

NEW SCHEDULE FOR STANDARDS UPDATE AND TOWN HALLS

Standards Updates: Beginning June 2018, the Standards Update will be published every other month. For 2018, the Standards Update will be issued in July, September and November.

Virtual Town Hall Meetings: The next ACEND Virtual Town Hall meeting will be held on May 16 at 3:00 pm CST. ACEND will not hold any town halls during summer 2018 (June-August). Starting September, the virtual town halls will move to quarterly meetings. The first quarterly town hall meeting will be held on September 19 at 3:00 pm CST.

ACEND's Minimum Requirement for Student Learning Outcomes (SLO)

The intent of the learning objective (RE 6.1) in the *2017 Accreditation Standards* is to establish a desired level of satisfactory performance for student achievement of the knowledge (KNDT, KRDN) or competencies (CNDT, CRDN) required of students in a program. The program identifies what it will use as the minimum level of performance needed to demonstrate the knowledge or competency and all students in the program will be expected to demonstrate this minimum level. Programs may decide to evaluate all of their core knowledge statements and/or competencies using the minimum expectation they have identified; thus, the target measure of "100% of students..." would be used. The following statement is an example of an appropriate learning objective when a score of 3 on a 5 point scale is the minimum performance expected to demonstrate the required competency: *"100% of students will score 3 or better (on 5 point scale) on the nutrition screening assessment tool."*

For this example, the program would assess their overall student performance of the competency by examining the percent of students/interns who scored a 3 or better on the nutrition assessment tool at the time the assessment was done in the specified course or rotation. This overall percent of student/intern outcome would be reported as data in the program's student learning outcomes assessment plan. The assessment could show that less than 100% of students met the minimum expectation at the time the assessment was done in the specified course or rotation. However, when a program director signs a verification statement for a student completing the program, the director is confirming that the student has met all the core knowledge statements (KRDN/KNDT) and/or core and program-specified competencies (CRDN/CNDT) at the minimum level of performance specified by the program for each KRDN/KNDT or CRDN/KNDT. If a student scored less than a 3 on this assessment at the time it was done, that student would need to learn the information and be evaluated again until the minimum score was met in order to receive a verification statement.

The learning objective can also reflect a "stretch" level of performance. In areas where students are consistently meeting target measures, the program may decide to set the target measure at a higher level of achievement. ACEND does not require that any learning objectives be set at targets above the program's minimum expectation; however, programs can have SLOs with "stretch" targets. The following statement is an example of a learning outcome measure for going beyond a program's minimum requirement for a learning objective: *"80% of students will score 4 or better (on 5 point scale) on the nutrition screening assessment tool."* All students would need to meet the minimum expectation though in order to receive a verification statement.

Specificity of the Learning Objectives Activities within the SLO Assessment Plan:

The learning objectives must state specific activities and tools that will be used to assess overall student achievement of core knowledge statements and competencies. Typically, general graded activities, such as a course grade, rotation evaluation score, final exam, or major project grade are not acceptable measures of achievement of the knowledge (KRDN/KNDT) statements and competencies (CRDN/CNDT). Acceptable activities to use specifically measure the competency and may include a module grade, a set of exam questions or a subsection of a major project that specifically evaluates one KRDN/KNDT or CRDN/CNDT. Following are examples of acceptable and unacceptable activities to assess achievement of learning objectives:

	Not acceptable	Acceptable
A few examples of possible activities/assessment tools*	<ul style="list-style-type: none"> • Course grade • Rotation score/grade • Exam grade where the exam assesses multiple concepts • Major project grade where the project assesses several skills 	<ul style="list-style-type: none"> • A specific module grade • Score/Grade on a rotation rubric that assesses a specific CRDN • Set of exam questions related to the KRDN being assessed • Subsection of a major project that assesses the specific knowledge or competency

* These are just a few examples of possible activities. The program may use any number of activities that are not listed.

The following table provides some examples of acceptable and unacceptable learning objectives with an explanation to illustrate each point:

Possible KRDN/CRDN	Not acceptable	Acceptable**
KRDN 4.2 CRDN 4.5 CRDN 4.7	100% of interns will score a three or better (on a five point scale) on the theme meal project.	100% of interns will score a three or better (on a five point scale) on the budget plan and financial analysis subsection of the theme meal project.
<i>The theme meal project assesses many KRDNs/CRDNs; the grade on the budget plan and financial analysis subsection is specific to meeting KRDN 4.2 and CRDNs 4.5 and 4.7</i>		
KRDN 3.3	80% of students will score 80% or better on the final exam in community nutrition	80% of students will score 80% or better on the ten questions assessing counseling skills on the final exam in community nutrition.
<i>The final exam assesses many knowledge and skills in addition to counseling; the grade received on the specific questions that assess counseling skills are the only questions that should be used to meet KRDN 3.3. In addition, this learning objective represents a stretch level of performance. In these instances, the assumption is that the remaining 20% of students will score the minimum satisfactory level e.g. 70% so that all students show attainment of the required knowledge.</i>		

**Minimum passing scores are 3/5 or 70/100.

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 quarterly ACEND virtual town hall; 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 to help categorize the responses.

2017 Accreditation Standards Questions

Question: *One of the changes announced for the 2017 Accreditation Standards was the wording of the ACEND-required objectives. For the ACEND-Required Objectives, are programs expected to follow the wording exactly stated within the quote marks and do we also include the wording that is within the parentheses?*

ACEND Response: Effective, July 1, 2018, programs are expected to use the ACEND-required objectives in RE 3.3 of the 2017 ACEND Accreditation Standards exactly as worded in the standards which can be viewed here on the ACEND website:

<https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2017-standards/acend-2017-standards-revisions>. Click on the changes to your program type to find the exact wording.

Question: *Our program has demonstrated strong retention and completion rates among our student body. Is the program able to set the target for the Program Completion objective at a higher rate than the 80% stated in the 2017 Accreditation Standards?*

ACEND Response: The Program Completion objective is an ACEND-required objective in Standard 3. Effective, July 1, 2018, programs are expected to copy the objectives listed in RE 3.3.b verbatim as stated within the quote marks. Programs should not write program-specific objectives that are at a higher target than indicated. For the program-specific objectives, however, programs are able to specify their own targets.

Question: *For the SLO assessment plan in Standard 6, are programs required to have "stretch" targets for their student learning outcomes?*

ACEND Response: To be compliant with RE 6.1, programs are expected to have a student learning outcomes (SLO) assessment plan that includes the knowledge statements (KNDT/KRDN) and core (CNDT/CRDN) and program-specified competencies and the learning objectives with target measures used to assess student achievement of the knowledge or competency. Programs specify what the minimum level of achievement will be for each SLO. Programs would use the target measure of "100% of students/interns will..." when it is measuring the minimum level of achievement. Programs can use this minimum of "100% of students/interns will ..." as their SLO measurement or they can set an SLO to reflect a "stretch" level of performance. In areas where students are consistently meeting target measures, the program may decide to set the target measure at a higher level of achievement. The statement, "60% of students will achieve a score of 90% (exceeds expectations)" is an example of this type of SLO. In this instance, all students (100%) will still have to meet the minimum passing score for that knowledge statement or competency, while 60% or more are expected to exceed the minimum standard. ACEND does not require that any SLOs be set at targets above the minimum expectation. All students receiving verification statements are expected to achieve the minimum satisfactory level of performance specified in RE 6.1b for each KRDN/KNDT or CRDN/KNDT to complete the program.

Future Education Model (FEM) Accreditation Standards Questions

Question: *Are programs required to use all the Performance Indicators (PIs) listed in the FEM Standards and, in addition, to develop new program-specific PIs?*

ACEND Response: Programs are not required to use all the Performance Indicators (PIs) nor are they required to develop their own. They select which PIs will be covered within their curriculum to help develop the competency and include these PIs in the Competency-Based Course Plan (RE 4.1) and in the Curriculum Map (RE 4.1). However, a program may choose to revise an existing PI or to develop new program-specific PIs, in order to better represent a particular section of their curriculum.

Question: *Our Nutrition in Public Health course meets Competency (2.1) and related PI (2.1.4) at all three levels of competence: Knows, Shows and Does. How do we demonstrate this within the Curriculum Map (RE 4.1)?*

ACEND Response: For courses and rotations where a competency or performance indicator is being assessed several times and at various levels of performance (knows, shows, does), the program would record it at the highest level it was achieved in each course on the curriculum map. For example, if PI 4.1.4 was included as a “Knows” level in FN 201 and a “Does” level in FN 420, both would be shown on the curriculum map with a “Knows” shown for FN 201 and a “Does” for FN 420. If however, both the “Knows” and “Does” occurred only in FN 420, only the “Does” for FN 420 would be shown on the curriculum map.

Demonstration Program Questions

Question: *Our program is phasing out a DT program under the 2017 Accreditation Standards and starting an FB program under the FEM Accreditation Standards. Will our university be responsible for paying two accreditation fees during the phase-out period?*

ACEND Response: Programs must maintain their accreditation status and pay the corresponding accreditation fees for any accredited program for as long as the program remains accredited. Demonstration programs starting under the new FEM Accreditation Standards will have their accreditation fee waived for the first year. However, if after the first year, both programs continue to be accredited (e.g., the DT program under the 2017 Standards being phased-out and the new FB demonstration program under the FEM Standards), the university will be required to pay the accreditation fees for both programs.