation. (6)(8)</p>	<p>XIII. Analysis and report on data annually; and create a trending document second reporting year. (6)(7)(8)</p> <p>XIV. Accreditation Standards, including the competencies, modified based on stakeholder feedback, annual reports and data collected. (5)(6)(7)(8)(9)</p> <p>XV. A competency map template and guidance materials and templates on CBE assessment for program directors and reviewers. (5)(7)(9)</p> <p>XVI. An article with results of the demonstration program project published in the <i>Journal of the Academy of Nutrition and Dietetics</i>. (9)</p>	<p>XVII. 80% of employers indicate that graduates of programs accredited under the <i>Future Education Model Accreditation Standards</i> are competent and prepared as well or better for future practice, compared to graduates of other ACEND-accredited programs. (6)(8)</p> <p>XVIII. 80% of employers indicate that graduates display in practice the competencies for the degree they have earned. (6)(8)</p> <p>XIX. 80% of employers of graduates of programs accredited under the <i>Future Education Model Accreditation Standards</i> indicate they chose the graduates because of their academic preparation. (6)(8)</p>
Long-term Outcomes	<ul style="list-style-type: none"> A community of educators who network and develop CBE program materials, templates and structures. (1)(2)(3) ACEND-accredited programs using integrated experiential learning and CBE to prepare graduates for future practice in nutrition and dietetics (6) 	<ul style="list-style-type: none"> Graduates with a belief of being adequately prepared for practice.(6) 	<ul style="list-style-type: none"> Implementation of Accreditation Standards to best prepare graduates for future practice.(5) 	<ul style="list-style-type: none"> Employment of graduates prepared for practice and working to their full competence. (6)