Memo

To: Marty Gustafson

From: David Eide

Date: October 31, 2017

Re: Three-Year Check-In of Capstone Certificate in Clinical Nutrition programs

Please see the attached Three-Year Check-In document for the Capstone Certificate in Clinical Nutrition and Capstone Certificate in Clinical Nutrition – Dietetic Internship programs.

If you have questions or concerns, please contact me.

Sincerely,

[Signature]

David Eide, Ph.D.
Professor and Chair
Department of Nutritional Sciences
University of Wisconsin-Madison
1415 Linden Drive
Madison, WI 53706
608-263-1613 (office)
608-262-1118 (lab)
Three-Year Check-In for New Programs

The creation and maintenance of graduate programs and certificates represents significant resource commitments by faculty and staff. Given these investments, in 2014 the Graduate Faculty Executive Committee (GFEC) established a “check in” process for newly approved programs and certificates prior to their first formal university review (which occurs in the fifth year.) Through this “check-in,” the GFEC hopes program faculty and staff will assess the implementation of their new program and determine what mechanisms may be needed for sustained student success.

Progress reports will be included on GFEC agendas, and program representatives may be asked to attend GFEC if additional information is requested. *In the interest of brevity, please keep responses to 300 words or less.*

**Program Name**

<table>
<thead>
<tr>
<th>Capstone Certificate in Clinical Nutrition (CCCN) and Capstone Certificate in Clinical Nutrition-Dietetic Internship (CCCN-DI)</th>
</tr>
</thead>
</table>

**Term of First Enrollments**

<table>
<thead>
<tr>
<th>CCCN: 1144 (Spring 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Year 1 (Spring ’14 – Fall ’14)</td>
</tr>
<tr>
<td>- Year 2 (Spring ’15 – Fall ’15)</td>
</tr>
<tr>
<td>- Year 3 (Spring ’16 – Fall ’16)</td>
</tr>
<tr>
<td>CCCN-DI: 1156 (Summer 2015)</td>
</tr>
<tr>
<td>- Year 1 (Summer ’15 – Spring ’16)</td>
</tr>
<tr>
<td>- Year 2 (Summer ’16 – Spring ’17)</td>
</tr>
<tr>
<td>- Year 3 (Summer ’17 – Spring ’18)</td>
</tr>
</tbody>
</table>

**Check-In Completed By**

| David Eide, PhD, Professor, Chair, Program Director |
| Makayla Schuchardt, MS, RDN, CNSC, Program Manager |

**Date Completed**

10/31/17

**Academic Quality and Student Success**

1. **Provide an update on any changes to the program’s curriculum and learning outcomes. Include a description of the program’s typical course modalities (face-to-face, online, asynchronous discussion, team or individual assignments) and if courses have evolved based on faculty or student feedback.**
Capstone Certificate in Clinical Nutrition (12 credits)
The Capstone Certificate in Clinical Nutrition (CCCN) is awarded at the completion of 12 graduate credits. All courses within the CCCN program are 100% online and include a variety of course modalities such as individual and group assignments, quizzes, role play activities, case studies, and a combination of asynchronous and synchronous learning opportunities (e.g. discussions, lectures, and office hours). No changes have been made to the program’s learning outcomes. The program is structured as follows:

Summer Session
NS 652 (3 credits) Advanced Nutrition Counseling and Education
NS 651 (3 credits) Advanced Clinical Nutrition – Pediatrics

Fall Semester
NS 650 (3 credits) Critical Care and Nutrition Support

Spring Semester
NS 653 (3 credits) Clinical Nutrition Research

Capstone Certificate in Clinical Nutrition-Dietetic Internship (18 credits)
The Capstone Certificate in Clinical Nutrition-Dietetic Internship (CCCN-DI) is awarded at the completion of the 12 graduate credits within the CCCN and an additional 6 credits from NS 670/671: Nutrition and Dietetics Practicum 1 and 2. These courses include 1200 hours of face-to-face learning and hands-on patient care within a clinical residency, in addition to both synchronous and asynchronous learning via assignments, journal clubs, and case studies. No changes have been made to the program’s learning outcomes. The program is structured as follows:

Summer Session
NS 652 (3 credits) Advanced Nutrition Counseling and Education
NS 651 (3 credits) Advanced Clinical Nutrition – Pediatrics

Fall Semester
NS 650 (3 credits) Critical Care and Nutrition Support
NS 670 (3 credits) Nutrition and Dietetics Practicum 1

Spring Semester
NS 653 (3 credits) Clinical Nutrition Research
NS 671 (3 credits) Nutrition and Dietetics Practicum 2

Curriculum changes
NS 650: Critical Care and Nutrition Support was initially offered in the summer session and NS 652: Advanced Nutrition Counseling and Education was offered in the fall session. Based on feedback from dietetic interns, dietetic internship preceptors, and course instructors, NS 650 is now offered in fall and NS 652 is offered in summer. This change was made because it is valuable for the dietetic intern to learn more advanced counseling and education techniques prior to the start of their clinical residency – NS 670/671.

2. Briefly explain the program’s learning outcomes assessment plan and discuss how you are or how you plan to evaluate student learning. Summarize any data collected to date showing evidence of student learning.
The CCCN and CCCN-DI Assessment Plans were approved by the Department of Nutritional Sciences faculty on May 5, 2017. Makayla Schuchardt, program manager, and Katie Butzen, graduate coordinator, are responsible for program assessment. Student learning goals are met through a variety of required coursework. Assessment planning is completed via several direct assessments. A review of assessment information is completed annually at a meeting of the executive committee for the online programs. The committee reviews learning outcomes, enrollment information, course completion, and course evaluations. Please see tables below for progress on student learning goals for the first 3 years.

**Student Learning Goals – CCCN**
1. Apply concepts of advanced-level nutrition skills to provide patient care and counseling.
2. Synthesize the latest research in clinical nutrition.
3. Demonstrate capability to complete graduate-level work.

<table>
<thead>
<tr>
<th>Method for assessing learning</th>
<th>Performance on videotapes counseling scenario on “Counseling Patients with Chronic Disease” in NS 652.</th>
<th>Performance on final projects in NS 653 (research proposal and online presentation).</th>
<th>Performance on final comprehensive case study in NS 650.</th>
<th>Performance on final comprehensive case study in NS 651.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timetable for assessment</td>
<td>Year 1 (Fall 2014)</td>
<td>Year 2 (Spring 2015)</td>
<td>Year 3 (Fall 2016)</td>
<td>Year 3 (Summer 2016)</td>
</tr>
<tr>
<td>Outcomes</td>
<td>85% of students earned a B or higher.</td>
<td>67% of students earned a B or higher.</td>
<td>100% of students earned a B or higher.</td>
<td>70% of students earned a B or higher.</td>
</tr>
</tbody>
</table>

**Student Learning Goals – CCCN-DI**
1. Apply the study of metabolic demands of critical illness and how these alterations influence the nutritional needs of critical care patients.
3. Assess research articles and solve clinical nutrition problems using research and analysis.

<table>
<thead>
<tr>
<th>Timetable for assessment</th>
<th>Year 1 (Fall 2015 – Spring 2016)</th>
<th>Year 2 (Fall 2016-Spring 2017)</th>
<th>Year 3 (Fall 2017 – Spring 2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>100% of students received a grade of B or better in their Critical Care/Nutrition Support rotation.</td>
<td>100% of students received a grade of B or better in the above rotations.</td>
<td>TBD</td>
</tr>
</tbody>
</table>

3. The GFEC is interested to learn how departments balance faculty and staff teaching loads and responsibilities between new and existing programs. Discuss how the department or program is achieving balance, and what challenges supporting multiple programs may have created for teaching, student services, advising or funding. Also of interest is information on what if any assets are shared between programs, or additional benefits that have been realized.

Instructors in the CCCN participate in instruction in the certificate program and also in the online Master of Science in Clinical Nutrition (MS-CN) program. The specific and dedicated role these instructors play in these programs ensures that we meet our needs without placing challenges on instruction in our undergraduate or on-campus graduate programs. The coordinator of the CCCN, Makayla Schuchardt, also participates in undergraduate teaching but a portion of her appointment (0.65 FTE) is provided to serve as coordinator. The CCCN does place some burden on student advising and this is borne by staff who also advise in our undergraduate program. Thus far, we have had the staff capacity to meet these additional demands. The existence of the capstone has greatly facilitated the establishment of our new MS-CN program by providing some of the core courses as well as the expertise in teaching in an online environment. This has been an invaluable asset in MS-CN development. Finally, instruction in the certificate is supported by tuition revenue so it has not placed a financial burden on the department.

4. Please describe how your program has ongoing and broad faculty commitment, including governance, to ensure its continued success. If applicable, reflections from faculty and staff can be included here or as an appendix. Also consider if implementation of this program is supporting the Department and/or School/College’s current strategic goals.

The CCCN has the full commitment of the Department of Nutritional Sciences. This post-baccalaureate certificate program serves to provide additional education to students seeking to become Registered Dietitians. The training of RDS through our undergraduate program in dietetics has been a major purpose of our department since its inception and, therefore, this capstone serves our strategic goals very well. The CCCN coordinator and its instructors are valued members of the Department of Nutritional Sciences and are no less important to our mission than any other member of our faculty and staff. Beyond the CCCN coordinator, oversight of the program is provided by the same governance structure that oversees all other departmental programs. Modifications to the program are presented as motions at department meetings where they are voted on by faculty and staff. In this way,
the CCCN is provided with the best possible advice and oversight to maintain its continued success.

**Operations and Administration**

5. Illustrate how the program has either brought in NEW and ADDITIONAL students (required for non-pooled programs), and/or how overall enrollment in your related programs has remained steady. If unanticipated overlap with existing programs has resulted, discuss steps to mitigate the overlap.

The CCCN and CCCN-DI programs have brought a total of 87 new students to the Department of Nutritional Sciences. Enrollment in the CCCN-DI program is limited to the number of available internship positions offered through UW Hospital. The current dietetic internship class capacity is 15 students; however, this will increase to 20 students in 2019.

Both programs have been instrumental in the successful development and launch of our 30-credit, on-line, “non-pooled” Master of Science in Clinical Nutrition degree (MS-CN). The program is needed to meet the expansion of knowledge/skills required of clinical nutrition practitioners and impending changes in the requirements to become a Registered Dietitian Nutritionist (RDN) that will require a master’s level degree starting in 2024. The program has had a very strong start with its inaugural admission cycle – fall 2017. The DNS has already surpassed initial year one-enrollment goals by 50% by admitting a total of 30 students in the fall 2017 class. Applications for year one enrollment will also be accepted prior to November 1st for a spring 2018 start and March 1st for a summer 2018 start. The total enrollment in year one could potentially reach as high as 50 students in the MS-CN program (250% of our initial projection of 20 students). Given the growth of our MS-CN program, we do predict that numbers in the CCCN will remain steady or slightly decrease because students will enroll in the MS-CN program instead.

**Program Enrollment**

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>Enrollment Dates</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCCN</td>
<td>1</td>
<td>Spring 2014 - Fall 2014</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Spring 2015 - Fall 2015</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Spring 2016 - Fall 2016</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Sub-Total</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>CCCN-DI</td>
<td>1</td>
<td>Summer 2015 – Spring 2016</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Summer 2016 – Spring 2017</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Summer 2017 – Spring 2018</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Sub-Total</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>CCCN + CCCN-DI</td>
<td>3 Year Total</td>
<td></td>
<td>87</td>
</tr>
</tbody>
</table>

6. **Funding Considerations**
a. For traditional/pooled programs – How is the program successfully funding its students?
   n/a

b. For non-pooled programs – Provide a brief summary of projected vs. actual revenues and expenses. Does the program have sufficient enrollment for sustainability? Discuss the current market outlook compared to the original marketing study, and plans to grow or change the program to become sustainable.

For the fall and spring semesters, revenues have exceeded projections. The CCCN-DI has brought stability to those semesters. For the summer semesters, it started with revenues exceeding projections and trended towards an increasing imbalance between projected and actual revenues. There are numerous reasons for this. Fewer dietetic interns took the courses than expected and the CCCN was less competitive due to the creation of numerous online Master’s programs in nutrition and is not price attractive. Also, the Department of Nutritional Sciences was not able to provide the attention to marketing it wanted to due to the tremendous energies needed to develop the MS-CN. That said, at all times, both programs were able to meet its operating expenses as well as provided funds for course development for the MS-CN. The Dietetic Internship will provide stability to the CCCN-DI. The CCCN program, while not having many students, will provide a niche demand and it is possible that some niche discovered could spur growth. It should be noted that since these are shared courses with the MS-CN, there are not any adverse financial impacts associated with maintaining either Capstone program in the future.

7. If the program admits international students, describe how program processes address length of stay visa issues, online course restrictions, and needing ESL services.

International students who need a F-1 or J-1 visa to legally study in the United States are not eligible to apply for the CCCN or CCCN-DI programs. If the student is already in the United States on another visa type (e.g. J-1 scholar, J-2 dependent, H1B) they are eligible for admission. If an international student plans to continue to live outside of the United States during the CCCN program, they are eligible to apply. We make it very clear to these applicants that we are unable to provide international students with a F or J visa to study in the U.S.

Students who are admit to the CCCN-DI program are required to have completed a Didactic Program in Dietetics that is accredited by the Accreditation Council for Education in Nutrition and Dietetics. These programs are all English as a first language programs.

The Division of Continuing Studies offers a variety of resources for students through their English Language Program (ELS).
8. Are there any issues impacting the program’s long-term sustainability? If so, what support would you like to help you succeed?

**CCCN-DI**
The long-term sustainability of the CCCN-DI program is viewed as very optimistic. The program will be increasing from a maximum of 15 to 20 students starting in 2019. Acceptance into a Dietetic Internship program remains a very competitive process. In the past four years, the national match rate has been 50% due to the shortage of available internship spots. We anticipate the demand for the CCCN-DI program will remain high.

**CCCN**
The CCCN program is anticipated to have steady or slightly declining enrollment due to the start of the MS-CN program in Fall 2017. There are not any adverse financial implications associated with maintaining the CCCN due to the shared coursework with the MS-CN program. Our energy has been focused on the launch and growth of the MS-CN program in order to support the Chancellor’s charge for 131 programs in growing new audiences. Any assistance with marketing and recruitment from the University will help support the growth of all non-pooled programs.