

Rationale for Future Education Preparation of Nutrition and Dietetics Practitioners

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Focus: Demonstration Program Project

- [Demonstration Program Project for FEM Standards \(Associate, Bachelor and Graduate\)](#)
- [Future Education Model Demonstration Program Research Logic Model](#)

DEMONSTRATION PROGRAM PROJECT FOR THE FUTURE EDUCATION MODEL ACCREDITATION STANDARDS FOR ASSOCIATE, BACHELOR'S AND GRADUATE DEGREE PROGRAMS

PURPOSE

The purpose of this project is to identify demonstration programs that volunteer to be accredited under the *Future Education Model Accreditation Standards for Associate, Bachelor's and Graduate Degree Programs in Nutrition and Dietetics*.

METHODOLOGY

ACEND® developed a multi-phase process to identify, review and accredit programs as demonstration programs accredited under the ***Future Education Model Accreditation Standards***. Phase 1 involved the submission of an application demonstrating compliance with Standards 1, 2 and 6. Appendix M includes an example of the Application for a Future Education Model Graduate Program. In addition to demonstrating compliance with the required standards, applicants were asked to discuss the program's rationale for submitting an application, its commitment to becoming a demonstration program accredited under the *Future Education Model Accreditation Standards* and its understanding of the differences in the *Future Education Model and 2017 Accreditation Standards*. To date, three calls for applications were issued with applications due in October 2017, April 2018 and January 2019.

Applications were reviewed by a selection committee of ACEND Program Reviewers trained to review programs under the *Future Education Model Accreditation Standards*. In addition to their evaluation of the application, the selection committee made a determination of whether to recommend that the application be categorized as a reorganization or candidacy based on the following definitions:

- Reorganization: Existing ACEND-accredited program(s) that is/are reorganized into a Future Education Model program at the same degree level. These programs have experience with education and experiential learning at the degree level proposed.
- Candidacy: Proposed new Future Education Model programs and existing ACEND-accredited programs that are proposed as Future Education Model programs at a different degree level and/or the current program does not currently offer supervised experiential learning.

The selection committee made recommendations about the applications to the ACEND Board, who made the final decision on whether programs moved forward in the demonstration program application process.

Phase 2 involved program directors' attendance at a required on-line training and an in-person workshop on competency-based education and competency assessment. The two-hour, on-line webinar familiarized demonstration program applicants and ACEND Program Reviewers with the Future Education Model competency structure, terms and expectations. The webinar also provided a general orientation to competency-based education, the future education model competencies and Miller's Pyramid of Assessment. The purpose of the in-person workshop was to provide attendees with in-depth training on competency-based education principles and familiarize them with competency-based

assessment methods and tools. Workshop participants collaborated on several activities to practice and apply competency-based education and assessment, including developing their program's mission, mapping the competencies within their curriculum and creating competency-based assessment tools. ACEND program reviewers participated in an additional online webinar focused the reviewer's role in evaluating programs under the *Future Education Model Accreditation Standards*.

Phase 3 differed depending on whether the program was classified as a reorganization or a candidacy in Phase 1. Programs categorized as a reorganization submitted a report detailing their compliance with Standards 4, 5, 8 and 9 and a phase-out plan for the existing accredited program(s), if applicable. This report was evaluated by a review committee, who submitted a summary report of their evaluation to the ACEND Board. When approved by the ACEND Board, the program's accreditation continued as a reorganized program. Programs approved as reorganization have a comprehensive review (self-study/site visit) typically within four years. Programs categorized as candidacy programs follow ACEND's candidacy procedures, which included completion of a self-study and a site visit before a decision on accreditation of the program was made by the ACEND Board.

RESULTS

As of March 2019, the demonstration program recruitment and selection process is ongoing. Demonstration programs for cohorts one, two and three are proceeding through the three phases of the selection process. To date, a total of 59 programs are moving through the multi-phase selection process.

Demographic information about the demonstration programs is included in Table 1. Results indicate demonstration programs are being developed at the bachelor's and graduate degree levels with diversity in sponsoring institution type, size and location.

Table 1. Demographic information for demonstration programs

Characteristic	Cohort 1		Cohort 2		Cohort 3		Total	
	N	%	N	%	N	%	N	%
Degree Level								
Associate	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	1	6.2%	2	15.4%	5	13.6%	8	12.5%
Graduate	15	93.8%	11	84.6%	25	86.4%	51	81.3%
Program Categorization								
Reorganization	11	68.7%	7	53.8%	11	36.7%	29	49.1%
Candidacy	5	31.3%	6	46.2%	19	64.3%	30	50.9%
Institution Type								
Public	11	68.7%	5	38.4%	13	43.3%	29	49.1%
Private	2	12.5%	4	30.8%	15	50.0%	21	35.6%
Land-Grant	3	18.8%	4	30.8%	2	6.7%	9	15.3%
Institution Size								
< 10,000 students	2	12.6%	3	23.1%	13	43.3%	18	30.5%
10,000 – 30,000 students	7	43.7%	8	61.5%	14	46.7%	29	49.1%
> 30,000 students	7	43.7%	2	15.4%	3	10.0%	12	20.4%
Location (Census Regions)								
Midwest	6	37.4%	3	23.1%	11	36.7%	20	33.9%
Northeast	4	25.0%	4	30.8%	8	26.7%	16	27.1%
South	3	18.8%	5	38.4%	7	23.3%	15	25.5%
West	3	18.8%	1	7.7%	4	13.3%	8	13.5%

FUTURE EDUCATION MODEL DEMONSTRATION PROGRAM RESEARCH LOGIC MODEL

PURPOSE

The purpose of this project was to develop a research logic model as a way to conceptualize and articulate components of the demonstration project for the *Future Education Model Accreditation Standards for Associate, Bachelor's and Graduate Degree Programs in Nutrition and Dietetics*.

METHODOLOGY

The ACEND® Standards Committee worked with consultant Leanne Worsfold to develop a graphic representation to summarize the planned goals, objectives, activities and outcomes of the Future Education Model demonstration program project. ACEND plans to use this management tool to show relationships among the objectives, planned activities and desired outcomes of the demonstration program project and to provide the framework for evaluation of the demonstration program project.

The draft logic model was shared with stakeholders in the Standards Update Newsletter and two virtual town halls. Input received was used to revise the model.

RESULTS

The research logic model is a two page document (Figure 6). On the top of the first page of the logic model graphic are the overall aim and goal of the future education model demonstration program project. As shown in the left column of the first page, the objectives of the project are divided into three broad groups: demonstration program selection, demonstration program engagement and data collection and analysis. The activities that are planned to address each objective are shown in the right hand column of the first page. The number in parentheses after each activity designates its corresponding objective(s).

The second page of the logic model details expected short- and long-term outcomes. These outcomes are linked to one or more objectives, which are shown in the parentheses after each outcome. The outcomes are grouped based on the target group (demonstration programs, students/graduates, ACEND Board, and employers). Data will be collected to measure achievement of these outcomes.

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 articles. (9)

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

Figure 6: Future Education Model Demonstration Program Research Logic Model

Target Group	Demonstration Programs ^a	Students/Graduates ^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. (1)(2)(5)</p> <p>II. 100% of demonstration 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, faculty and preceptor training on CBE concepts. (1)</p> <p>IV. 80% participation 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 are satisfied with integrated experiential learning, CBE and student competency demonstration. (6)</p> <p>VII. The same or better program outcomes (completion, exam pass rate, 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>. (2)(5)</p> <p>X. The same or better alumni assessment of preparation for their current position from programs accredited under the <i>Future Education Model Accreditation Standards</i> compared to performance of graduates of other ACEND-accredited programs.(5)(6)(8)</p> <p>XI. The same or better students' self-reports of being "ready" and "confident" for practice from graduates of programs accredited under the <i>Future Education Model Accreditation Standards</i> compared to graduates of other ACEND-accredited programs. (6)</p>	<p>XII. Analysis and report on data annually; and create a trending document second reporting year. (6)(7)(8)</p> <p>XIII. Accreditation Standards, including the competencies, modified based on stakeholder feedback, annual reports and data collected. (5)(6)(7)(8)(9)</p> <p>XIV. A competency map template and guidance materials and templates on CBE assessment for program directors and reviewers. (5)(7)(9)</p> <p>XV. Articles with results of the demonstration program project published in the <i>Journal of the Academy of Nutrition and Dietetics</i>. (9)</p>	<p>XVI. The same or better ratings by employers that graduates of programs accredited under the <i>Future Education Model Accreditation Standards</i> are competent and prepared for practice, compared to graduates of other ACEND-accredited programs. (6)(8)</p> <p>XVII. The same or better ratings by employers that graduates of programs accredited under the <i>Future Education Model Accreditation Standards</i> displayed in practice the competencies for the degree they have earned, compared to graduates of other ACEND-accredited programs. (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 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)