Accreditation Council for Education in Nutrition and Dietetics (ACEND®)

Comprehensive On-Site Evaluation for Accreditation

Site Visit Report

San Francisco State University
San Francisco, CA
Nutrition and Dietetics Didactic Program (DPD)
Jennifer L. Stimson, MS, RD, IBCLC, Program Director

November 4-6, 2018

Accreditation Council for Education in Nutrition and Dietetics (ACEND)
Site Visit Report for the 2017 DPD Accreditation Standards

The findings of the review team are used to advise the ACEND board of directors and are not the board's final judgment of compliance or non-compliance with any ACEND standard. The ACEND board of directors will consider the *Site Visit Report* along with other supplementary written or verbal information (such as discussions with program representatives during the ACEND board meeting) in order to determine the program's overall compliance with ACEND standards and to prepare the ACEND decision letter which includes the official accreditation action.

Review Team Members:

Lead Reviewer: Anne Kendall, PhD, RD
Senior Lecturer Emeritus, University of Florida, Gainesville, FL

Accompanying Reviewer: Jessie M. Pavlinac, MS, RD, CSR, LD
Clinical Nutrition Manager, OHSU & Doernbecher Children's Hospitals, Portland, OR

Rubric to Evaluate the Overall Organization and Clarity of the Self-Study Report

	Exemplary	Meets Expectations	Needs Improvement
Participation in the Self-Study Process	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff, administrators and a range of other stakeholders, such as patients, practitioners, and employers. Exemplary ☐	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff and administrators. Meets Expectations ☒	The self-study report was written by a small number of individuals who did not seek broad input from students, faculty, preceptors, staff, and administrators. Needs Improvement ☐
Knowledge of the Self-Study Report	Students, faculty, preceptors, and staff are conversant in the major themes of the report and how the program intends to address any deficiencies. Exemplary ☐	Students, faculty, preceptors, and staff are aware of the report and its contents. Meets Expectations ☒	Students, faculty, preceptors, and staff have little or no knowledge of the content of the self-study report or its impact on the program. Needs Improvement ☐
Completeness and Transparency of the Self-Study Report	All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study findings. Exemplary ☐	All narratives and supporting documentation are present. The content is organized and logical. Meets Expectations ☐	Information is missing or written in an uninformative or disorganized manner. Needs Improvement ☒
Relevance of Supporting Documentation	Supporting documentation of activities is informative and used judiciously. Exemplary ☐	Supporting documentation is present when needed. Meets Expectations ☒	Additional documentation is missing, irrelevant, redundant, or uninformative. Needs Improvement ☐
Evidence of Continuous-Quality Improvement	The program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the program beyond the requirements of the Standards. Exemplary ☐	The program proactively presents plans to address areas where the program is in need of improvement. Meets Expectations ☒	No plans are presented or plans do not appear adequate or viable given the issues and the context of the program. Needs Improvement ☐
Organization of the Self-Study Report	All sections of the report are complete and organized or hyper-linked to facilitate finding information, e.g., pages are numbered and a table of contents is provided for both the narrative report and the appendices. Exemplary ☐	The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty. Meets Expectations ☒	Information appears to be missing or is difficult to find. Sections are not well labeled. Needs Improvement ☐

Comments:
The narrative did not address a number of the Required Elements. For example, the program did not provide sufficient detail regarding its resources and the qualifications of faculty to teach the courses to which they are assigned, or the process the program uses to ensure the continued competence of its faculty.

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Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs

Accreditation Standards for U.S. Programs	All Required Evidence Provided	Additional Evidence Needed	N/A
Standard 1: Program Characteristics and Resources			
Required Element 1.1	X		
Required Element 1.2	X		
Required Element 1.3	X		
Required Element 1.4	X		
Required Element 1.5		X	
Required Element 1.6	X		
Standard 2: Consortia			
Required Element 2.1			X
Required Element 2.2			X
Required Element 2.3			X
Required Element 2.4			X
Required Element 2.5			X
Standard 3: Program Mission, Goals and Objectives			
Required Element 3.1		X	
Required Element 3.2		X	
Required Element 3.3		X	
Standard 4: Program Evaluation and Improvement			
Required Element 4.1		X	
Required Element 4.2		X	
Required Element 4.3	X		
Standard 5: Curriculum and Learning Activities			
Required Element 5.1	X		
Required Element 5.2		X	
Required Element 5.3		X	

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Accreditation Standards for U.S. Programs	All Required Evidence Provided	Additional Evidence Needed	N/A
Standard 6: Student Learning Outcomes Assessment and Curriculum Improvement			
Required Element 6.1		X	
Required Element 6.2	X		
Required Element 6.3	X		
Standard 7: Faculty and Preceptors			
Required Element 7.1	X		
Required Element 7.2	X		
Required Element 7.3		X	
Standard 8: Supervised Practice/Experiential Learning Sites			
Required Element 8.1		X	
Standard 9: Information to Prospective Students and the Public			
Required Element 9.1	X		
Required Element 9.2		X	
Required Element 9.3		X	
Standard 10: Policies and Procedures			
Required Element 10.1	X		
Required Element 10.2		X	

KEY
All Required Evidence Provided: There is sufficient evidence to demonstrate that the program meets the required element.
Additional Evidence Needed: One or more compliance problems with the required element have been identified.
N/A: The required element is not applicable to the program.

A comprehensive, on-site evaluation of the Didactic Program in Dietetics (DPD) at San Francisco State University**,** in San Francisco, CA was conducted on November 2-4, 2018 to determine compliance with the 2017 Accreditation Standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for the purpose of continuing full accreditation. The program is seeking accreditation for a baccalaureate level DPD with an enrollment of 60 third-year and 60 fourth-year students.

During the site visit, the ACEND review team met with representatives of the program via individual sessions consisting of the program director, students, program graduates, preceptors, faculty, advisory board members, staff from library and the Disability Program and Resources Center, Student Health Services, the Campus Academic Resource Center and administrators. The review team also toured a classroom, the food laboratory, office space and observed the DFM 655 Nutrition Education and Communication class. Overall, the facilities appeared to be conducive to student training and learning and supportive of the requirements of ACEND's 2017 accreditation standards.

The program is housed within the Family, Interior, Nutrition and Apparel Department in the College of Health and Social Sciences. The Department also sponsors a Dietetic Internship Program (DI) and the DI and DPD accreditation site visits were conducted concurrently. The program was established in 1982 and was most recently granted accreditation by the ACEND board in 2009.

Program Strengths:

- Faculty who nurture students and are committed to their success and adjunct faculty who are practitioners and bring a real-world perspective to the classroom
- The rigor and the amount of work required in the curriculum prepares graduates well for their internships and future employment
- Opportunities to work with diverse communities in the Bay Area and the strong emphasis that faculty place on volunteering to gain experience and be competitive for internships
- Strong network of RDNs in the Bay Area who can serve as guest speakers and with whom students can volunteer
- Faculty who are open, approachable and receptive and who welcome feedback and use that input to improve their courses

Areas Needing Improvement:

- The program mission, goals and objectives need to be revised to conform to current ACEND Standards
- A more systematic program assessment process is needed
- A more formal approach to providing orientation for new faculty to the program mission, goals, objectives and ACEND Standards is needed
- Revisions are needed to the program website and Handbook
- The program needs a more effective way of alerting prospective students to the challenge of obtaining an internship and the costs involved

Standard 1: Program Characteristics & Resources

All programs applying for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) must meet requirements including quality-assurance or oversight by other agencies, organizational structure, financial stability, sufficient resources, the awarding of degrees and/or verification statements, program length and program management.

Program Characteristics and Resources	All Req Ev Provided	Addl Ev Needed	N/A
Required Element 1.1 The program must be housed in a college or university located in the U.S. or its territories and accredited in good standing by a U.S. regional institutional accrediting body for higher education.	☒	☐	☐
Evidence to support the review team's findings: San Francisco State University (SFSU) is accredited by the Western Association of Schools and Colleges (WASC). The letter from WASC affirming accreditation dated July 10, 2013 was provided.			
Required Element 1.2 The program must be integrated within the administrative structure of the sponsoring organization, as evidenced by an organization chart showing the relationship of the dietitian nutritionist education program to other programs/services.	☒	☐	☐
Evidence to support the review team's findings: Three organizational charts were provided that documented the integration of the program within the organizational structure of the department, college and university.			

Required Element 1.3
The program must demonstrate that it has the administrative, technical and financial support and the learning resources, physical facilities and support services needed to accomplish its goals. Programs offering pathways (such as Individualized Supervised Practice Pathway) or tracks (such as distance, part-time/full-time, undergraduate/graduate) must document the financial support and learning resources provided to each track.
   a. The program must provide a description of the budgeting process for the program that demonstrates financial resources are sufficient to produce the desired short- and long-term program and student outcomes.
 	
   b. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.
	☒	☐	☐

Evidence to support the review team's findings: San Francisco State is a public university within the California State University system and the dietetics program is funded by the University. The University pays for faculty salaries and the ACEND accreditation fees from the general fund. Recently the program received funding from San Francisco State University instructional materials funds for the purchase of a SMART board to assist in teaching DFM 350 and 450, and Advanced Nutrition 1 and 2. The University uses the iLearn system for course management and for gathering data to assess student learning. The program director noted that this system makes gathering data for the SLO Assessment Plan very easy. She also stated that the support available from the Instructional Technology staff is excellent. Staff provide training on use of iLearn and other technology resources and are readily available if support is needed. Among the resources available are the Disability Program and Resource Center that provides services to students with special needs, the Campus Academic Resource Program that offers tutoring programs and assistance with writing, the Student Health Center and the Counseling and Psychological Service Center that provides help to students with mental health issues. The faculty receive support in their development as effective instructors from the Center for Teaching and Faculty Development. On site, the team toured the library and the building where the program is housed and visited a classroom, the foods laboratory, faculty offices, the main office and the conference rooms available to the program. Three offices were available for adjunct faculty. Overall, the program appears to have the necessary resources to support the program.			

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Discussions with the faculty indicated that new tenure track faculty are provided with some start-up funds for their research that initially helps with funding for professional development. Faculty typically have funds to attend one professional meeting per year although for expensive meetings they might only receive partial funding.

The review team met with the Department Chair of the Family, Interior, Nutrition and Apparel Department (FINA), the Dean of the College of Health and Social Sciences, the Dean of the Graduate Division, the Interim Dean of the Division of Undergraduate Studies and the Provost and Vice President for Academic Affairs. The Department Chair and the Dean of the College of Health and Social Sciences described the process for requesting additional resources and stated that although funds are very tight at the university, if a program needs something they usually find a way to obtain those resources. For the past ten years the program has been on "impacted" status which allowed them to have an application process to admit students into the program for the junior year and this status will end beginning in the fall 2019. The Department Chair noted that with impaction status being lifted from the program she was able to obtain funding for an additional tenure-track faculty member in anticipation of enrollment growth. Both the Dean and the Provost described a new funding model that is developing at the university by which resources will flow to those programs that increase enrollment.

Although the program is accredited by ACEND for a maximum enrollment of 120 students (60 third-year and 60 fourth year), the program caps the maximum enrollment for the program at 50 students in order to allow students to enroll in needed classes and allow for timely graduation from the DPD program. Because impacted status has been lifted, the program will now be accepting all students into the major who meet minimum criteria. Should the program wish to increase the number of students admitted to the program above the maximum enrollment for which it is accredited, it will need to submit a major program change to ACEND requesting the increase. As part of that request it will need to provide evidence that it have the resources, including sufficient faculty, to support an enrollment increase. The team also discussed the potential impact on program outcomes, particularly pass rate on the RDN exam and acceptance rate into supervised practice programs if it is no longer able to screen out weaker students from the major. The program will need to provide an effective advising program that directs weaker students into the new Foods and Community Nutrition concentration if it appears evident that they will not be successful in obtaining a dietetic internship and advancing in the profession.

The faculty and the program director stated that although they would like to have additional resources, especially for professional development, they have what is needed to support the program and achieve its goals.

The review team also met with representatives from the library, the Disability Program and Resource Center, the Campus Academic Resource Program and the Student Health Center. The program has a dedicated librarian assigned to it and she provides support to students for conducting research. She can obtain resources for the program if a faculty member makes a request. Disability Program and Resource Center staff provides help for students with disabilities. If a student is deemed eligible for accommodations, staff works with faculty to ensure that appropriate accommodations are provided. The Campus Academic Resource Program staff assist with writing and career counseling resources such as help with resumes and personal statements and development of interviewing skills. The staff member works closely with the program director who teaches the food systems management class which is designated as a writing across the curriculum class. He assists students in writing their business plans in one-on-one tutorials or in group workshop sessions. He stated that 96 dietetics students have used his services in the past three years, a significant increase over previous years and attributes this to the close working relationship he has with the program director. The Student Health Center provides basic medical services to students as part of the fee they pay to the university.

Required Element 1.4 The program must award at least a baccalaureate degree and verification statement upon completing program requirements to individuals who enter program with an associate's degree or less.			
a. If the program admits individuals with a baccalaureate degree or higher, the program must award at least a verification statement to individuals who complete program requirements.	☒	☐	☐
b. If the program awards a graduate degree, the nutrition and dietetics-specific knowledge and competencies must be achieved through prerequisite or graduate courses and supervised practice required for completion of the graduate degree.			

Evidence to support the review team's findings:
Upon completion of the 120 units required in the major, students are awarded a BS degree in Dietetics. Graduates must complete all required courses with a C- or better except for DFM 353 Foodservice Systems Management in which students must earn a C or better. Students must submit a final transcript verifying that the degree has been conferred to receive a verification statement. Second degree students seeking a verification statement must complete the 71 DPD units with a C- or better except for DFM 353 for which they must earn a C or better after which they earn the BS in Dietetics.

On site the team reviewed student records and verified that those of graduates contained an original signed verification statement and a final transcript from SFSU documenting that the BS in Dietetics degree had been conferred. Included in the records were extensive advising records that documented that students had achieved the necessary prerequisites to advance in the program.

Required Element 1.5
The program director must have the authority, responsibility and sufficient time allocated to manage the program. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by an administrator.

a. Institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.

b. The program director must:

1. Have earned at least a master's degree.

2. Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration.

3. Have a minimum of three years professional experience post credentialing.

4. Be a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution.

5. Not direct another ACEND-accredited nutrition and dietetics education program.

c. The program director responsibilities must include, but are not limited to:

1. Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in the absence of the director or in cases where the director's full-time appointment does not cover all 12 months. In programs where the program director assigns some responsibilities to other individuals, the director must ensure that all program director responsibilities are accomplished throughout the year. ☐ ☒ ☐

2. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies).

3. Student recruitment, advisement, evaluation and counseling.

4. Maintenance of program accreditation, including:

   a. Timely submission of fees, reports and requests for major program changes;

   b. Maintenance of the program's student records, including student advising plans and verification statements;

   c. Maintenance of complaints about the program received from students or others, including disposition of the complaint;

   d. On-going review of program's curriculum to meet the accreditation standards;

   e. Communication and coordination with program faculty, preceptors and others involved with the program;

   f. Facilitation of processes for continuous program evaluation and student learning outcomes assessment and

   g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) credentialing exam.

Evidence to support the review team's findings:

The program director earned a Master in Foods and Nutrition from the University of Georgia, has 19 years of experience as a dietetics practitioner in research, public health and teaching and does not direct another ACEND-accredited program. A photocopy of her registration card from the Commission on Dietetic Registration was provided. A position description was provided that states the program director is expected to fulfill all ACEND accreditation requirements but did not specify the time allocation for program management. Her position is a 9-month, 0.8 FTE as a lecturer with 0.2 FTE allocated to program management, 0.2 for student advising and 0.4 for teaching two courses/semester. The program will need to provide a revised position description that includes this.

The team discussed time for program management with the program director and she indicated that she teaches two courses each semester and believes she has sufficient time to effectively manage the program. She noted that although she has a 9-month appointment, she comes to campus during the summer to meet with students and to manage tasks related to accreditation. The team discussed the necessity of adding the time allocation for program management to the job description with the program director.

The Department Chair confirmed that the program director has the authority to manage the program as needed although curriculum changes must be approved by the appropriate university committees. She also confirmed that a 0.8 FTE 9-month contract is considered full-time at the university.

Required Element 1.6 The program must determine its length (in years) after taking into consideration knowledge and learning activities that students must accomplish and mandates from the program's administration or state legislation. Programs offering pathways or tracks must document any differences that exist in program length among the pathways or tracks.	☒	☐	☐

Evidence to support the review team's findings:

The DPD is a two-year program with students being accepted into the program for their junior year. Students who transfer into the major from another department or university may take longer to complete the program as courses must be taken in sequence and most of the upper division courses are offered only once a year.

Recommendations:

The program must provide a revised position description that addresses the time allocated for program management to address Required Element 1.5.

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Standard 2: Consortia

Two or more independent institutions or organizations combining to sponsor a single program are termed a program consortium and must meet additional organizational structure criteria.

Consortia	All Req Ev Provided	Addl Ev Needed	N/A
Required Element 2.1 The consortium must consider itself a single education program.	☐	☐	☒
Required Element 2.2 A formal agreement must exist between the two or more organizations that jointly sponsor the program. The formal agreement among members of the consortium must clearly define financial and other resource contributions of each member to the total program.	☐	☐	☒
Required Element 2.3 One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND.	☐	☐	☒
Required Element 2.4 Each member organization in the consortium must designate a coordinator (who may be the program director) for the program within that organization who is employed by the organization.	☐	☐	☒
Required Element 2.5 An organization chart must clearly show the relationship of each member of the consortium to the total program.	☐	☐	☒

Recommendations:
This standard does not apply to this program.

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Standard 3: Program Mission, Goals and Objectives

The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare students for practice as a registered dietitian nutritionist. The mission, goals and objectives must be congruent and support the program.

Program Mission, Goals and Objectives	All Req Ev Provided	Addl Ev Needed	N/A
Required Element 3.1 The program must have a mission that distinguishes it from other programs in the sponsoring organization, is compatible with the mission statement or philosophy of the sponsoring organization and states its preparation of students for supervised practice leading to eligibility for the CDR credentialing exam to become registered dietitian nutritionists.	☐	☒	☐

Evidence to support the review team's findings:

The mission of the program is:
The mission of the San Francisco State University Didactic Program in Dietetics (DPD) is to provide quality dietetics education and training in the areas of foods, nutrition, medical nutrition therapy and foodservice management. Graduates of the program will be prepared to work with a culturally diverse population and to serve the present and future nutrition needs of individuals, families, consumers and the institutions, industries, and businesses serving them.

The Family Interiors Nutrition and Apparel (FINA) Department mission is:
The Family Interiors Nutrition and Apparel Department (FINA) comprises four programs that are uniquely woven together to provide an integrative educational student experience that furthers understanding of contemporary issues and approaches that impact the food, shelter, clothing, and relationship needs of individuals, families and communities.

The College of Health and Social Sciences mission is:
The College of Health and Social Sciences prepares students to help solve the most pressing and enduring issues confronting the well- being of individuals, families, communities and society. Students, faculty and staff participate in a learning process that fosters excellence in their professions and supports them in the pursuit of equity and social justice. To advance this mission, the College is committed to innovative teaching, scholarship and service that inspire leadership for positive social change.

The San Francisco State University mission is:
The mission of San Francisco State University is to create and maintain an environment for learning that promotes respect for and appreciation of scholarship, freedom, human diversity, and the cultural mosaic of the City of San Francisco and the Bay Area; to promote excellence in instruction and intellectual accomplishment; and to provide broadly accessible higher education for residents of the region and state, as well as the nation and world.

The program has a unique mission that is congruent with those of the sponsoring organizational units. However, the mission does not reference the preparation of graduates for supervised practice programs leading to eligibility for the registration examination to become registered dietitian nutritionists. The program must revise its mission to include this requirement.

The program mission was discussed with the program director and she is aware that the preparation of students for supervised practice leading to eligibility for the CDR credentialing exam to become registered dietitian nutritionists must be added.

The program was discussed with the Department Chair and representatives from the College of Health and Social Sciences and the Provost's office. They all stated that the program is a good fit with the missions of the department, college and university and they verbalized strong support for the program.

Required Element 3.2 The program must have at least two goals focused on program outcomes that are consistent with the program's mission.	☐	☒	☐

Evidence to support the review team's findings:

The program has established the following goals:

1. To provide a quality academic program for students by preparing graduates for entry level dietetics employment.

2. To provide advising and orientation to diverse transfer, new and current students to increase retention and graduation rates by assisting students in the transition to San Francisco State University and the Dietetics program.

3. To provide opportunities for interface between university faculty, the campus and surrounding community and dietetics students.

Goal 1 is a broad program goals consistent with the program mission and is focused on program outcomes although DPD programs prepare graduates for supervised practice programs rather than employment. As DPD programs are required to have an objective related to the satisfaction of supervised practice program directors with its graduates, the program might consider revising goal 1 to state the preparation of graduates for supervised practice programs. Goals 2 and 3 are written as program management plans. The program needs to establish a second broad program goal that focuses on the impact of the program on its graduates and their contributions to the nutrition and dietetics profession.

The program goals were discussed with the program director and she is aware that a second broad program goal must be developed. The review team also suggested that the program revise Goal 1 to reflect preparation of graduates for supervised practice programs rather than for employment.

Required Element 3.3 The program also must set the following required program objectives, align them with their program goals and demonstrate that the program is operating in the interest of students and the public:	☐	☒	☐

1. Program Specific: The program must establish one or more program specific objectives for each of the program's goals.

2. ACEND Required: The program must include the following objectives under one or more of their program's goals. ACEND required objectives must be evaluated annually using an average of data from the previous three years.

    1. Program Completion: The program must develop an objective that states "At least 80% of program students complete program/degree requirements within ___ years (150% of the program length)."

    2. Graduate Application and Acceptance into Supervised Practice:

        a. The program must develop an objective that states "___ percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation."

        b. The program must develop an objective that states "___ percent of program graduates are admitted to a supervised practice program within 12 months of graduation."

    3. Graduate Performance on Registration Exam:

        a. The program must develop an objective that states "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%."

    4. Supervised Practice Program Director Satisfaction: The program must develop an objective for supervised practice program director's satisfaction with graduate's preparation for supervised practice.

Evidence to support the review team's findings:

The current program goals and aligned objectives include:

1. To provide a quality academic program for students by preparing graduates for entry level dietetics employment.

1.1 Over a five-year period, at least 60% of DPD graduates will apply to supervised practice programs in the academic year they complete the program.
1.2 Over a five-year period, at least 50% of those graduates applying to supervised practice programs the academic year they complete the program will be accepted.
1.3 Over a five-year period, at least 50% of all graduates applying to supervised practice programs within five years of completing the DPD program will be accepted.
1.4 Over a five-year period, the pass rate for DPD graduates taking the Registration Examination for the first time will be at least 80%.
1.5 Over a five-year period, at least 80% of DPD graduates surveyed will have entered a supervised practice program and/ or obtained employment related to their major.
1.6 Over a five-year period, at least 80% of DPD graduates surveyed will indicate satisfactory knowledge of the ACEND student learning outcomes of the Foundation Knowledge Requirements.
1.7 Over a five-year period, at least 80% of employers surveyed will indicate they are satisfied/ very satisfied regarding graduates' skills related to job functions.

2. To provide advising and orientation to diverse transfer, new and current students to increase retention and graduation rates by assisting students in the transition to San Francisco State University and the Dietetics program.

2.1 Over a three-year period, a minimum of 80% of students enrolled in the professional courses in the 3rd year of the DPD will complete the program/degree requirements within 150% of the time planned for completion.
2.2. Over a nine-month academic year, at least 90% of DPD students will meet with an advisor or the Program Director for advising.
2.3 Over a five-year period, at least 80% of DPD graduates surveyed will indicate satisfactory scores with respect to "the quality of advising about course work in your major."
2.4 Over a five-year period, at least 80% of DPD graduates surveyed will indicate satisfactory or better scores with respect to "the encouragement, motivation, and support provided by the faculty."

3. To provide opportunities for interface between university faculty, the campus and surrounding community and dietetics students.

3.1 Over the nine-month academic year, 75% of students will have nutrition-related work or volunteer experiences in the local communities or on campus.
3.2 Over a five-year period, at least 80% of DPD graduates surveyed will indicate satisfactory or better scores with respect to "opportunities to participate in extracurricular activities within the department."

The program has aligned program-specific objectives with each of its goals. However, ACEND requires that all programs use the exact language specified by ACEND for its program completion, application to supervised practice programs, acceptance to supervised practice programs and one-year pass rate objectives, so the program must revise these objectives to conform to ACEND requirements. The program also must develop an objective assessing the satisfaction of supervised practice program directors with its graduates. While the program must measure the percentage of graduates who enter a supervised practice program, this objective cannot be combined with an employment objective as in objective 1.5; the employment objective would be tracked as a separate program-specific objective. In addition, the program should eliminate the five-year time frame in its program objectives as ACEND is expecting data to be presented as three-year rolling averages for the ACEND-required objectives under the 7-year accreditation cycle.

The program objectives were discussed with the program director. She understands that she must revise her objectives to reflect the new ACEND language for the ACEND-required objectives. In addition, as the program revises goals 2 and 3 it must align appropriate program-specific objectives with those goals.

Recommendations:
The program must provide a revised mission statement that includes the preparation of graduates for supervised practice programs leading to eligibility for the registration examination to become registered dietitian nutritionists, revised program goals that focus on the impact of the program on its graduates and revised ACEND-required program objectives that are written verbatim (if indicated in

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RE 3.3) plus an objective that assesses the satisfaction of supervised practice program directors with the DPD's graduates to address Required Elements 3.1, 3.2 and 3.3.

Standard 4: Program Evaluation and Improvement

The program must continuously evaluate the achievement of its mission, goals and objectives. The program must have an evaluation plan, use the plan to collect data, improve the program based on the findings and update the plan accordingly.

Program Evaluation and Improvement	All Req Ev Provided	Addl Ev Needed	N/A
Required Element 4.1 A program evaluation plan must be written, reviewed at least annually, updated as needed with changes documented and must include the following components: a. Each program goal. b. Objective(s) that will be used to evaluate achievement of each program goal. c. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved. d. Groups from which data will be obtained; both internal and external stakeholders must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees). e. Evaluation methods that will be used to collect the data. f. Individuals responsible for ensuring that data are collected. g. Timeline for collecting the necessary data. Data on ACEND-required objectives are to be collected annually.	☐	☒	☐
Evidence to support the review team's findings: The program has developed a program evaluation plan that includes all of the required elements. However, since the program must revise its mission, goals and objectives, it will need to provide a revised program evaluation plan documenting these revisions. The need to provide a revised program evaluation plan ~~and a DI Director survey~~ was discussed with the program director.			
Required Element 4.2 The program must evaluate itself based on its program evaluation plan and provide evidence that: a. Data on actual program outcomes for each pathway or track are collected separately according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives. b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved. c. The targets set for program-specified and ACEND-required objectives are met. d. Program changes have been made to improve outcomes for any objective(s) not meeting the program-specified or ACEND-required target. e. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.	☐	☒	☐

Evidence to support the review team's findings:

1. To provide a quality academic program for students by preparing graduates for entry level dietetics employment.

1.1 Over a five-year period, at least 60% of DPD graduates will apply to supervised practice programs in the academic year they complete the program. 45-50% 3 year rolling average. **NOT MET**
1.2 Over a five-year period at least 50% of those graduates applying to supervised practice programs the academic year they complete the program will be accepted. 57-62% **MET**
1.3 Over a five-year period at least 50% of all graduates applying to supervised practice programs within five years of completing the DPD program will be accepted. 65-73% **MET**
1.4 Over a five-year period, the pass rate for DPD graduates taking the Registration Examination for the first time will be at least 80%. 83-91% **MET**
1.5 Over a five-year period, at least 80% of DPD graduates surveyed will have entered a supervised practice program and/ or obtained employment related to their major. 2014-16: 18/19 or 95% in supervised practice, 19/26 or 73% employed. **NOT MET** for employment
1.6 Over a five-year period, at least 80% of DPD graduates surveyed will indicate satisfactory knowledge of the ACEND student learning outcomes of the Foundation Knowledge Requirements. 100% **MET**
1.7 Over a five-year period, at least 80% of employers surveyed will indicate they are satisfied/very satisfied regarding graduates' skills related to job functions. **No data available**

2. To provide advising and orientation to diverse transfer, new and current students to increase retention and graduation rates by assisting students in the transition to San Francisco State University and the Dietetics program.

2.1 Over a three-year period, a minimum of 80% of students enrolled in the professional courses in the 3rd year of the DPD will complete the program/degree requirements within 150% of the time planned for completion. 2014-16: 70/89 79% **NOT MET**
2.2. Over a nine-month academic year, at least 90% of DPD students will meet with an advisor or the Program Director for advising. 2017-18: 41/67 61% **NOT MET**
2.3 Over a five-year period, at least 80% of DPD graduates surveyed will indicate satisfactory scores with respect to "the quality of advising about course work in your major." **No data available**
2.4 Over a five-year period, at least 80% of DPD graduates surveyed will indicate satisfactory or better scores with respect to "the encouragement, motivation, and support provided by the faculty." **No data available**

3. To provide opportunities for interface between university faculty, the campus and surrounding community and dietetics students.

3.1 Over the nine-month academic year, 75% of students will have nutrition-related work or volunteer experiences in the local communities or on campus. 2016: 28/38 74% **NOT MET**
3.2 Over a five-year period, at least 80% of DPD graduates surveyed will indicate satisfactory or better scores with respect to "opportunities to participate in extracurricular activities within the department." **No data available**

On site the team reviewed the raw data from the graduate surveys over the past five years. The specific questions needed to gather data for objectives 2.4 and 3.2 were not included accounting for the lack of data for these objectives. The program director indicated that the assessment of program outcomes is an area needing improvement and she expects to be able to follow through on improving the process in the future. Once the program revises its goals and objectives it will need to develop a supervised practice director survey in order to assess satisfaction with program graduates. If new goals or objectives require that additional questions be added to the graduate survey the program will need to ensure that this is done.

<u>Required Element 4.3</u> Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (policies, procedures, curriculum, teaching methods, program length, faculty, preceptors and resources). Short- and long-term strategies must be developed and actions must be taken to maintain program strengths and address areas for improvement identified through the evaluation process.	☒	☐	☐

Evidence to support the review team's findings:
The program provided a continuous improvement plan that identified strengths and areas for improvement and strategies to address the areas needing improvement. Among the strengths are strong student satisfaction with knowledge related to the KRDN, use of interactive

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teaching methods, students are able to evaluate research literature, adjunct faculty who are practicing dietitians and bring a real-world perspective to their courses and use of the iLearn software system for collecting data related to student learning outcomes. Among the areas needing improvement are a more effective system of evaluation related to program outcomes and loss of a classroom used for experiential learning. The program fell short of the targets specified in its objectives related to Goals 2 and 3 where data were available but they did not identify advising and opportunities for students as areas needing improvement.

Changes that have been made to improve the program include developing a two-semester sequence for the advanced metabolism course based on student feedback that there was too much information to cover effectively in one semester. The program obtained a grant to support curriculum review which resulted in development of a separate major for students interested in community nutrition or foodservice management but who were not interested in becoming RDNs.

The program has hired a new faculty member and the advising load will now be spread across more faculty so the program expects to improve the percentage of students who meet with an advisor each year. Although the program was just short of its target for the percentage of students involved in nutrition-related work or volunteer experiences, the graduates with whom the review team met stated that there are numerous opportunities for involvement if students choose to pursue them. They also stated that the faculty strongly encourage involvement so students improve their chances of matching with a dietetic internship. Discussions with graduates and faculty indicated that SFSU is a commuter campus and many of the students are older and have jobs, many have families and many commute long distances to attend the university so they do not always have the opportunity to take advantage of all that the community offers.

Recommendations:
The program must provide a revised program evaluation plan that reflects its revised mission, goals and objectives to address Required Element 4.1 and provide a supervised practice director survey to address Required Element 4.2.

Standard 5: Curriculum and Learning Activities

The Core Knowledge must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program.

Curriculum and Learning Activities	All Req Ev Provided	Addl Ev Needed	N/A
Required Element 5.1 The program's curriculum must be designed to ensure the breadth and depth of requisite knowledge needed for entry to supervised practice to become a registered dietitian nutritionist. ***(Refer to Standards document for complete list of curriculum components and core knowledge.)*** a. The program's curriculum must prepare students with the required components, including prerequisites. b. The program's curriculum must prepare students with the following core knowledge.	☒	☐	☐
Evidence to support the review team's findings: The curriculum was developed based upon the KRDNs and includes the required prerequisites.			

Required Element 5.2
A curriculum map must be developed that:
  a. Identifies didactic courses and experiential learning experiences, if used, which occur in various settings or practice areas that students will complete to meet the required curriculum components and core knowledge.
 	
  b. Sequentially and logically organizes the progression of didactic courses from introductory to more advanced learning activities and builds on previous knowledge or experience to achieve the expected depth and breadth of knowledge by completion of the program.
	☐	☒	☐

Evidence to support the review team's findings:
The program provided a curriculum map that documents the courses in which each of the KRDN is addressed.

KRDN 2.8, demonstrate understanding of mentoring and precepting, is addressed in the Student Dietetic Association mentorship program. Participation in the Student Dietetic Association is a voluntary activity so cannot be used to address a KRDN. The program must include this KRDN in one of its required classes and submit a revised curriculum map documenting the course in which it is addressed. The program director is aware of this need and verbalized a way she could include a learning activity to assess achievement of this KRDN in one of the courses that she teaches.

While the program provided the RE 5.1 and 5.2 RDN Required Component Checklist, it only indicated the course number and did indicate the name of the course as requested. The program will need to provide a revised RDN Required Component Checklist that provides this information.

The faculty described how the curriculum progresses from basic to more advanced concepts. They stated that, although they do not like to delay a student's graduation, they almost never waive prerequisites as students struggle when they have not completed prerequisite courses. In the first two years in the major, students take general education and prerequisite science courses. In the fall of the third year, students take Physiology, Biochemistry, Principles of Food Preparation and Foodservice Systems Management. In the spring of the third year, they take Nutrition Through the Lifecycle and Quantity Food Production. With this foundation in place, in the fourth year, students take Medical Nutrition Therapy I and II, Advanced Nutrition I and II, Community Nutrition Assessment and Experimental Foods. Current students also verified that the curriculum progresses logically and that everything they were learning in their last year in the program built upon knowledge that they had learned earlier.

The review team met with faculty who teach Microbiology, Physiology and Biochemistry and all three stated that the dietetics students are very engaged in their classes, have had sufficient preparation in prerequisite courses and perform well in their classes indicating that the DPD faculty have designed a logical progression in the prerequisite courses as well.

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Required Element 5.3			
The program's curriculum must provide learning activities to attain the breadth and depth of the required curriculum components and core knowledge. Syllabi for courses taught within the academic unit must include these learning activities with the associated KRDNs.			
a. Learning activities must prepare students for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.	☐	☒	☐
b. Learning activities must prepare students to implement the Nutrition Care Process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults.			
c. Learning activities must use a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.			

Evidence to support the review team's findings:

The program provided the RDN Summary of Learning Activities that indicated that students complete case studies during class addressing each of the life cycle groups. They also write a paper in CFS 453 Nutrition in the Life Cycle on one of the groups that interests them. In DFM 655 Nutrition Education and Communication students create a nutrition education lesson with age-appropriate teaching methods. Graduates cited this project as being an outstanding learning activity that challenged them to work with groups with whom they were unfamiliar and developed their communication, leadership and teamwork skills.

While the program provided a learning activity example for each of the populations listed on the RDN Summary of Learning Activities, it did not provide a learning activity example for each of the conditions or disease states listed.

The program uses a variety of teaching methods in its curriculum including case studies, developing a nutrition education lesson, preparing a business plan, conducting a nutrition counseling session in the student health center, case studies and writing research papers. Faculty, graduates and current students described learning activities that developed their critical-thinking, problem-solving, decision-making and leadership skills. They complete numerous case studies in the MNT course sequence that require them to evaluate lab values and understand the implications of inflammation and hydration status on those lab values.

Four syllabi were included in the self-study report. None of them include the KRDNs addressed in the course. The rest of the syllabi for the DPD courses were reviewed on-site and they varied in terms of the amount of information provided related to the KRDNs and associated learning activities. Discussions with faculty indicated they are working on adding the KRDNs to their syllabi. Only the syllabi for DFM 350 Advanced Nutrition I and DFM 485 Medical Nutrition Therapy II include both the KRDNs and their associated learning activities. The program must submit the following syllabi with the revisions indicated:

DFM 484 Medical Nutrition Therapy I has the numbers of the KRDNs listed with the associated learning activities but the KRDNs are not listed in full to inform students what the KRDN numbers mean. If the program prefers to provide the KRDNs in full in some other way, such as on an online portal or in a program handbook, then it would be acceptable to provide only the KRDN numbers, and not the entire knowledge requirement, on the syllabus. The KRDNs were not located in the program's handbook.

DFM 353 Foodservice Systems Management has the KRDNs listed but not their associated learning activities.

DFM 451 Nutritional Assessment in the Community and DFM 458 Management of Quantity Food Purchasing and Production have neither the KRDNs nor their associated learning activities on the syllabi.

This was discussed with the program director and she is aware that she needs to provide the revised syllabi as indicated above.

Graduates stated that the curriculum is very rigorous and is a lot of work but that they were better prepared for their supervised practice programs than interns from other DPD programs. They spoke of developing a "toolbox" that enabled them to educate themselves when they needed greater depth of knowledge on topics that went beyond what they had learned in their DPD curriculum. The review team was impressed with the career paths of the graduates. A number of them had gone into less traditional careers at entry-level such as working in public relations and public policy and in research.

The team observed the Nutrition Education and Communication class that is taken by fourth-year students. The faculty member had a very interactive style with students and they were clearly engaged with the material.

Recommendations:
The program must provide a revised curriculum map, RDN Required Component Checklist, RDN Summary of Learning Activities and revised syllabi to address Required Elements 5.2 and 5.3.

Standard 6: Student Learning Outcomes Assessment and Curriculum Improvement

The program must continuously assess achievement of student learning outcomes (SLO). The program must have a written SLO assessment plan, use the plan to collect and analyze data, improve the program based on the findings and update the plan accordingly. The results of the SLO assessment must be used to evaluate and improve the curriculum to enhance the quality of education provided.

Student Learning Outcomes Assessment and Curriculum Improvement	All Req Ev Provided	Addl Ev Needed	N/A

Required Element 6.1
An SLO assessment plan must be written, reviewed at least annually, updated as needed and include the following components:
  a. Core knowledge statements.
  b. Learning objectives that state specific activities and qualitative or quantitative target measures that will be used to assess overall student achievement of core knowledge.
  b. Didactic courses and/or experiential learning experiences in which assessment will occur.
  c. Individuals responsible for ensuring that assessment occurs.
  d. Timeline for collecting formative and summative assessment data. Programs are expected to assess at least one SLO from each domain annually. Within the accreditation cycle, all SLOs must be assessed at least once. SLOs that are not met must be assessed annually until resolved.
	☐	☒	☐

Evidence to support the review team's findings:
The program provided an SLO assessment plan that includes all of the required elements. The program has set two targets for many KRDNs: 100% of students will score a C or a C- or better (the minimum satisfactory score that must be attained) and 75-80% will score a B- or better (a stretch goal) on the assignment used for assessment.

For KRDN 4.3, the program is using case study grades to measure student knowledge of coding and billing. Because students might perform very well on their case study but not correctly answer the questions related to coding and billing, the program needs to pull out performance on these specific questions as an assessment method for KRDN 4.3. For KRDN 4.4, both assessment methods are the final course grade. This is not an appropriate assessment method as it is too broad and does not capture just the intent of the knowledge requirement. In addition, the program does not have an assessment method identified for KRDN 2.4 and 2.5.

The assessment method for KRDN 2.8 requires participation in the Student Dietetic Association which is not required of all students. The program must develop a method within its curriculum to assess achievement of this KRDN by all students. The program will need to submit a revised SLO assessment plan that documents use of an appropriate assessment method for KRDNs 2.4, 2.5, 2.8, 4.3 and 4.4 and should check the rest of the assessment methods within the SLO assessment plan to make certain that they are correctly written. This was discussed with the program director.

On site the team reviewed the report of the results of the faculty meetings that were funded through the Teagle grant. The faculty used these meetings to evaluate where in the curriculum the KRDNs for the 2017 Standards would be assessed and to do an overall curriculum review; thus faculty had input into development of the current assessment plan.

| Required Element 6.2
The program must document that data on achievement of learning outcomes are collected, summarized and analyzed according to the program's SLO assessment plan. | ☒ | ☐ | ☐ |

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Evidence to support the review team's findings: The program provided data from the past five years based on the results of assessment of the SLO. Data were not available for every year since the program submitted its PAR for some KRDNs (KRDN 2.3, 2.6, 2.7, 3.2, 3.3, 3.4, 3.5) although the schedule for assessment indicates that data collection occurs on an annual basis each time the course is taught. However, the program has collected sufficient data to meet the ACEND standard that at least one SLO in each domain is assessed within each five-year period. Based on its data the program is achieving the stretch targets for the all of the KRDNs with the exception of KRDN 4.1 (apply management theories) and 4.2 (evaluate a budget) in three of the eight semesters these KRDNs were assessed. In the past two years the program has met its target for both KRDNs.			

<u>Required Element 6.3</u>
Formal curriculum review must routinely occur and:
 	
    a. Use results of program evaluation and student learning assessment to determine strengths and areas for improvement.
 	
    b. Include input from students and other stakeholders as appropriate.
 	
    c. Include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education), pathways or tracks, or supervised practice sites are used to accomplish the same educational objectives.
 	
    d. Result in actions to maintain or improve student learning.
	☒	☐	☐

Evidence to support the review team's findings:
Curriculum review takes place each time DPD courses are taught using the results of student evaluations and learning outcome data. A formal review is held annually. In 2016, the DPD Director obtained a grant that provided funding for the faculty to conduct a thorough curriculum review over a two-year period and bring the curriculum into compliance with the 2017 standards. Changes made to the curriculum included changing the methods used to teach Medical Nutrition Therapy as students were not achieving the targets on their case studies, which were used as the assessment method for a number of the KRDNs. This has resulted in improved scores. The program also split the Advanced Nutrition and Human Metabolism course into two courses based on student feedback that there was too much material to be effectively covered in one semester.

Graduates and current students confirmed that they completed evaluations after each course. The fourth-year students described how they were asked for feedback from one of the faculty members after the first exam about what she might do that would better prepare them for the next exam and she utilized their feedback to improve their performance. Graduates noted that the Advanced Nutrition course was split into two courses based on their feedback. Both groups stated that the faculty are very open and responsive; they felt very comfortable discussing program improvements with the faculty.

Recommendations:
The program must provide a revised Student Learning Outcome Assessment Plan to address Required Element 6.1.

Standard 7: Faculty and Preceptors

The program must have a sufficient number of qualified faculty and practitioners, if used, to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice. Program faculty, including the program director, and practitioners providing experiential learning, if used, must show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, and research or other activities leading to professional growth in the advancement of their profession.

Faculty and Preceptors	All Req Ev Provided	Addl Ev Needed	N/A
Required Element 7.1 The program must provide evidence that qualified and appropriately credentialed faculty are sufficient to ensure implementation of the program's curriculum and the achievement of the program objectives and student learning outcomes.	☒	☐	☐

Evidence to support the review team's findings:

The program utilizes four full-time and nine adjunct faculty to teach the DPD courses. All of the full-time faculty have advanced degrees. Three of the adjunct faculty are not RDNs. These faculty teach Principles of Food Preparation Lab, Experimental Foods Study and Nutrition for Wellness.

The team reviewed the CVs of the faculty. The full-time faculty are well qualified for their roles in the program based on education, experience and service to the profession. All four are active with the Bay Area Academy of Nutrition and Dietetics and the California Academy. The adjunct faculty are also well qualified based on their experience as practitioners. The two faculty members who teach the MNT courses are both Certified Nutrition Support Clinicians.

The graduates, current students, the faculty and the department chair all stated that one of the strengths of the program is that practicing dietitians teach many of the courses and bring a real-world perspective to the curriculum.

	All Req Ev Provided	Addl Ev Needed	N/A

Required Element 7.2
The requirements for program faculty and practitioners, if used, must include:
    a. Program faculty, including the program director, must meet the sponsoring organization's criteria for appointment and have sufficient education in a field related to the subject in which they teach or must meet the institution's policy for education and/or equivalent experience.
 	
    b. Practitioners, if used, must be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising students.
 	
    c. Program faculty, including the program director, and practitioners if used, must show evidence of continued competence appropriate to their teaching or experiential learning responsibilities through professional work, graduate education, continuing education, scholarship/research or other activities leading to professional growth in the advancement of their profession.
 	
    d. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty and practitioners, if used.
	☒	☐	☐

Evidence to support the review team's findings:

The two full-time tenure-track faculty members have PhD degrees and the two full-time non-tenure track faculty have master's degree as required by the university. All are RDNs except for the newest faculty hire who has completed a dietetic internship but hasn't yet taken the RDN exam. All of the adjunct faculty are practitioners and bring their knowledge of the practice environment to the classroom.

Full-time faculty are reviewed on an annual basis as required by the Department Retention and Promotion Policy. Part-time faculty are reviewed by the Department Chair. The annual review utilizes student feedback from course evaluations and a peer review of teaching in the classroom.

Required Element 7.3 The orientation and training requirements for program faculty must include: a. New program faculty members, instructors, teaching assistants, and practitioners, if used, must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics program. b. Program faculty members, instructors, teaching assistants and practitioners, if used, must receive feedback, and training as needed, based on program evaluation and feedback from students. c. Program faculty members, instructors, teaching assistants and practitioners, if used, must receive training on the ACEND Standards and core knowledge requirements.	☐	☒	☐

Evidence to support the review team's findings:

The program provided a PowerPoint presentation for orientation of faculty to the program. However, the presentation does not include the DPD program mission, goals or objectives or information on the ACEND student learning outcomes. The self-study report states that orientation occurs on a biannual basis.

Discussions with the program director indicated that she felt that faculty orientation is an area that could be improved. The review team discussed developing a webinar that would address the key ACEND accreditation information that should be conveyed to new faculty as a method of providing this orientation.

The university hired a new tenure-track faculty member this year and she stated that she had an extensive orientation to university policies and procedures and the resources available to support faculty and students. As indicated in RE 7.2 students provide feedback through course evaluations.

The program needs to provide a plan to improve the orientation of new faculty to the mission, goals, objectives and ACEND Standards and core knowledge requirements.

Recommendations:
The program must provide a plan to improve the orientation of new faculty to the mission, goals, objectives and ACEND Standards and core knowledge requirements to address Required Element 7.3

Standard 8: Supervised Practice/Experiential Learning Sites

Experiential learning is not required in Nutrition and Dietetics Didactic Programs. However, if students are required by the program to complete experiential learning activities at facilities outside the sponsoring institution, the program must have policies and procedures to maintain written agreements with the institutions, organizations and/or agencies providing those experiential learning activities. The policies and procedures must address the selection and periodic evaluation of adequacy and appropriateness of facilities, to ensure that sites are able to provide learning experiences compatible with the learning that students are expected to achieve.

Supervised Practice/Experiential Learning Sites	All Req Ev Provided	Addl Ev Needed	N/A
Required Element 8.1 If students are required by the program to complete experiential learning activities at facilities outside the sponsoring institution: a. The institution/organization must establish policies that outline the issuance and maintenance of written affiliation agreements and the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of experiential learning sites. b. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies. c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students. d. The institution/organization must clarify in its policies any situation where affiliation agreements are not required (such as a site being part of the program's organization).	☐	☒	☐
Evidence to support the review team's findings: The majority of experiential learning takes place on campus. However, in the Nutrition Education and Communication class students deliver a nutrition education lesson in the community to a group of their choosing. The instructor has developed an agreement that both she and a representative from the site must sign. She expects that the university is going to develop a more formalized agreement as there is increasing concern about liability to the university and protecting the students. The program currently does not have a policy in its Handbook stating when affiliation agreements are not required and there is no information about the form that must be signed before students deliver their nutrition education lesson in the community. This must be added to the Handbook.			

Recommendations:
The program must provide a policy in its Handbook related to affiliation agreements to address Required Element 8.1.

Standard 9: Information to Prospective Students and the Public

The program must provide clear, consistent and accurate information about all program requirements to prospective students and the public at large.

Information to Prospective Students and the Public	All Req Ev Provided	Addl Ev Needed	N/A	Required: Describe the evidence used to support your findings.
Required Element 9.1 Program policies, procedures, practices, and materials related to student recruitment and admission must comply with state and federal laws and regulations.	☒	☐	☐	Page 164 of the university bulletin
Required Element 9.2 All sources of information for prospective students and the public must provide current and consistent information and each information source must provide a reference to where complete program information can be found.	☐	☒	☐	Very little program information is provided on the program's website home page or links from the home page. A link to the DPD Handbook is provided but there needs to be a statement about what required information can be found in the Handbook. It is also difficult to find the page with the Handbook link as it is not on the program's website home page. Rather it is on the page that has links to the two concentrations in the department and is listed under "Steps to Becoming a Registered Dietitian." If a prospective student were to go straight to the program's home page s/he would not find the link to the Handbook. Ideally there would be a link on both pages.
Required Element 9.3 Information about the program must be readily available to prospective students and the public via a website and must include at least the following:	All Req Ev Provided	Addl Ev Needed	N/A	Required: Describe the evidence used to support your findings.

a. Accreditation status, including the full name, address, phone number and website of ACEND on the program's website homepage.	☐	☒	☐	Page 15 of the university bulletin states that the program is accredited by CADE. The accreditation status is listed on the Nutrition and Dietetics program's home page http://fina.sfsu.edu/Nutrition-Dietetics and the Dietetics and Nutrition Science concentration home page http://bulletin.sfsu.edu/colleges/health-social-sciences/consumer-family-studies-dietetics/bs-dietetics-conc-nutrition-science/. The name of ACEND is incorrect (Accreditation Council for Education in Nutritional Education; should read Accreditation Council for Education in Nutrition and Dietetics**).** The program must provide the address, phone number and website of ACEND on these pages and correct the name or acronym in all locations. On the Nutrition and Dietetics program's home page and the Dietetics and Nutrition Science concentration home page where accreditation status is provided and on p. 3, paragraphs 1 and 2 of the Handbook, reference is made to the 2017 Standards as the Eligibility Requirements and Accreditation Standards. This is old terminology and should be updated to state Accreditation Standards. The ACEND address in the Handbook needs to be updated to Suite 2190. The program can use the wording for accreditation status as indicated in Appendix B of the *Guidance Information for ACEND 2017 Accreditation Standards.*
b. Description of the program, including program's mission, goals and objectives.	☐	☒	☐	Pages 4-5 of the Handbook. However, as the program must revise its mission, goals and objectives (Standard 3), these will need to be updated in the handbook to reflect the changes. The program should also update its headings to say Mission, Goals and Objectives as "outcome measures" is old terminology.
c. A statement that program outcomes data are available upon request.	☒	☐	☐	Page 4 of the Handbook

d. Information about the requirements and process to become a Registered Dietitian Nutritionist (RDN), including education, supervised practice, passage on the CDR credentialing exam and state certification/licensure, if applicable; and how the program fits into the process.	☐	☒	☐	In the Handbook "ACEND-accredited" also needs to be added before DPD on page 5, last paragraph and on page 7, first sentence before Dietetic Internship. On pages 7- 8, the first step toward becoming an RDN reads: "Complete a Baccalaureate degree program in which the academic requirements for the Didactic Program in Dietetics (DPD) are met." This information is incorrect; to become an RDN, ACEND does not require that a student complete a baccalaureate degree at the institution where DPD requirements are completed. This needs to be corrected as students can complete DPD requirements at an institution different from that where they received their baccalaureate degree. Although there is no state certification/ licensure in California, program graduates may practice outside of the State and therefore would need to be knowledgeable that certification and/or licensure exists in other states. The program should include this information in the requirements and process to become a RDN.
e. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, drug testing, background checks, verification of student identity (such as for distance learning), uniforms and other program-specific costs/fees, in addition to any institutional fees and tuition.	☒	☐	☐	Page 46 of the DPD Handbook
f. Application and admission requirements for all pathways and tracks for which the program is accredited.	☒	☐	☐	Transfer link is on the Dietetics and Nutrition Science concentration home page and pages 22-24 of the DPD Handbook
g. Academic and program calendar or schedule.	☒	☐	☐	Academic Calendar link is on the Dietetics and Nutrition Science concentration home page.

h. Graduation and program completion requirements for all pathways and tracks for which the program is accredited.	☐	☒	☐	In the Handbook on page 6, the link to the university bulletin for required courses does not work and the user gets a message that the page is "forbidden." This must be corrected. Also in the Handbook on page 6, the first sentence under Minimum Expectations states that students must show satisfactory competence in AND's knowledge requirements. "AND" must be changed to "ACEND."
i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.	☒	☐	☐	Page 16 of the Handbook
j. Computer matching information, if applicable.	☐	☐	☒	
k. Guidance about distance education components, if applicable.	☐	☐	☒	
l. If students are required to locate their own experiential learning sites and/or practitioners, requirements for this must be described.	☐	☐	☒	

Discussions with current students revealed that a number of them did not feel they had received sufficient information about how challenging it is to match with a DI and the costs of those programs in order to progress in the profession. Because many of the students are nontraditional students or transfer to SFSU in their junior year, the program has contact with these students late in their academic careers. In addition, with the program coming off impacted status it will be accepting freshman into the major but there are no professional courses until the sophomore year; these students will need to be informed of the challenges and costs as well. The team's review of the website and Handbook information regarding the path to become an RDN is in agreement with what the students verbalized. There should be much more strongly worded statements about the competitive nature of obtaining a DI placement and that there may be significant costs to attend these programs. The program needs to have a more effective way of ensuring that students are adequately informed of the challenges and costs related to becoming an RDN.

The necessary revisions to the website were discussed with the program director.

Recommendations:
The program must provide revised pages to its website, the university bulletin and the DPD Handbook and provide a plan for alerting students early in their academic career of the competitiveness of obtaining a DI placement and the potential cost of participating in a DI to address Required Elements 9.2, 9.3a, 9.3b, 9.3d and 9.3h.

Standard 10: Policies and Procedures

The program must have written policies and procedures that protect the rights of students and are consistent with current institutional practice.

Policies and Procedures (Required Element 10.1) Programs are required to have policies and procedures for program operations including:	All Req Ev Provided	Addl Ev Needed	N/A	Required: Describe the evidence used to support your findings.
a. Admission Requirements: Programs must establish criteria to determine student potential for success in the program	☒	☐	☐	No students are admitted directly into the Dietetics and Nutrition Sciences concentration. All students must apply for transfer into the program as juniors either from another major at SFSU or another CSU or from a California Community College. Specific course requirements must have been completed with grades of C- or better and C in the writing intensive course so weak students are screened out before they begin the curriculum. Because the program is coming off impacted status it will need to monitor its advising system to assure that students with little prospect of obtaining a DI are counseled into the Food and Community Nutrition concentration.
b. Student Performance Monitoring: The program's system of monitoring student performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior and academic integrity of the student	☒	☐	☐	Students are required to meet with an advisor and obtain a signature on the Dietetics Curriculum checklist that is kept in their record. Before registering for any of the senior level courses, students must have the checklist signed and a copy of their transcript documenting that all prerequisite courses have been completed. The review team saw these forms in the student records.
c. Student Retention: Students with a minimal chance of success in the program must be counseled into career paths that are appropriate to their ability	☒	☐	☐	The Nutrition and Dietetics program developed a second concentration in Community Nutrition and Foods for students not expected to be successful in dietetics or not interested in becoming RDNs.

Policies and Procedures (Required Element 10.2) The following policies and procedures specific to nutrition and dietetics programs must be provided to students, such as in a program handbook or on a program website. Programs offering pathways or tracks must document policies that differ between each pathway or track:	All Req Ev	Addl Ev Needed	N/A	Required: Describe the evidence used to support your findings.
a. Insurance requirements, including those for professional liability	☐	☒	☐	Information about insurance requirements must be added to the Handbook. The page on costs states that full-time students must purchase health insurance so this should be included in the policies and procedures.
b. Liability for safety in travel to or from assigned areas	☐	☐	☒	
c. Injury or illness while in a facility for experiential learning.	☐	☐	☒	
d. Drug testing and criminal background checks, if required by the experiential learning sites.	☐	☐	☒	
e. Requirement that students doing experiential learning, if required, must not be used to replace employees	☐	☐	☒	
f. When students are paid compensation as part of the program, policies must be in place to define the compensation practices	☐	☐	☒	
g. The process for filing and handling complaints about the program from students and practitioners providing experiential learning, if used, that includes recourse to administrator other than the program director and prevents retaliation. The program must maintain a record of student complaints for a period of seven years, including the resolution of complaints	☐	☒	☐	Page 24, DPD Handbook; however the link provided http://www.sfsu.edu/%257Ebulletin/current/supp-reg.htm indicates "page not found." The program has had no complaints over the past five years; moving forward the program must keep a record of student complaints for seven years, if any occur.
h. Process for submission of written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and institution have been exhausted	☐	☒	☐	No information is provided on the process for filing complaints to ACEND.
i. If the program grants credit, experiential learning hours or direct assessment for students' prior learning, it must define procedures for evaluating equivalence of prior education or experience. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.	☒	☐	☐	Pages 15-16, DPD Handbook
j. Formal assessment of student learning and regular reports of performance and progress	☐	☒	☐	No information in the Handbook

Required Element				Notes
k. Program retention and remediation procedures; students must have access to remedial instruction, such as tutorial support	☐	☒	☐	No information in the Handbook
l. Disciplinary/termination procedures	☒	☐	☐	Pages 22-24, DPD Handbook
m. Graduation and/or program completion requirements for all tracks and pathways including maximum amount of time allowed for completing program requirements applicable at the time student enrolls	☒	☐	☐	Page 6, DPD Handbook
n. Verification statement requirements and procedures ensuring that all students completing requirements established by the program receive verification statements	☐	☒	☐	Page 25, DPD Handbook; however the policy references CADE rather than ACEND
o. Programs using distance instruction and/or online testing must employ strategies to verify the identity of a student	☐	☐	☒	
p. Withdrawal and refund of tuition and fees, if applicable	☐	☒	☐	No information in the Handbook
q. Program schedule, vacations, holidays and leave of absence	☐	☒	☐	No information in the Handbook
r. Protection of privacy of student information, including information used for identifying students in distance learning	☒	☐	☐	Page 16, DPD Handbook
s. Student access to their own student file	☒	☐	☐	Page 16, DPD Handbook
t. Access to student support services, including health services, counseling and testing and financial aid resources	☐	☒	☐	No information on Student Services is provided in the Handbook.

The necessary revisions were discussed with the program director.

Recommendations:
The program must provide a revised Handbook to address Required Elements 10.2a, 10.2g, 10.2h, 102j, 10.2k, 10.2n, 10.2p, 10.2q and 10.2t. In addition, on page 27, the Academy Code of Ethics is outdated. A new code was adopted in June 2018 so this needs to be updated.

Sunday, November 4

10:00-10:15   Welcome tour of office, classrooms, and Miele lab

10:15-12:15   Meet with DPD Director Jennifer Stimson

12:15-2:45   Document review Room 407

2:45-3:45   Meet with DPD alumni Alicia Connor, MA, RD (2012), Lisa Williams, RD (2017, via
                conference call), Suzy Steen, dietetic intern NYU (2018, via conference call),
                Tarah Venn, RD (2015) Larry Jorgensen (2017), Jason Mark (2017), Kristina Todini, RDN (2013)

3:45-4:45   Meet with DPD faculty/lecturers Gretchen George, PhD, RD, Wanda Siu-Chan, MS, RD, Zubaida Qamar,
                PhD, (via conference call) Kathrin Spoeck, MS, RD, CNSC (adjunct faculty, via conference call) Christina
                Fusilero-Savoie, MS, RD, CNSC (adjunct faculty)

Monday November 5

8:30   Team arrives on campus

8:30 -9:00   Meet with Department Chair Constance Ulasewicz

9:00-9:45   Meet with 4th year students, room 332
                Margaret Schekall, Melanie Grajek, Natalie Brandenburg, Kimberly Lopez, Mical Woldemichael, Jane
                Garcia, Dawn Pavli, Allyson Dahl

10:00-10:45   Open period

10:45-11:15   Observe Nutrition Education and Communication class room 407

11:30-12:00   Meet with support service staff, Library Administration Conference
                Room (340J)
                Alan Fisk, Disability Program and Resource Center
                Keegan Medrano, Campus Academic Resource Center
                Pamela Howard, library services
                Carol Brewer, Student Health Services

12:15-1:00   Lunch

1:45-2:15   Open for meeting with any interested party

2:30-3:00   Open for meeting with any interested party

San Francisco State University DPD

3:00-4:00   Meeting with administrators (with DI team) Admin Room 447B
                 Jennifer Summit, Provost & Vice President for Academic Affairs
                 Lori Beth Way, Interim Dean of Division of Undergraduate Studies
                 Sophie Clavier, Dean, Graduate Division
                 Alvin Alvarez Dean, College of Health and Social Sciences
                 Constance Ulasewicz, Department Chair

4:15-5:00   Meet with non-DPD Faculty, Library 221
                 Dr. Elizabeth Runquist, Biochemistry
                 Dr. Lynne Dowdy, Physiology
                 Dr. Brinda Govindan, Microbiology

Tuesday November 6

8:00-9:30   Meet with DPD Director Jennifer Stimson

9:30-10:30   Exit meeting with John Elia, Associate Dean, College of Health and Social
                 Sciences, Gretchen George and Zubaida Qamar room 332