

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

Introduction

Instructions for this section:

Refer to the Guidance Information for the ACEND Accreditation Standards for the Accreditation Standards under which you are seeking accreditation (see www.eatright.org/acend) when completing this self-study. The Accreditation Standards, Guidance Information and Templates are available on the ACEND website, www.eatright.org/acend, and include the following:

- Accreditation Standards and Required Elements by program type
- Guidance Information for the Accreditation Standards which describes the
 - Narrative to support achievement of each standard and required element
 - Required evidence and templates to upload to demonstrate achievement of each standard and required element
 - Required onsite evidence to demonstrate achievement of each standard and required element
 - Other important accreditation information, such as a Glossary of Terms
- Templates to document program's plans and evidence of compliance for specific required elements

Overall Qualities of an Exemplary Self-Study Report

- 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.
- 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 discrepancies.
- Completeness and Transparency of the Self-Study Report - All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Required templates are uploaded.
- Relevance of Supporting Documentation - Supporting documentation of activities is informative and used judiciously.
- 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.

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Briefly provide an overview of your program (including short history, tracks/pathways, degree granted, distance or onsite education, etc.) and any changes over the last seven years that have impacted the program.

Program Response:

Text input answer:

The current Didactic Program in Dietetics (DPD) has evolved over three-decades at San Francisco State University (SFSU). The first offering of a dietetics program was in the early 1970s using the Academy of Nutrition and Dietetics' (AND), formerly The American Dietetic Association, Plan III guidelines. Under the Home Economics Department, students received a B.A. in Home Economics with an emphasis in dietetics. In the late 1970s, the program was in compliance with ADA's Plan IV standards. The faculty felt, however, that a B.S. degree would allow more breadth and depth in the competencies specified for dietetics by The ADA. The B.S. in dietetics, meeting Plan IV requirements, first appeared in the SFSU Bulletin in the fall of 1982 after having been approved by the Academic Senate and the Chancellor's Office of the California State Universities and Colleges in 1981. The curriculum was approved by ADA in 1981 and, with minor modifications of courses and descriptions, has been in effect ever since. In 1990, the curriculum was modified to meet the Plan V guidelines and the Standards of Education. The DPD currently meets the 2017 Eligibility Requirements and Accreditation Standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of The Academy of Nutrition and Dietetics. The B.S. in Dietetics is a 120-unit degree with two components consisting of General Education and institutional requirements and Professional Requirements.

The Dietetics program is housed in the Family Interior Nutrition & Apparel (FINA) Department (formerly the Department of Consumer and Family Studies/Dietetics (CFS/D)) at SFSU. The FINA Department offers a Bachelor of Science (B.S.) in Dietetics, a Bachelor of Arts (B.A.) in Family and Consumer Sciences (emphases in General Family Consumer Sciences, Child and Family Sciences, Nutrition/Foodservice Systems Management), a B.S. in Apparel Design and Merchandising, a B.S. in Interior Design and a Master of Arts (M.A.) in Family and Consumer Sciences. A Graduate Certificate in Dietetics comprises the Dietetic Internship.

The FINA Department is housed in the College of Health & Social Sciences (CHSS), offering professional education in the health and human service disciplines. The common goal of each of the CHSS professional programs is to assist students in developing competence in professional practice. The University has seven colleges: Business, Education, Ethnic Studies, Extended Learning, Health & Social Sciences, Liberal and Creative Arts, and Science and Engineering.

San Francisco State University is part of the California State University (CSU) system, which is the largest, most diverse, and one of the most affordable university systems in the country and it's its mission, in part, is to promote social justice. (SFSU) is a cosmopolitan and urban campus; its urban character contributes unique elements to its programs. For example, San Francisco is a world-renowned cultural center, an international center for science and technology, and an international center for business, labor, and finance, providing opportunities for students to study and work with leaders in these fields.

Program Changes

Alvin Alvarez, Ph.D., Dean of Health & Social Sciences, replaced Dean Don Taylor in August of 2014. Dean Alvarez meets with chairs of programs/departments, oversees the accreditation process at the college level, is available to meet with program faculty for strategic planning, and problem solving. In 2017 Connie Ulasewicz replaced Department Chair, Nancy Rabolt when she retired.

There have been some faculty changes in the last seven years. Jennifer Stimson, MS, RD entered the DPD Director position August 2017. Previous to Jennifer Stimson, Claire Walsh, Sarah Josef, and Joan Frank held the positions as the DPD Director in the seven-year time span. Jennifer has nearly 20 years of experience as a Registered Dietitian in community, food service and teaching arenas. Dr. Gretchen George was hired in Fall 2013 as tenure-track assistant professor. Dr. George received a Ph.D. in Nutritional Biology from University of California Davis (UCD) in 2013, and has conducted research at both UCD and Stanford Prevention Research Center. She has more than ten years of teaching experience and currently teaches both graduate and undergraduate courses: DFM 655, Nutrition Education and Communication, DFM 350, Advanced Nutrition I, DFM 450, Advanced Nutrition II, DFM 751, Seminar in Community Nutrition, and DFM 755, Seminar in Human Nutrition and Metabolism. Dr. Zubaida Qamar will be joining the program in Fall 2018 as an assistant professor. Additional new teaching staff includes Kathrin Spoeck, MA, RD, Alicia Connor, MA, RD, Andrea Garen, MA, RD., Scott Cahn, Amilcar Castillo-Ortiz, Rosavida Cruz, MA, RD, Christina Fusilero-Savoie, MS or MA, RD, Jessica Shipley, MS or MA, RD, Wanda Sui-Chan, MS, RD, Rachel Zemser, MS. Ms. Spoeck has six years of experience in clinical nutrition and is teaching DFM 485, Medical Nutrition Therapy II. Ms. Connor has a background as a professional chef and is teaching DFM 458, Quantity Purchasing & Production.

Renovations to the J. Paul Leonard Library were completed in April 2012. The expansion and modernization of the facility resulted in 3,000 additional seats for group study, 250 public computers, digital media studios, instructional spaces, meeting spaces, a faculty commons and extended hours for student use. Book and other learning resources were increased ten-fold from the previous library.

The total program units were reduced from 73 to 71 units in two phases. In 2012, DFM 357, Experimental Foods, was changed from a 4 unit course to a 3 unit course by eliminating redundant course material. A further reduction followed in 2013 by eliminating DFM 259, Profession of Dietetics, and eliminating MGMT 405, Introduction in Management and Organizational Behavior as student surveys showed that content from both of these classes were covered in other courses. Reducing the program units was necessary to conform to university requirements. One course was added, DFM 350, Advanced Nutrition 1; combined with DFM 450, Advanced Nutrition II, we now offer one year of coursework focused on advanced metabolism.

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Explain how the self-study process took place, briefly describing who was involved (administrators, faculty, preceptors, students, graduates, employers, practitioners, other program directors, faculty/staff from other disciplines, etc.) and what they did.

Program Response:

Text input answer:

The ongoing self-study process involves students, graduates, faculty, program directors, and employers. Students contribute feedback through surveys during their two years in the program, in their senior year prior to graduation, and as alumni one year post graduation. Employers of alumni provide feedback on the preparedness of graduates as Diet Technicians Registered (DTR), and new RD's. Faculty provides data and feedback regarding student performance in meeting learning objectives. Faculty members also meet bimonthly throughout the academic year to address challenges and share ideas regarding program improvements. Program directors of three universities regularly provide feedback and support regarding s and curriculum changes. Surveys and data are collected semi-annually to assure continual monitoring of the program's effectiveness.

The DPD Director was primarily responsible for compiling and summarizing the data along with preparing the written report Self-Study Report, with feedback from dietetic faculty. The DPD Director and DI Director, Wanda Sui-Chan, met on a regular basis to develop the report. Assistance was provided by a group of graduate students who summarized data from a new collection instrument. The student handbook and the Website were reviewed and updated by an undergraduate student Spring/Summer 2018. The department administrative assistant provided budgetary information and assistance with access to university-wide survey data. The Department Chair reviewed all material for accuracy as well as provided guidance throughout the process.

Attach signed Introduction Summary and Signature Page form (see www.eatright.org/acend).

Program Response:

Files uploaded for this question:

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2017 Accreditation Standard 1 Program Characteristics and Resources (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

Required Element 1.1 (CP, DPD, DPD/ISPP, DT)

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.

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In your narrative for this Required Element:

Explain how the organization is in compliance with this required element.

State the name of the U.S. regional accrediting body and the institution's current accreditation status.

Describe the impact, if any, of the current status of the program, if the organization/institution is out of compliance with their oversight agency.

Program Response:

Text input answer:

The University is accredited by the Western Association of Schools and Colleges (WASC). The programs in the Family Interior Nutrition & Apparel Department are accredited under the American Association of Family and Consumer Sciences (AAFCS).

The University developed outreach activities for the WASC Capacity and Preparatory Review that included presentations to the University Community via email, the WASC Steering Committee, the Academic Senate, the Academic Affairs Council, the President's Council, the Provost's Council, the Council of Deans, the Cesar Chavez Student Center Governing Board, and the Deans Council for each academic college.

During the multi-year review process, the University demonstrated to WASC the work done to maintain a strong curriculum, foster student success and further its institutional mission. In March of 2013, a review committee from WASC visited the campus to meet with students, faculty and staff and learn about the University's programs.

After their WASC campus visit and document review, The WASC Accrediting Commission for Senior Colleges and Universities praised the progress made on the three themes chosen for emphasis during the review – social justice and civic engagement, the changing university, and student success – as well as the University's collaboration and focus during the review process.

In particular, the Commission commended the University for maintaining the quality of its academic programs during the budget crisis and for its steady increase in graduation rates, especially among minority students. The WASC team also described SF State as "the gold standard in its commitment to diversity as an intellectual, and talent resource" and noted the University's renown for incorporating social justice and civic engagement into all aspects of campus life. "Despite many challenges, SF State has not wavered from its commitment to provide a quality education to all and to serve as a leader in diversity, social justice and civic engagement," said President Leslie E. Wong.

One area for follow up review in 2018 will be across the University in all courses, how Student Learning Outcomes assessment are related to Program Learning Outcomes. To address this concern the University is conducting a syllabi audit for all syllabi to ensure they list student learning outcomes. The WASC accreditation approval was for 10 years with the next visit occurring in 2023.

See appendix for accreditation documentation for the University and the FINA Department.

Required Element 1.2 (CP, DPD, DPD/ISPP, IDE)

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.

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In your narrative for this Required Element:

Describe the administrative structure of the institution/organization and where the program is housed.

Program Response:

Text input answer:

The Dietetics program is housed in the Family Interior Nutrition & Apparel (FINA) Department (formerly the Department of Consumer and Family Studies/Dietetics (CFS/D)) at SFSU. The FINA Department offers a Bachelor of Science (B.S.) in Dietetics, a Bachelor of Arts (B.A.) in Family and Consumer Sciences (emphases in General Family Consumer Sciences, Child and Family Sciences, Nutrition/Foodservice Systems Management), a B.S. in Apparel Design and Merchandising, a B.S. in Interior Design and a Master of Arts (M.A.) in Family and Consumer Sciences. A Graduate Certificate in Dietetics comprises the Dietetic Internship.

The FINA Department resides within the College of Health & Social Sciences (CHSS), offering professional education in the health and human service disciplines.

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.

See appendix for DPD organizational chart.

Required Element 1.3 (CP, DI, DPD, DPD/ISPP)

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.

- 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.
- The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.

In your narrative for this Required Element:

Explain the adequacy of the administrative, technical and IT support, financial, physical facilities, learning resources and support services resources in meeting the needs of all program tracks/pathways and producing the desired outcomes.

Describe the process used to determine budgetary needs that are tied to the short- and long-term strategies to achieve program goals and objectives.

State the maximum enrollment for which the program is seeking accreditation, and explain how these enrollment numbers ensure quality, viability and appropriate use of resources of the program. Include enrollment maximums for tracks/pathways, if applicable.

Program Response:

Text input answer:

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 courses and salaries for their teaching and the ACEND accreditation fees from the general fund. There is adequate administrative, technical and IT support to meet the needs of our programs producing the desired outcomes for our student population and faculty.

Recently the program received funding from San Francisco State University instructional materials for the purchase of a SMART board to assist in teaching DFM 350 and 450, Advanced Nutrition 1 and 2.

The maximum enrollment for the program is 50 students in order to allow students to enroll in needed classes and allow for timely graduation from the DPD program.

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Required Element 1.4 (CP, DPD, DPD/ISPP)

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.

In your narrative for this Required Element:

Describe completion requirements for receipt of verification statement. Information should be provided separately for each track or pathway offered

State the degree received upon completion of the program and describe completion requirements for receipt of degree.

Provide information separately for each track or pathway offered. If a non-degree track is offered in addition to the degree track, completion requirements must be described.

Program Response:

Text input answer:

To complete the DPD and receive a B.S. degree from SFSU the basic requirements are that students have earned 120 units and have maintained an overall GPA of 2.0.

The DPD defines successful completion as a C- or better in required courses. Students will receive a Verification Statement, signed by the DPD Director, on completion of the degree and submission of an official transcript indicating that the degree has been awarded. The Verification Statement is then submitted as a part of the dietetic internship application process.

Currently Second bachelor's degree students must apply for the Dietetics Program through the Graduate Division using a supplemental application available on the department web site. All prerequisites must be completed and/or in progress for admission into the program. These include Psychology, Microbiology plus lab, Statistics, General Chemistry, and College level Nutrition for Science Majors. All Prerequisites must be completed with at least a C- unless otherwise noted. Second Bachelor's students do not have to complete an entire second degree; only the 71 units of the DPD Program to qualify for a Dietetic Internship is needed to receive the degree in dietetics.

The completion requirements for receipt of the BS degree in Dietetics are listed in the appendix (<http://bulletin.sfsu.edu/colleges/health-social-sciences/consumer-family-studies-dietetics/bs-dietetics-conc-nutrition-science/#degreerequirementstext>), and include a total of 71 units.

Professional Requirements and the Elective must be completed with a letter grade (CR/NC is not acceptable) with no grade below a C- unless otherwise noted. The GWAR class (DFM 353) must be passed with minimum C grade.

The DPD has a minimum 2.5 GPA requirement for admission.

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Required Element 1.5 (CP, DI, DPD, DPD/ISPP)

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: Have earned at least a master's degree; Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration; Have a minimum of three years professional experience post credentialing; 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; and Not direct another ACEND-accredited nutrition and dietetics education program.
- c. The program director responsibilities must include, but are not limited to: 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; 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); Student recruitment, advisement, evaluation and counseling; Maintenance of program accreditation, including: Timely submission of fees, reports and requests for major program changes; Maintenance of the program's student records, including student advising plans and verification statements; Maintenance of complaints about the program received from students or others, including disposition of the complaint; On-going review of program's curriculum to meet the accreditation standards; Communication and coordination with program faculty, preceptors and others involved with the program; Facilitation of processes for continuous program evaluation and student learning outcomes assessment and Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) credentialing exam.

In your narrative for this Required Element:

Describe how 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.

Describe the program director's credentials and how the director meets the ACEND requirements for the program director position.

Describe the authority and responsibility the director has to manage the program and how the program director's listed responsibilities are achieved.

Program Response:

Text input answer:

DPD Director Credentials: Jennifer Stimson holds a Master of Science degree in Foods and Nutrition from the University of Georgia and has her RD. She is a Registered Dietitian, credentialed through CDR. She has experience in a wide array of areas such as food service, community, public relations, teaching and outpatient nutrition. The Director has been in the field of dietetics continuously for the last 19 years.

The DPD position is .8 time and supported by FINA administration, a student assistant and faculty such as Dr. Gretchen George and Wanda Siu-Chan. Dr. Zubaida Qamar will be joining the program in Fall 2018 as an assistant professor.

The DPD Director oversees admissions into the DPD program, provides academic advising and completes the required documentation for students including graduate applications, DPD verification statements and DTR applications. The Director ensures that all Program Learning Objectives are met through classes taught by all faculty in the program and that Student Learning Outcomes are met in the curriculum offered on a class by class basis. The DPD program director is also a lecturer position and the individual is responsible for teaching a minimum of two classes each semester. This is a .8 position and is allocated as follows: .2 assigned time for the DPD program, .2 for advising and .4 for teaching two courses per semester. The FINA Department Chair provides administrative leadership that supports the program by assisting the DPD Director, as needed.

Required Element 1.6 (DPD)

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.

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In your narrative for this Required Element:

State the program length in years for each track (such as onsite/distance, part-time/full-time, undergraduate/graduate, verification-only) and/or pathway (such as Individualized Supervised Practice Pathway).

Briefly describe the rationale for the program length (considering learning activities that students must accomplish, required hours of supervised practice (if applicable) and mandates from the program's administration or state legislation).

Describe all tracks/pathways for which the program is requesting accreditation and the variation among tracks/pathways such as baccalaureate, graduate, on-campus, distance education, supervised practice for didactic program graduates, certificate, degree, part-time, full-time.

Program Response:

Text input answer:

The DPD is designed as a two-year curriculum with full-time enrollment and onsite delivery of the majority of coursework. Students who are accepted into the major in their third year, or students who transfer into the program from another institution of higher education may need more time to complete the program since many courses must be taken in sequence and most of the upper division nutrition courses are only offered once per year.

2017 Accreditation Standard 2 Consortia (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

Required Element 2.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The consortium must consider itself a single education program.

In your narrative for this Required Element:

Describe the program consortium and the relationship of each member to the program consortium (refer to organization chart in Required Element 1.2).

Program Response:

Text input answer:

Not applicable.

Required Element 2.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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.

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In your narrative for this Required Element:

Describe the formal agreement between organizations in the program consortium including financial and other resource contributions of each member.

Program Response:

Text input answer:

Not applicable.

Required Element 2.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND.

In your narrative for this Required Element:

Identify the individual who serves as the consortium program director.

Program Response:

Text input answer:

Not applicable.

Required Element 2.4 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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.

In your narrative for this Required Element:

Describe each coordinator and employment status of each coordinator with the member institution.

Program Response:

Text input answer:

Not applicable.

Required Element 2.5 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

An organization chart must clearly show the relationship of each member of the consortium to the total program.

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In your narrative for this Required Element:

Describe the relationship of each coordinator to the consortium program director.

Program Response:

Text input answer:

Not applicable.

2017 Accreditation Standard 3 Program Mission, Goals and Objectives (DPD)

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

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

Required Element 3.1 (DPD)

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 a registered dietitian nutritionist.

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In your narrative for this Required Element:

Provide the mission statements for the institution, the college and/or department in which the program resides and the program, itself.

Analyze the congruence of the program's mission statement with the institution, college and/or department missions.

Provide explanation if the mission has changed during the accreditation cycle; may reference evidence provided for Standard 4 [Not applicable to programs applying for candidacy]

Program Response:

Text input answer:

Didactic Program in Dietetics (DPD) program mission:

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.

Family Interiors Nutrition & Apparel (FINA) Department mission

The Family Interiors Nutrition & Apparel Department (FINA) comprises four program 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.

San Francisco State University mission:

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.

SFSU College of Health & Social Sciences Mission Statement:

The College of Health & 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 mission of the DPD is consistent with the missions of San Francisco State University, the College of Health & Social Sciences, and the Family Interiors Nutrition & Apparel Department. As dietetics professionals, program graduates are prepared to meet the changing needs of individuals and the community at large while being grounded in the importance of diversity and social justice.

Required Element 3.2 (DPD)

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

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In your narrative for this Required Element:

Provide program goals that are well constructed (i.e. are specific, measurable, attainable, realistic, time related) and generally stated in terms of the impact of the program on graduates and their contributions to the nutrition and dietetics profession. Avoid having student learning objectives or management plans (i.e., action plans for running the program on a day-to-day basis) as program goals. A program can have more than two goals.

Discuss how the goals support the program's mission.

Program Response:

Text input answer:

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

This goal is related to providing dietetics-specific academic preparation which will aid students as they prepare for entrance into supervised practice programs. Academic preparation is necessary for those students entering a dietetic internship and will help ensure passing the Registration Examination upon completion of the internship.

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.

This goal supports the overall goal of the San Francisco State University in helping students achieve success with timely program completion and also to sufficiently prepare students for the DTR exam and for the Dietetic Internship. Attracting and retaining highly diverse students and faculty to maximize the enhancement of consumers, families and individuals from diverse cultures, ethnic groups, and with social values and beliefs.

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

This goal reflects the program philosophy of providing 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.

Required Element 3.3 (DPD)

The program must set the following program objectives, align them with their program goals and demonstrate that the program is operating in the interest of students and the public:

- a. Program Specific: The program must establish one or more program specific objectives for each of the program's goals
 - b. 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 graduates are admitted into 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.

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In your narrative for this Required Element:

For each goal, provide one or more program specific objective used to evaluate achievement of that program goal; align each objective with the appropriate program goal. Ensure each objective includes a target measure.

Provide ACEND-required program objectives, aligning them to the appropriate program goal.

Describe how objectives with target measures set by the program demonstrate that the program is operating in the interest of students and the public.

ACEND-required program objectives may be aligned to any of the program's goals as appropriate; they don't need to all be included under the same goal.

Each program goal must include at least one program-defined goal.

Program Response:

Text input answer:

Program goals and objectives are outlined below and provide evidence that the program is operating in the interest of its students and that they will be prepared to serve the public after graduating from the program.

1. To provide a quality academic program for students by preparing graduates for entry-level dietetics employment. The goal is measured using the following objectives (please see Program Evaluation template for additional objectives.).

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

1.6 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.

The program tracks graduates applying for a supervised practice program and acceptance rates. This is measured via D & D Digital matching reports and student report. Graduates are surveyed about their knowledge of the ACEND student learning outcomes of the Foundation Knowledge Requirements. Our students report high levels of knowledge in all competencies.

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.

The goal is measured using the following objective (please see Program Evaluation template for additional objectives.).

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.

Our students are expected to complete the program in a reasonable amount of time. This is measured by DPD Program Retention and Completion rates. Our students must submit a supplemental application to the program and it historically has been a competitive process. This may have helped with retention and graduation rates. It has also aided in our program having good match rates for supervised practice programs and good pass rates for the Registration Examination. However starting Fall 2019 our program will no longer be impacted and thus open to all students, this may impact some of their completion and retention rates particularly due to the more challenging science courses required.

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.

The aim is to prepare our students to be competitive when applying for internships upon graduation. We accomplish this by communicating about opportunities for relevant experiential learning in the local community and on campus through the Student Dietetic Association.

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2017 Accreditation Standard 4: Program Evaluation and Improvement (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

Required Element 4.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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

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In your narrative for this Required Element:

Describe the process for the annual review of the program evaluation plan and the stakeholders involved in the review. [Programs applying for candidacy describe how process will occur]

Discuss changes, if any, that have been made in the plan since the last accreditation review (PAR or self-study). [Not applicable to programs applying for candidacy]

Program Response:

Text input answer:

The Program Evaluation Plan review process is discussed below. More detailed information can be found in the Program Evaluation Plan Matrix in the appendix.

The Program Director directs and reviews the ongoing program evaluation plan process by initiating, overseeing, evaluating results and planning responses to surveys of alumni, faculty and supervised practice program directors, as well as university-initiated program reviews. Monitoring program recruitment, retention and graduation rates is a responsibility of the Director. Additionally, the Program Director monitors the Registration Examination for Dietitians pass rates, and other career goals.

The Program Director has the authority to recommend and implement changes to the program on an annual basis and as needed in response to ongoing evaluations and to meet program goals.

Feedback and data were obtained over the past 7 years from a variety of stakeholders including the following:

Faculty Input: Faculty input regarding the DPD program is obtained informally through one-on-one conversations with the DPD Director and DPD faculty, as well as formally through interactions and presentations at faculty meetings. Faculty meetings are typically held biweekly. Curricular issues are discussed at these meetings.

In 2016 the program was awarded a Teagle Foundation-funded grant for "Faculty-Led Curriculum Redesign in the Majors." This allowed for DPD faculty and seasoned DPD instructors to convene for two half-day meetings to evaluate DPD course objectives. The ability for faculty and instructors to evaluate program learning objectives and review roadmaps compared to other programs in the region has been beneficial.

External Input: The DPD Director and DPD faculty network with Bay Area DPD Directors and through the Nutrition and Dietetic Educators and Preceptors (NDEP) Dietetic Practice Group. Input regarding the DPD program is obtained informally through one-on-one conversations with other DPD directors. Similarly, information about the performance of graduates is obtained at the NDEP area meetings and at other professional meetings and through personal communication. **Student Input:** The predominant means of obtaining student input regarding courses and instruction is through teaching evaluations. Students evaluate each instructor and course each semester. This is invaluable information for instructors as well as for the department.

Senior Student Exit Survey: Graduating seniors are surveyed, via an online survey, during their last quarter before graduating.

Alumni Survey: Former SFSU DPD graduates are surveyed annually, via an online survey, approximately one year post-graduation regarding their satisfaction with the undergraduate preparation they received and their current professional status.

Program alumni are also informally tracked through e-mails, Facebook, and LinkedIn.

Supervised Practice Program Director Survey: Supervised Practice Program Directors where SFSU graduates have been accepted are questioned annually via online survey, approximately one year after the graduate's entrance into the dietetic internship. The Directors are asked to respond to questions regarding graduates' overall preparation and preparation in specific foundation knowledge and skills compared to other student interns in their program.

The Program Director shares the information that is obtained from the above stakeholders with the DPD faculty. Program planning takes into account the input from all of these sources, and is reviewed by the Program Director and DPD faculty. Changes are made in accordance with the needs of the program, changes in the science of nutrition and the practice of dietetics, and in response to student needs.

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Required Element 4.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must evaluate itself based on its program evaluation plan and provide evidence that:

- 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.
- Data analysis is used to evaluate the extent to which goals and objectives are being achieved.
- The targets set for program-specified and ACEND-required objectives are met.
- Program changes have been made to improve outcomes for any objective(s) not meeting the program-specified or ACEND-required targets.
- Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.

In your narrative for this Required Element:

Analyze degree of achievement of program goals and objectives, including trends observed in the data [Not applicable to programs applying for candidacy]

Discuss factors impacting achievement of program goals and objectives [Not applicable to programs applying for candidacy]

If the program has separate tracks/pathways outcome data must be gathered for each separately, and when provided for review, the data and actions must be included in a separate analysis for each track/pathway.

If the program is a consortium, describe the role of each institution in the program evaluation process.

Describe how programmatic planning and outcomes evaluation are documented and as appropriate, integrated with institutional planning and assessment.

Program Response:

Text input answer:

Goal #1

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.

2014-2016 - 56/124 = 45%

2015-2017 - 56/120 = 46%

2016-2018 - 54/108 = 50%

Not met. Some of our DPD students do not want to become registered dietitians (RD) after graduation and to address this we will begin offering a non-RD track starting Fall 2018.

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.

2014-2016 - 32/56 = 57%

2015-2017 - 35/56 = 62%

2016-2018 - 33/54 = 61%

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.

2014-2016 - 41/56 = 73%

2015-2017 - 38/56 = 68%

2016-2018 - 35/54 = 65%

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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%.

2014-2016 54/59 = 91%

2015-2017 63/73 = 83%

2016-2018 (do not have 2018 data yet)

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.

2014-2016 (Entered a supervised practice program)

18/19 = 95%

2014-2016 (Obtained employment related to their major)

19/26 = 73%

This is not a good representation due to low response rate. Do not have data for 2017 or 2018.

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% of graduates report acceptable knowledge in all competencies.

2014 - 100%

2015 - 100%

2016 - 100%

2017 - 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.

Data is incomplete due to low response rate, however faculty will be surveying employers in August 2018.

Goal 1 is mostly met based on having the majority objectives achieved (1.2, 1.3, 1.4, 1.6). Overall students graduating from the program are accepted into supervised practice programs, pass the Registration Examination and have knowledge of the ACEND student learning outcomes of the Foundation Knowledge Requirements. This demonstrates the strength of the DPD program. However, the program was not able to obtain sufficient data to assess whether employers surveyed will indicate if they are satisfied/very satisfied regarding graduates' skills related to their job functions.

Goal #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.

2013/2014 - data inaccurate in annual report; unable to assess

2014/2015 - 24/40 = 60%

2015/2016 - 46/49 = 94%

Partially met; some data missing

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.

2017/2018 - 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."

Unable to obtain data

2.4 Over a five-year period, at least 80% of DPD graduates surveyed will indicate satisfactory or better scores with respect to "the

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encouragement, motivation, and support provided by the faculty.”

Unable to obtain data

Goal 2 was not met in large part due to incomplete data. However it should be noted that for advising (Objective 2.2) our students are informed to make an appointment with their advisor both by email at time of program admission and also during their orientation. There are two faculty members providing advisement to DPD students, Dr. Gretchen George and Jennifer Stimson.

Goal #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, however this represents students completing the survey which would represent approximately half of the DPD students only.

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.”

Unable to obtain data

Goal #3 was not met as the program was unable to obtain sufficient data to make an assessment. Since the last PAR in 2014 there has been faculty turnover with the DPD Director position. This may have resulted in some missing data from surveys particularly three key questions in the the annual Department Exit Surveys. Additionally some survey data were not representative due to low response rates. In the future the program faculty will utilize a more streamlined system to obtain survey data.

Although this goal was not met there are many volunteer opportunities available on campus such as the Student Health Center and The Associated Students Pop-Up Food Pantry, as well as through the Student Dietetic Association. Additionally the DPD student assistant regularly posts volunteer opportunities on our student iLearn site. Lastly experiential learning has been incorporated in classes (DFM 451 Nutritional Assessment in the Community).

The institution has various opportunities for integration of programmatic planning and outcomes review. The receipt of a Teagle grant, a University funded assessment review grant, by the Dietetics program was one method to integrate with the University on the reevaluation of Program Learning outcomes and Student Learning outcomes in classes in the program. Historically there was an annual review of how individual programs were meeting one of their chosen program objectives. These reports were filtered through and worked on with the Department Chair. The University has a new policy where upon completion of accreditation reports, a program will complete a review process that addresses how the program contributes to the University goals for student learning, retention and achievement.

Required Element 4.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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, 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.

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In your narrative for this Required Element:

Briefly summarize information presented in the Continuous Program Improvement Plan and discuss how it links with the outcomes presented in the Program Evaluation Plan. [Programs applying for candidacy may discuss how the improvement plan will link to the Program Evaluation Plan]

Program Response:

Text input answer:

Some strengths and areas for improvement have been described in the outcome measure results. The overall assessment is below.

Policies and Procedures

An area of improvement collection and administration of survey data needed for to assess program goals. Additionally other mechanisms for obtaining necessary information should be explored due to low survey response rates.

Curriculum

There have been changes to the curriculum over the years to continue to meet the learning needs of our students. An example of this is the revision of DFM 450 a course that formerly included both macro and micronutrients. Based on qualitative and quantitative course evaluation from students it was identified that this course was too condensed to support student learning so now we offer DFM 350 (macronutrients) and DFM 450 (micronutrients).

Faculty

A strength of the program is the faculty, the majority of whom are part-time lecturers with full time jobs in Dietetics and research. This not only brings current, real-world knowledge to program but also exposes students to valuable clinical and research skills. In addition Dr. Zubaida Qamar will be joining the program in Fall 2018 as an assistant professor.

Resources

The Student Health Center provides opportunities for students to participate in nutrition counseling (DFM 451 and DFM 655) and also offers a location that is conveniently on-campus for students to gain volunteer hours.

The Miel lab provides a space to give students hands-on experience in several of our classes. Because students in this major are preparing to go into careers in dietetics, their experiences with training on up-to-date equipment with current technology is essential.

Areas of improvement

See above under Policy and Procedure section.

2017 Accreditation Standard 5 Curriculum and Learning Activities (DPD)

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.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

Required Element 5.1 (DPD)

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. The program's curriculum must include the required components and must prepare students with the core knowledge listed in the **2017 Accreditation Standards for Nutrition and Dietetics Didactic Programs**.

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Narrative not required for curriculum requirements and required knowledge as elements are addressed in the curriculum map and the student learning outcomes assessment plan.

Program Response:

Text input answer:

Please see the appendix for the curriculum.

Students are given a variety of opportunities in their courses to develop skills in communication, collaboration, teamwork, problem solving and critical thinking. This is especially emphasized in the upper division medical nutrition therapy, foodservice management, and community nutrition classes.

The students' performance on projects such as case studies, community needs assessments, patient education materials, menu-writing, and development of a business plan give the faculty adequate opportunity to assess student development in the KRDN required areas.

Dietetics majors have education in both theory and the application of that theory. Many graduates also have experiential learning that further enhances their ability to transition into the workforce.

The curriculum provides students with a comprehensive knowledge base that prepares them to work in the field of nutrition, as a dietitian, dietetic technician, as nutrition support staff, and in foodservice or in research.

Required Element 5.2 (DPD)

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.

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In your narrative for this Required Element:

Describe the program's curriculum including all pathways and tracks.

Discuss and provide examples of how the program didactic courses are organized, sequenced and integrated.

Discuss and provide examples of how the curriculum builds on previous knowledge and experience to progress from introductory to more advanced learning activities.

Discuss and provide examples of how the curriculum facilitates student achievement of the learning objectives and expected depth and breadth of knowledge.

Describe any differences based on track, pathway, international experiences, etc.

Program Response:

Text input answer:

The mission of the SFSU 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 DPD mission is aligned with the FINA mission, focused on preparing scholarly professionals who contribute to the well-being of individuals, families, communities and the institutions, industries and businesses which serve them. The DPD and CFS/D mission aligns with the SFSU mission, which is to create and maintain an environment for learning that promotes respect for and appreciation of scholarship, freedom, and human diversity.

The DPD program uses a variety of methods to teach curriculum, such as problem-based, lecture-discussion, and project-based applicable to nutrition practices in the community. According to graduation exit surveys and post-graduation feedback, the majority of students report feeling prepared for internships or employment within the field.

The program's curriculum is designed as a two-year one-track curriculum. Students who change into the major in their third year, or students who transfer into the program from another institution of higher education may need more time to complete the program since many courses must be taken in sequence and most of the upper division nutrition courses are only offered once a year. The dietetics degree consists of 71 units (please see appendix).

The curriculum provides students with a knowledge that prepares them to work in the field of nutrition, as a dietitian, dietetic technician, as nutrition support staff, and in foodservice or in research.

There is also an emphasis on the translation of nutrition science to individuals and to populations. This is covered in courses in medical nutrition therapy, community nutrition and food service systems management. Dietetics majors have education in both theory and the application of that theory. Many program graduates also have experiential learning that further enhances their ability to transition into the workforce.

Our students are given a variety of opportunities in their courses to develop skills in communication, collaboration, teamwork, problem solving and critical thinking. This is especially emphasized in the upper division medical nutrition therapy, foodservice systems management, and community nutrition classes. The students' performance on projects such as case studies, community needs assessments, patient education materials, menu-writing, and the business plan project give the faculty adequate opportunity to assess student development in these areas.

Learning opportunities to develop personal and professional attitudes and values are presented to students throughout the program, but especially in all of the upper division courses in the major. Ethics, and decision-making are evaluated directly in student's assignments through lab reports, essays, and case studies.

The RDN Curriculum Map Required Component Checklist shows that the curriculum meets all prerequisite required curriculum components. The KRDN Curriculum Map shows that the curriculum meets all core knowledge requirements.

The curriculum facilitates student achievement of the learning objectives as they are central to each course. Our assessment methods/assignments are carefully considered to maximize student learning. Our course assignments enhance learning and provide hands-on application of information presented in lecture and texts.

For example, one assignment in DFM 655, Nutrition Education & Communication, is to explore key components of successful nutrition education through a short cooking demonstration for students who participate in SF State's Food Pantry.

Students teach as a group of 4 for 20 minutes and walk their class through a cooking demonstration. Each person takes control of one item during the education and also oversees the cooking. The assignment also includes creating an educational handout / recipe card for the students. Students apply knowledge of communication, assess their audience with post survey, learn about topic and population through a current literature review, use identified teaching philosophy, and apply behavior change/educational theory to appropriately educate the target population.

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Required Element 5.3 (DPD)

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.

In your narrative for this Required Element:

Briefly summarize information presented in the Summary of Learning Activities template.

Provide examples of the educational approaches that are used to meet learner needs and facilitate learning objectives.

Program Response:

Text input answer:

Please see Summary of Learning Activities in appendix for more detail.

Aside from lectures, a variety of assignments, case studies, and hands-on activities prepare students to implement the Nutrition Care Process with a variety of populations and cultures. These include infants, children, adolescents, a variety of adults, pregnant and lactating women, and older adults.

The program curriculum prepares students for professional practice by exposing them to a wide variety of individuals with medical conditions. These include overweight and obesity, endocrine disorders, cancer, malnutrition, cardiovascular disease, gastrointestinal diseases, and renal disease as well as anemia, hypertension, decubitus ulcers, eating disorders, and HIV/AIDS.

2017 Accreditation Standard 6 Student Learning Outcomes Assessment and Curriculum Improvement (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

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Required Element 6.1 (DPD)

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.
- c. Didactic courses and/or experiential learning experiences in which assessment will occur.
- d. Individuals responsible for ensuring that assessment occurs.
- e. 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.

In your narrative for this Required Element:

Describe the process for annual review of the SLO plan and discuss updates made to the plan, if any. [Programs applying for candidacy must discuss process the program plans to use for annual review of the SLO Plan.]

Program Response:

Text input answer:

The Program Director directs and reviews the ongoing assessment process by initiating, overseeing, and evaluating the Student Learning Outcomes. The Program Director has the authority to recommend and implement changes to the program as needed in response to ongoing evaluations and to meet program goals.

When the 2017 ACEND Accreditation Standards were released and the Core Knowledge for the RDN (KRDNs) revised, all SLO requirements were reviewed and updated as needed.

To allow faculty the time and the funding to review the new ACEND Accreditation Standards the previous DPD Director applied for and was awarded a Teagle-grant. The grant allowed the funding for the DPD director to meet with other program leads throughout the academic year to gain a better understanding of methods of student assessment in meeting standards. As a result new student learning objectives were written for new KRDNs.

The first Dietetics seminar where all full and part time faculty were asked to attend occurred in the Fall of 2016 with the second occurring in the Spring of 2017.

The key changes were:

- 1) Program learning outcomes review (Fall 2016)
- 2) Curriculum flow review and student learning outcome review. (Fall 2016 and 2017)
- 3) A program name change from Dietetics and Food Management to Nutrition and Dietetics (Spring 2017).

Required Element 6.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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

In your narrative for this Required Element:

Describe how data on achievement of learning outcomes were collected and analyzed according to the student learning outcomes assessment plan. [Programs applying for candidacy must describe how the process will occur.]

Analyze the extent to which students/interns achieved student learning objectives since the last accreditation review (PAR or self-study). [Not applicable to programs applying for candidacy.]

Program Response:

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Text input answer:

The SLO assessment process occurs in June at the end of the spring semester. Aggregate assessment data is gathered upon completion of a course.

Student learning is assessed in a variety of courses utilizing strategies such as final course grades, exams, written papers, case studies, projects, and quizzes. Case studies are frequently used to assess students' abilities to conduct the nutrition care process utilizing evidence-based practice.

Each year's assessment data has been compiled at the end of the year, in June.

Overall, the students met the majority of the SLOs assessed since the last Program Assessment Report (PAR) in 2014.

Examples of Met SLO

(Please see Student Learning Outcomes Assessment Plan matrix for complete listing).

KRDN 1.2: Use current information technologies to locate and apply evidence-based guidelines and protocols.

Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions in their final case study. 100% of students will earn a passing score of C or better; 80% will earn a score of B- or better on their case studies

484-2014 (case studies)- 48/48 100%, 48/48 100%, 48/48 100%

(passing scored of C or better) 46/48 96% (did not meet)

484-2015 (case studies)- 42/42 100%, 38/42 90%, 40/42 95%; (passing scored of C or better) 42/42 100%

484-2016 (case studies)- 35/35 100%, 34/35 97%, 34/35 97%

(passing scored of C or better) 34/34 100%

485 - 2015 (case studies)- 43/48 89%, 47/48 98%, 46/48 96%

passing scored of C or better) 48/48 100%

485 - 2016 (case studies)- 43/43 100%, 39/43 90%, 40/43 93%

(passing scored of C or better) 43/43 100%

485 - 2017 (case studies)- 34/34 100%, 33/34 97%, 34/34 100%

(passing scored of C or better) 33/34 97%

485 -2018 (case studies)- 19/32 91%, 32/32 100%, 19/32 91%

(passing scored of C or better) 31/32 97%

KRDN 2.2: Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.

100% of students will earn a passing score of C- or better; 75% will earn a score of B or better on the Code of Ethics projects

FA2015(01) Final grade 11/11 - 100%; Ethics - 9/11 - 81%

FA2015(02) Final grade 13/13 - 100%; Ethics - 11/13 - 84%

SP2016 Final grade 6/6 - 100%; Ethics - 6/6 - 100%

FA2016 (01) Final grade 8/8- 100%; Ethics - 8/8 - 100%

FA2016(02)Final grade 16/16 - 100%; Ethics - 14/16 - 88%

FA2017(01) Final grade 18/18- 100%; Ethics - 18/18 - 100%

FA2017(02) Final grade 11/11- 100%; Ethics - 11/11 - 100%

SP2017 Final grade 11/11 - 100%; Ethics - 9/11 - 82%

The 2014 PAR did not include a specific assignment to measure ethics knowledge since the knowledge requirement at that time covered understanding governance of dietetics practice more broadly. During that assessment period the knowledge requirement KR 2.3, "The curriculum must include opportunities to understand governance of the dietetics practice, such as the ADA Scope of Dietetics Practice Framework, the Standards of Professional Performance and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings" was met.

To assess KDRN 2.2 there is an essay final exam given in the Food Service Systems course that includes an employee ethics scenario. Students are instructed to discuss the key issues and their approach to the case study using information from the Academy's Code of

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Ethics guide.

Example of Mostly Met SLO

(Please see Student Learning Outcomes Assessment Plan matrix for complete listing).

KDRN 1.3 Apply critical thinking skills.

100% of students will earn a passing score of C or better; 80% will earn a score of B- or better on their Counseling Project

2016 - earn a passing score of C or better - 31/32 97% - not met

2016 - counseling project 31/32 - 97%

2017 - earn a passing score of C or better - 35/35 % 100%

2017 - counseling project 32/35 - 91%

The final grade for the class and also the counseling project grade were compiled. This measure is assessed in the Nutrition Education and Communication class that is taught once yearly. The goal was not met in 2016 but was met in 2017. Upon investigation it appears that there was a dietetic student who did not complete assignments and ended up withdrawing from college.

Example of Not Met SLO

(Please see Student Learning Outcomes Assessment Plan matrix for complete listing).

KRDN 2.8: Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

50% of students will be involved in the Student Dietetic Association Mentoring Program

2015-2016 - 12/39 = 31%

2016-2017 - 19/55 = 35%

2017-2018 - 12/67 = 18%

*Note that numbers were for mentees for the academic year (did not include mentors)

The Student Dietetic Association Mentoring program is a fairly new subcommittee that was created to give students leadership experience. Our student population at SFSU are working, volunteering and commuting more than an hour to campus and may not have time to participate in the mentoring program due to juggling multiple responsibilities. In the future the program will explore other means of measuring this outcome, including surveying students/alumni who have not participated in this activity.

Based on the PAR 2014 report it was determined that roughly 20% of the DPD students did not have a strong scientific foundation based on their case study grades in 484/485 Medical Nutrition Therapy (MNT) courses. It appears that there was an improvement in case scores during this new assessment period. The benchmark was that 80% of students will earn a score of B minus or better on their case studies. During the timeframe from 2014-2018 we exceeded the goal with 90% of students receiving scores of B minus or better on these assignments. Since the 2014 PAR assessment the department has worked hard to modify the teaching approach with MNT case studies and it appears that this adjustment has helped our students do better on these assignment resulting in improved understanding of material.

Required Element 6.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Formal curriculum review must routinely occur and:

- Use results of program evaluation and student learning assessment to determine strengths and areas for improvement.
- Include input from students/interns and other stakeholders as appropriate.
- Include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education), tracks or supervised practice sites are used to accomplish the same educational objectives.
- Result in actions to maintain or improve student learning.

In your narrative for this Required Element:

Describe the curriculum review process including timeframe and how input from students/interns is incorporated. [Programs applying for candidacy must describe how the curriculum review process will occur.]

State curriculum strengths and limitations and discuss how results of program evaluation and student learning assessment were used to determine strengths and limitations. [Not applicable to programs applying for candidacy.]

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Based on ACEND Accreditation Standards

Discuss how comparability of educational experiences and consistency of learning outcomes is assessed and maintained. [Programs applying for candidacy must describe plans to ensure comparability of educational experiences and consistency of learning outcomes.]

Provide examples of how the curriculum review process has resulted in actions to maintain or improve student/intern learning. [Not applicable to programs applying for candidacy.]

Program Response:

Text input answer:

Curriculum is reviewed continuously, reviewing content, objectives, and materials, every time the course is taught. At the end of the semester, faculty meet to discuss what changes need to be made based on outcome measures, course evaluation, and feedback from students.

Since the 2014 PAR one course was added, DFM 350, Advanced Nutrition 1; combined with DFM450, Advanced Nutrition II, the program now offers one year of coursework focused on advanced metabolism.

Prior to changing curriculum, students are surveyed, other programs reviewed, and faculty including the department chair is consulted. Once it is determined beneficial to change curriculum, other DPD program directors are consulted to ensure that the best method, material, and measurement objectives are incorporated.

What is the schedule for reviewing the curriculum?

As previously mentioned curriculum is reviewed on a continual basis, however in Fall 2016 the DPD Director applied for and was awarded a Teagle-grant. This grant allowed for more time and funding for all faculty to review the curriculum for the new KRDNs thoroughly. New student learning objectives were written for new KRDNs.

The first Teagle meeting occurred in Fall 2016 and the second meeting occurred Fall 2017.

The key changes were:

- 1) Program learning outcomes review (Fall 2016)
- 2) Curriculum flow review and student learning outcome review. (Fall 2016 and 2017)
- 3) A program name change from Dietetics and Food Management to Nutrition and Dietetics (Spring 2017).

(This has been proposed and accepted by the college and university as of 12/2017)

Generally curriculum is reviewed each semester by faculty teaching the course. The DPD director reviews curriculum on an annual basis, reviewing outcomes as they compare with target threshold goals determined by ACEND student learning outcomes.

Who are the individuals involved in reviewing the curriculum?

All DPD faculty are involved in reviewing curriculum for courses they teach. Students provide formal feedback through course evaluations and informal feedback through discussions in the classroom and through advising meetings. The DPD director uses feedback from alumni, internship directors, and employers to determine if learning outcomes are meeting the professional needs of the community. The department chair is consulted regularly to ensure curriculum meets university standards.

State curriculum strengths and limitations and discuss how results of program evaluation and student learning assessment were used to determine strengths and limitations.

Our program gives students real world application through case studies, counseling assignment, cooking class, community projects, nutrition project, menu project, volunteering through courses.

Some of our courses include a lab or activity section which allows student to practice what they learned in lecture each week.

Discuss how comparability of educational experiences and consistency of learning outcomes is assessed and maintained.

Comparability of educational experiences is assessed and maintained by course assignments, projects, and exams resulting in grades, SETE scores to assess instructors and course material (qualitative and quantitative), advising, and culminating experience projects (Professional portfolio, Community Project, Nutrition Education Project).

Provide examples of how the curriculum review process has resulted in actions to maintain or improve student/intern learning.

DFM 450: Advanced Nutrition and Human Metabolism II, an upper division biochemistry and nutrition focused course, moved from a 2.3 quantitative mean in 2014 to a 1.57 in 2016 (as reflected in the Student Evaluation of Teaching Effectiveness), a score greater than the CFSD comparative mean for faculty teaching. This course was initially a one-semester course and, secondary to Dr. George's recommendation, is now taught in a two-semester format. The constructive comments from students have been extremely helpful for the department and we continue to take note of learning needs (e.g. clear learning materials, more classroom engagement in a historically lecture only course, and also slowing the pace). The student comments from this course include positive records of these educational enhancements, "Dr. George continues to try new things with iLearn, videos, articles and different ways of drawing diagrams in order to optimize the course for everyone. The material is difficult to memorize let alone understand, so anything helps..."

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

2017 Accreditation Standard 7 Faculty and Preceptors (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must have a sufficient number of qualified faculty and preceptors/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 preceptors/practitioners, 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.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

Required Element 7.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must provide evidence that qualified and appropriately credentialed faculty and preceptors/practitioners, if used, are sufficient to ensure implementation of the program's curriculum and the achievement of the program objectives and student learning outcomes.

In your narrative for this Required Element:

Discuss the adequacy of qualified and credentialed faculty and preceptors/practitioners, if used, for achievement of the program objectives and student learning outcomes.

Describe the process used to ensure the faculty and preceptors/practitioners, if used, including those used for international rotations, if appropriate, are qualified for their role in the program including preceptors/practitioners, if used, who might be selected by students/interns.

Program Response:

Text input answer:

There are no preceptors/practitioners used within the DPD program, hence no assessment of them is required.

The program does maintain high standards with all adjunct faculty practicing in their field, a number who are Registered Dietitians, all sharing their interdisciplinary expertise within the department and within their respective courses with the students.

San Francisco State University is accredited by the Western Association of Schools and Colleges. All Tenure Track (TTR) faculty must meet the institutions criteria for appointment. The FINA department, under approval by the College Dean and the Dean of Faculty Affairs and Professional Development, has a Criteria of Procedures for Retention, Tenure and Promotion, by which all TTR faculty are reviewed.

See Appendix for the Faculty Roster which includes credentials, appointment and courses taught.

Required Element 7.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The requirements for program faculty and preceptors must include:

- a. Program faculty (faculty within the academic unit), 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. Preceptors/practitioners, if used, must have the education and experience needed to provide appropriate guidance for supervised practice experiences. Preceptors must be licensed, as appropriate, to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising students/interns.
- c. Program faculty, including the program director, and preceptors/practitioners, if used, must show evidence of continued competence appropriate to their teaching or precepting 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 preceptors.

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Based on ACEND Accreditation Standards

In your narrative for this Required Element:

Describe the sponsoring organization's criteria for appointment and how the program ensures that faculty meet those criteria. Faculty and preceptors/practitioners, if used, are not required to hold an RDN or NDTR credentials, unless required for their position.

Describe how program ensures preceptors meet state licensure laws and federal requirements.

Describe the process used to ensure continued competence appropriate to the teaching or precepting responsibilities.

Describe the process used by the institution and/or the program for periodic review of preceptors/practitioners, if used, and faculty, including opportunities for student/intern input.

Program Response:

Text input answer:

San Francisco State University was re-accredited by the Western Association of Schools and Colleges in 2013 with the next visit in 2023. With the reaccreditation the University is placing an emphasis on teaching and assessing: oral communication, written communication, information literacy, critical thinking and quantitative reasoning. The University is also in review of its standards of course requirements for Internships. The institution has set requirements that must be met for risk management policies to create positive and safe off campus learning experiences.

In the FINA department, all tenure track faculty in our programs have a minimum of a PhD and all non-Tenure Track faculty have a minimum of a master's degree, or work experience that is accepted in lieu of the masters degree. As for review and evaluation, all Tenure Track Faculty follow the guidelines of the Department Retention and Promotion Policy and are reviewed on an annual basis for meeting the set requirements for teaching service and research. Part time faculty are reviewed each semester by the Department Chair. Teaching reviews for full and part time faculty are based on peer review in the classroom and on course reviews completed by students each semester for courses they were enrolled in through an online course evaluation tool. Instructors receive quantitative scores and qualitative feedback from this evaluation tool 2-3 weeks after the end of each semester. The Department Chair may meet with faculty to individually review as required.

Required Element 7.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The orientation and training requirements for program faculty and preceptors must include:

- New program faculty members, instructors, teaching assistants, and preceptors/practitioners, if used, must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics program.
- Program faculty members, instructors, teaching assistants and preceptors/practitioners, if used, must receive feedback, and training as needed, based on program evaluation and input from students.
- Program faculty members, instructors, teaching assistants and preceptors/practitioners, if used, must receive training on the ACEND Standards and required knowledge and competencies.

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

In your narrative for this Required Element:

Describe the orientation, including the process and timeline, for new program faculty members, instructors, teaching assistants and preceptors/practitioners, if used, providing supervised practice/experiential learning to mission, goals, objectives and educational philosophy of the nutrition and dietetics program and student/intern learning outcomes.

Provide a description and timeline for ongoing training of current faculty members, instructors, and teaching assistants and preceptors/practitioners, if used, providing supervised practice/experiential learning.

Discuss how faculty members, instructors, teaching assistants and preceptors/practitioners, if used, receive feedback and how program, preceptor and student/intern evaluations have influenced ongoing training provided to faculty members, instructors, preceptors/ practitioners, if used and teaching assistants [Not applicable to programs applying for candidacy]

Discuss how and when training on ACEND's accreditation standards and required knowledge and competencies has been conducted for all faculty members, instructors, teaching assistants and preceptors/practitioners, if used.

Program Response:

Text input answer:

Ongoing training of current and new faculty members and instructors occurs on a bi-annual basis during the start of the fall and spring faculty meetings. There is designated time for the faculty and lecturers to discuss updates, issues and any other matters related to the mission, goals, objectives and the education philosophy of the discipline and our program in particular. Students evaluate each course at the end of each semester and these qualitative and quantitative comments and scores are used to evaluate if faculty require additional training or courses require revision. ACEND accreditation standards are referred to on a continual basis at meetings and times of faculty review.

2017 Accreditation Standard 8 Supervised Practice/Experiential Learning Sites (DPD, DPD/ISPP)

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 institutions, organizations and/or agencies providing 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 supervised practice learning experiences compatible with the learning that students are expected.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

Required Element 8.1 (DPD, DPD/ISPP)

Supervised practice (ISPP)/experiential learning (DPD, if required) site requirements:

- 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/interns.
- 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).

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

In your narrative for this Required Element:

Summarize the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of experiential learning sites including distance sites or sites chosen by students.

If international experiences are provided, describe the selection criteria and evaluation process for those sites.

Discuss any situation where affiliation agreements are not required (such as a site being part of the program's organization or mutual agreement between the program's institution and experiential learning facility on waiving the requirement for a formal affiliation agreement).

Program Response:

Text input answer:

Experiential learning sites have included the following on-campus locations such as the Vista Room restaurant and teaching laboratory, the Student Health Center and the Associated Students (AS) Pop-Up Food Pantry.

No international experiences are provided as part of the DPD program.

Upon evaluation the experience in the Vista Room has been suspended and is under review due to not meeting the needs of all students.

2017 Accreditation Standard 9 Information for Prospective Students and the Public (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

Required Element 9.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Program policies, procedures, practices, and materials related to student/intern recruitment and admission must comply with state and federal laws and regulations.

In your narrative for this Required Element:

Discuss how program policies, procedures, practices, and materials related to student/intern recruitment and admission comply with state and federal laws and regulations.

Program Response:

Text input answer:

Student recruitment and admission comply with all state and federal laws and regulations. San Francisco State University does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, age, medical condition (cancer related or genetic characteristics), ancestry, marital status, citizenship, sexual orientation, or service in the uniformed services (includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services) status as a Vietnam-era veteran or special disabled veteran, in accordance with all applicable state and federal laws, and with university policy.

There is no intern student recruitment as part of the DPD Program.

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

Required Element 9.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

All sources of information for prospective students/interns 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.

In your narrative for this Required Element:

Describe where complete program information can be found.

Program Response:

Text input answer:

The current student handbook can be found on the Family Interiors Nutrition & Apparel (FINA) Website at <http://fina.sfsu.edu/Dietetics>.

Additionally programmatic information is house on iLearn which is an interactive technology platform that can be accessed by DPD students. There they can find information about internship applications, graduation, volunteer opportunities, Student Dietetic Association (SDA) meetings, etc.

Required Element 9.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Information about the program must be readily available to prospective students/interns and the public via a website and must include all the items listed in the **2017 Accreditation Standards for Nutrition and Dietetics Programs (Required Element 9.3a-I)**.

In your narrative for this Required Element:

Describe where all the listed information is contained, including active website links where the information can be found [Programs applying for candidacy should provide draft website information]

If the program has different tracks/pathways, information should describe the options available and requirements (such as cost, admission requirements) for each.

If the program has a distance education track, information should include technological competence and skills needed to participate; equipment requirements; and any additional costs for distance programming.

If program offers international rotations, information should describe the option, including costs.

If institution information is used, such as a catalog/bulletin, tuition, academic calendar, program's website must provide active links to this information.

Describe how all the listed information is made readily available to prospective students/interns and the public at large.

Describe the process for updating and maintaining accuracy and consistency of the information listed.

Program Response:

Text input answer:

All information regarding the San Francisco State University DPD is located within Family Interiors Nutrition & Apparel web site under Nutrition and Dietetics. Please refer to the web site <http://fina.sfsu.edu/Nutrition-Dietetics>.

Additionally DPD students can access an iLearn site which provides specific information about the DPD curriculum, advising, internships, volunteer opportunities, etc.

Information is made available online. DPD students are provided access to the iLearn site upon entering the program in the fall.

Students and staff make updates as needed.

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

2017 Accreditation Standard 10 Policies and Procedures (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

Required Element 10.1 (DPD)

Programs are required to have policies and procedures for program operations including:

- a. Admission Requirements: Programs must establish criteria to determine student potential for success in the program.
- 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.
- 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.

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

In your narrative for this Required Element:

Describe admission criteria used to determine student potential for success in the program.

Describe the program's system of monitoring student performance and how it provides for the early detection of academic difficulty and takes into consideration professional and ethical behavior and academic integrity of the student.

Discuss how students with minimal chances of success in the program are counseled into career paths that are appropriate to their ability.

Program Response:

Text input answer:

Admissions

At this time dietetics is an impacted major, as such there is a supplemental application process for the major. Students must have a minimum GPA requirement of 2.5 to be accepted in the major.

All prerequisites must be completed and/or in process during the Spring semester for admission into the program. This includes Psychology, Microbiology plus lab, Statistics, General Chemistry and College-level Nutrition for Science Majors.

Evaluation of applicants is based on GPA, writing ability evidenced by their personal statement, work or volunteer experience in nutrition or a related field as well as completion of the above prerequisites. Scoring is weighted toward GPA since GPA is the primary component of acceptance into an internship program upon graduation. Our program also accepts second bachelor candidates who have career experience and knowledge. Effectiveness of our evaluation process is determined by the number of students who complete the program and also the number of students who are accepted into supervised practice programs or graduate school.

Performance and retention

Students are encouraged to seek advice from their dietetic advisor regarding academic planning throughout their undergraduate career. The dietetic program advisors consist of two faculty members. Students are encouraged to consult frequently with their advisor regarding academic and career planning.

At the course level, the instructor identifies students having difficulty through performance on assignments and conversations in office hours. Students are offered a variety of options including general advice on study strategies, help on the course content through extra office hours, email discussions, course review sessions, referral to supplementary materials, etc.

Resources exist on campus where students can be referred for tutoring (campus academic resource program), learning disabilities, change of major or career planning, and personal or mental health counseling.

In the beginning of each semester, all undergraduate and second baccalaureate students whose grade point average at SFSU has fallen below 2.0 will receive an email from the Registrar's Office notifying them that they are on academic probation. These students must schedule advising appointments with their major advisers before the deadline stated in the registrar's email in order to avoid an administrative hold on their registration for the next semester. The steps outlined on the letter must also be followed.

Students who continue to have difficulty with the program, evidenced by minimally acceptable grades or the need to repeat a course, such as chemistry, are required to meet with the DPD Director. Discussion centers on identifying learning barriers and solutions that may improve their performance. The student's career goals are also discussed and to determine if dietetics is still the best program to meet their goals. A frank discussion about the requirements for internship acceptance and the level of competency required to be successful in the dietetics profession are focal points in meeting with the student. Students who are not successful in their DPD coursework are encouraged to change their major to Consumer and Family Studies with a Nutrition/Food Service Systems Management emphasis.

Required Element 10.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The policies and procedures specific to nutrition and dietetics programs listed in the **2017 Accreditation Standards (Required Elements 10.2a-t)** must be provided to students/interns, such as in a program handbook or on a program website. Programs offering tracks/pathways must document policies that differ between each track/pathway.

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

In your narrative for this Required Element:

Describe how and when written policies and procedures are provided to students/interns enrolled in all tracks/pathways of the program.

Discuss how the quality of services that are provided to students/interns are adequate to address their needs.

Explain the program or institution's process for filing and handling complaints about the program that includes recourse to an administrator other than the program director.

State whether any complaints have been filed against the program during the past seven years that have gone above the level of the program director for resolution [Not applicable to programs applying for candidacy]

Clarify whether credit for prior learning is given and if so, describe the process.

Explain any additional details about implementation of policies that are not described in the policies.

If program offers international rotation, information should describe policy and procedures specific to this experience.

Program Response:

Text input answer:

Written policies and procedures for the program are made available via the website's online Program Handbook which contains policies and procedures and links. The program website and Program Handbook are reviewed during student orientation, the summer prior to entrance for freshmen and transfer students. See Appendix for the DPD Policy and Procedure Handbook.

Academic advising begins with a summer orientation to the major for incoming students. The Academic Advisor is available for one-on-one appointments and provides regular degree progress checks.

Students have a number of options for advising at the instructor level, including professors, general faculty advising, and academic/career advising with the The Undergraduate Advising Center (UAC) staffed by professional counselors, advisors, interns and peer advisors.

The grievance procedure for the university may be found at the following link. <http://senate.sfsu.edu/content/student-grievance-procedures>

Students with concerns about the program should first attempt to discuss the concern with their advisor or the DPD Director. If the student wishes to file an official grievance, they should refer to the procedures outlined in the Additional Regulations and Procedures section of the Bulletin (<http://www.sfsu.edu/%7Ebulletin/current/supp-reg.htm>). Disabled students should consult the Disability Programs and Resource Center for disability-related grievance procedures.

An undergraduate student who has questions or concerns about degree requirements or general university regulations should discuss them first with a major adviser. If students wish to review an issue or to appeal a decision, they should consult with the department or program chair and, if needed, the college dean. Should questions arise beyond this point with respect to where or to whom a specific appeal should be directed, the dean of Undergraduate Studies may be consulted for advice. After all of the informal procedures for grievances and appeals have been exhausted, the dean of Undergraduate Studies or designee may initiate formal grievance procedures.

No complaints have been filed against the program during the past seven years.

Credit for prior learning with regard to coursework is granted based on evaluation by the DPD Director in conjunction with the class instructors, if necessary. Please see student handbook for further details.

San Francisco State University grants undergraduate degree credit for successful completion of formal instruction appropriate to the baccalaureate degree in non-college settings, either military or civilian, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs establish the number of units allowed.

Additional Information

Instructions for this section:

Please upload one self-study report appendix document (required), following the instructions in Question #1. If you choose to submit a major program change (optional), please upload one change document, following the instructions in Question #2.

San Francisco State University Self-Study

Based on ACEND Accreditation Standards

Programs must submit all appendix evidence identified in the Guidance Information for the ACEND Accreditation Standards for the Accreditation Standards under which you are seeking accreditation (see www.eatright.org/acend), as well as any additional materials the program wishes to include to support the narrative, in one searchable PDF file formatted using the Adobe bookmark feature (for more information about bookmarking a PDF document: <https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html>). Each document within the single PDF must be labeled, (for example, Appendix A); and the text narrative provided for the Required Element should reference the appendix evidence by this labeling.

Upload all required appendix evidence and any additional materials for the self-study report in one searchable, bookmarked PDF file.

Program Response:

Files uploaded for this question:

[SFSU DPD Appendices for Self-Study.pdf](#)

Programs who wish to submit a major program change with their self-study report must submit all narrative and evidence identified in the Major Program Change Guidelines for the Accreditation Standards under which you are seeking accreditation (see www.eatright.org/acend) in one searchable PDF file formatted using the Adobe bookmark feature (for more information about bookmarking a PDF document: <https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html>). Each document within the single PDF must be labeled, (for example, Appendix A); and the text narrative provided for the Required Element should reference the appendix evidence by this labeling.

Upload all required narrative and evidence for the major program change in one searchable, bookmarked PDF file.

Program Response: