

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.

University of Puerto Rico Self-Study

Based on ACEND Accreditation Standards

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 University of Puerto Rico, Nutrition and Dietetics Program began in 1930. The first Bachelor of Science degree was granted in 1933. Over the years, this Program developed into our current Didactic Program in Dietetics (DPD). For many years it was housed within the College of Education, then after 2009 it has been under the College of Natural Sciences (CNS) at the Río Piedras Campus, at the University of Puerto Rico. The college is comprised of the following departments and programs: Departments of Biology, Computer Sciences, Physics, Mathematics, Chemistry and Environmental Sciences, as well as the Interdisciplinary Program and the Nutrition and Dietetics Program, under which the UPR-DPD is run. The Nutrition and Dietetics Program is the only DPD Program within the UPR system.

Upon completion of the DPD, students are awarded a Bachelor of Science degree with a major in Nutrition and Dietetics and provided a Verification Statement to apply for an ACEND-accredited dietetic internship where they will provide comprehensive nutritional care in a variety of settings including clinical, foodservice systems management and nutrition education for health promotion and maintenance. In 2013 the Program, for the first time, offered two courses in distance education modality during the summer session stimulated by a grant received from the USDA titled Nutrition live at the UPR-RP. Students had the opportunity to be exposed to hybrid and completely distance education that helped to foster independent study. In December 2015, our campus approved guidelines and norms for distance education to further expand student opportunities for varied course modalities. Beginning August 2016, the University moved to use Moodle as the preferred electronic platform, although courses may be taught with other course management systems. Currently, there are several courses that may be offered in distance education modality but only one is routinely offered as a hybrid course.

In August 2014, the food science laboratories were remodeled with state-of-the-art equipment that provide students real life, hands-on experiences with commercial and institutional equipment in foodservice systems. In 2015, three courses were added to the curriculum that reassure the integration of knowledge acquired in a series of courses that encompass: nutrition and science foundation, clinical and community nutrition and foodservice management. These courses incorporate computerized testing that prepare students for the conditions of the RD Exam.

In 2017, the Program was awarded funds to create a Nutritional Intervention Laboratory that will allow students to use and become familiarized with equipment that accurately measures body composition (i.e., BodPod) and indirect calorimetry. The laboratory will provide new learning experiences as well as research opportunities. This same year, another grant was awarded to plan and coordinate innovative and collaborative educational experiences with other academic institutions.

Also in 2017, two hurricanes struck Puerto Rico on September 6th and 20th, but the second one, a category 4 storm, severely damaged several buildings on campus and the electrical grid leaving campus without electricity and internet connections for more than a month. Fortunately, the main building of the DPD did not have major damages but the Human Biochemistry laboratory did suffered several damages.

At present, the Program completed the self-study for reaccreditation and revamped the webpage, established aggressive new policies to increase the pass rate, an early detection system to ensure students are able to complete program requirements with a grade point average of ≥ 3.0 , will move to a three-year learning assessment cycle and is ready for the site visit for reaccreditation.

University of Puerto Rico Self-Study

Based on ACEND Accreditation Standards

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 self-study process began early, approximately seven months prior to November 12, 2018. Initially, DPD Director, Program Chair, DPD Assistant and program faculty met to discuss the timeline and division of work so that all were involved to bring different perspectives and contribute to the process. Three workgroups were created where each was responsible for two or three standards to evaluate the information needed and create a first draft. Data collection, requests for information among different offices on Campus, review of recent progress reports sent to ACEND and data analysis were part of the initial phases of the self-study. Several meetings with the Deans at the College and Academic Affairs Deanship were conducted not only to maintain them informed of the process but they also provided support and guidance for the strategies that would be implemented. Students and graduates became aware of the process and were invited to participate in the External Advisory Committee Meeting that was celebrated early in the Fall semester. The recommendations and feedback of the meeting were instrumental to the self-study process since the committee is comprised of key stakeholders such as supervised practice Directors, graduates, employers and representatives of professional organizations.

To the end of August, a consultant was integrated to the process and served as an external reviewer for each standard. As evidence and narrative for each standard was completed, it was sent for review and recommendations were addressed. Also, the consultant collected information from graduates and program faculty to obtain different perspectives that help to strengthen the Pass Rate Improvement Plan.

The process concluded with a critical review of the document by the Program Chair, program faculty and Deans. A new initiative to inform the students, faculty and staff from different disciplines of the content of the self-study and the importance of the accreditation of the Program was planned during the self-study process titled Accreditation Day, which will be celebrated before the end of the Fall semester.

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

Program Response:

Files uploaded for this question:

Signature Page UPR-DPD 2018.pdf

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.

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 of Puerto Rico, Río Piedras Campus

The institution that sponsors the Nutrition and Dietetics Program is the University of Puerto Rico, Río Piedras Campus (UPR-RP). The UPR System includes eleven institutional units located across the island of Puerto Rico (PR). The Río Piedras Campus is located in the San Juan metropolitan area and comprises more than 250 acres with over three million square feet of space, on which more than 150 structures stand. It is the oldest and largest campus in the University of Puerto Rico System, offering the island's most complete and varied academic programs at both undergraduate and graduate levels.

It offers 65 bachelor degrees and the most comprehensive graduate level education on the Island: 41 Masters, 15 Doctorates and 1 professional degree. The Campus academic offerings total 127 programs of which 24 are unique, such as the Bachelor of Arts in Geography, the Doctor of Philosophy in Mathematics and the Master in Sociology.

The UPR-RP is classified by the Carnegie Foundation for the Advancement of Teaching as a Doctoral University of Higher Research Activity (R2), placing it among 335 United States institutions.

As of the beginning of the 2018-2019 academic year, UPR-RP received 11,657 undergraduates and 3,275 graduate students for a total of 14,932 of which most are full-time students. The Campus' prestigious and diverse faculty has professional expertise, international experience, and solid academic credentials. Approximately 900 professors teach full-time and 84% of those with tenure or tenure-track hold a doctorate or the highest degree in their field. The Campus has a qualified and committed non-teaching staff, which for the academic year 2018-2019 totaled approximately 1,400 full-time employees.

Accreditation

The UPR System is licensed by the Puerto Rico Council on Education, and all units are accredited by the Middle States Commission on Higher Education (MSCHE) (Appendix 1a). Our Campus was first accredited by the Middle States Association of Colleges and Schools in 1946. Today, in addition to institutional accreditation, of its 57 programs susceptible to accreditation, 55 are currently accredited (more than 95%). Moreover, The Campus History, Anthropology and Art Museum is the first university museum accredited in Puerto Rico by The American Alliance of Museums (AAM) and The Library System is certified by the Association of College and Research Libraries (ACRL). Accreditation has nurtured a culture of change and opportunities for reflection, innovation and transformation in the pursuit of excellence.

Events that lead the MSCHE to place the Río Piedras Campus in probation

On May 18, 2017, the Executive Committee of the MSCHE placed eight (8) of the eleven (11) campuses of the UPR System on probation. These campuses included the Río Piedras Campus. The specific areas of non-compliance noted by MSCHE that resulted in its action for this campus were: 1) *Requirement of Affiliation 3: The institution is operational, with students actively pursuing its degree programs,* 2) *Requirement of Affiliation 8: The institution has documented financial resources, a funding base, and plans for financial development adequate to support its educational purposes and programs and to assure financial stability, and* 3) *Standard 3 (Institutional Resources): The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient use of the institution's resources are analyzed as part of the ongoing outcomes assessment.*

The actions by the MSCHE were the result of a student-led strike impeding access to the University to protest budget cuts caused by a severe economic recession that has affected the Commonwealth of Puerto Rico's financial stability and significantly impacted its ability

to repay its multimillion-dollar public debt. Seventy-one calendar days of the UPR-RP's partial closure, the students voted to resume the semester at their fifth student assembly. This vote was preceded by mediated dialogue between the students, UPR administration, and representatives of other sectors (e.g., non-teaching staff and faculty members). Once the gates were re-opened, a one-week period followed during which the Campus administration identified areas needing attention and worked to revitalize the physical facilities.

During the strike, the Office of the Registrar continued operations. Its officials communicated regularly with administrators, providing details about scheduling related to the completion of the semester, the processing of documents required for graduation and internships, and the calendar for the next academic year. Numerous faculty members and students, including many from the College of Natural Sciences who were required to do research on Campus, continued their research on an ongoing basis. Credit-bearing courses continued in a variety of alternative locations, many of which are near Campus. The facilities that students and faculty used include University Plaza, the Molecular Sciences Building, the Institute of Neurobiology, the Center for Puerto Rico, the UPR Medical Sciences Campus, the University Center for Psychological Services and Duties, the Center for Urban and Community Action (CAUCE, Spanish abbreviation), the Center for Preschool Development, and the UPR Central Administration. Certification Number 112, 2014-2015, by the UPR Governing Board allows alternative instructional and delivery modalities of education to be implemented.

All full-time and part-time professors of the UPR-DPD (DPD) maintained communication with their students and continued academic activities during the period of campus inaccessibility. Courses with a supervised practice component or with experiential learning outside the classroom continued with little or no interruption.

Impact of the MSCHE probation on the DPD

The MSCHE's decision to place the UPR-RP Campus on probation has not impacted the operation, budget or academic activities of the DPD. On January 17, 2018, the DPD submitted a report to ACEND with the information on the events that led to our Campus being placed on probation by the MSCHE and its impact on the DPD. MSCHE Vice President, Dr. Idna Corbett, in a letter to Acting Chancellor, Luis A. Ferrao, dated March 16, 2018, requested a report on "the institution's ability to remain in compliance with Standard III (Design and Delivery of the Student's Learning Experience), Standard IV (Support of the Student Experience) and Standard V (Educational Effectiveness Assessment, among other topics).

As requested, on April 16, 2018, the DPD submitted a detailed report to MSCHE that aligned MSCHE and ACEND standards to evidence how compliance with neither ACEND nor MSCHE has been altered in standards related to learning activities, student services or assessment of student learning. It explains how the noted non-compliance with Standard 1: Program Characteristics and Resources, Required Element 1.1 of ACEND, is the result of the probationary status placed on the institution by MSCHE and how the DPD has continued to implement its Pass Rate Improvement Plan to increase the Pass Rate according to Standard 4: Program Evaluation and Improvement, Required Element 4.3.

Since May 18, 2017, the Río Piedras Campus has submitted various supplemental reports to MSCHE. These describe the operational status of the institution as well as the efforts and initiatives in place for compliance with accreditation standards after the student strike and the 2 hurricanes that affected the island on September 6th and 20th, 2017.

The UPR continues to be accredited by the MSCHE under the probationary status. The official accreditation status with the sponsoring institution's accreditor is stated in the MSCHE official website and UPR-RP Campus institutional website at: <http://www.uprrp.edu/wp-content/uploads/2018/07/Statement-of-Acreditation-Status.pdf>.

The reasons for probation do not question the quality and excellence in teaching or the commitment and preparation of the faculty of the DPD. UPR-RP realigns its commitment to excellence in research, creation, teaching, and service with greater fiscal sustainability, as the Chancellor recently presented the Campus's Five-Year Strategic Plan, Commitment 2023. The Institution has cut costs, launched initiatives to generate new recurrent funds and restructured processes and units to manage its resources responsibly, increase institutional effectiveness and safeguard the widely recognized quality of its programs and services. UPR-RP, as the only higher education institution in Puerto Rico with the Carnegie classification of Doctoral University of Higher Level of Research (R2), is committed to maintaining this prestigious classification that positions it in the top 6% among more than 4,000 institutions classified in the United States.

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.

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 College of Natural Sciences

The Nutrition and Dietetics Program is housed under the College of Natural Sciences at the Río Piedras Campus (see Organizational Chart in Appendix 1b) and is the only DPD within the UPR system. The Dean of the College of Natural Sciences is supported with an Associate Dean of Academic Affairs, and three Assistant Deans: Administrative Affairs, Student Affairs, and Graduate Studies. Each department or program is directed by a chairperson. The College of Natural Sciences is comprised of the following departments and programs: Departments of Biology, Computer Sciences, Physics, Mathematics, Chemistry and Environmental Sciences, as well as the Interdisciplinary Program and the Nutrition and Dietetics Program, under which the DPD is run. Within the administrative structure of the College are various centers and institutes that receive support from external funds, each of which is run by its respective department or program. The College offers eight baccalaureate degrees in Sciences, five Master of Science degrees and five Doctor of Philosophy degrees.

The College of Natural Sciences is among the highest in student demand on Campus receiving more than 500 new undergraduate students each year. Fall Semester 2018 data indicate a total enrollment of 2, 523 undergraduate students in the College of Natural Sciences, and Spring 2018 data indicate a total enrollment of 89 students at the Master's level, and 219 at the Doctoral level. Their achievements are evaluated through the demand for their programs, the level of retention and graduation of the same, through the demand for its graduates, the achievements and recognitions of its graduates, their publications and scientific impact at the international level, and the external funds generating research projects. The College of Natural Sciences was (and remains) one of the pillars of the Campus when becoming a Doctoral Institution of Extensive Research through the Carnegie classification system. Its history of research projects, publications, international congresses and conferences, as well as professors' and students' recognitions evidence this.

The New Fiscal Plan for UPR published by the Financial Oversight and Management Board for Puerto Rico on October 21, 2018, establishes that the 11 units of the UPR system will be reorganized into four conglomerates beginning fiscal year 2019, producing a leaner administrative structure (p.22, Appendix 1c). In the greater San Juan Area, our Río Piedras Campus will participate in a 3-unit conglomerate that includes the Bayamón and Carolina Campuses, and the Medical Sciences Campus will function alone. The Mayagüez Campus will consist of four units on the west side of the island, and the southeast region conglomerate will consist of three units. By fiscal year 2023, the Plan establishes that the four conglomerates will become three major hubs: Río Piedras - Medical Sciences Hub, Mayagüez Hub, and Cayey Hub (p. 34). The Campus consolidation over time will permit the sharing of services and human resources for more effective management. In terms of governance, the University Board will work with the President of the UPR System, who in turn responds to the Governing Board (p.10). Details regarding the governance of the conglomerates and hubs is forthcoming. At present, each of the 11 units or campuses is directed by a Chancellor, to whom the Deans of Colleges and Schools respond.

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.

- a. The program must provide a description of the budgeting process for the program that demonstrates financial resources are sufficient to produce the desired short- and long-term program and student outcomes.
- b. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.

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:

Program Resources

Administrative and financial resources

The financial situation of the Institution is directly related to the economic stability of the Commonwealth of Puerto Rico that is under an economic recession and controlled by the Financial Oversight & Management Board for Puerto Rico (FOMB) created by the U.S. Congress in 2016, under the Puerto Rico Oversight and Management Stability Act (PROMESA). On April 20, 2018, the first fiscal plan for the UPR was approved; on October 23, 2018, a revised fiscal plan was certified by the FOMB. According to the plan, government subsidies to the UPR System will be cut by \$441 millions for fiscal year 2023, a reduction of \$678 millions with respect to 2018. It also includes a downsizing measure that restructures the 11 Campuses into three (3) conglomerates, consolidating programs, administrative services and personnel. The Río Piedras Campus is one of the conglomerates integrating the UPR at Bayamón and the UPR at Carolina. These measures are expected to result in million-dollar reductions by increasing efficiency and effectiveness in operations. In addition, beginning academic year 2018, there has been an increase in tuition and fees, with a requirement on new external sources of funding, independent of government assignments.

A MSCHE small evaluation team visited the Campus on April 11, 2018 and on June 21, 2018, they noted that the Institution had come into compliance with Requirement of Affiliation 2 (formerly Requirement of Affiliation 3) and requested an additional supplemental report for September 2018, to address financial resources. The MSCHE team offered their oral report to the faculty, administration, trustees and students for all 11 Campuses visited. The MSCHE team expressed their reaffirmation of the University's ability to provide high quality academic experiences, to deliver the required contact hours for their programs and to provide services to students in accordance with each Campus's mission.

The most recent supplemental report submitted to MSCHE on September 1, 2018 is available at the Campus website at: http://www.uprrp.edu/?page_id=15964. The report addresses, as requested by MSCHE, evidence of financial resources and stability to support all educational programs, demonstrate responsible management of fiscal resources and an update on the impact of the proposed restructuring on the Institution's status and finances. In addition, UPR was asked to report on the impact of the decisions by the Fiscal Oversight Management Board's that directly influence the Institution's budget allocation. A small team visit followed.

The Nutrition and Dietetics Program has consistently provided evidence that its budget, academic offerings and student services are adequate, even amidst the economic constraints, and that its services have not been negatively affected by the probation status placed on the UPR-RP by the MSCHE on May 18, 2017. According to MSCHE policies and the definition of accreditation actions, an institution on probation is accredited and has the opportunity to make the necessary improvements for compliance with the requirements of affiliation.

Under the College of Natural Sciences, the financial support (revenue sources) allocated to the DPD has been sufficient to continue operations. We have been able to offer the required number of courses, and when needed, additional course sections, to attain the expected learning objectives, to support student graduation, and to support the professional needs of the faculty for accomplishing the Program goals.

Amidst the challenges, including the economic crisis, the number of course sections offered by the DPD, which includes contracts for adjunct faculty, has been consistently sufficient and is demonstrated in Table 1.1 below. It indicates the number of course sections offered each semester since academic year 2015-2018, prior to significant budget cuts, the "student strike" and the natural disasters.

Table 1.1 Number of course sections offered by the Nutrition and Dietetics Program across seven semesters from 2015-2018

University of Puerto Rico Self-Study

Based on ACEND Accreditation Standards

FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL
2015	2015	2016	2016	2017	2017	2018
22	24	23	22	23	22	22

Source: Deanship of Academic Affairs, College of Natural Sciences and Nutrition and Dietetics Program

The Nutrition and Dietetics Program has been in frequent communication with ACEND staff through formal submissions of three progress reports in the past two years and through informal email and phone conversations with our program manager, as well as personally at FNCE 2017, and the February 2017 Program Directors' Workshop. We also informed the modifications made to our academic calendar due to the "student strike," and due to the devastating hurricanes, that struck the island and resulted in the interruption of 40 days of academic activities. At FNCE 2017, a month after the hurricane, the DPD won the School Spirit Award since more than 50 students attended, after months of preparation before the hurricanes made landfall. An emotional ceremony to receive the award took place and we would like to take this opportunity to express our appreciation for the messages of solidarity received from ACEND staff and their willingness to help our students.

Impact of Hurricanes Irma and María

Hurricanes Irma and María hit Puerto Rico on September 6 and 20 of 2017, respectively. The second of these storms affected the entire island of Puerto Rico and caused serious damages to all of the 11 campuses of the UPR System. As of today, a year after this event interrupted the lives of the whole population, about 1% of our residents still do not have electric power in their homes. The electric grid was fixed but is fragile, that resulted in occasional blackouts, and innumerable areas internet and cellular communication are not as dependable as they were before the storms. Ongoing issues concerning the availability and reliability of these services are relevant in the context of our institution because they relate to the lives of students and employees in multiple ways. Access to email services, electronic databases, and communication by cellular phones and internet can, at times, be limited or even altogether unavailable. In addition, the situation affected usual levels of productivity of the various sectors of the UPR-RP given that the daily routines of students, faculty, and non-teaching staff alike depended on electricity, the internet, and rapid communication.

The second semester began in March 12, 2018. Summer sessions were programmed for the months of June and July, and offered as usual. As detailed below, flexibility and sensitivity have been part of the Institution's approach to supporting students who are dealing with challenges related to the hurricanes.

Extraordinary efforts have been made by all University employees, students and professors to continue academic activities and to serve the community as volunteers. Specifically, professors were flexible to accommodate students that did not have power restored in their homes by allowing students to turn in handwritten papers and assignments. Even breakfast was offered for students and employees in some colleges during the first few weeks the Campus reopened, as well as to the neighboring communities.

The Campus implemented educational methods and alternative modalities, such as distance education assignments, that allow flexibility to students and professors in order to continue academic activities. Common areas across Campus, such as the University Center and libraries, were equipped with hotspots, charging devices, and other technological equipment to ensure DPD continuity, internet access, as well as the availability of printers and materials that could be used for course preparation and research.

The Campus is continuing operations and the Second Semester 2017-2018 ended successfully. There are many buildings, which are still awaiting repairs and are not currently in use; however, a variety of offices and units have been relocated and remain functional. Summer sessions of 4 and 6 weeks were offered from June 25 to July 17 and June 25 to August 7, respectively. First Semester 2018-2019 started on August 20, 2018. Some services are being offered in alternative locations, as reconstruction due to the severe damages of Hurricane María is underway. For example, Medical Services has been temporarily reassigned to the Student Center. Doctors are available, and they see patients based on consultation. The Department of Counseling for Student Development (DCODE) has been relocated to the Student Center and is also offering services to students within the Colleges and Schools.

Budgeting process

University of Puerto Rico Self-Study

Based on ACEND Accreditation Standards

Budget allocation is requested each year by the Program Chair that includes salaries and benefits for faculty and non-faculty personnel, benefits, materials, equipment and ACEND annual fee. The past (2017-2018) and present (2018-2019) budget allocation includes a full-time faculty contract, which has contributed to additional student mentoring and enriched curriculum development. This faculty member is in addition to the permanent (7) and tenure track (1) group of eight professors. The DPD has consistently allotted budget funds to assign one faculty member as Academic Advisor (3 credits; 9 contact hours a week) that strengthens our services to students and supports them in completing the Program's curriculum. The DPD has also been productive in writing proposals and securing external funds to supplement the budget allocation through the development and implementation of innovative projects.

Even amidst institutional fiscal constraints, the DPD continues to receive the budget allocation in order to meet student and faculty needs. See Table 1.2 for a comparative budget allocation over the last four fiscal years.

Table 1.2 DPD Budget Allocation from College of Natural Sciences

Budget Line-Item	2015-2016	2016-2017	2017-2018	2018-2019
Salaries: Tenured & tenure-track faculty	\$518,988	\$581,244	\$603,564	\$603,564
Salaries: Faculty contracts	\$29,628	\$32,526	\$55,224	\$98,572
Salaries: Non-faculty	\$27,000	\$48,300	\$52,799	\$56,221
Employee Benefits	\$196,077	\$228,804	\$225,241	\$271,090
Student undergrad (<i>jornal</i>)	\$4,089	\$4,089	\$4,089	\$5,000
Materials & equipment	\$5,000	\$10,000	\$10,000	\$10,000
Travel expenses *	\$1,500	\$1,426	\$0	\$0
ACEND annual fee	\$2,035	\$1900	\$1975	\$2,025
ACEND site visit fee	N/A	N/A	N/A	\$6,680
TOTAL	\$755,004	\$908,289	\$952,892	\$1,053,152

* Additional non-recurrent, discretionary budget resources may be allocated to the Program by the College of Natural Sciences

Incremental growth in the total budget is evident over the last four years, demonstrating institutional commitment at the College and Campus levels to support this unique academic offering.

The 2018-2019 budget for 8 full-time permanent or tenure-track professors has been confirmed as indicated above. The Program has continued to receive Institutional support to contract part-time adjunct professors to meet student needs for course offerings and additional sections. A full-time faculty contract was requested for the 2017-2018 academic year, along with the two part-time contracts; all three contracts were approved then, as well as for the following academic years.

For non-faculty support personnel, the budget funds:

- 1 full-time administrative secretary, 1 part-time contract (25 hours/week) to support technical and administrative office work,
- 1 full-time food laboratory technician that has hours allocated to serve as a DPD Assistant, and
- 1 part-time biochemistry laboratory technician (20 hours/week).

The budget for part-time undergraduate student assistance was slightly increased to \$5,000 for the current fiscal year. This student work program is different from the Title IV federal work study program, in that it is supported through Campus funds. Student employees help with basic office work, serve as messengers, and assist with special projects such as materials and equipment inventories.

The materials budget has remained consistent over the past three years at \$10,000, which is sufficient to provide petty cash for purchasing food and related materials for the Food Science, Institutional Menu and Human Biochemistry Laboratories; materials for the Human Biochemistry Laboratory; office supplies; as well as periodic replacement of office furniture and computers for faculty and staff.

Although the budget assigned to cover travel expenses has been null for the past two years, travel expenses were awarded from the Dean's office in 2015-2016 in support of the Program Chair's attendance to the Food and Nutrition Conference and Expo (FNCE) in Boston, October 2016, and in 2016-2017 for the DPD Director to attend the ACEND Program Director Workshop in Chicago, February 2017. The Program Chair traveled to the Food and Nutrition Conference and Expo (FNCE) in Chicago, Illinois, in October 2017, and the American Society for Nutrition's Annual Convention, Nutrition 2018, in Boston, Massachusetts, in June 2018 with funds from the USDA NIFA grants for which she serves as Project Director. Additional travel funds are available through two USDA NIFA grants for travel through the 2020-2021 fiscal year, according to the projects' timelines and stipulations.

External Funds

In May 2017, the Nutrition and Dietetics Program received word of the funding of the USDA NIFA Higher Education Challenge Planning Grant, Nutri-Vías: Pathways for Diversified Learning in Nutrition and Dietetics, Michelle Schelske Santos, Project Director. This Planning Grant is facilitating the interaction with other academic institutions to establish a Curriculum and Supervised Practice Committee and Educational Consortium at the Master's degree level in the discipline of Human Nutrition. Planning for innovative and collaborative educational experiences (Nutri-Banco, open-source bank of nutrition case studies; Nutri-Módulos, distance education modules; Nutri-Práctica, supervised practice and research rotations in PR, US, and possibly the Dominican Republic) will occur for diverse areas. This cost-effective and timely approach will facilitate curricular expansion of dietetics to the graduate level, incorporating supervised practice, and is essential for equipping highly-qualified nutrition professionals for the workforce in Puerto Rico and abroad. Although the focus of the grant is at the graduate level, it is expected that the RD pass rate will be positively impacted through enrichment of educational modalities and collaborative learning opportunities, including potential summer internship experiences through the consortium. This project is a pre-ambule to submitting a major collaborative or multi-institutional grant after the three-year planning grant period, which will be based on formal memoranda of understanding between institutions. This will provide a student exchange modality between Puerto Rican and other Nutrition and Dietetics students from the continental US, thereby expanding their opportunities to learn and serve in multicultural scenarios.

In August, 2017, the Nutrition and Dietetics Program received word of funding of the USDA NIFA Hispanic-Serving Education Grant Curricula, Research and Technology: Capacity Building for Graduate Nutrition and Dietetics in Puerto Rico, Michelle Schelske Santos, Project Director. This project will contribute to sustainable capacity building for a new graduate program, establishing the Nutrition Intervention Laboratory for creative research, the Nutrition Technology Laboratory for instructional diversity, and using innovative, dual-purpose initiatives: 1) faculty travel awards as incentives for graduate course creation, 2) humanitarian aid project and student mentoring research scholarships to foster collaboration and integration of nutritional sciences into existing Natural Sciences departments to stimulate critical thinking, and 3) community practicum experiences in service to the underserved Hispanic population.

This project will serve the DPD student population with sophisticated state-of-the-art body composition (BodPod) and energy expenditure (Fitmate indirect calorimeter) equipment to enhance student development of knowledge and skills used in the understanding and application of modern laboratory techniques used in human nutrition research, and thereby strengthen areas of critical thinking and application of the scientific method. The addition of the computer laboratory-classroom and webcams for faculty computers will increase the use of technology for instructional delivery and more effectively engage students in learning and enrich their experience in the use of modern technology, thereby fostering the acquisition of desired skills for research and development in human nutrition sciences. The computer laboratory will also serve as an important resource for the Pass Rate Improvement Plan by increasing the use of computerized exams in all courses, and implementing the newly approved requirement of all faculty to give at least one computerized exam with no backtracking in each course (approved in faculty meeting, September 28, 2018).

Additional budget requests

In addition to the budget allocated to the Program, additional funds are requested as needed. Program Chair communicates with the Administrative Dean at the College to justify and petition the funds. For example:

- In February 2017, as part of the strategies in the Pass Rate Improvement Plan, the Program purchased a subscription to a pool of RD-style questions that were classified according to course content and carefully aligned with course objectives. Plans are in place to acquire additional materials that provide tips on taking multiple-choice online exams.
- Financial support of \$4,000 to implement an aggressive strategy to impact the RD pass rate was provided to the DPD to develop and offer an intensive RD Exam Workshop for graduates eligible to take the exam in 2018. These graduates were invited to participate free of charge in a series of Saturday workshops that began April 7 and continued until May 5. Details of the workshops is provided in Standard 4.2 under Program Objective 2.1.

A total of 35 graduates attended the workshops with whom we have maintained communication to evaluate the effectiveness of the workshop in helping them pass the RD Exam. As of this writing, eight participants have taken the RD Exam and seven have passed it suggesting the review was effective for those that participated.

Learning resources

The USDA NIFA Hispanic-Serving Institutions Education Grant outlined above will specifically provide for the acquisition of twenty-eight high-speed computers for the establishment of the Nutrition Technology Laboratory, and web-cams for professors' existing desktop computers, to enhance virtual learning and student engagement, nutrition analyses and proctored exams, and provide practice for the professional Registered Dietitian (RD) exam.

A variety of electronic educational resources are available to students that are integrated in the learning activities of the DPD courses:

- Nutritionist Pro is installed and available on five computers at the College of Natural Sciences' Information and Technology Center (CITec or library). Courses such as Institutional Menu regularly incorporate the use of this software into student assignments for them to calculate the nutrient composition of menu cycles and assure they meet requirements for each type of menu.
- CITec, the curricular support unit of the College, offers printed and electronic information resources, a center for tutoring in chemistry, biology, mathematics and computer science; computers with programming such as MathLab, R +, Microsoft Office, among others. It also has specialized librarians and technicians to assist students and faculty in the search for and presentation of relevant scientific publications; in-class instructional workshops and online modules are available. Services are available in CITec 7 days a week, and the services and resources are also accessible online remotely from the webpage (<http://www.upr.edu/biblioteca-uprrp-cn/>).

Students also use a variety of online learning resources including: the USDA Food Composition Database (<https://ndb.nal.usda.gov/ndb/search/list>), the National Library of Medicine's National Center for Biotechnology Information (<https://www.ncbi.nlm.nih.gov/>), the Evidence Analysis Library (<https://www.andeal.org/>), the electronic Nutrition Care Process Terminology or eNCPT (<https://www.ncpro.org/>), and e-books, such as the Dietary Reference Intake series available at National Academies Press (<https://www.nap.edu/>). Access to the Nutrient Data System for Research (NDSR) is also provided to students who have been working on the student health profile research project.

In time for the beginning of the 2016-2017 academic year, the Campus-wide transfer from Blackboard to Moodle was completed and linked to the Student Information System (SIS), so that the student enrollment for each course is automatically registered for faculty in Moodle, the preferred online education platform for the Campus. Faculty receive training and support from hands-on workshops, online modules, and online help desk. Use of Google Classroom is also being developed on Campus, and was used by one DPD professor, and Edu2.0 continues to be used by some faculty to support courses given in the traditional classroom format.

The Natural Sciences Deans and the Library Committee have embraced efforts with the DPD to strengthen learning materials including the collection of books, e-books, scientific journals, and other accreditation-related resources. During the 2016-2017 year, the Program supplied a list of books for acquisition, and the new faculty member will serve as Program liaison to the committee to assist in the development of the Nutrition and Dietetics collection.

Physical facilities

The Nutrition and Dietetics Program facilities are located in different buildings within the Río Piedras Campus. They are sufficient to meet Program needs, accomplish goals and support learning outcomes. The Program's main structure is located in the area known as the Historical Quadrangle where the emblematic University tower and theater are located. On the first floor of this building is the administrative office of the Program along with two food science and preparation laboratories that are also used as classrooms, a conference room and two offices that are shared by DPD faculty. On the second floor, three major classrooms are available, three faculty offices (two shared) and an additional office used for a research projects. In addition, the Human Biochemistry Laboratory is located on the fifth floor of the College of Education. Courses are also offered in the College of Natural Sciences, and sometimes in the nearby College of Humanities, when alternative space is required.

The Nutrition Annex facilities are located on the second floor adjacent to the main structure and include one laboratory, one major classroom, one shared office space, and bathroom; this space is currently closed, awaiting reparations. However, it is a goal of the USDA NIFA Hispanic-Serving Education Grant to stimulate the renovation process. Also a part of the grant, a laboratory to house the BodPod is currently being prepared in the basement area of the College of Natural Sciences, next to other precision scientific instrumentation; this will

be the Nutrition Intervention Laboratory and become the research base for our tenure-track faculty member.

During Christmas break of 2016, a project was completed to replace deteriorated walls of the administrative office, including a new storage closet, and one interior division wall was demolished to create a larger conference room for the Program. Funding (\$7,200) for these renovations were obtained from the College of Natural Sciences that demonstrates their commitment to support the DPD. Some funds from the 2016-2017 materials and equipment budget allocation were used to purchase additional file cabinets, movable tables and stacking chairs, as well as a new reception desk.

During the Fall semester of 2018, the administrative office and second floor classrooms had to be relocated for an emergency project to replace the air conditioning units and ducts serving the entire second floor, as well as the ducts of first-floor administrative offices in the main building (\$130,000). The project is expected to be completed and facilities thoroughly cleaned and returned for use in November of 2018.

Maximum enrollment in the Program

On July 10, 2015 the DPD was notified that the number of students currently enrolled in the program was greater than the number approved by ACEND (maximum of 40 third-year students, 40 fourth-year students, and 5 post-graduates). A required progress report was submitted on September 18, 2015, to document the adequacy of resources to support the number of students enrolled in the Program (Appendix 1d). Ten measures were proposed and included in the September 18, 2015 progress report that detailed a Campus-wide enrollment management plan for the DPD.

Careful inspection of available data demonstrated there was an oversight in totaling the number of students entering the DPD through non-traditional avenues such as re-classification or change of major among students within the UPR system, and post-graduate students that had completed an undergraduate degree and request admission to complete a DPD. These avenues of admission to the DPD, particularly in relation to the number of students graduating, resulted in an underestimation of the enrollment maximum informed to ACEND. Nevertheless, the DPD faculty saw an opportunity to better understand the and patterns of students entering nutrition and dietetics. Measures were identified to achieve greater control over admissions and management of third- and fourth-year students to assure they are well-served, can graduate promptly, and have the opportunity to enter a dietetic internship, graduate school or the workforce.

On July 7, 2017, the DPD was notified to inform the status of the enrollment measures adopted to comply with Standard 1, required element 1.3 and Policy 6.8. The enrollment management plan was implemented in the Fall semester of 2016 and progress on each measure was summarized in the August 7, 2017 progress Report to ACEND (Appendix 1e).

In summary, the DPD has been in compliance with the third-year accredited maximum for all semesters of the 2015-2016 and 2016-2017 academic years (36, 38, 34, 24, chronologically). The most challenging classification to reduce is the fourth-year, due primarily to the fact that students who take more than four years to graduate from the Program remain classified as fourth-year students, represents the majority of the student overage. It is not uncommon for students to take 5 or 6 years to complete Bachelor degree requirements on the UPR-RP Campus, including our Bachelor of Science in Nutrition and Dietetics. In 2016-2017, for the first time, data had been analyzed since 2009-2010, the Program was graduating more students than it had admitted, resulting in a net gain in students exiting the Program.

With justifications and evidence of improvement toward compliance of the current ACEND-accredited maximum for student enrollment, the DPD submitted a Request for Program Change on July 9, 2018, to increase the accredited maximum enrollment: an increase in fourth year enrollment from 40 to 100 students and an increase in post graduate students from 5 to 15 (Appendix 1f). The decision letter received from ACEND indicated the answer would be deferred in order to consider the site visit team's evaluation of the DPD's adequacy of resources to support this change.

During the analysis and preparation of the self-study, a detailed analysis of all students enrolled in the DPD was performed. Specifically, we examined each student's classification in the Program according to the data obtained from the Office of the Registrar and the courses completed in the Nutrition and Dietetics Major Course Components that constitute the DPD. The Office of the Registrar, using the definition set forth by the institution, classifies a student in the first to fourth year of Bachelor of Science in Nutrition and Dietetics

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degree study according to the number of credits approved. The DPD has customarily used this same definition to identify the number of students classified in first to fourth year [2014 PAR and later reports]. The interpretation of the accreditation standard was that students in first to fourth year needed to align with the institutional classification of the baccalaureate degree. Nonetheless, this institutional classification does not adequately represent the year of study and the number of credits approved in the Nutrition and Dietetics Major Course Component. This was one of the arguments presented in the progress reports submitted to ACEND.

In alignment with the manner in which other DPD and Coordinated Programs calculate the year of study for ACEND, the DPD will, from now on, classify students by year of study in the DPD according to the established curricular sequence of the Nutrition and Dietetics Major Course Component beginning with NUTR 4031, Food Science. Therefore, according to the 4-year curricular sequence followed by the majority of the students (Curricular Sequence for Groups I, II, III; see Appendix 1f) a student in his third year of study must have completed 8 to 23 NUTR credits and a student in his fourth year of study must have completed 24-45 NUTR credits:

- Junior (3rd) year in DPD = 08-23 credits of NUTR courses approved
- Senior (4th) year in DPD = 24-45 credits of NUTR courses approved

A comparison of the classification of students by the institutional year of study obtained from the Registrar's Office with the DPD year of study based on the number of credits approved in the Nutrition and Dietetics Major Course Component beginning with NUTR 4031 is presented in Table 1.3.

Table 1.3 Comparison of student enrollment in the DPD by year of study using data from the Registrar's Office and completion of the DPD curricular sequence.

First semester 2018-2019	Number of students by year of study		Post grad
	3rd	4th	
Registrar's Office Classification	20	59	3
DPD Student Classification	38	29	3

According to the DPD Student Classification enrollment data presented in Table 1.3, the DPD is in compliance with its accredited maximum enrollment of students in their third (n=38/40) and fourth (n=29/40) years, as well as the number of postgraduate students (n=3/5). Therefore, the Program no longer requires an increase in accredited maximum enrollment of third and fourth year students. While the Program meets the accredited maximum of 5 post-graduate students, the DPD has always served a larger number of students in this category. They are usually students seeking a career change from other health related disciplines that need DPD courses to become Registered Dietitians. In addition, these students typically are committed to completing career-related goals with excellence. To accommodate these students we formally request an increase in the accredited enrollment maximum of post-graduates from 5 to 15 students.

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.

- 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.
- 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:

Requirements for Program Completion

The Bachelor of Science in Nutrition and Dietetics degree consists of 134 credits divided in the following components:

- 43 credits of General Education Courses,
- 36 credits of Major Core Courses in science, math and statistics,
- 45 credits of Nutrition and Dietetics Major Courses and,
- 10 credits in Elective Courses.

The Nutrition and Dietetics Major Course Component was formally modified in 2014 and curricular changes apply to all students admitted to the Program beginning in Fall 2015. The revision entailed a reduction of five credits in elective courses and the addition of four applied courses in the core nutrition and dietetics courses totaling those five credits. The decision for these changes was the result of the Program evaluation and consensus among faculty and administrators. The curriculum is described in detail in Standard 5. Course content and alignment with knowledge requirements occurs in an ongoing basis as learning assessment is discussed among faculty.

Upon completion of the 134 credits of required courses, students are awarded a Bachelor of Science in Nutrition and Dietetics degree. Curricular Components and Sequence table presents the program academic sequence (Appendix 1g). The Verification Statement is provided after the Registrar's Office corroborates that all requirements to grant the degree have been met. Graduates that meet the requirements for the Verification Statement must pick up their six copies in person so they can provide a signature to evidence receipt. For students admitted in the Fall 2019 forward, receipt of a Verification Statement will require a general GPA and major course GPA of 3.0 or higher. This is a new policy approved by faculty as part of the measures implemented to increase the Pass Rate. The policy also states a student can repeat a major course only once. The DPD Student Handbook has been updated to reflect these policies.

Students that have already completed a bachelor's degree in another discipline are required to complete the curricular sequence for a second major in Nutrition and Dietetics that consists of the Major Core Component of science, math and statistics courses (36 credits) in addition to 7 credits from the General Education Component (4 cr. Calculus + 3 cr. Elements of Physical Sciences for Nutritionists-Dietitians) and the Nutrition and Dietetics Major Course Component (45 credits). Students that have completed graduate courses in research methods, biochemistry, or other courses of content in the Nutrition and Dietetics Major Course Component, may request an evaluation of equivalence or substitution of these required credits. In these cases, an official syllabus of the course is evaluated by the Program faculty to determine if course content is equivalent or merits a substitution (waiver) for enrollment in the course(s). The same policies requiring a minimum general GPA and major course GPA of 3.0 to receive a Verification Statement, and the number of times a course can be repeated, also apply to post-graduates enrolled in the DPD as a second major.

Currently, the Nutrition and Dietetics Program does not award graduate degrees; however, a curricular initiative to develop a graduate program has been in progress for several years. Three Program faculty have been actively working toward a formal academic and administrative agreement between two UPR institutional units to create a seamless pathway to satisfy the 2024 entry-level dietitian requirements. The proposed pathway will articulate three existing programs: the DPD of the UPR-RP Campus with the Master in Science degree and the Dietetic Internship, both from the UPR-Medical Sciences Campus.

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:

Time allocation and workload of the DPD Director

The DPD Director is a full-time tenured professor of the Program and dedicates approximately 40% of her time, equivalent to 15 hours a week (5 credits), to accreditation-related activities. The institutional policies and procedures establish the equivalencies for hours according to the alternate activities professors may undertake other than teaching; a full academic load is equivalent to 12 credits. Course release time, corresponding to a 5-credit course, is assigned each semester to the DPD Director who also teaches one 3-credit course, receives 3 credits to serve as the Program's Student Learning Assessment Coordinator, and depending on course offerings also participates in team teaching of a 3-credit course or research. The Deans of the College of Natural Sciences have supported the inclusion of the 3 credits for assessment within the regular 12-credit load of the DPD Director, even when the norm for the College is to compensate the 3 credits for assessment above the regular 12-credit load (total of 15 credits).

DPD Director Credentials

Following ACEND requirements for a DPD, Dr. Elsa Pinto is credentialed as a Registered Dietitian since 2000 (Appendix 1h) as well as Licensed Nutritionist-Dietitian in Puerto Rico. Doctor Pinto holds a Doctor of Philosophy degree in Nutrition and Dietetics from Florida International University. The curriculum vitae is included in Appendix 1i.

While the 5-credit course release time does not cover all 12 months, the DPD Assistant and Program administrative assistant are available to ensure required information to prospective and enrolled students is provided in a timely manner all year round. The DPD Director has always been available to work with special situations and tasks during summer or holiday break. For example, progress reports in the past two years have been prepared during the summer months since the deadline was in July and another for the beginning of August 2017. In addition, during the month of June, the DPD Director routinely prepares all Verification Statement for students graduating at the end of the Spring semester and entering their Dietetic Internships in August. These are not signed until the Registrar's

office submits the date the degree was completed in the Student Information System (SIS). For the past two years this has occurred later in the summer due to delays in completing the second semester. If DPD Director is not available for a period of time during the summer or holiday break, the DPD Assistant and Nutrition and Dietetics Program Administrative office will receive and handle student requests until DPD Director is available.

The DPD Director, with the collaboration of the DPD Assistant, that has 5% of her time allotted to DPD related tasks (i.e., approximately 3 hours a week), collects and analyzes data from surveys designed to evaluate attainment of the established Program goals and objectives. Other responsibilities of the DPD Assistant are:

- Coordinate student orientations for applying to supervised practice programs and invites Dietetic Internship Directors to present information of each program and the requisites for admission.
- Assist in the preparation of Verification Statements and of the Annual Report.
- Gather support materials for students applying to supervised practice.

The time allotted to the DPD responsibilities will be reviewed in order to reflect the hours spent each semester on related tasks.

DPD Director Responsibilities

Since the DPD Director has a course release time equivalent to 5-credits for accreditation-related activities there is no formal position description. Instead, each semester the time allocation and summary of responsibilities is submitted to the Deanship of Academic Affairs and a sample is included in Appendix 1j.

The Program Director's listed responsibilities consist of:

1. 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/interns (such as program admission, retention and completion policies) – Program Director participates as a member of the Curriculum Committee and faculty meeting in all decisions to revise Program admission that is discussed in the Curriculum Committee of the Program.
2. Student recruitment, advising, evaluation and counseling – recruitment to the Program has been limited to first year students for the past two years as an enrollment measure to reduce the number of students in classified in fourth year. Recruitment strategies for these students include offering presentations to third or fourth year high school students by our own senior students. Student advising occurs at various levels, with academic advising being the most common. It is recommended that all students have a yearly academic evaluation to assure they are following curricular sequence and adequate time to Program completion. While we cannot enforce that all students meet this requirement, we use data from the Deanship of Academic Affairs that provides the academic progress of students enrolled in the Program. This allows DPD Director and Assistant to identify students that are not performing well in courses or not enrolling in NUTR courses as expected. Advising for dietetic internships and other graduate opportunities are provided to students formally during group orientations. DPD Director and Assistant coordinate group orientations during September and October for local Dietetic Internships and the graduate program offered at the Medical Sciences Campus. Opportunities to apply to coordinated programs, graduate degrees and other Dietetic Internship programs are provided to all students that are expected to graduate within that academic year. One-on-one advising is done with DPD Assistant or director as requested by students.
3. Timely submission of fees, reports and requests for major Program changes – Program director receives formal invoice for annual fees and submits to Dean for Administrative Affairs and Program Chair for submission to the Institutional Purchasing Office. DPD Director follows up to assure timely submission of these fees. Annual reports are prepared by the DPD Director and Assistant. Progress reports are prepared by DPD Director and Program Chair and with the feedback from academic Deans to assure all required information is included.
4. Maintenance of the Program's student/intern records, including student advising plans and verification statements – A physical file cabinet at the Program office and a virtual file is used to maintain all student records related to the Program. These include Verification Statement, data collection instruments and data, internal forms to request Declaration of Intent and Verification Statement, Registration Examination and local Licensure Pass Rate Data, and written requests from graduates for Verification Statement. A virtual file is shared with the DPD Assistant where all documents are kept and can only be accessed via institutional email account and password.
5. Maintenance of complaints about the Program received from students/interns or others, including disposition of the complaint – While we have not received formal Program complaints by students, these will be kept in the physical file cabinet.
6. On-going review of Program's curriculum to meet the accreditation standards – DPD Director is responsible to monitor ACEND's communications to consider and propose to the curriculum committee any changes in curriculum that may be required. When the 2017 accreditation standards were released, knowledge requirements were revised and Program assessment plan was updated to reflect these changes. DPD Director communicates with professors to assure updated knowledge requirements are included in course syllabus.
7. Communication and coordination with Program faculty, preceptors and others involved with the Program – DPD director routinely communicates with dietetic internship directors for student orientations, collaborations and with Program faculty to inform of accreditation issues and processes as well as revision of assessment of learning instruments. Discussion of the knowledge requirements in each course and how they are being measured for assessment of learning is discussed one on one with each

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Program faculty as needed.

8. Facilitation of processes for continuous Program evaluation and student learning outcomes assessment – DPD Director coordinates the Student Learning Assessment Plan that is revised annually according to accreditation standards and institutional policies. DPD Director and Assistant are responsible for administering and revising as needed, student, graduate and interns' questionnaires that are essential for Program evaluation.
9. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration credentialing exam – DPD Director and Assistant prepare Verification Statement upon graduation and Registrar's Office approval of degree completion. Students matched to a Dietetic Internship position are given priority at the Registrar's Office in order to submit to Dietetic Internship Directors in a timely manner. Graduates that are applying for eligibility to take the Dietetic Technician Registration (DTR) Examination contact the DPD Director mostly via email and after verification of student academic records and Verification Statement records; the required information is entered in the Registration Eligibility Processing System (REPS) in a timely manner.
10. Responding to student inquiries about DTR, DI opportunities, graduate opportunities DPD Director and Assistant customarily coordinate group orientations for students that will graduate within the academic year. During these orientations information about opportunities after graduation are discussed and questions are answered regarding alternatives if they are not matched to a dietetic internship position. An infographic with several opportunities for DPD graduates designed by the Academy of Nutrition and Dietetics is used to provide students with some of these alternatives.

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.

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:

Program Length

The curriculum resulting in a Bachelor of Science in Nutrition and Dietetics degree consists of 134 credits. Although it was designed as a four-year program, many full-time students take five to six years to complete it. Students that are admitted to the University with 4 pre-approved credits in pre-calculus (Curricular Sequence, Group IV), based on performance on a college entrance exam, are able to start their curricular sequence taking General Chemistry, which is required to begin the first Nutrition and Dietetics Major Course, NUTR 4031, Food Science. It is likely these students are able to complete the curricular sequence in four years. However, students that are admitted to the University without pre-approved credits in math must first complete three credits in general math (MATE 3001) followed by four credits in pre-calculus, which are not counted in the 134 credit B.S. degree. These courses can add one to two-years (usually three semesters) for full-time students to complete the Program. However, it may take longer for those who are also part-time employees on or off campus, which is an increasing observed in our student profile. Nevertheless, students that are still completing math and science requirements enroll in General Education Courses required by the Institution: specifically, Spanish (4 credits), English (4 credits), Humanities (4 credits), Social Science (4 credits), Art (4 credits) and Literature (4 credits). Also, a seminar-style, 3-credit course in a biology or physics topic is taken after completing at least 60 credits as part of the General Education Course Component. The curriculum follows institutional policies on liberal arts education by including General Education Courses and is approved by the Puerto Rico Council on Education (Consejo de Educación de Puerto Rico), the local higher education licensing agency.

The DPD major curricular sequence identified as the Nutrition and Dietetics Major Course Component consists of 45 credits within the 134 credits required for the Bachelor of Science in Nutrition and Dietetics degree, and is expected to be completed in 2.5 years for a full-time student. Details are provided in Standard 5.2.

At present, there are no other tracks in the Bachelor of Science in Nutrition and Dietetics other than the DPD; however, plans to offer optional tracks in the curriculum have been discussed by Program faculty, and are on agenda for formal development.

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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 to the UPR-DPD.

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.

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:

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:

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.

University of Puerto Rico Self-Study

Based on ACEND Accreditation Standards

In your narrative for this Required Element:

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

Program Response:

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.

In your narrative for this Required Element:

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

Program Response:

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.

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:

Mission of the University of Puerto Rico

The mission of the University of Puerto Rico is to:

1. Convey and increase knowledge by means of the arts and sciences, making this knowledge a service to the community through professors, researchers, University personnel, students and alumni.
2. Contribute to the development, nurture and enjoyment of esthetic and ethical values of culture.

Mission of the University of Puerto Rico, Río Piedras Campus

University of Puerto Rico Self-Study

Based on ACEND Accreditation Standards

The mission of the Río Piedras Campus where the DPD is located was reviewed by the Academic Senate in March of 1990, and after extensive discussion and analysis that body officially adopted it as Certification 67, 1989-90. The mission statement was subsequently endorsed by the Board of Trustees, the governing body of the UPR System. Since that time, it has guided the institution's development and served to integrate its numerous activities and contributions to Puerto Rican society. The mission comprises five main objectives:

1. Foster the integrated education of its students through programs of study which promote intellectual curiosity, the capacity for critical thinking, constant and ongoing learning, effective communication skills, an appreciation for and cultivation of ethical and aesthetic values, involvement in Campus governance, and a sense of social awareness and responsibility.
2. Provide graduate education of the highest quality, with research and creative activity as key elements that strengthen undergraduate education; offer post-baccalaureate programs for the education and training of professionals of the highest caliber, persons who will be committed to the ideals and values of Puerto Rican society.
3. Provide an undergraduate education of excellence, which offers students a unified vision of knowledge that brings general education and specialization into harmony; foster in students a capacity for independent study and research.
4. Develop teaching and research skills; promote participation in the life of the community as well as service to that community; promote respect for the historical and social conditions of Puerto Rico, taking into account its Caribbean and Latin American surroundings yet reaching out into the international community; enrich and strengthen the storehouse of knowledge associated with the consolidation of Puerto Rican nationality, history, language, and culture; and simultaneously foster the growth and dissemination of knowledge at an international level.
5. Develop innovative, relevant programs of research, community service, and continuing education which will support and contribute to the academic and professional activity of the Campus; contribute to the transformation and continuing progress of Puerto Rican society, to the analysis of its socioeconomic and political problems, to the formulation of solutions to these problems, and to the improvement of quality of life.

Mission of the College of Natural Sciences

The mission of the College of Natural Sciences is to contribute to the intellectual and humanistic formation of professionals in diverse areas of scientific inquiry. An integral part of this mission is the search for truth through investigation, which can lead to solutions for problems that affect humanity.

Mission of the DPD

The mission of the DPD is to provide the intellectual and humanistic formation in diverse areas of scientific inquiry in preparation for graduate studies and supervised practice leading to eligibility for the Commission on Dietetic Registration credentialing exam to become registered dietitian nutritionists qualified to offer educational, administrative and clinical services in medical nutrition therapy and in the management of foodservice systems.

Congruence of the Program mission statement with the Institution and College mission

The Program's mission statement is specific to nutrition and dietetics and is rooted in the College's mission that emphasizes the education of the individual as a process that includes not only knowledge requirements but also one that fosters the use of that knowledge to benefit society. Inherent to the education process, is the importance to encourage students to recognize their social responsibility described in the mission of the Río Piedras Campus. The DPD mission acknowledges the diverse areas of specialization among Nutritionists and Dietitians and how these areas are developed within a humanistic formation that recognizes the importance of critical thinking and appreciation of esthetic and ethical values.

Changes to the DPD mission during the accreditation cycle

The accreditation cycle for the DPD began in 2009 after re-accreditation of the Program following the site visit. In 2014, the Program Assessment Report (PAR) was submitted and by that time, the Program had already accomplished an administrative change from the College of Education to the College of Natural Sciences. The strategy was originally delineated in the Program's Self-Study of 2009 in response to the evolution that has occurred in the field of Nutrition and Dietetics as an important component of the Natural Sciences. The DPD mission remains relevant and congruent with the College of Natural Sciences. However, as part of the process for preparation of the current self-study the mission was reviewed and after a thorough reflection and discussion with faculty and staff meeting it was adopted as the present mission. The mission incorporates core elements of the College mission and ensures the DPD mission is aligned with ACEND 2017 Standards. Table 3.1 shows changes incorporated to the current mission from the submission of the 2014 PAR.

Table 3.1. Comparison of DPD mission from 2014 and 2018

DPD mission included in 2014 PAR	Current DPD mission
To provide the academic preparation necessary to prepare nutritionists and dietitians qualified to offer educational, administrative and clinical services in medical nutrition	To provide the intellectual and humanistic formation in diverse areas of scientific inquiry in preparation for supervised practice and graduate studies and leading to

therapy and in the management of foodservice systems.

eligibility for the Commission on Dietetic Registration credentialing examination to become registered dietitian nutritionists qualified to offer educational, administrative and clinical services in medical nutrition therapy and in the management of foodservice systems.

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.

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:

Program goals

After the publication of the 2017 ACEND Standards and as part of the self-study process, Program goals were revised with a vocabulary that better reflects how they are aligned with the mission. Program faculty dedicated various meetings to discuss these revisions and decided to declare the Program goals as follow:

1. Prepare well-qualified graduates for entry to accredited supervised practice programs, and graduate programs in nutrition, dietetics, or related fields.
2. Prepare graduates for successful future endeavors in nutrition and dietetics within a culturally diverse society and for research and problem solving to advance human nutrition and health in a variety of settings.

How goals are aligned with the DPD mission

The revised Program goals do not change what the DPD aims to accomplish and continues to be aligned with its mission. Goal one specifies the importance of preparing graduates with an intellectual and humanistic formation that qualifies them to continue to a supervised practice program or graduate programs and become eligible to take the Registration Examination for Dietitians. In goal two, the DPD recognizes the nutrition and dietetics profession is diverse and as the Visioning Report and Council on Future Practice recommends, graduates are expected to work with diverse populations and be ready to face workforce challenges, embrace new professional opportunities and become involved in research to continue strengthening our evidence-based practice and translate research into practice. Both goals become the guiding principle to achieve the Program's mission and prepare well-qualified graduates to become Registered Dietitians Nutritionists in an evolving profession.

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.

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 objectives for each goal

The DPD has established eleven Program objectives to meet the two Program goals and establish a clear and focused direction to achieve its mission. Each Program goal includes five or six specific Program objectives that implicitly identify its target measure and expected outcome. The Program objectives identified below are the current objectives as required in the 2017 ACEND Standards. Bold objectives are required by ACEND.

Program Goal 1: Prepare well-qualified graduates for entry to accredited supervised practice programs, and graduate programs in nutrition, dietetics, or related fields.

- Program objective 1.1 - Eighty percent of graduates who answer the Graduates Survey will rate the overall preparation in nutrition and dietetics as satisfactory or above.
- Program objective 1.2 – **At least 80% of Program students complete Program requirements within 4 years (150% of the Program length).**
- Program objective 1.3 - **Eighty percent of graduates apply for admission to a supervised practice program prior to or within 12 months of graduation.**
- Program objective 1.4 - **Seventy percent of graduates are admitted into a supervised practice program within 12 months of graduation.**
- Program objective 1.5 - Eighty percent of graduates in dietetic internships will rate their academic preparation for the dietetic internship as satisfactory or better.

Program Goal 2: Prepare graduates for successful future endeavors in nutrition and dietetics within a culturally diverse society and for research and problem solving to advance human nutrition and health in a variety of settings.

- Program objective 2.1 - **The Program one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing for dietitian and nutritionists is at least 80%.**
- Program objective 2.2 – The Program one-year pass rate on the local licensure exam for dietitian nutritionists is at least 80%.
- Program objective 2.3 **Eighty percent of supervised practice program directors will rate the performance of interns as satisfactory or above during their internship experience.**
- Program objective 2.4 - Eighty percent of graduates who complete the requirements for becoming dietitians indicate they work effectively with culturally diverse populations in a variety of settings.
- Program objective 2.5 - Eighty percent of the employers of graduates indicate their dietitians participate in research to advance nutrition, dietetics or related field when required.
- Program objective 2.6 - Eighty percent of employers of graduates rate as good or better their work with culturally diverse population.

How target measures demonstrate the Program considers the interests of students and the public

Each target measure was set in accordance with the following: analysis of historical data that showed the Program is able to achieve that target, requisites from ACEND, ensure graduates are well qualified to continue to supervise practice program and to protect the public by providing a strong foundation of knowledge to students. Each target measure, as established for the Program's accreditation period of 2014-2017 and those that were changed for 2017 forward are explained briefly below.

Program Goal 1: Prepare well-qualified graduates for entry to accredited supervised practice program, and graduate programs in nutrition, dietetics, or related fields.

Program objective 1.1

Eighty percent of graduates who answer the Graduate Survey will rate the overall preparation in nutrition and dietetics as satisfactory or above.

Target measure was set at eighty since the Program aims to provide a solid foundation of knowledge. The Graduate Survey is administered two years after graduation from the DPD when they have already experienced either a supervised practice program, graduate program or work experience that qualifies them to reflect on the quality of the preparation they received at the DPD. Therefore, we expect the majority (80%) graduates to consider their education at the DPD to have prepared them well for their future endeavors.

Program objective 1.2

At least 80% of Program students complete Program requirements within 4 years (150% of the Program length).

As established by the institution, students are allowed 6 years or 150% of time to complete the BS in Nutrition and Dietetics (134 credits). Within this timeframe, students enrolled in the Nutrition and Dietetics Major Course Component (NUTR courses) are expected to complete requirements in 5 semesters or two and a half (2.5) years.

Enrollment in the course NUTR 4031 is established as the beginning of the Nutrition and Dietetics Major Course Component (NUTR courses) until all 45 credits are completed and students qualify for graduation. This course is the first of the Nutrition and Dietetics Major Course Components and it requires the student to have successfully approved the courses in science and math as pre-requisites to continue with the DPD curricular sequence. Curricular sequence from enrollment in NUTR 4031 to graduation is expected to be completed in 5 semesters or two and a half years (2.5 years).

Program objective 1.3

Eighty percent of graduates apply for admission to a supervised practice programs prior to or within 12 months of graduation.

Target measure was set at 60% according to the 2012 ACEND standards. The new target measure of 80% is attainable and serves the best interest of students by demonstrating they have all the qualifications to apply to a supervised practice.

Program objective 1.4

Seventy percent of graduates are admitted into a supervised practice programs within 12 months of graduation.

The target measure was set at 80% since historical records show it is attainable. The new target of 70% for 2017 forward was set because one of the three Dietetic Internship (DI) Programs will not be open to receive graduates effective on January 2019. This internship provided ten positions for dietetic interns that will not be available for several years. While the ten positions were not always filled with DPD graduates, the San Juan VA Dietetic Internship has announced that next year the maximum number of positions will be reduced from 10 to 8. These changes are expected to inevitably affect the number of DPD graduates that are admitted to a supervised practice program.

Program objective 1.5

Eighty percent of graduates in dietetic internships will rate their academic preparation for the DI as satisfactory or better.

Target measure is set based on historical data that is collected yearly using a Dietetic Intern Survey administered close to the end of their supervised practice rotations. This measure serves to demonstrate graduates believe they had the necessary training and

education at the DPD to be successful in a dietetic internship program.

Program Goal 2: Prepare graduates for successful future endeavors in nutrition and dietetics within a culturally diverse society and for research and problem solving to advance human nutrition and health in a variety of settings.

Program objective 2.1

The Program one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing for dietitian and nutritionists is at least 80%.

The target measure is set at 80% as required by ACEND. It is a measure that serves to protect the public and assure that graduates have the knowledge and competencies to become Registered Dietitian Nutritionists.

Program objective 2.2

The Program one-year pass rate on the local licensure exam for dietitian and nutritionists is at least 80%.

Target measure is set at 80%. The local licensure exam is offered two times per year (April and October). The exam is paper-based, in Spanish, and consists of 204 questions to be completed in 4 hours.

Program objective 2.3

Eighty percent of supervised practice program directors will rate the performance of interns as satisfactory or above during their internship experience.

The target measure was set at 75%. The survey is often administered among dietetic internship proctors but has been revised to be administered to DI Directors. It serves the students and the public as it confirms graduates are well-qualified to enter the workforce and as entry-level Registered Dietitians.

Program objective 2.4

Eighty percent of graduates who complete the requirements for becoming dietitians indicate they work effectively with culturally diverse populations in a variety of settings.

Target measure is set based on historical data. It is evaluated using the Graduate Survey administered two years after graduation from the DPD. It serves the public to prepare entry-level registered dietitians with cultural sensitivity and competence.

Program objective 2.5

Eighty percent of the employers of graduates indicate their dietitians participate in research to advance nutrition, dietetics or related field when required.

Target measure is set based on the importance of research and evidence based practice. It is evaluated using the Employer Survey administered every two years.

Program objective 2.6

Eighty percent of employers of graduates rate as good or better their work with culturally diverse population.

Target measure is set of being culturally competent. It is evaluated using the Employer Survey administered every two years.

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

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:

Process for annual review of Program Evaluation Plan

The Program Evaluation Plan (Appendix 4a) is reviewed annually, commonly during the month of May concurrently with the data collection of several of the outcome measures. The DPD Director and Assistant responsible for data collection evaluate response rates of the questionnaires administered using an online platform and contact graduates and dietetic interns to complete the specific survey. Program evaluation is discussed during faculty meetings where outcome measures such as pass rate, time to completion and admission to supervised practice programs are commonly part of the meeting agenda. Findings are discussed among faculty and result in changes in curriculum, course pre-requisites, course syllabi, and policies and procedures. Upon publication of the 2017 Accreditation Standards, the Program Evaluation Plan was revised to identify changes in the target measures within specific program objectives. Results of the Program Evaluation are shared with external stakeholders during the Advisory Committee meetings every two years. This year, the meeting was changed to an earlier date to discuss and present part of the Program's Pass Rate Improvement Plan and preparation for reaccreditation, even though we had met in 2017.

Changes to the Program Evaluation Plan since last review in 2014

As mentioned above, after publication of 2017 Accreditation Standards, the Program objectives were revised and changes to the target measures as applicable were made. For the Program objective that evaluates the percent of students that are admitted to a supervised practice, the Program decided to change the target measure from 80% to 70% to account for the reduction in supervised practice positions available on the Island. Of the three Dietetic Internship Programs, one of them informed it would decrease the numbers of positions available as a strategy to comply with ACEND Standards. The Puerto Rico Department of Health Dietetic Internship Program had their accreditation withdrawn and is no longer able to recruit graduates of the current 2018-2019 academic year.

Other changes to the Program Evaluation Plan have been made to improve data collection process and ensure evaluation is done in a systematic manner. For example, to increase response rate, the graduate's survey was changed to be administered using an online platform since 2015. It has been effective in data collection and facilitates the summary of the responses. The Program has typically collected information from Dietetic Internship preceptors and Directors but the survey has been modified according to ACEND-required program objectives to collect information specifically from DI Directors. The survey that is included in the appendix (Appendix 4b), also includes specific information on supervised practice rotations to identify strengths and weakness among graduates in each supervised practice program. The survey was administered for the first time in November of 2018.

Although not an instrument for the Program Evaluation Plan, the exit questionnaire is an additional tool to help inform decision-making and collect valuable information. It has been revised as well to include information needed for ACEND's annual report and for maintaining contact with graduates. One question that was added to the questionnaire includes topics of interest of which they would have liked to learn more in their courses. Interest in graduate studies is also important data to collect in preparation to propose an inter-campus pathway to articulate the DPD, graduate program and supervised practice to meet the Future Education Model.

Employer survey data, not available in the last accreditation review of 2014, was collected using a different strategy. Employers that attended local professional organization meetings were approached to complete the survey in person. This strategy provided relevant data for this accreditation review. However, from now on, the employer survey will be administered online and will be sent concurrently with the Graduate Survey. Each graduate will be asked to provide the link to his or her employer to complete the survey.

A timeline for data collection to maintain consistency of the Program Evaluation Plan was designed and is included in the appendix (Appendix 4c).

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:

The Program objectives identified below are the current objectives required by the 2017 ACEND Standards. These objectives are congruent with the objectives in place for the 2014-2017 accreditation period. The only objective not included in the Program Evaluation Plan prior to 2017, is Objective 2.2; this objective is related to the supervised practice Directors' rating of graduates' performance. In the following narrative, the discussion of each Program objective reflects the current 2017 Program Evaluation Plan that meets required program objectives. The Program Evaluation Plan with outcomes data from each year is included in the appendix (Appendix 4a).

Achievement of Program goals and objectives

Program Goal 1: Prepare well-qualified graduates for entry to an accredited supervised practice program and a graduate program in nutrition, dietetics, or related fields.

Program objective 1.1, Objective met

Eighty percent of graduates who answer the Graduate Survey will rate the overall preparation in nutrition and dietetics as satisfactory or above.

The Graduate Survey is administered every two years. From 2014 to 2017, thirty-one individuals responded to the survey using an online platform. Graduates are contacted via email and asked to complete the survey as part of the Program Evaluation Plan. All graduates that responded to the survey rated their overall preparation at the DPD as good or above (31/31= 100%; scale of excellent, very good, good, poor).

Program objective 1.2, Objective met

At least 80% of Program students complete Program requirements within 4 years (150% of the Program length).

As established by the institution, students are allowed 6 years or 150% of time to complete the BS in Nutrition and Dietetics (134 credits). Within this timeframe, students enrolled in the DPD are expected to complete the Nutrition and Dietetics Major Course Component (NUTR courses) in 5 semesters or two and a half (2.5) years.

University of Puerto Rico Self-Study

Based on ACEND Accreditation Standards

To calculate 150% of time to completion, the Program has customarily used the institutional definitions that indicate the number of years each graduate took to complete the 134 credit bachelor's degree. This calculation includes the number of semesters the student spends on all three components of the Bachelor of Sciences in Nutrition and Dietetics (General Education Component, Major Core Component, and Nutrition and Dietetics Major Course Component; see Curricular Sequence in Appendix 5b), and is not focused specifically on the Nutrition and Dietetics Major Course Component (NUTR courses only). Therefore, the definition of "time to completion" by institutional standards represents the completion of 134 credits for the B.S. degree (6 years = 150%), whereas "time to completion" for ACEND standards may represent solely the 45 credits of the Nutrition and Dietetics Major Course Component (3.75 years = 150%, which in a semester system rounds up to 4 years) that are responsible for compliance with the Knowledge Requirements for Dietitians Nutritionists (KRDNs).

Therefore, beginning the Fall 2018 semester, the DPD will present statistics to ACEND on the 150% of time to completion using solely the 45 credits of the Nutrition and Dietetics Major Course Component. Enrollment in the NUTR 4031 Food Science course is established as the beginning of the Nutrition and Dietetics Major Course Component of the Bachelor of Science in Nutrition and Dietetics until all 45 credits in NUTR courses are completed and students qualify for graduation. The NUTR 4031 course requires students to have successfully approved the Major Core Component Courses in science and math as pre-requisites to continue with the Nutrition and Dietetics Major Course Component sequence. Completion of the 45-credit curricular sequence from enrollment in NUTR 4031 to graduation is expected to occur in 5 semesters or two and a half (2.5) years. The data for time to completion calculated this way more accurately demonstrates the number of years students spend obtaining the Knowledge Requirements for Dietitians-Nutritionists (KRDNs). Table 4.1 shows a comparison of 150% time to completion when calculated using six years as the 150% of the time to complete the Bachelor of Science in Nutrition and Dietetics degree versus calculation of 150% of the time to complete the Nutrition and Dietetics Major Course Component.

Table 4.1 Comparison of the institutional (134 credits, 6 years) vs. Nutrition and Dietetics Major Course Component (45 credits, 4 years) definitions for 150% time to completion.

Academic year of graduation	6 years to complete Bachelor's degree (% students)	4 years to complete nutrition and dietetics major course component (% students)
2014-2015	80 (16/20)	80 (16/20)
2015-2016	79 (22/28)	86 (24/28)
2016-2017	79 (27/34)	85 (29/34)
2017-2018	81 (25/31)	71 (22/31)

Note: Number of graduates, data obtained from the UPR-RP Office of the Registrar

The target measure of 80% was met in 2015 to 2017 but not in 2018. Upon close inspection of graduates from 2018, ten students chose to repeat several courses to increase their grade point average and improve their chances of being matched to a supervised practice program. In addition, the 2017-2018 academic year was the year of Hurricanes Irma and Maria, which made a significant impact on many students' lives and academic progress. The first semester was not completed until March 4th due to the days lost in August, September and October during Campus closure, and the second semester began was modified to a 12 week session that began on March 12th, and ended on June 5th, providing that courses could be offered during the summer session as well. It was estimated by the Dean of Academic Affairs of the College of Natural Sciences that a course load of 12 credits in twelve weeks would be equivalent to the time dedicated to 17 credits in a regular 15-week semester. The majority of students were dealing with issues relating to lack of or inconsistencies in electricity, water, transportation, internet and telecommunications systems, as well as food insecurity.

However, the three-year average from 2015-2018 is 81% (75/93) and thus the objective is met.

Program objective 1.3, Objective met

Eighty percent of graduates apply for admission to a supervised practice program prior to or within 12 months of graduation.

To identify the number of students that apply for admission to supervised practice programs we use the D&D Application data and the list of graduates from each academic year provided by the Office of the Registrar. Since D&D Application data includes applicants that completed DPD requirements in different academic years, we align those who applied with the list of graduates each year to disaggregate and identify graduates who applied each academic year. Eighty three percent of graduates since academic year 2014-2015 (76/93) applied to supervised practice programs, thereby meeting the target measure.

Program objective 1.4, Objective not met

Seventy percent of graduates are admitted into a supervised practice program within 12 months of graduation.

Using the list of graduates that applied for supervised practice obtained from the D&D Computer Match list, we calculate the number of students that were admitted to a supervised practice program within 12 months of graduation. Among graduates of 2016-2017, 15 out of 32 that applied were admitted while 17 were not matched. That year, ten positions of the 30 positions available in the island were filled with graduates from other DPD programs from the mainland or were not filled at all was the case in one of the DI's. This was partly due to a new requirement for admission to the Department of Health DI that made compulsory taking the TOEFL exam and the Veterans Administration DI only admitted four interns that year. Many DPD graduates opted not to take the TOEFL exam because many indicated it was a cost they had not considered. The following year 66% of graduates that applied were matched resulting in a three-year average of 66% (50/76).

To increase the number of graduates that are admitted to supervise practice we will encourage students to consider all opportunities available in P.R. and mainland. During orientations, offered every Fall semester, students that are close to graduation will receive information on those programs that have virtual open house, announce their programs through NDEP or send their brochures via email as well as show them how they can identify all accredited programs available. Students have also been informed of the closing of the Department of Health DI which will also impact their chances to be admitted to a supervised practice program.

Program objective 1.5, Objective met

Eighty percent of graduates in dietetic internships (DI) will rate their academic preparation for the DI as satisfactory or better.

A Dietetic Intern Survey is administered using an online platform close to the end of their supervised practice in May. Graduates in supervised practice positions are emailed the link to access the survey and respond to questions related to their preparation in the DPD for supervised practice. The survey is a 17-item questionnaire that stimulates graduates to rate preparation in specific areas and knowledge requirements using a Likert scale to indicate if they felt preparation was outstanding, more than satisfactory, satisfactory or needs improvement. Seventy-one graduates (54/54 = 100%) admitted to supervised practice programs from 2015 to 2017 rated the overall preparation at the DPD as satisfactory or better.

Program Goal 2: Prepare graduates for successful future endeavors in nutrition and dietetics within a culturally diverse society and for research and problem-solving to advance human nutrition and health in a variety of settings.

Program objective 2.1, Objective not met

The Program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing for dietitian and nutritionists is at least 80%.

The Program received notice from ACEND on August 11, 2017 of their decision to place the program on probation until July 28, 2019 for not meeting the 80% target measure required in this objective. By April 15, 2019, the program must demonstrate compliance with standards in order to remove probation status. The program's pass rate is included in Table 4.2 using the data provided by Pearson Vue via the Registration Eligibility Processing System maintained by the CDR. Three different reports are prepared by Pearson Vue each year: 1) summary of candidate testing, report by year of DPD completion and one-year report summary from January to June and July to December. Data in Table 4.2 was completed using the ACEND Summary of Candidate Testing provided by Pearson VUE.

Based on ACEND Accreditation Standards

Table 4.2 Trends in Pass Rate

Years (listed sequentially from least recent to most recent with superscripts; e.g. 2013 ¹ -2017 ¹⁰)	(A) # of Students Taking the Exam for the First Time	Students Passing the CDR Exam		Pass Rate Percentages	
		(B) # of Students Passing on Their First Try	(C) # of Students Passing within One Year of Their First Try (if available)	(B/A) First-Time Pass Rate	(C/A) One-Year Pass Rate (if available)
Least Recent 2013	26	18	18	69.2	69.2
2014	18	11	14	61.0	77.7
2015	18	12	13	66.6	72.2
2016	29	16	19	55.1	65.5
Most Recent 2017	13	8	9	61.5	69.2
Current Three Years 2015 - 2017				60%	68%

Note: Data obtained from the ACEND Summary of Candidate Testing Report provided by Pearson VUE.

In the letter from ACEND dated August 13, 2018, we are required to conduct a comprehensive analysis of program components to determine possible factors that may impact pass rate. While the Program had submitted a Pass Rate Improvement Plan (Appendix 4d), there has been a comprehensive analysis and revision of the plan that we are confident will increase our Program's pass rate.

Conversations with stakeholders, graduates, students, supervised practice directors and a descriptive research study have facilitated shaping the Pass Rate Improvement Plan and focus the strategies to affect the pass rate.

Admission requirements

One of the factors that has been identified to impact the pass rate is the student's academic performance. The Program has diligently increased the admission entrance composite score (IGS) from 320 to 330, and it was applied to new students entering the DPD in 2016-2017. This IGS score of 330 is equivalent to that required by the Chemistry Department, and is only surpassed in the College of Natural Sciences by the Program in Interdisciplinary Studies and the Biology Department. This more stringent admission requirement will help assure that students who are admitted to the Program are well-qualified to successfully complete the Nutrition and Dietetics Major Course Component in the established timeframe.

Grade point average

Grade point average, as a measure of academic performance, is also considered a predictive factor for passing the CDR credentialing exam; both the published literature and anecdotal data from other program directors confirm this. Students are advised of the importance of maintaining a high GPA to successfully compete for entry to a supervised practice program.

In order to justify new Program policies and inform decision-making, the impact of the graduates' GPA on the RD Exam score was analyzed using the Pearson Vue reports from 2014 to 2018. From these reports, 36 graduates that had authorized the release of their names and scores were identified. The total scaled RD Exam score for each individual was correlated to his/her final GPA for major (NUTR) courses. A positive correlation ($r = 0.43$; $P < 0.05$) was obtained, suggesting that the final GPA for major (NUTR) courses is significantly associated with the scaled RD Exam score. This result confirms the potential effectiveness of several new program policies approved by program faculty, that are now part of our Pass Rate Improvement Plan: 1) Students must pass all NUTR courses with a minimum GPA of 3.0 in order to receive a Verification Statement, 2) Students must acquire an overall GPA of 3.0 to receive a Verification Statement, 3) Students can repeat courses only once. These policies are described in Standard 5.2.

English language as a predictive factor

Students in the DPD are bilingual, but English is their second language, and the levels of English proficiency may vary according to the school from which they graduated from. Therefore, we have identified as a predictive factor for passing the RD Exam, English proficiency. Students have reported taking longer to answer questions in the RD Exam because they must translate them first and then examine its content. A 2015 descriptive study among graduates that had taken the exam was conducted to identify the factors that were affecting the pass rate among our graduates. One of the factors examined was English proficiency and participants were asked to determine if it was a factor that affected their performance in the exam. A total of 53 graduates responded these questions and 26 (49%) of them indicated it affected them. Qualitative responses in a follow-up question included that they took longer to translate and make sure they were interpreting the question correctly. A poster with findings from this survey was presented at FNCE 2016 and is included in Appendix 4e.

While English proficiency does not disqualify a student from admission to the Program, the College Board Entrance Examination known by its Spanish acronym as the PAA (Prueba de Aptitud Académica), includes an English section that measures vocabulary and reading comprehension. Correlations for the scores in the English section of the PAA for 31 of the 36 graduates that released their names and took the RD Exam from 2014-2018 did not show a significant association with the total scaled score in the RD Exam ($r = 0.17$; $P = 0.35$). The analysis was limited due to missing values from five students that were not originally admitted to the DPD and therefore their entrance scores were not available. While English proficiency may be a predictive factor for RD Exam scores for some students, it may not be a factor for others.

Table 4.3 shows a description of the pass rate data that identifies a greater number of students that passed the exam with a GPA greater than 3.0. Information of the English score of three graduates was not available and two of these graduates were among the 14 that did not pass the exam limiting the correlation analysis.

Table 4.3 GPA and English scores of graduates that passed and did not pass the RD Exam from 2014-2018

	RD Exam, Pass (n=22)	RD Exam, Fail (n=14)
General GPA ≥ 3.0	20	11
Major (NUTR course) GPA ≥ 3.0	20	10
English score 1, 2 of ≥ 550	17	6

- 1 Scores from the English section of the college entrance exam for admission to the University
- 2 English scores unavailable for three graduates due to transfer from another institution

Using data from the 2015 descriptive survey mentioned above and the analysis of English scores upon admission to the University, program faculty decided to change one of its strategies included in the Pass Rate Improvement Plan aimed to address English as factor that affects RD Exam performance. The faculty had previously approved integrating English questions in the exams of all concentration courses. Nonetheless, effective January 2019, professors will administer comprehensive final exams or projects, and objective questions must be in English. In addition, the Student Learning Assessment Plan will include measures that will evaluate effective written communication in English. Results can be used to identify students that may need to strengthen English skills who can be referred to tutoring services and other learning support resources available on Campus and identified in the DPD Student Handbook.

Computerized testing

The testing format in concentration courses is mostly on paper, providing little opportunity for students to become comfortable with computerized testing. The Pass Rate Improvement Plan had addressed this factor by offering students quizzes in online format with no-backtracking in several courses where professors use the online learning platform. In addition, the three integrative courses that have been added to the curriculum (NUTR 4501, 4502, 4503) were designed to use timed, computerized exams with no backtracking that can be proctored by the professor or coordinator of the course in the classroom.

During interviews with graduates that took the exam in the past three years we identified that these opportunities for computerized testing were not uniformly implemented and not all students had the same exposure to computerized testing. Program faculty approved in meeting to revise this strategy and include at least one computerized exam in all concentration courses per semester. Exams will use the online learning platform known as Moodle to administer in the classroom and proctored by each professor. The online platform allows for the exam to be time-restricted and has a no-backtracking option that will simulate the conditions during the RD Exam. Professors that do not have experience preparing computerized exams will receive training and support from the Academic and Administrative Technology Division at the Campus known as DTAA for its Spanish acronym. This strategy will be implemented in the Spring 2019 semester in January.

Early detection system

When examining Program completion data for the year 2017, ten students were identified that took longer to graduate because they were repeating courses in order to increase their GPA. Although a greater GPA may increase their chances to be matched to a supervised practice program and is correlated with better scores in the RD Exam, prolonging graduation may contribute to non-compliance on other Program objectives, may actually reduce the competitive edge for obtaining a space in a dietetic internship, and may also inhibit new students from entering the Program. Since a new Program policy requires students to acquire an overall GPA of 3.0 to receive a Verification Statement and to not repeat any course more than once, a more strict early detection system is necessary to help students receive the support services they may need early in the Bachelor of Science in Nutrition and Dietetics curriculum. This may include advising these students of alternate career paths in nutrition or related fields. This early detection system, described in Standard 10.2, will be used to identify students that do not effectively pass math and chemistry courses required to start the Nutrition and Dietetics Major Course Component, as well as students that do not perform as expected (i.e., earned a grade of C or below) in major courses. This ensures students are referred to available support services on Campus to earn a GPA ≥ 3.0 that can improve their possibilities to enter a supervised practice program as well as obtain passing scores on the RD Exam.

While conducting the analysis, we encountered several limitations. First, the Pass Rate Reports, received from Pearson VUE, that include the year of DPD completion for seven graduates in the 2015 and 2016 reports was incorrect. This was evident when the date of DPD completion was the same year they took the exam. Eligibility to take the RD Exam requires completion of supervised practice after DPD graduation that cannot be completed in the same year. We contacted CDR to inform these limitations and the reports were reviewed. We were later informed that the data was entered incorrectly in the system and one of the graduates in our Pass Rate report had graduated more than five years ago and did not belong in that year's pass rate report. This changes the pass rate for that year from 60% (18/30) to 65.5% (19/29). While the CDR sent us the revised numbers for the reports, we expect the official Pearson Vue report in February 2019 will reflect these revisions to the Program's pass rate data. Reliability in data entry and pass rate report generation is of utmost importance when these data are required to evidence valid Program compliance for meeting accreditation standards.

These limitations can be surpassed if RD Exam candidate names could be released to program directors under a confidentiality clause, as is standard for human investigation protocols, in order to adequately identify and follow-up on test-takers and appropriately evaluate measures implemented to increase the pass rate. While the rights of the individual graduates are highly valued and can remain confidential, identifiable pass rate data needs to be available to address accreditation requirements and facilitate the efforts made by each academic program to evidence compliance. Therefore, it is strongly recommend that CDR report RD Exam candidates' names to DPD

and other accredited programs under a standardized confidentiality agreement.

As mentioned above, the DPD has implemented a comprehensive Pass Rate Improvement Plan that is under continual review and revision. The measures are expected to positively impact pass rate outcomes in the near future; however, some measures may take longer to show effects than others, and some may require years. Withholding a Verification Statements from students who do not comply with a minimum general and major course GPA of 3.0 has been recently approved by Program faculty, based on recommendations from other program directors, external advisors and the comprehensive analysis of the information available. Since institutional policies inhibit measures that impact students to be retroactive, these new policies will only apply to students that are admitted to the Program after they have been approved. Therefore, the outcome of this and many other new policies on the pass rate will take the length of the Bachelor of Science in Nutrition and Dietetics, the Master degree, supervised practice, and exam time. Different measures of the Pass Rate Improvement Plan are projected to impact the pass rate between 2017 and 2026, depending on the date approved as identified in Table 4.4.

Table 4.4 Expected impact of implemented measures for the pass rate

Strategy to impact Pass Rate	Date approved	Applicable to students since:	Expected impact in Pass Rate
Curricular change: Integrative courses (3) are added to curricular sequence	2014	August 2015	2021-2022
PR Board of Nutritionists and Dietitians approves Resolution #53 of 2016 that allows graduates to obtain the state licensure upon approval of the RD Exam.	2016	2016	2017
Increase in composite admission score (IGS) from 320 to 330	2015	August 2016	2022-2023
Revision of course content to aligned with 2017 accreditation standards	2017	August 2017	2018
Intensive graduate seminar for RD preparation	2018	Not applicable	2018-2019
Policy to provide Verification Statement to graduates that earn a general and major GPA of ≥ 3.0	2018	August 2019	2026-2027
Policy to reduce the number of times a major course can be repeated (1 time)	2018	August 2019	2026-2027
Alignment of course content with the most recent Practice Audit	2018	January 2020	2021

Note: Date of expected impact is approximately 4 to 6 years after students complete Bachelor of Science in Nutrition and Dietetics and supervised practice. An additional 1.5-2y is added for those who will need a Master degree if the RD Exam is not passed by January 2024.

One of the pass rate improvement measures is the formal curricular change in 2014 to substitute 5 credits of free electives with 5 credits of required courses. Now students have 10 credits of elective courses (instead of 15), one 2-credit applied foodservice management course and 3 credits of separate courses to integrate and review specific CDR domains. The new 2-credit course created – NUTR 4076, Applied Concepts in Foodservice Management – was designed to help students integrate foodservice topics that some students had identified as difficult in the Graduate survey.

Prior to this curricular change, students had a long period of time (i.e., approximately 2 years) between their first and second foodservice related courses, making recall and integration of these topics more difficult. In addition, three 1-credit courses were created, where after passing a set of pre-requisite courses, students will review specific topics from each RDN knowledge domain and practice answering RD Exam-style computerized questions with no-backtracking, thereby simulating the exam conditions.

Another measure aimed to influence the regulations of the local licensure exam, since the approval of the RD is not a requirement to

practice the profession in Puerto Rico, the number of test takers usually is low and it has a strong impact in the pass rate. As a measure to increase the number of test takers and provide candidates with an incentive to take and approve the RD Exam, in 2016 the DPD Director and faculty, joined efforts with the DI Directors and presented the proposal to the Puerto Rico Licensing Board for Nutritionist and Dietitians (PRLBND) to waive candidates the requisite of the local licensure exam upon approval of the RD Exam. Recognized as a measure that contributes to ensure highly qualified professionals to practice Nutrition and Dietetics in Puerto Rico, the Board unanimously endorsed the proposal and approved the Resolution #53 of 2016. The Resolution, that became effective on February 18 of 2016, establishes that once a graduate passes the RD Exam he/she is exempt from taking the local licensure and is automatically credentialed with the PR licensure as well. The implementation of this Resolution is one of the strategies delineated in the Pass Rate Improvement Plan to increase the number of graduates that take the RD Exam even though it is not required to practice in Puerto Rico. After implementation, there was a 61% increase in the number of graduates taking the RD Exam from 2015 to 2016 (18 to 29) while there was a 69% decrease in the number of graduates taking the state licensure exam for the same period (29 to 9). It is important to note that the pass rate for the local licensure exam for graduates has been over 80% since 2014.

To increase the pass rate for the required April 5, 2019 Progress Report, the DPD must reach out to graduates from 2015-2016 or prior, since current students will not be eligible to take the RD Exam until July 2020 or after. This places an additional challenge on the Program to communicate with and integrate individuals in learning activities in an urgent manner when they no longer have an official connection to the university as students, and most likely have employment and family responsibilities.

In order to have a statistical report from Pearson Vue to include RD pass rates on the April 2019 report, the window of time for test-taking is very limited. Nevertheless, the DPD was diligent to contact recent graduates that planned to take the RD Exam during 2018. As identified in the Table 4.4 and described in Standard 1, an intensive five-Saturday, RD Exam review seminar, financed by the Deans Office of the College of Natural Sciences, was offered to 35 graduates. It was offered between April and May of 2018 and as of this writing, eight have taken the exam, and seven of them have passed.

The Program will continue to implement the Pass Rate Improvement Plan and evaluating the data to inform all decision making. In order to monitor effectiveness of the plan or obstacles to implement any measure, every faculty meeting will include time allotted to discuss the measures in the Pass Rate Improvement Plan and Program Evaluation Plan. We expect the pass rate will improve as expected to meet the required 80% pass rate among graduates.

The Program faculty and administrators are committed to meeting the professional accreditation standards for Registered Dietitians Nutritionists and expect to evidence improvement in the pass rate to meet the 80% benchmark among graduates.

Program objective 2.2, Objective met

The Program one-year pass rate on the local licensure exam for dietitian and nutritionists is at least 80%.

As mentioned above, after implementation of the Resolution #53 of the Board of Nutrition and Dietitians in Puerto Rico in 2016 there was a 62% increase in the number of graduates taking the RD Exam from 2015 to 2016 (18 to 29) while there was a 69% decrease in the number of graduates taking the local licensure exam for the same period (29 to 9). The resolution, that became effective on February 18 of 2016 and establishes that once a graduate passes the RD Exam he/she is exempt from taking the local board exam and is automatically credentialed with the PR licensure as well. The resolution is one of the strategies delineated in the Pass Rate Improvement Plan to increase the number of graduates that take the RD Exam even though it is not required to practice in Puerto Rico.

The pass rate for the local licensure exam for graduates has been over 80% since 2014. The local licensure exam is paper-based, in Spanish, and consists of 204 questions to be completed in four hours.

Program objective 2.3, Objective met

Eighty percent of supervised practice program directors will rate the performance of interns as satisfactory or above during their internship experience.

A program director and preceptor survey was used to collect information about the performance of interns. Revisions were made to this questionnaire, included in Appendix 4c, to collect additional information that will help identify strengths and weaknesses in specific supervised practice rotations and obtain an objective measure of intern performance. This revised version was administered to the three

supervised practice program directors to complete for each of their interns. Ninety-six percent (76/79) of the questionnaires completed by directors rated the performance of their interns as satisfactory or above.

Program objective 2.4, Objective met

Eighty percent of graduates who complete the requirements for becoming dietitians indicate they work effectively with culturally diverse populations in a variety of settings.

As mentioned above, the Graduate survey is administered every two years. A total of 31 graduates responded the survey from 2014-2017 and a 100% of them indicated they work effectively with culturally diverse populations in a variety of settings.

Program objective 2.5, Objective met

Eighty percent of the employers of graduates indicate their dietitians participate in research to advance nutrition, dietetics or related field when required.

Five employers responded to the survey in 2017. Prior to this date, the survey was sent concurrently with the graduate survey for each graduate to give their employers to complete. Since the Graduate Survey is administered online, the process to obtain employer data had to be modified. DPD Assistant reached out to professional organizations that prepare annual meetings and was given authorization to administer the questionnaire to employers that attended these meetings. The five employers that completed the survey employ more than ten graduates and 100% (5/5) indicated their dietitians participate in research when required.

Program objective 2.6, Objective met

Eighty percent of employers of graduates rate as good or better their work with culturally diverse population.

As mentioned above, five employers responded the Employer Survey. They were asked to rate the performance of dietitians employed in their organization using a Likert scale that ranged from Excellent, Good, Satisfactory and Poor when they work with culturally diverse populations. All respondents rated the dietitian's performance as good or excellent (5/5=100%).

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.

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:

The Program Evaluation Plan is used to identify strengths and areas to improve in the DPD; these are documented in the Continuous Program Improvement Plan (Appendix 4f). As described in Appendix 4a, several surveys are used to collect information from stakeholders that include students upon graduation, graduates during their supervised practice programs, supervised practice program directors, graduates after two years of Program completion and employers. In addition, results from the Student Learning Assessment Plan help identify strengths related to teaching and learning as well as areas to improve.

Program strengths

Graduates are determined to continue their path to become Registered Dietitian Nutritionist as more than 80% of graduates apply to supervise practice programs. We will continue to encourage and instill the significance of continuing their career paths to become RDN's and the opportunities for professional development within nutrition and dietetics.

Graduates and interns consistently rate their academic preparation at the DPD as good or above. We will continue to review and revise the DPD curricular sequence as needed and integrate student suggestions that we receive on the Exit interview and Graduate surveys. Similarly, employers consistently rated the performance of graduates as good or above. While there was a limited number of employers that responded to the survey, the employers indicated they supervised more than five graduates and the rating represents a greater number of graduates.

Areas of improvement

The number of graduates that pass the RD Exam within one year of their first attempt represents less than the 80%. As mentioned in required element 4.2, the Pass Rate Improvement Plan is in place and has undergone significant changes to implement more aggressive measures that will impact the graduates' performance on the exam. These measures are expected to impact the pass rate gradually as they have not all been implemented at the same time. Program faculty has committed to various changes in the classroom such as computerized testing in all nutrition courses at least once in the semester and all multiple-choice questions in English. Program policies are in place to ensure graduates earn a GPA of 3.0 or greater and an early detection system to help them achieve the expected academic performance. Program faculty and staff are confident these new measures and policies will increase the Program's pass rate from the current three-year average of 68% to 80%.

The physical facilities of the DPD require maintenance and renovations, as the main building and Annex are about 80 years old. During this Fall 2018 semester the two air conditioning units on the second floor and entire duct system was replaced (includes classrooms and faculty offices), as well as the duct system in the administrative offices on the first floor due to deterioration. However, some renovations are still warranted and have been proposed to the Assistant Dean of Administration of the College of Natural Sciences. Some general long-term maintenance work orders include, but are not limited to, replacing plaster on ceilings in hallways and some classrooms and repairing some window operators. The four windows lost to Hurricane Maria in the Biochemistry Lab must still be replaced, pending the insurance claim.

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**.

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:

The Curriculum Map is located in Appendix 5a along with course descriptions as published in the catalog.

Required Element 5.2 (DPD)

A curriculum map must be developed that:

- 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.
- 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.

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 Curriculum

The Nutrition and Dietetics Program offers the Bachelor of Science in Nutrition and Dietetics degree, which, after complying with additional requirements, may result in credentials to become a Registered Dietitian Nutritionist (RDN). This Program of study was founded in 1930 under the College of Education and moved to the College of Natural Sciences in 2010. The DPD is unique to the UPR System and, at present, is the only DPD on the island of Puerto Rico.

The 134-total credit bachelor's degree curricular sequence consists of three major divisions:

- the General Education Component (43 credits, not counting the 4 credits in Pre-calculus required for Chemistry),
- the Major Core Component (36 credits required for professional accreditation, which must be passed with an A, B, or C), and
- the Nutrition and Dietetics Major Course Component (45 credits which must be passed with an A, B, or C).

In addition to these 124 credits, students take 10 credits in electives, for a total of 134 credits (Curricular Sequence in Appendix 5b). As recorded in the footnotes, this curricular sequence reflects changes approved since December 2014, and implemented in course offerings between 2016 and 2018, as described below. This was in alignment with the Pass Rate Improvement Plan and ongoing curricular development to strengthen students' knowledge, skills and attitudes. It is important to note that the results of these curricular changes will not be reflected on the Pass Rate results until students who entered in 2015-2016 complete the DPD, enter and complete a Dietetic Internship, and sit for the RD Exam, which most likely will be around 2023 (approximate usual average of 5 years to complete the BS in Nutrition and Dietetics, 1 year to complete DI, 1 year to take test and receive results, not counting consequences of Hurricane María, nor consequences of not entering a DI upon first application).

The General Education Component of the DPD focuses on the liberal arts education required of all students on the UPR-RP Campus or College of Natural Sciences: a) 6 credits in each area of Spanish, English, Literature, Social Sciences, Humanities, b) 4 credits in Calculus, c) 3 credits in Arts, d) 3 - 6 credits in physical sciences (3 credits may be biological science special topics), for a total of 43 credits. If students have not pre-approved Pre-Calculus, they must also take 4 credits (and any prior math courses). These courses are distributed throughout the 4 years curriculum, with emphasis on completing Pre-calculus to be able to begin Chemistry, the requirement for

Food Science, NUTR 4031, or first course in the DPD with science pre-requisites.

The Major Core Component for professional accreditation consists of background courses in Biology and Chemistry, and Math, the majority with laboratory components: 8 credits each of General Biology and General Chemistry, 6 credits of Human Biology, 4 credits each of Microbiology and Organic Chemistry, and 3 credits each of Genetics and Introduction to Statistics, for a total of 36 credits. These courses are taken as pre-requisites to Nutrition and Dietetics Major Courses, and provide a strong science background for General Nutrition, Food Science, Nutrition Science and Clinical Nutrition courses.

The Nutrition and Dietetics Major Course Component consists of 45 credits of courses designed to facilitate student learning while covering the Knowledge Requirements for Dietitians-Nutritionists (KRDNs). This curricular section is now going to be used to define formal classification to the DPD for the purpose of calculating the ACEND-required statistics regarding the number of students classified in the Program, time to degree completion, and graduation. These major courses can be grouped in three major areas of specialty: Foods and Administration of Foodservice Systems; Nutrition Education and Community Nutrition; and Nutrition Science and Clinical Nutrition. Table 5.1 includes the approximate distribution of courses.

Table 5.1 Curricular progression in specialty areas of the DPD

Foods & Administration of Foodservice Systems	Nutrition Education and Community Nutrition	Nutrition Science and Clinical Nutrition
NUTR 4031	NUTR 4041, NUTR 4045	
NUTR 4055, NUTR 4068	NUTR 4170	NUTR 4198, NUTR 4501
NUTR 4075	NUTR 4175, NUTR 4176	NUTR 4158, NUTR 4159
NUTR 4076, NUTR 4086		NUTR 4042, NUTR 4165, NUTR 4169
NUTR 4085, NUTR 4502		NUTR 4166, NUTR 4503

After completing Pre-calculus requirements and Chemistry I (Appendix 5b), students begin Food Science (NUTR 4031, with laboratory component) to establish the knowledge base for the series of courses in the area of Foodservice Systems, which continues with Food Purchasing (NUTR 4055) and Layout, Design and Equipment Purchasing (NUTR 4068) for Foodservices Systems. After this knowledge base of all the components is established, the Administration (NUTR 4075) and Applied Concepts (NUTR 4076) of Foodservice Systems logically follows and includes principles of management and accounting. With the addition of Human Nutrition and Microbiology pre-requisites, students complete this area with Menu for Foodservice Systems (NUTR 4086), Integrative Nutrition II: Administration of Foodservice Systems (NUTR 4502) and the Quantity Food Production practicum (NUTR 4085). This practicum is traditionally offered in (although not limited to) a hospital setting; the DPD currently has contracts with Auxilio Mutuo Hospital and San Jorge Children's Hospital.

After completing Human Biology I, in addition to Chemistry I, students begin Human Nutrition I (NUTR 4041) and its Applied Human Nutrition (NUTR 4045) workshop-style co-requisite for the Nutrition Education and Community Nutrition specialty area (as well as the Nutrition Science and Clinical Nutrition specialty area). The education component is founded upon Methods in Nutrition Education (NUTR 4170) and followed by a Practicum in Nutrition Education (NUTR 4175), for which experiential learning occurs in a variety of settings among populations across the lifespan (Ex. UPR-RP lab for infants and toddlers; Head Start; WIC; elementary, middle or high schools; elderly living facilities; radio; university or community health fairs). Community Nutrition (NUTR 4176) gives students opportunities to apply anthropometric measurements and short-term dietary intake methodologies, as well as participate in nutrition policy actions, such as visiting their municipality representative at the PR Capitol or attending a session at the PR Capitol.

Human Nutrition I (NUTR 4041) and its Applied Human Nutrition (NUTR 4045) are also the foundation for the Nutrition Science and Clinical Nutrition specialty area. After completing the additional requirement of Introduction to Statistics (MATE 3026), students take Research Methods in Nutrition (NUTR 4198) where students learn to effectively read and interpret current scientific literature in multiple fields of nutrition and dietetics, as well as write a research proposal. With or after NUTR 4198 (and NUTR 4031, 4041, 4045, 4170), students take Integrative Nutrition I: Principles of Foods, Nutrition and Education (NUTR 4501), as a basis of integrating the medullary nutrition and dietetics courses. After Human Nutrition I and Organic Chemistry, students begin a series of upper level nutrition science and clinical nutrition courses: Human Biochemistry (NUTR 4158) with Laboratory (NUTR 4159), where greater emphasis is placed on macronutrient metabolism, Human Nutrition II (NUTR 4042), where greater emphasis is placed on micronutrient metabolism; Clinical (NUTR 4165) and Applied (NUTR 4169) Dietetics, where students learn and begin applying the Nutrition Care Process; Advanced Clinical Dietetics (NUTR 4166), where students continue to acquire knowledge on diet therapies and drug-nutrient interactions for a variety of pathophysiological states. Finally, the new course, Integrative Nutrition III: Nutrition Care for Individuals and Groups (NUTR 4503), will be given in hybrid format to solidify integration of knowledge and propagate independent study.

Upper level nutrition courses in the Nutrition Science and Clinical Nutrition specialty area use 1) oral and written presentations to explore and effectively communicate understanding of current s in the scientific literature in nutrition and dietetics, 2) case studies as effective critical analysis tools for applying theory to real-case scenarios. Case studies may vary in depth of concepts according to the condition and the age-group studied, and in layering multiple pathological conditions and nutrigenomics into the data and cases to be analyzed. Electronic forums are also used to debate controversial issues and for students to contemplate both sides of an issue; this methodology may be used in upper level courses in all three specialty areas presented in the table above.

Professional Aspects of Nutrition and Dietetics, NUTR 4225, is now the only NUTR course without science pre-requisite courses (not included in Table 5.1). Whereas the code shows it was formerly one of the later courses students took, it is now usually the first course students take, as students are automatically enrolled the second semester of their first year (since 2016-2017). This course gives students an overview of the profession and the variety of areas and job positions graduates may occupy, thereby allowing students to begin defining interests and establishing specialty goals, as well as allowing time to change majors if desired. The last two years, the course is now offered the second semester of the academic year, as there is no longer demand for the course the first semester.

As reported in the March 31st, 2017 progress report, the minor curricular change was approved at the UPR Central Administration level in December 2014 and applies to new students from 2015-2016 forward. This minor change used five former elective credits to cover the creation of 1, 2-credit course, NUTR 4076 Applied Concepts in Foodservice Administration, and 3, 1-credit Integrative Nutrition courses, NUTR 4501, 4502, 4503, all to facilitate dominion and integration of student knowledge and skills as part of the Pass Rate

Based on ACEND Accreditation Standards

Improvement Plan. Formal approval of NUTR 4076 was received with the minor curricular change and modifications of pre-requisites / co-requisites and hours contact were approved on May 2, 2016; formerly NUTR 4075, Administration of Foodservice Systems, was a co-requisite, and became a pre-requisite, to be able to more thoroughly apply concepts after theory is dominated. In addition, the contact hours were reduced from 3 to 2, as NUTR 4076 is 2 credits for students and is offered in a workshop style. The Applied Concepts course (NUTR 4076) was piloted the first semester of 2016-2017, and has been offered two semesters since: second semester of 2017-2018 and first semester of 2018-2019. The three Integrative Nutrition courses, NUTR 4501, 4502, 4503, were officially inscribed in the UPR course offerings on July, 10, 2017, and NUTR 4501 is being offered for the first time this 2018 Fall semester. These three courses are also requirements of new students from 2015-2016 forward.

Whereas the Bachelor of Science in Nutrition and Dietetics degree is not offered through distance education, DPD faculty began offering courses in distance education modality the summer of 2013, stimulated by a grant received from the USDA. In December 2015, the Río Piedras Campus approved guidelines and norms for distance education to further expand student opportunities for varied course modalities. Course offerings are based on sufficiency of student demand. The University uses Moodle as the preferred electronic platform (beginning August 2016), although courses may be taught with other course management systems. Courses that have been developed, or approved and registered in the UPR System Master Course File (Archivo Maestro de Cursos) under the UPR-RP distance education guidelines and policies include:

Course Code	Course Name
NUTR 4075	Administration of Foodservice Systems
NUTR 4165	Clinical Dietetics
NUTR 4169	Applied Clinical Dietetics
NUTR 4198	Research Methods in Nutrition
NUTR 4501	Integrative Nutrition I: Principles of Foods, Nutrition and Education
NUTR 4502	Integrative Nutrition II: Administration of Foodservice Systems
NUTR 4503	Integrative Nutrition III: Nutrition Care for Individuals and Groups
NUTR 5997	Contemporary Issues in Foods and Nutrition; developed in August 2013

Course availability and the modality in which it will be offered (classroom, hybrid, on-line) is announced during the course selection-registration process each semester and is also clearly stated in the syllabus. Additional courses may become available in the distance education format during the Program's continual curriculum revision process.

In the College of Natural Sciences, only one (1) course may be repeated once (1 time) in order to substitute a passing grade of "C" or better. The courses under Nutrition and Dietetics Major Components should not be repeated more than twice (2 times). Students are reminded of this on syllabi and also reminded that a GPA of 3.0 is required to qualify for most Dietetic Internships as a step toward professional licensing in Nutrition and Dietetics. Students who cannot comply with or meet these requirements will be referred to academic and/or professional counseling services for orientation about other academic options.

In order to more rigorously address improvements in the pass rate, several major decisions regarding the curriculum and passing grades for the DPD were made in a Nutrition and Dietetics faculty meeting on September 28th, 2018, and continued on October 2nd, 2018. These decisions are summarized in a before-and-after format in Table 5.2

Table 5.2 DPD Curricular Changes Approved October 2nd, 2018, for Improving Student Preparation and the RD Pass Rate

University of Puerto Rico Self-Study

Based on ACEND Accreditation Standards

Former DPD Curricular Policies	New and Improved DPD Curricular Policies
1. Students must pass all NUTR courses with an A, B or C.	1. Students must pass all NUTR courses with a minimum GPA of 3.0 in order to receive a Verification Statement.
Students can repeat courses twice; for additional repetitions, must receive approval of Dean.	Students can repeat courses only once.
No former requirement.	Students must acquire an overall GPA of 3.0 to receive a Verification Statement.
2. Students must pass all Major Core Component courses for professional accreditation with an A, B, or C	2. Students must pass all Major Core Component courses (BIOL, CHEM, Stats) for professional accreditation with an A, B, or C, with a minimum GPA of 3.0.
3. Professors were exhorted to increase use of computerized quizzes and exams, but no required to do so.	3. Professors of each NUTR course will administer at least one computerized exam with no back-tracking.
4. Professors were not required to administer comprehensive finals; they were encouraged to include many or all objective questions in English.	4. Professors will administer comprehensive final exams or projects, and objective questions must be in English.
5. No former requirement.	5. Professors will align course objectives with the latest CDR practice audit published in the Journal of Nutrition and Dietetics (latest is 2015).
6. Students must comply with Academic Assessment at least once a year.	6. Students must comply with Academic Assessment at least once a year; use more aggressive new strategies; explore extra time allotment for academic counseling.
7. Focus was on encouraging to do better.	7. Increase the practice of offering alternative options of study or profession for students with difficulties complying with academic standards; include in DPD Handbook, offer in academic counseling

Additional strategies were on the agenda; however, time did not allow for faculty discussion and voting. These strategies include amending admission criteria to include an English competency measure, developing an additional non-DPD nutrition track at the Bachelor of Science level and nutrition minor level.

Course learning objectives are clearly stated on each syllabus. Each semester, professors are asked to update the bibliographies on each course syllabus and submit a copy to the administrative office, who checks for compliance with universities policies and then remits copies to the Natural Sciences' Academic Dean. With the renovation of the webpage, the syllabi are now available online through the Nutrition and Dietetics webpage, below Undergraduates, Courses: <http://natsci.uprrp.edu/nutricion/courses/>

The first day of class, professors discuss the learning objectives of the course with their students, and base the course activities and assignments on the course objectives to be covered. At the end of the semester, students evaluate the professor and course, including the distribution of the syllabus the first week of class and covering the learning objectives in each course. Faculty from the Personnel Committee also visit course sessions and evaluate professors, including presenting and covering the course (and day's) objectives. Results are used for auto- and peer evaluation, for bettering the course materials, methodologies, and learning outcomes.

Through the self-study process, including analyses of the Pass Rate Improvement Plan and the principles of the 2017 Future Education Model, it has become evident that we need to have additional viable options of study are needed to support different levels of practice. As a result, DPD faculty have begun studying and working on options for students that will continue to become Registered Dietitians with a graduate degree and tracks for those who will complete the Bachelor's degree with different employment options as well as tracks for those who may still become successfully employed in a non-dietetics, nutrition-related field.

Although formal approvals are forthcoming, the Nutrition and Dietetics faculty are currently exploring alternatives to be able to offer additional opportunities of study for students interested in nutrition, including a track for a Bachelor of Science degree in Nutrition that does not lead to licensing for the practice of dietetics, as well as a nutrition minor. Meanwhile, the Bachelor of Science degree in Interdisciplinary Studies of the College of Natural Sciences allows an opportunity for students interested in nutrition to take nutrition science courses (based on completion of pre-requisites and availability after DPD student registration) under the curricular section titled, Electives at the College of Natural Sciences (24 credits). According to Nutrition and Dietetics Program policy, a non-DPD student is allowed to enroll in a maximum of 11 credits of concentration courses (NUTR) under the prior approval of the Program Chair and the Assistant Dean of Student

University of Puerto Rico Self-Study

Based on ACEND Accreditation Standards

Affairs of the College of Natural Sciences. At least one student has completed this alternate degree pathway in Interdisciplinary Sciences with seven credits of NUTR courses counted among the Electives at the College of Natural Sciences.

Three Nutrition and Dietetics faculty have also been actively working toward a formal agreement between campuses (UPR-RP and UPR-Medical Sciences) in the development of a seamless progression of study from the DPD to a Master degree and Dietetic Internship, which would satisfy the 2024 entry-level dietitian requirements.

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.

- 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.
- 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.
- 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:

As evidenced in the RDN Summary of Learning Activities (Appendix 5d), the DPD curriculum is characterized by embedded coursework and varied experiential learning activities related to nutrition programs and services for various populations and diverse cultures throughout the lifecycle. In addition, the DPD curriculum prepares students to manage patients/clients who have various conditions. Each of the courses typically provides active learning experiences such as laboratory experiences, computer-assisted learning, literature search and review, simulations, role-playing, problem-based learning and virtual learning experiences, case studies, written reports, and oral presentations.

Appendix 5d presents the detailed information on learning activities specific by course. Several of these activities are designed specifically for the different stages of the lifestyle including, infants, children, adolescents, adults, pregnant/lactating individuals as well as older adults as well as conditions and disease states.

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.

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:

Process for review of the Learning Assessment Plan

The Learning Assessment Plan has been in place since academic year 2010 and has been continuously updated and revised to include knowledge requirements along with 15 learning domains established by the institution. Among these domains are included critical thinking, social responsibility, and ethics that are now also part of the knowledge requirements set forth by the 2017 Accreditation Standards.

At the Campus level, each academic program has a program faculty assigned as the coordinator for the assessment of student learning. The DPD Director is currently the assigned Student Assessment Learning Coordinator for the Program that facilitates a seamless integration of institutional and learning assessment requirements. The plan ensures all knowledge requirements are measured at least once within each assessment cycle. The Coordinator of each academic program has the responsibility to maintain, revise and administer the student learning assessment plan. The Learning Assessment Coordinator must submit a plan at the beginning of each semester to the institution learning assessment office known by its Spanish acronym as the OEAE (Office of Student Learning Assessment). The Plan for the Nutrition and Dietetics Program include the alignment of the institutional learning domains along with the knowledge requirements (Appendix 6a). Each program faculty is notified if their course is scheduled for learning assessment that semester according to the plan. Rubrics for activities where assessment will take place are designed and validated with Program faculty and are modified to align to knowledge requirements. For example, the plan was revised for the Spring semester of 2017 to measure student learning of basic concepts in nutritional genomics. Professors assigned to Nutritional Biochemistry and Advanced Clinical Dietetics reviewed the tasks and activities in order to determine the best way to measure this knowledge requirement. The assessment cycle at the institution is five years (i.e., 2014-2019) but beginning the Fall 2019, the assessment cycle will consist of three years. This will require a revision of the frequency with which knowledge requirement will be measured. Specifically, each knowledge requirement will be measured at least twice within the accreditation cycle of seven years established by ACEND.

A College of Natural Sciences' initiative, under the leadership of one of the Nutrition and Dietetics Program faculty, began this academic year of 2017-2018. The initiative consists of a collaborative project among the College of Natural Sciences coordinators from each department to standardize measurement of common learning domains such as social responsibility, research, effective communication and critical thinking. The project also aims to convert the assessment process done in paper and pencil to a digital platform designed for learning assessment efforts known as the Online Learning Assessment System (OLAS). The online platform was part of a Computer Science student project where several online platforms were designed and one was selected for institutional adoption as the most effective to facilitate the process of assessment of learning and generate reports for each academic program and Campus. Data collected for the institutional assessment plan nurtures the Program's Learning Assessment Plan.

Each academic program is responsible to present and discuss the results of the assessment process, and then OEAE aggregates data from each academic program to generate Campus reports. The results for each knowledge requirement are documented in the Program's Learning Assessment Plan to monitor achievement of expected outcomes. The OEAE also provides support services by offering seminars, facilitate rubric development and data analysis to each coordinator. A sample of rubrics and tools used for the assessment of learning are included in the appendix (Appendix 6b).

As a result, the learning assessment plan is revised and improved not only by Program faculty but by external evaluators from diverse disciplines experienced in the assessment of learning on Campus.

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:

Text input answer:

Data collection and analysis of student learning outcomes

As mentioned in Required Element 6.1, all knowledge requirements and domains are measured at least once, within every five-year assessment period. A learning assessment plan for the past five years, (i.e., 2014-2019), was prepared and is used to ensure all institutional learning domains as well as KRDN's are measured at least once in the cycle. Using the 5-year plan, each academic program prepares an Annual Learning Assessment Plan describing the outcomes that will be assessed, courses where it will be measured, activities and rubrics with evaluation criteria and indicators (Appendix 6c).

The Plan incorporates direct and indirect measures that use standardized rubrics as objective and valid measures along with other assessment tools that have emerged in the educational research literature and aim to determine acquisition of knowledge. Rubrics are predominantly analytical, including various separate criteria to be evaluated and use four levels of indicators to rate performance on each criterion.

Each semester, the Student Learning Assessment Coordinator provides a template in a spreadsheet format to the professor where assessment data will be collected. The template includes a description of the learning objective being measured, criteria from the rubric that is being used and the rows represent each student in the course. The professor must complete the template by the end of the semester and provide the data to the Coordinator in order to prepare a mid-year assessment report that is submitted to the OEAE. In order to achieve the goal of moving the assessment of learning to the OLAS platform, two knowledge requirements (i.e., critical thinking and research) are already being measured without this template and data can be entered directly in OLAS. The expectation is to be able to collect data using OLAS for all learning objectives that use a rubric as the method for assessing the expected outcome by the next academic year of 2019-2020.

At the end of each academic year the Coordinator submits an annual report to the OEAE and College Coordinator. An example of an Annual Learning Assessment Report is available in Appendix 6d. The report is discussed with faculty and other coordinators from academic programs within the College of Natural Sciences and the transforming actions each coordinator identified as needed to "close the loop". The report is sent via email to the Program Chair and is discussed during faculty meetings and individually with each professor as needed. Discussion of the report among the coordinator and the rest of the faculty allows to: 1) determine whether rubrics should be reconsidered or re-designed to assess the learning objectives 2) decide if a knowledge requirement should be measured within another course 3) take actions to improve student learning and program's effectiveness and 4) consider if the transforming actions being proposed are feasible or require any type of institutional support. When a learning domain or knowledge requirement is not met, it will be measured the following semester and will continue until expected outcome is achieved.

Achievement of student learning objectives since the last accreditation review

Student learning outcomes measured during the current assessment cycle (i.e., 2014-2019) are included in the last column of the Knowledge Requirements Assessment Plan in Appendix 6a. Some knowledge requirements are scheduled to be measured during the academic year 2018-2019 during the last year of the assessment cycle. In order to summarize and better demonstrate achievement of learning outcomes, Table 6.1 includes achievement of learning outcomes by the four domains of learning and whether a particular KRDN within that domain did not meet expected outcome.

Table 6.1 Summary of achievement of student learning outcomes and number of times they were measured by learning domain

Learning domain (number of KRDN* in each domain)	Times measured during the assessment cycle (2014-2019)	Achievement of expected outcome in all KRDN
Scientific and Evidence Base of Practice (3)	6	All KRDN met expected outcome
Professional Practice Expectations (8)	10	All KRDN measured, were met.
Clinical and Customer Services (5)	5	All KRDN were met except 3,5
Practice Management and Use of Resources (6)	7	All KRDN met expected outcome

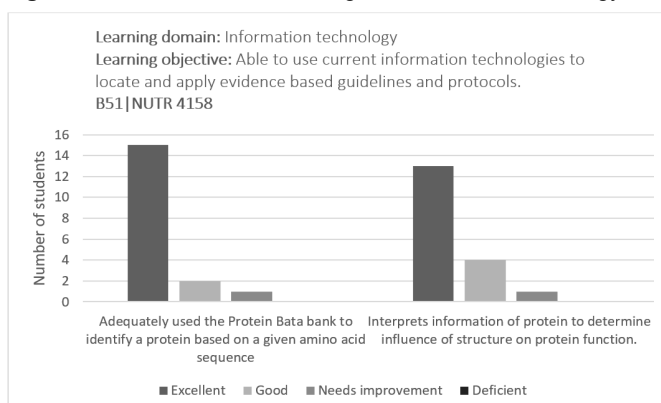
*KRDN = Knowledge Requirement for the Registered Dietitian Nutritionist

Table 6.1 shows all knowledge requirements from each domain that were measured at least once within the cycle with the exception of KRDN 2.5 within Professional Practice Expectations domain that is related to cultural competence or sensitivity and KRDN 2.8. These KRDN's were established in the new 2017 Accreditation Standards and are scheduled to be measured during the Spring semester.

Outcomes in the Scientific and Evidence Base of Practice domain

In the Scientific and Evidence Base of Practice domain, all three KRDN's were measured and met. Students demonstrate they are able to locate and interpret scientific literature as evidenced by the results where more than 80% (38/46) obtain a grade of B or better evaluating a research article in the past three years. To measure Information Technology skills (KRDN 1.2) two courses were selected in which different uses of information technology were assessed. The first course (NUTR 4158, Human Biochemistry) focuses on the chemical composition and structure of proteins, their function and digestion. Students are exposed to a commonly used bioinformatics database known as the Protein Data Bank. The learning objective for the student is to be able to use and locate relevant information that can help them identify a protein and its function using this database. The textbook required for the course suggests an exercise known as Biochemistry on the internet in which students are given a specific amino acid sequence and they must use the Protein Data Bank to identify its name, structure and function in the human body. Thus, this was one of the activities selected to determine whether students achieved the learning outcome. Using a checklist to grade the assignments, the professor rated whether the students 1) adequately used the Protein Data Bank and 2) Interpreted the information of the protein. Figure 6.1 demonstrates the results for the first semester cohort (n=18) where 94% of students were rated as good or above in each criteria.

Figure 6.1. Assessment of learning of Information Technology





As mentioned in Required Element 6.1, a College-wide initiative to standardize and convert learning assessment to the OLAS platform, includes discussions among coordinators of learning assessment to identify universal criterion for information technology that will allow findings to be obtained from the College in addition to the findings specific for each academic program. The rubric was revised (Appendix 6b) that includes three criteria that are used among the College and two criteria that are specific for nutrition and dietetics students. Nutrition and Dietetics students are expected to be able to locate and identify discipline-specific sources such as conclusion statements from the Evidence Analysis Library, Practice and Position papers of the Academy of Nutrition and Dietetics as well as Clinical guidelines as appropriate for the topic. Therefore, the criteria, with four indicators assess the student's ability to locate and use these sources within a research paper in one of three different courses depending on the course offerings that semester and the number of students enrolled. This ensures assessment is carried out regardless of course offerings since the rubric can be applied to a research paper for any topic in nutrition and dietetics.

The KRDN 2.1 that assesses the student's effective communication, may be measured in several courses as identified in the Plan. These courses all integrate learning activities where effective oral and written communication can be assessed using a rubric. Results from one of the courses is presented (i.e., NUTR 4170) that includes an oral and written part and has consistently shown student's meet the expected outcome. Results from another course (i.e., NUTR 4198) have also met expected outcome and will be used to measure effective written communication in English. Students present their oral presentations in Spanish and the written projects are mostly in Spanish as well but in course NUTR 4198 they are required to write the abstract of their research proposal in English which will be used to assess effective written communication in English.

As evidence in the Plan (Appendix 6a), all knowledge requirements in the Scientific and Evidence Base of Practice domain have been met.

Outcomes in Clinical and Customer Services learning domain

Within the Clinical and Customer Services learning domain all five knowledge requirements were measured. To measure KRDN 3.1, a Clinical Dietetics course, which students usually take in their last semester of study was selected. A checklist-style rubric was adopted from an educational module on the Nutrition Care Process. The criteria were applied to a case study of a patient with a particular medical condition and requires the student to apply the four-step process; assess, diagnose, plan an intervention, monitor and evaluate; also known as ADIME. The evaluation criteria assess whether the student selected the appropriate behavior modification theory for counseling during the intervention and is able to justify the use of the theory selected and the plan for the intervention according to assessment and diagnosis data. The outcome was met with more than 75% of students answering correctly these questions in the case study exercise.

Another objective within the Clinical and Customer Services learning domain, aimed to assess that students can describe basic concepts of nutritional genomics (KRDN 3.5), was not met. This KRDN was originally planned to be measured in NUTR 4158 Human Biochemistry but it that was not offered during the second semester of 2017-2018 and was applied to an assignment in NUTR 4042. The assignment requires the students to identify a diet-gene interaction and research the scientific literature to discuss and demonstrate understanding of the issue in nutrigenomics. The evaluation tool is a checklist format and includes the following criteria for evaluation for which there is an assigned value for each:

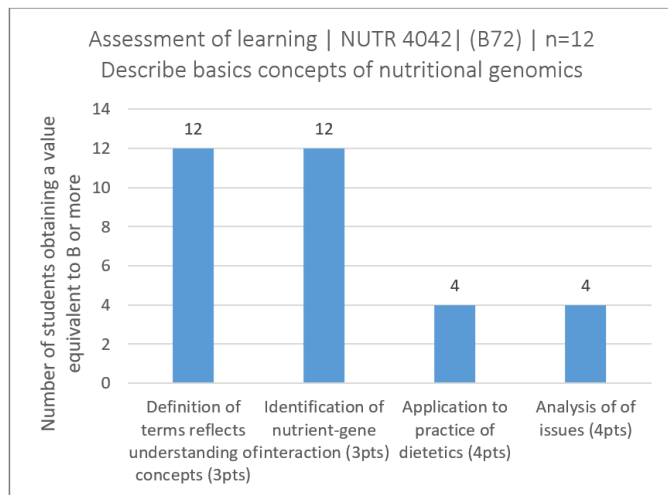
1. Definition of terms reflects understanding of concepts (3 points)

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2. Identification of nutrient-gene interaction (3 points)
3. Application to practice of dietetics (4 points)
4. Analysis of issues (4 points)

The expected outcome is that 75% of students earned a grade of B or better in the assignment, and 41% of the students earned a grade of B or better and the remaining students (59%) earned a C. Close inspection of each criterion and not the grade earned in the assignment are shown in Figure 6.2.

Figure 6.2 Assessment of learning for KRDN 3.5, Nutritional Genomics



Results show four students out of twelve earned at least 3 points out of the total 4 points awarded on two criteria: analysis and application of the issue in nutrition and dietetics. As a transformative action the learning objective will be measured again in NUTR 4042 and NUTR 4158 to verify the results observed until expected outcome is met. Particularly, because the second semester of 2017-2018 academic year was amended and offered in a 12-week session due to the passing of the hurricanes. The rubric will be revised with the professors to include a detailed description of the expectations in each criterion instead of using a checklist format so that students can be aware of what is expected in their assignments. In addition, application in practice of diet-gene interactions will be reinforced during discussion at NUTR 4158, NUTR 4042 and NUTR 4166.

Assessment of student's ability to develop an education session (KRDN 3.2) has consistently met expected outcome (i.e., over 80%) and is measured in a service-learning course where students plan and offer an educational intervention in diverse populations such as schools and community centers. The rubric includes various criteria and is rated by the representative of the organization or center where the session is presented.

The Assessment of Learning Plan has been effective in identifying strengths and weaknesses and it is a continuous improvement tool for learning activities and for students to have a clear understanding of what is expected of them. When an expected outcome is not met, the Coordinator evaluates with the professor of the course the rubric that was used and determine a transforming action. For example, KRDN 1.1 was not met, the first time it was measured in 2015 and after revisions and implementation of a transforming action, we were able to subsequently observe the outcome was met and has continued to meet the expected outcome. Rubrics are continuously revised as needed to modify or add criteria and there is a preference for using descriptive rubrics where each criterion identifies the indicators and levels of performance. A pool of rubrics is available within the OLAS platform for professors and the OEAE also offers rubrics that can be adopted or adapted for diverse disciplines and learning objectives. When rubrics are not used, the grade of the specific task is used as the measure and in some cases there is also a set of items within an exam that may be used as evaluation criteria.

Revisions to the learning assessment plan expected to occur with the offering of the three integrative courses that were incorporated to the curriculum in 2015 (i.e., NUTR 4501-3). These serve to: 1) facilitate integration of knowledge of foodservice and management systems, nutrition science and research and clinical dietetics, 2) provide the opportunity of computerized comprehensive assessments as the main evaluation of student performance in these courses and 3) help the student and faculty identify strengths and weakness of knowledge requirements. Since evaluation will be done using computerized exams with no backtracking, the assessment of learning for these courses will use the scores in the exams but will incorporate separate more qualitative assessment to obtain student input on course

content and format.

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

Formal curriculum review must routinely occur and:

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

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 review process

The curriculum is constantly reviewed using not only the results from assessment of learning but also the student evaluations at the end of each course as well as and results from the Program Evaluation Plan. University policy under Certification #46 of 2006 requires each academic program to undergo a formal evaluation every five years, as the current curriculum revision. However, informal revisions to the course content is conducted on an as needed basis using results of surveys sent to program graduates, employers, dietetic interns and dietetic internship directors that are considered to identify strengths and areas of improvement within the curriculum.

In addition, the input of the Program Advisory Committee, faculty members meetings that occur at least three times each semester facilitate identifying opportunities to strengthen the curriculum according to individual assessment of students within courses. For example, faculty meetings have included discussions on the need to provide more emphasis on learning activities that cultivate better written communication skills in English and Spanish. Thus, the learning assessment of written communication will be done in English and Spanish and requires that professors include as part of the learning activities opportunities for students to write in English. During meetings, faculty have also discussed the importance of incorporating, when applicable, the Academy's practice and position papers that will complement topics discussed in class.

Student's input is formally collected using the questionnaire administered at the end of each course but also a student representative has been invited to participate in faculty meetings when appropriate. As part of the actions of the self-study process and the revised Pass Rate Improvement Plan, during academic year 2019-2020 faculty members will review the curriculum and all course content as it aligns with the most recent Practice Audit that is published by the Commission on Dietetic Registration. In addition, the course NUTR 4198, Research Methods in Nutrition, discusses research as applied in different areas of nutrition and dietetics including dietetics education. As part of the discussion of this topic, students learn about the process of assessment of learning and discuss the how the knowledge

requirements identified in the course syllabus relate to the Program's Learning Assessment Plan.

Assessment of student learning has provided information to help drive strategies to improve the Program as well as improvement within specific course activities. While the curriculum encompasses all knowledge requirements, assessment of student learning allows us to quantify and describe the areas for improvement and isolate whether there is a need for curricular change or a minor adjustment in student expectations, assessment methods or new learning activities.

Curriculum strengths and limitations

As part of the strengths documented and highlighted during the assessment of learning process, the curriculum reflects the scientific basis of the dietetics profession and the assessment of learning demonstrates students are exceeding expected outcomes. Evidenced-based practice is discussed in several courses and evidence analysis methodology as applied by the Academy's Evidence Analysis Library is used to critically analyze the scientific literature. Assessment of critical thinking that is part of these learning activities have consistently shown that student meet the expected outcomes (Appendix 6a). Using a rubric adapted from George Mason University (Appendix 6b) student's critical thinking is assessed using four specific criteria: 1. Identification of problem or issue, 2. Analysis of problem, 3. Credibility of sources/material and 4. Creativity that reflects in-depth student engagement of the topic. The Learning Assessment Plan has included the assessment of critical thinking skills since 2014 as part of the Institutional Learning Assessment Plan.

The curriculum also includes varied opportunities to develop oral and written communication skills in Spanish that prepares them to enter professional practice. The Program has begun to integrate a greater number of activities in English to help students feel more comfortable with oral communication in both languages and incorporate these activities in the Learning Assessment Plan. One limitation was observed in one of the knowledge requirements related to nutritional genomics which will be assessed again and is being reinforced in two courses. An opportunity to incorporate more learning activities related to cultural competence was identified during the self-study process. This knowledge requirement is scheduled to be measured during 2018-2019 academic year.

The principles of medical nutrition therapy, the nutrition care process and assessment of nutritional status are covered widely within the curriculum. Students are routinely exposed to case studies as an educational technique that allows them to have a real case scenario to practice analyzing data to make decisions about nutrition care.

The food and foodservice systems foundation of the dietetic profession is evident in the curriculum with 18 credits that focus on foodservice and management. The new 2-credit course on applied foodservice management has been offered twice and student evaluations demonstrate students are satisfied with the workshop style of the course and applications of foodservice management systems. As mentioned in Standard 5, this course was added as a result of the discussion of the Program Evaluation Plan and Pass Rate Improvement Plan.

In the Clinical and Customer Services learning domain, specifically, behavior change theories and nutrition education, the curriculum has incorporated teaching and learning techniques with added benefit. Service-learning, is used in the practicum in nutrition education, as a teaching strategy that helps students integrate knowledge and provide a sense of social responsibility, empathy and understanding of diversity while fostering community partnerships. This is shown in the assessment of student's identification with the nutrition and dietetics profession through activities such as participation in professional organizations (i.e., KRDN 2.7) where more than 40 students traditionally attend every year the national Academy of Nutrition and Dietetics meeting and local professional meetings each year.

Comparability of educational experiences and consistency of learning outcomes

The Program's Learning Assessment Plan is designed to assure that knowledge requirements are taught and that learning occurs. Specific tasks or projects within each course have been identified that provide evidence of student learning and are assessed in a standardized and systematic manner. While professors are in liberty of modifying teaching methods and resources used, it is mandatory by institutional policy, to abide and cover course objectives and content established in the course syllabi. The Learning Assessment Plan is discussed during faculty meetings and professors administer the rubric or evaluation criteria used to assess each knowledge

requirement.

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:

Adequacy of qualified and credentialed faculty to achieve program objectives and learning outcomes

The DPD is comprised of seven full-time tenured track professors, one full-time tenure-track professor who was recruited and appointed to the Program in January 2017 and one full-time professor under contract. For the past three years the DPD team of faculty also includes two part-time adjunct faculty for the foodservice practicum (NUTR 4085 – Quantity Food Production) that is offered at Auxilio Mutuo Hospital and San Jorge Children's Hospital. In addition, the Program has hired an additional part-time biochemistry professor under contract, as needed, and she is currently offering Human Biochemistry Laboratory (NUTR 4159). The most recent data from the Institutional Office of Budget and Strategic Planning (OPEP) shows the DPD has 131 active students.

The Faculty Roster that is required as a separate template (Appendix 7a), demonstrates the qualifications and credentials of each professor in the DPD used to assign the courses they will teach. For example, Dr. Brenda Toro, holds a doctoral degree in Foodservice Management is the professor assigned to foodservice management courses. Similarly, Dr. Vicéns and Dr. Nancy Correa with an expertise in clinical dietetics offer advanced and applied clinical dietetics courses (NUTR 4165-4166, NUTR 4169).

All DPD faculty have the qualifications and credentials as established by the Institution and are backed by the Program's Personnel Committee that reviews pertinent documents and routinely conducts evaluations of all faculty members. Faculty evaluation are conducted every year for all tenure track professors and every semester for adjunct faculty. Personnel Committee visit the classes and uses a standardized instrument to rate factors such as organizational course content, teaching techniques and strategies, overall performance in class and requests course syllabus to ensure knowledge requirements are identified. Results of the evaluation are discussed with the professor and recommendation, if any, are provided. The Committee also examines the student's evaluations for each course and professor and any recommendation is given to the professor.

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.

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:

Criteria for appointment to the DPD faculty

The DPD faculty are appointed according to established criteria of the UPR Río Piedras Campus appointment, promotion and tenure policies. The DPD Personnel Committee delineates criteria for recruitment and prepares a position description, including guidelines by which candidates are evaluated following procedures established by General Handbook of Policies and Procedure of the UPR (last amended September 2014). Criteria for selection includes quality of the academic transcript, ranking of the institution where they completed their degree, expertise in the area they will teach, teaching experience, publications and experience in or capacity for research. A doctoral degree in foods, nutrition, dietetics, foodservice systems or related field and previous teaching experience at the collegiate level is required for the DPD tenure track positions. Non-tenure track positions require a minimum of a master's degree (as required by the Certification #15, 2006-2007, JS UPR RP Campus, with teaching experience preferred. The Registered Dietitian credential is preferred, but not required. All DPD Faculty meet the criteria for their positions and represent a diversity of interests and backgrounds in education, research, professional experience and community service.

Continued competence appropriate to teaching responsibilities

All DPD faculty routinely attend annual continuing education meetings both locally and in the mainland. Locally, the PR Affiliate of the Academy of Nutrition and Dietetics holds an annual meeting where various faculty members hold leadership positions, in addition to the annual meeting of the Colegio de Nutricionistas y Dietistas, which is a professional organization and obligatory registry of Licensed Nutritionists and Dietitians in PR.

On the mainland, professors most commonly attend Academy of Nutrition and Dietetics' Food and Nutrition Conference and Expo (FNCE) and the American Society for Nutrition annual conferences. In addition, the University offers multiple continuing education opportunities to maintain excellence in teaching and academic responsibilities via the Center for Academic Excellence (CEA) under the Deanship of Academic Affairs in which many DPD professors participate. Tenure-track faculty are required to complete 6 hours of continuing education through CEA per semester while seeking tenure. Many of the CEA continuing education opportunities are offered as online modules and also may count toward the required hours of ethics mentioned above. The Center also facilitates participation in the Faculty Resource Network. This Network provides various training programs and opportunities for faculty within each academic program or college, including online teaching, professional development, management principles for administrative positions and curriculum development for members of curriculum committees.

An Institutional mandate for all UPR employees requires completion of twenty hours of education in Ethics every two years. The mandate responds to a state law known as Ley de Ética Gubernamental that applies to all state government employees. DPD faculty and personnel are required to submit evidence of completion of the 20 hours to the Office of Human Resources. In addition, Program faculty must comply with continuing education requirements of the Examining Board of Nutritionists and Dietitians of the Puerto Rico Department of Health (36 hours every three years), and of the Commission on Dietetic Registration (75 hours every five years) to maintain their state licensure and RD status, respectively. All faculty at the Institution must document their continuing education, conferences, publications and other professional activities in an online platform created by the Office of Strategic Planning and Budget (OPEP, its Spanish acronym) known as Factum. Data is used for institutional or program reports as needed.

Evaluation of DPD faculty and practitioners

Professors are routinely evaluated by their peers and by students. Upon completion of the semester student evaluate the course and the professor using a 39-item standard questionnaire that includes their perception of professor's achievement of course objectives, organization of topics discussed, effective use of teaching strategies, whether they encourage student participation, clarity of topics discussed as well as their own performance in the course. These evaluations, administered by DPD administrative personnel, are tabulated and provided to professors upon completion of the semester. Each professor is encouraged to use them as a tool for continuous improvement learning activities and instructional design. Faculty peer evaluations are conducted once a year by the DPD Personnel Committee for all faculty in tenure track positions and every semester for temporary faculty under contract, as established in the General Handbook of Policies and Procedures of the University of Puerto Rico (Reglamento General de la UPR). Strengths and weaknesses of both evaluations types are discussed with faculty by the Personnel Committee and are used for administrative decisions and curricular revision.

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.

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:

Orientation for new faculty members

To maintain communication and keep faculty members informed of the Program mission, goals and objectives, faculty meetings are scheduled on Wednesdays from 11:30 am to 1:00 pm known as the universal hour. This ensures, faculty can attend to discuss and be informed of important events, issues and situations. New faculty members are required to participate in a training offered by the Center for Academic Excellence on Campus (CEA) within the first two months of hiring. Training and orientation materials are available online through the center's webpage and serve as reference for all faculty members as well. A sample agenda of the topics covered in these orientations is included in Appendix 7b. Training includes selecting a mentor from their academic program to help and guide them through the first years at the Institution. Dr. Nancy Correa that was recruited in January 2017 completed the training and is mentee of our Program Chair, Dr. Michelle Schelske. The Program Chair and Personnel Committee discuss with new faculty the Program's mission, goals and accreditation standards.

Adjunct faculty are also invited to all Program meetings and maintain constant communication with Program Chair. Even though knowledge requirements are included in core nutrition and dietetics course syllabi, as identified in the Program's Curriculum Map, the DPD Director communicates to professors the knowledge requirements aligned with their courses that are part of the Learning Assessment Plan for each semester. Update to standards are discussed during faculty meetings and relevant information is also sent via email.

Ongoing training of current faculty members providing supervised practice/experiential learning

Faculty members receive ongoing training not only as part of their required continuing education hours to maintain their credentials, but as part of the activities offered at the University through the Center for Academic Excellence (<http://cea.uprr.edu/>). In addition,

updates on ACEND Standards, potential changes in the Program and training opportunities are discussed in faculty meetings as well as Advisory Board Meetings and email communications. During the second semester 2017-2018, five professors participated in several workshops offered on assessment of learning to help faculty learn about tools and methods to evaluate learning in the classroom and about the institutional learning assessment process. An online platform known as OLAS (Online Learning Assessment System) is also being part of ongoing training for faculty as the College is moving to convert most of its learning assessment online. Ongoing training in this area is also done via individual meetings with the Program Learning Assessment Coordinator every semester to determine the learning assessment activities and rubrics that will be administered in each course.

Feedback to faculty from students and its impact on training

As mentioned above, faculty are evaluated by students at the end of each course using a standardized questionnaire that is answered anonymously. It is administered by a Program Assistant in paper and pencil at the classroom without the professor present in the room. A protocol is under development by the College of Natural Sciences to administer the evaluation anonymously online without the possibility of repeating responses. The evaluations are provided to each professor so they can modify teaching strategies and techniques as necessary to improve aspects of their course that may be identified in the evaluations. For example, an item in the questionnaire is related students' responses regarding assignments and exams prompting the professor to be mindful of providing feedback as soon as possible so that students can use it to improve their performance. A team-teaching approach was used the Fall 2017 semester for the Human Biochemistry course (NUTR 4158); student evaluations showed they were not satisfied with the approach and mentioned it was difficult to get used to three different styles of professors during the semester. As a result, the team-teaching approach was eliminated for this course, which now returned to be offered by one faculty member.

Training on ACEND's accreditation standards and required knowledge

The Dean's Office of the College of Natural Sciences provided travel expenses in support of the Program Chair's attendance to the Food and Nutrition Conference and Expo (FNCE) in Boston, October 2016, and for the DPD Director to attend the ACEND Program Director Workshop in Chicago, February 2017. Both meetings provided training opportunities and round table discussions directly from ACEND staff pertinent to the 2017 accreditation standards, knowledge requirements and the developing 2017 Future Education Model; the knowledge obtained was applied to the DPD. Contact was also maintained with and information shared between PR Dietetic Internship Directors who attended the same or similar meetings, as an internal support network for compliance with the new requirements.

As the new knowledge requirements and 2017 ACEND Accreditation Standards became available, they were discussed at faculty meetings and were distributed to faculty via email. Discussions for the curriculum map also served as an opportunity to learn about the new requirements and changes between 2012 and 2017 Standards. The ACEND update newsletter is forwarded to faculty via email and individual meetings with faculty and the DPD Director are scheduled during the semester to discuss knowledge requirements and ensure these are included in all course syllabus for students to be aware of them as well.

A digital team drive that includes accreditation standards, ACEND communications to the Program, progress reports sent by the DPD as well as Pass Rate Data is shared with Program faculty and accessible using institutional email account. This ensures all Program faculty have access to the curriculum map and accreditation-related DPD documents. When new accreditation standards were published for 2017, the DPD Director discussed during faculty meetings the "crosswalk" document published by ACEND that described differences between 2012 and 2017 standards and the changes the Program needed to make to meet new standards. Program faculty also participate during the External Advisory Board Committee meetings where accreditation issues are discussed.

Beginning the Fall 2018 semester, an Accreditation Day will be implemented to inform students and faculty on Campus of the significance of the DPD accreditation, what it means to the Program and what the standards are about. This initiative will also serve to create awareness of the standards, and to provide an opportunity for all those related to the DPD to become involved in the Program's continuous improvement efforts, as well in the Program's self-study and Pass Rate Improvement Plan.

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:

- 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.
- Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies.
- Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students/interns.
- 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).

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:

Selection criteria, evaluation process and timeline

The DPD have two experiential learning site agreements for the course NUTR 4085 - Quantity Food Production: 1) Auxilio Mutuo Hospital with 610 beds and 2) San Jorge Children's Hospital with 167 beds. In this course, students practice in a hospital foodservice for nine weeks, five hours per week. Each week they are assigned to one of the areas of the foodservice system to complete a variety of activities that are supervised by the adjunct professor that works at the hospital. For example, management tasks include evaluating employee schedules, identifying data that need to be obtained from the patient census, preparing the production sheet for the operation and examining the employee training manual. After revision of the employee training manual, students must identify a training need and prepare an in-service for foodservice employees during the semester. Other tasks include ensuring adequate food temperature in the assembly line, conducting acceptability studies and other learning activities specified in detail in the student manual for the course.

The experiential learning sites are selected in accordance with the knowledge requirements and the learning objectives identified in the course syllabus. Potential experiential learning sites are contacted first by phone or email in order to explore their willingness to receive students. After a positive response, an appointment is arranged to visit the facility. At the site, a careful evaluation is conducted taking into consideration at least the following factors:

- Skills and knowledge requirements that can be achieved at this site.

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- Confirm its good standing with The Joint Commission and Puerto Rico's Health Department
- Sites' credentials, licensures (e.g., local, state, federal) and other accreditations
- Feasibility to have students on site and the maximum number available per course session.
- Type of services offered, and population served.
- Resources available for the students to provide a variety of experiences to meet the course learning outcomes.
- Closeness to the University.

Once the facility is selected as an experiential learning site and an affiliation agreement is discussed, prepared and signed by the legal representatives, the DPD monitors its continuous capability to provide high quality services to meet student learning needs. The evaluation of adequacy and appropriateness of sites is on-going and includes at least the following:

- Discussion between the Program Chair and professor of the course regarding any changes in facilities pertinent to the experience that can affect student's learning outcomes.
- Discussion of the student evaluation completed at the end of the semester about their experience and evaluation of changes needed if the rating for a criterion falls below 3 in a scale of 0-4.
- Identification of strengths and weaknesses of the experiential learning site based on student evaluation and discussions between the Program Chair and professor of course.

The criteria for selection of experiential learning sites in order to maintain written agreements are, but not limited to:

- Sites must comply with local, state, and federal laws and regulations.
- Sites that provide foodservices to patients/clients
- Sites that provide high quality standards of foodservices.
- Sites that have proper foodservice equipment, tools and supplies.
- Sites' environment must be supportive and enriching.

The agreement with the Auxilio Mutuo Hospital has been in place for more than ten years, while the agreement with San Jorge Children's Hospital has been an experiential learning site for the past three years. As long as the facility demonstrates that students' learning outcomes of the NUTR 4085 course can be met at their site, and the site preceptors are satisfied with the students' and faculty participation, the written affiliation agreements are maintained and renewed as established in the Terms of Agreement.

Agreements include the rights and responsibilities of both the sponsoring organization and affiliating institutions

The DPD has signed written agreements with the institutions that serve as experiential learning sites for the NUTR 4085 course. These are included in the Appendix 8a. The Office of Legal Counsel (Oficina de Asesoría Jurídica) at the University reviews the agreement and recommends any necessary changes prior to obtaining the signatures of the legal site representative and the University Chancellor. Copies of all signed agreements are kept on file by the Program Chair.

The Terms of Agreement include the following aspects, but are not limited to:

- Declaration that the organization or institution of the experiential learning site will provide a physical space for compliance of the NUTR 4085 learning outcomes.
- Assurance that the students will not perform the duties of regular employees at the site.
- Responsibility of the students and professor to comply with all the rules and regulations of the institution including the Health Insurance Portability and Accountability Act of 1996 (i.e., HIPAA Law).
- Agreement that liability insurance coverage for students and faculty will be provided by the University of Puerto Rico.
- Both parties must abide by the process established for renewal or termination of the agreement.
- Student's expenses, such as uniforms, health screening, vaccinations, academic supplies, etc. are the students' responsibility and are described in the DPD Handbook, University of Puerto Rico Course Catalog, Program's website, and posted course offering documents.
- Agreements with appropriate institutionally-assigned authority in advance of placing students/interns.

The agreements are signed by the Chancellor of the University of Puerto Rico, the official legal representative of University, and the Executive Director or Administrator of the experiential learning site or officially designated foodservice authority before students begin their academic experiences. These are included in the Appendix 8a.

Experiential sites where affiliation agreements are not required

The DPD has an additional course where several government and private organizations/institutions serve as experiential learning sites: NUTR 4175: Practicum in Nutrition Education. In NUTR 4175, the students design and select the appropriate learning technique and educational approach to conduct activities about food and nutrition to individuals and groups of various ages, educational level, socio-demographic characteristics and special needs. The learning experiences take place at various agencies, hospitals and institutions such as public or private schools, day care centers, community centers for elders or WIC Program during course hours. These activities are coordinated by the professor or student and usually entail a one-hour educational session on a topic agreed upon with the administrator or representative of the site.

These sites/activities are primarily coordinated by student pairs as a one-time experience, and therefore do not require an agreement between institutions over time for the duration of semesters or years. The sites visited vary from student to student depending on their interests. It is a service-learning experience in which sites vary each semester. Sometimes a representative of an organization will contact the Program to request an educational activity that is then offered by the students of the course if the time and date can be coordinated to align with the course schedule.

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:

Recruitment process

The UPR Río Piedras Campus, the College of Natural Sciences, and the DPD have policies, procedures and practices in place to comply with institutional, state and federal laws and regulations related to student recruitment and admission, as documented in the online and onsite references.

The UPR Central Administration includes an Admissions Office, but each campus is responsible for developing recruitment strategies and efforts. Recently, substantial energy has been devoted to increasing high school students' exposure to the UPR-RP and familiarity with learning in a university context. Area high school seniors are sent a recruitment letter by conventional mail, and multiple Open House events or special site visits to the UPR-RP are celebrated each academic year. In addition, the College of Natural Sciences has celebrated recruiting fairs at the major metropolitan mall, as well as its own facilities.

Traditional recruitment efforts for new DPD students has been done as part of a course within the curriculum by DPD students. The course is titled Practicum in Nutrition Education (NUTR 4175) where students provide nutrition education in various practice settings and for multiple populations. One of these activities is reaching out to career advisors at different high schools to coordinate an educational session that will show graduating seniors what the profession is all about and the opportunities available at the DPD. We have had several students that are later admitted to the DPD that remember these educational sessions at their high school.

The DPD webpage also provides information to [prospective students](http://natsci.uprrp.edu/nutricion/information-for-prospective-students/) (<http://natsci.uprrp.edu/nutricion/information-for-prospective-students/>) and serves as a recruitment tool. The webpage includes links to information from professional organizations and a video from the Academy of Nutrition and Dietetics that explores careers in dietetics and is published in the EatrightProTV YouTube® channel

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(<http://natsci.uprrp.edu/nutricion/enlaces-de-interes/>).

In an ACEND letter dated February 18, 2015, an explanation was requested for having surpassed the accredited maximum enrollment of 40 third-year students, 40 fourth-year students, and 5 post-graduates; the November 3, 2014, Program Assessment Report (PAR) indicated an enrollment of 45 third-year students, 76 fourth-year students and 14 post-graduates (of a total enrollment of 235; cover page). An explanation was sent to ACEND on April 3, 2015, and on July 10, 2015, ACEND replied indicating:

“In 2014, the program indicated they had a total of 121 students currently enrolled in the program, 45 third year and 76 fourth year; however, their maximum enrollment is 85 students. The program states that for a student to be considered a fourth year student, they must accumulate 90 credit hours, according to the institution’s policy. When a student has more than 90 credits and may be in their fifth or sixth year, those students continue to be counted in the DPD’s 4th year student numbers. As a result, the number of students in the fourth year encompasses those in the fourth, fifth and sixth year.

ACEND considers students currently taking DPD courses to be enrolled in the program; therefore, all students enrolled and taking courses in the DPD program must be counted in the total number of students. The program must discuss the adequacy of resources to support the large number of students and plans for enrollment management to maintain enrollment based on the number of students the program is accredited to enroll. If the program wishes to increase enrollment, the program must submit a major program change request...”

The first required progress report to ACEND that addressed the sufficiency of resources (2012 Standard 18) to support the large student enrollment (that exceeded the approved 20% increase within two years) was submitted as required on September 18, 2015, with an explanation of the discrepancy between the number of students enrolled in the program and the number approved by ACEND. The Enrollment Management Plan to reduce and maintain enrollment based on the number of students the program is accredited to enroll was presented as a result of a September 1, 2015, meeting of Deans, Directors and student support personnel in the Dean of Academic Affairs of the Río Piedras Campus of the UPR for compliance with ACEND accreditation. Shortly thereafter on October 2, 2015, this plan was explained in person during a public, student conversational meeting held by the Chair of the Nutrition and Dietetics Program, Dr. Michelle Schelske Santos, and is available in a presentation on the [Program webpage](#). The [presentation](#) includes an explanation of the enrollment measures have been in place since September 2015, that limit the number of students that can be admitted and how these measures aim to comply with the accreditation standards set forth by ACEND. This helps potential students be mindful that admission to the DPD is limited by the implementation of these measures. In summary as related to admissions, first year student admissions would be reduced, and all other non-traditional or secondary admissions to the DPD, as post-graduates or via reclassifications/change of major, transfers from other UPR campuses or private institutions or as 2nd majors, would be detained until the DPD comes into compliance with the number of students accredited by ACEND.

The DPD has traditionally received more applications than number of spaces available for admission each year. Since the 2016-2017 academic year, applications for the DPD as the first choice for admission has been greater than 90. While this high demand may be partly due to the DPD being the only one on the island, it also demonstrates the interest among young adults in Puerto Rico in pursuing nutrition and dietetics as a profession. As stated above, the program began admitting 25 students from high school per year (reduced from 40) as part of the plan to come into compliance with ACEND on the maximum accredited enrollment, effective for the 2016-2017 academic year. Compliance of the 25-enrollment maximum for first-year students was maintained by Central Administration as requested by the DPD for Fall semesters of 2016, 2017 and 2018.

Admission process and criteria

The [webpage of the Office of the Registrar at the Rio Piedras Campus](#) includes a Disclaimer [http://www.uprrp.edu/?page_id=6391] stating that the university abides by federal and state laws, including the Federal Rehabilitation Law of 1973, Title IX, as amended, and the Americans with Disabilities Act of 1992, to ensure nondiscrimination and equal opportunities at the institution (due to the devastating effects of Hurricane María in September 2017, and its aftermath, a newer version of the Undergraduate Catalog is currently unavailable). Similarly, university policies and regulations that ensure compliance with state and federal laws and regulations are available at the Deanship of Student Affairs and described in detail at <http://estudiantes.uprrp.edu/politicas/>.

All new applicants to the UPR System, regardless of campus, college, department or program, must submit the online application form through the [Central Administration Admission Office](#). This link provides potential candidates the following materials and information:

- [Manual for admission](#) that includes the academic programs, contact information and a calendar of detailed information to complete the application.
- Admission procedures and criteria - <http://estudiantes.upr.edu/admisiones/procedimiento.html>
- Admission portal and online application form- <https://admisiones.upr.edu/>

Students who are accepted for entry in August receive notification in April. Those who are not admitted are notified of a time period during which they can request reconsideration. A distinct process known as extended or differential admission is used for applicants with disabilities or functional diversity. In these cases different criteria are used to determine admission standards, as stipulated by the Governing Board Certification 11, 2014-15, in response to PR Law 250 of 2012 (Post-secondary Passport Law of Reasonable Accommodation: <http://www.lexjuris.com/lexlex/leyes2012/lexl2012250.htm>). As of present, no students have been admitted to the DPD under this law; however, the Program Chair has participated in an ad-hoc committee for differentiated admission to Natural Sciences departments-programs.

The [Nutrition and Dietetics Program](#) website provides detailed information on criteria for admission. Beginning Fall 2016, admission to the program requires a minimum of 330 in the composite entrance score (i.e., IGS) calculated using the high school GPA and the results of the entrance exam offered by the College Entrance Examination Board or the Scholastic Aptitude Test (see virtual calculator to obtain the IGS score at: <http://estudiantes.upr.edu/admisiones/carreras/igs.php>). During academic year 2010-2011 when the Program moved from the College of Education to the College of Natural Sciences, the composite score for admission was raised to 320 from 270. At 330 now for three years, it is the third highest score for acceptance within the College of Natural Sciences, equivalent to entry to Chemistry, and surpassed only by Interdisciplinary Studies and Biology.

Based on ACEND Accreditation Standards

Test scores on the College Board entrance exams for students who would enter the University in August 2018, were greatly affected due to the consequences of Hurricanes Irma and María in September 2017. New student applications, which include test scores, are usually due late January to February of the same year they would enter in August; this means that new students for the 2018-2019 academic year most likely took the college board entrance exam 1-3 months post-hurricanes (Oct. to Dec. 2017) when the majority of the homes in the country were still without electricity and suffering a diversity of consequences. As a point of reference, electricity was restored to the UPR-RP campus on October 30, 2017, when the Fall semester was resumed; however, none of the Program professors or employees, and the majority of the students, still did not have electricity at their homes.

When department and program chairs of the College of Natural Sciences met in April, 2018, to consider the number of applicants who were admitted according to their IGS composite scores, all eight departments and programs were well beneath their enrollment maxima. This was due to a significant drop in IGS scores that resulted in an overall deficit in student enrollment of 184 students for the College. In order to address the admission deficit, a simulated admissions logarithm was run by the UPR Central Administration in order to identify the IGS which would allow for the admission of the greatest number of students without surpassing the established enrollment maxima. For the DPD, the IGS which would allow for the enrollment of 24 students (out of 25 maximum) was identified as 314; this was accepted by the Program Chair, as all other departments and programs in Natural Sciences (with the exception of Chemistry) had lowered their IGS by 5 – 37 points (average reduction in IGS = 16 points).

As of June 2018, the number of DPD students entering the 2018-2019 academic year was reduced from 24 to 21 due to attrition of unknown origin. Nonetheless, the range of IGS of the 21 students admitted is 316 – 360, making the average IGS, 330. This demonstrates highly qualified students, despite the adjustment in the score to help accommodate those affected by the hurricane. If the DPD entrance composite score had been maintained at 330, without adjustment, only 10 students would have entered, and one of those was lost to unknown attrition. New student cohorts do not normally remain intact due to the varied math scores upon entrance; some begin in regular math, some in Pre-calculus I or II, and some in Calculus. Entering with Pre-calculus approved either through advanced placement testing or by passing a Mathematics Immersion session in summer prior to the first semester is always encouraged and emphasized, yet it is not a compulsive requirement. Therefore, when these students would have begun major courses codified NUTR, the classes would not have the 10 minimum required in order to remain open; courses would be closed according to university policy, and the students' graduation date would be extended. The admission of the enrollment maximum is always emphasized by the institution, and the simulation was run at the UPR Central Administration level, encouraging academic units to make adjustments to attain or approach the enrollment maximum.

Criteria for admission of students requesting reclassification to the DPD from within the UPR system include:

1. General academic index of 3.00 on a scale of 4.00 and 3.00 in science and mathematics.
2. Having the following courses approved: General Chemistry, QUIM 3001 and General Biology, BIOL 3101 or 3102.
3. Having passed Pre-calculus I and II, MATE 3023, 3024, or its equivalent, MATE 3018 (4 credits).

The cost for processing a reclassification request is currently \$20.00. These costs are subject to change; for more information visit http://www.uprp.edu/?page_id=17188.

As part of the enrollment management measures mentioned above, admission to the DPD is currently restricted to first year students. Therefore, admission criteria for students requesting reclassifications from other programs within the UPR System is currently not available until the program complies with the current accredited maximum by ACEND.

Upon admission to the DPD the Program Chair, Academic Advisor and DPD Director welcome students and offer a detailed orientation about the program, the importance of reading the [DPD Student Handbook](#), how to access it and most of the information they will find in the handbook.

The Río Piedras Campus website provides institutional information available under "[Consumer Information](#)" that provides access to the following links that are mostly in Spanish:

- Professional and specialized accreditations
- institutional license to operate as a higher education institution
- faculty credentials
- campus course catalog
- program and courses policies
- distance education available
- written arrangements with other universities
- [Description of the student's profile](#) that is provided in part under license by the Annual Survey of Colleges 2016, copyright © 2016 The College Board.
- Confidentiality of the information and direct link to the FERPA Act
- Office for the Student Ombudsperson
- Financial Aid available and related forms
- Drug and Alcohol Abuse Prevention Program
- Copyright, Intellectual Property and Technology Transfer Policies
- Health and Security
- Property Management

While these pages are in Spanish, the Program webpage and DPD Student Handbook are in English. Some of the information may be found in these sources in summarized form and students can access complete information from the institutional webpage.

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:

Current and consistent information related to the DPD is available at the [Program's webpage](#) that includes the following main tabs of information:

- About us – history, program mission and goals, accreditation and faculty and staff.
- Prospective students - Admission criteria for students applying as new admissions, for students requesting reclassifications from other programs within the UPR System, and for students requesting transfers from other higher education private institutions.
- Undergraduate students - general policies and regulations, curricular sequence, program statistics, DPD Student Handbook, academic advising, course request procedures, student organizations; verification statement requirements
- Research – facilities, centers and laboratories
- Assessment – reports of student learning assessment
- Links of interest and announcements

The College of Natural Sciences webpage also provides specific information regarding academic offerings in sciences, including the Nutrition and Dietetics Program at <http://natsci.uprrp.edu/>

The University of Puerto Rico, Río Piedras Campus webpage provides consistent information relevant to all students at: <http://www.uprrp.edu/>

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-l)**.

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:

Availability of the information

All DPD information is readily available to prospective students and the public at the program webpage; the DPD webpage may also be accessed through the college website. A project to revamp and ensure consistency in the style and information among webpages of all academic programs within the College of Natural Sciences is under completion during the Fall 2018 semester (the original ACEND audit of the program webpage was completed on the previous version of the webpage, that will no longer be available after October 2017; therefore, please be advised that additional follow-up audits will be to the updated version of the webpage). A College webmaster from the Center for Information Technology (CITec) is in charge of maintaining the College home page and assists department and academic program personnel in modifying their webpage content as necessary and in posting news, announcements and new content. The information on the DPD webpage is monitored and reviewed each semester by the Program Chair and the DPD Director for accuracy and to assure that all relevant information to meet accreditation standards is included. Administrative support personnel assist in these processes.

Upon admission to the DPD the Program Chair, Academic Advisor and DPD Director welcome students and offer a detailed orientation about the program, the importance of frequenting the [Program webpage](#), following the curricular sequence, and reading the [DPD Student Handbook](#). This is part of a Campus wide new student orientation program that also includes an introduction to Campus and college deans, orientation on the use of electronic information systems, the availability of student support services, as well as peer orientation and Campus tours.

In addition to the Campus-level peer counselors and their orientation events, the Nutrition and Dietetics Program has its own Peer Mentoring Program that pairs new students (mentees) with experienced students classified in their third or fourth year of study (mentors). The Peer Mentoring Program was initiated in 2016, as part of the DPD continual improvement plan, and also helps to disseminate program information to students. Requests for volunteer peer mentors are sent initially through the two student organizations: *El Círculo de Dietética* and the Nutrition Journal Club. The main objectives are to propagate leadership opportunities for upperclassmen, and create a sense of community and support for new students during their transition to university life; it is also hoped that lasting friendships may begin.

Student mentors are asked to make a commitment for the entire academic year, be willing to share their contact information (e-mail and telephone number) to facilitate interaction, be willing and available to assist new students, take leadership in reaching out in communication to new students, meet in person at least two times a semester before the course registration survey and during fellowship opportunities organized by the Program Chair and administrative office. Mentors are also asked to confidentially inform the Program Chair if he or she perceives a student needs some kind of additional help or follow up, such as professional counseling services. Student mentors are paired by personnel in the administrative office of Nutrition and Dietetics under the supervision of the Program Chair. For the 2018-2019 academic year, all 21 new students were paired and informed by e-mail of their mentor-mentee relationship and of the first meeting. September 25th, 2018, at 5:00pm, 22 students (16 mentors, 6 mentees) attended the initial meeting to get to know one another, share insights and light refreshments.

Public information on the Campus website is also updated to maintain accuracy and consistency. The Chancellor's Office, Academic Affairs Deanship and the Students Affairs Deanship are responsible to authorize public information that is included in the institutional webpages. Appendix 9a Information of Prospective Students and the Public Checklist is presents in a table format all the above cited links.

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:

- Admission Requirements: Programs must establish criteria to determine student potential for success in the program.
- 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.
- Student Retention: Students with a minimal chance of success in the program must be counseled into career paths that are appropriate to their ability.

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:

Admission Requirements

The UPR admission requirements include taking the College Entrance Examination, offered in Spanish by the College Entrance Examination Board. This exam includes academic aptitude tests in verbal and math reasoning, English, Spanish, and Mathematics. Students are also allowed to take the English test known as the SAT offered by the Educational Testing Service. In this case, students must also take the SAT II: English (Literature or Writing), Mathematics Levels IC4 or IIC4, and Spanish (Reading). As mentioned in Standard 9, beginning Fall 2016, applicants must earn a 330 in the composite entrance score known as IGS calculated using the high school grade point average and the results of the College Entrance Examination or the Scholastic Aptitude Test. Prior to 2016, the score for admission was 320. It is now the second highest score for acceptance within the College of Natural Sciences. A virtual calculator for students to obtain their IGS score is available in the institutional website at: <http://estudiantes.upr.edu/admisiones/carreras/igs.php>

Enrollment in the course NUTR 4031 will be the beginning of the curriculum until graduation day. This course is the first in the DPD curricular sequence and it requires the student approves the core science and math pre-requisites. It is also the main course that is a pre-requisite for the concentration courses and continue the DPD curricular sequence.

Admission requirements for graduating high school students:

- High school diploma from an accredited institution or equivalent
- Admission Test Results, College Entrance Examination Board – Students must take Advanced Placement (AP) for math, with the intention of pre-approving Pre-Calculus.
- Minimum IGS of 330 (new since 2016-2017).
- Official academic record with all courses and grades according to the graduation requirements established by the Puerto Rico Department of Education.
- Application for Admission duly completed and signed, and delivered in accordance with the deadlines established by the institution.
- Application fee for admission; students will pay the fee established by the institutional procedure for applying for admission.

Admission requirements for students requesting reclassification from a different program of study into the DPD within the UPR system:

- General academic index of 3.00 on a scale of 4.00 and 3.00 in science and mathematics courses.
- Have the following courses approved: General Chemistry 3001, General Biology 3101 or 3102, and Pre-calculus I and II or its equivalent (4 credits).
- The cost for processing a reclassification request is \$ 20.00. These costs may be subject to change and are updated at www.uprrp.edu/?page_id=17188

As mentioned in Standard 9, part of the student enrollment management measures established in 2016 restrict admission to the DPD to first year students. Therefore, admission criteria for students requesting reclassifications from other programs within the UPR System is currently not available until the Program complies with the current by ACEND accredited maximum.

Student Performance Monitoring

The DPD has routinely monitored student performance using various mechanisms. These mechanisms include: academic advising, that is recommended to be done every year and the establishment of academic performance standards that require students to earn a grade of C or better in specific courses in order to continue their curricular sequence. As part of the self-study process, the DPD has revised its mechanism to monitor student performance and established a robust system for early detection that will benefit the student and aligns with the Program's mission and goals.

Beginning with students admitted to the Program Fall 2019, general and concentration grade point average will be required to be 3.0 in order to receive a Verification Statement upon graduation. Therefore, the DPD Director will request to the Office of Academic Affairs a list of students with a GPA below 3.0 in order to identify early on, and contact these students. An appointment to visit the academic advisor will be scheduled with the DPD Director or Program faculty assigned to this task for a one-on-one meeting to better understand and identify areas of difficulty. A specific plan of study will be designed and monitored every semester until expected academic performance is achieved. A copy of this plan of study, with the student's signature agreeing with the plan, will be kept on file to document student progress. The Program has also adopted a new policy with regards to the number of times a course can be repeated; students may repeat a course only once.

The plan of study will incorporate resources available on Campus for students. One of these resources is tutoring services for math and chemistry that are offered at the Tutoring Center from College of Natural Sciences. Every semester the schedule for the tutoring sessions will be posted in the College website and the DPD webpage. Students with difficulties in speaking and writing in English can visit the English Language Resource Center from the English Department at the College of Humanities. The Center provides services to undergraduate and graduate students and is primarily concerned with the development of language skills. Other student support services on Campus are posted on the Program's webpage under the student tab and updated every semester.

Alternate career paths

It is the goal of the DPD to help students meet their career goals and meet the Program's expected outcomes. However, if the student does not comply with the academic requirements or with the plan of study he/she will be counseled to identify other career options, since a Verification Statement will not be issued if their general and concentration GPA is below 3.0. The academic advisor and DPD Director will assist the student to identify alternate career paths that will incorporate their interests and abilities.

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.

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

The DPD Student Handbook can be accessed online and is discussed with first year students at the orientation offered by the Program Chair, Academic Advisor and DPD Program Director usually two or three weeks before classes begin in the Fall semester. Students will sign a form indicating that they received a copy of the DPD Student Handbook. The Program will keep the forms in the students' file. Students that are admitted to the Program via transfer from another institution or reclassification from a different College or Campus within the UPR system are instructed to read the DPD Student Handbook upon admission. The DPD Student Handbook is available in portable digital format and can be downloaded from the Program's webpage. The DPD Student Handbook includes information on the accreditation status, Program's mission and goals, expected graduate outcomes, student support services, Program and institutional policies and regulations, curricular sequence and grievance or complaints procedure among other topics of importance to all DPD students. Below is a list of the policies and procedures and a brief description for each one.

Insurance requirements

The Institution provides health insurance coverage for students taking three or more credits unless the student declares they have their own private insurance. All students, even those with private insurance can visit the Department of Health Services to receive medical care. Information about health services on Campus included in the General Student Handbook and can be accessed at: <http://estudiantes.uprrp.edu/servicios-al-estudiante/servicios-medicos/>

Liability for safety in travel to or from assigned areas

DPD students must enroll in two courses where they are expected to travel outside of Campus. One is the course titled Quantity Food Production (NUTR 4085), where they practice methods of food production and service in foodservice systems. A formal agreement exists with the experiential learning site and the terms of agreement recognize the responsibility of the institution to maintain professional and public responsibility policies in the event of injury or accident at the experiential learning site. The other course is the Practicum in Nutrition Education (NUTR 4175) where students offer a one-time nutrition education session in community centers, day care centers, nursing homes and schools. Students enrolled in these courses are insured by the institutional insurance policy.

Injury or illness while in a facility for supervised practice.

Students that may be injured in an experiential learning site that is part of one of the above mentioned courses are insured under existing institutional policies. In case of an illness or absence to a class or practice session, the student will make up the time lost after proper coordination with the course professor.

Drug testing and criminal background checks, if required by the supervised practice facilities.

The DPD does not require students drug testing and criminal background checks nor does any experiential learning site.

Requirement that students doing supervised practice must not be used to replace employees.

The signed formal agreement between the UPR-RP and the two experiential learning sites; Auxilio Mutuo Hospital and San Jorge Children's Hospital specifies that students are not allowed to substitute regular employees at the site. The agreement is revised every three years by the Legal Advising Office at the UPR-RP and signed by the Chancellor. A copy of this agreement is kept in file at the Program Chair's office.

When students are paid compensation as part of the program, policies must be in place to define the compensation practices.

DPD students do not receive compensation.

Process for filing and handling complaints about the program from students

Students who have concerns about an academic situation are encouraged to first speak with the professors or parties involved, and then contact their academic advisor. If no solution is found, students should visit the [Office of the Student Ombudsman](#). The Ombudsman will direct the complaints to the Administration or legal assistance if needed.

Process for submission of written complaints to ACEND

The [DPD Student Handbook](#) provides students with information about the process to submit specific Program complaints to ACEND. Students can get access to the forms and procedures at: <https://www.eatrightpro.org/acend/public-notice-and-announcements/filing-a-complaint-with-acend/procedure-for-complaints-against-accredited-programs>. No complaints have been filed against the Program since its existence. If and when a written Program complaint is submitted it will be kept on file after the proper resolution of the complaint.

Process to grant credit for student's prior learning

Institutional policy described in Certificación 8A from the Academic Senate allows students to request a comprehensive exam of the course content that will determine if the student can be granted credits and does not need to enroll in the course. The policy allows for a maximum of 4% of their total required credits to be earned through this mechanism. Since 2014, one student requested credits using this mechanism and was granted credit for two 2-credit courses within the DPD.

Formal assessment of student learning and regular reports of performance and progress.

The DPD has a formal learning assessment plan that is aligned with knowledge requirements and institutional learning outcomes. The plan has been in place since 2009 and is used to evidence acquisition of knowledge requirements and justify curricular changes.

All course syllabi include knowledge requirements that are discussed on each course to inform students of the expected knowledge along with defined course objectives. The learning assessment annual reports are also available on the Program's webpage and may be requested to the DPD Director. The formal process of assessment of learning in dietetics education is also specifically discussed in the course Research Methods in Nutrition (NUTR 4198), within the Dietetics Education Research topic.

Program retention and remediation procedures

Grade retention policy: The minimum retention grade established by the institution is 2.00 and the student is automatically placed in probation when the grade point average falls to 2.00. A student placed on probation is contacted by the professional counselor to better understand the issues the student may need to resolve in order to improve academic performance. However, the DPD has established a new policy that will apply to students admitted to the Program on or after the Fall semester of 2019. New policy indicates the students must earn a general and concentration grade point average of 3.0 in order to receive a Verification Statement at the end of their coursework. An early detection system that is described in detail in required element 4.2 and 10.1 permits identification of students that can benefit from tutoring services and other resources on Campus to help them improve their academic performance.

Since the Fall 2016 semester, a peer-mentoring program among first year students and senior DPD students has been implemented. Members of the two student organizations; *Círculo de Dietética* and Nutrition Journal Club, welcome new students within the first month of classes and each is paired to first year students, exchange contact information, answer questions, concerns or reassure them of their availability to help them integrate to the Program and transition to the University.

Disciplinary/termination procedures

The Program abides to institutional policies on discipline and termination procedures. These are included in the Spanish version of the [General Student Handbook](#) and the student [Code of Conduct](#). Sanctions are applied if evidence of: academic dishonesty, intentional damage to institutional property, conduct that may endanger others, impeding entrance to Campus facilities and other situations identified in the code of conduct. The procedure to establish sanctions is described in detail in chapter IV (pages 21-32) of the General Student Handbook. A summary of these procedure reads as follows: Chapter VI – Disciplinary Norms and Procedures

Article 6.3 – Authorship and Participation

Any student that directly participates on a conduct object of the disciplinary process will be accused of an offense that violates the norms on the handbook, as well as those who force, provoke, instigate or induce to the commission of an offense.

Article 6.4 – Sanctions

A. Violations of the above norms can entail the adoption of one of the following sanctions:

1. Written reprimand.
2. Probation for a defined period of time during which, if any other violation occurs is enough for separation or suspension. Probation status can include limited use of facilities, resources or privileges.
3. Suspension from the Institution for a definite period of time. Violation of the terms applied will entail an increase in the period of time suspended o expulsion.
4. Permanent expulsion from the University.
5. Actions that constitute a violation to this code of conduct and that cause property damages can include additional sanctions of reimbursing the institution or the individual affected for the cost of the damages caused
6. Required community work
7. Any other sanctions specified on the DPD Student Handbook of the relevant UPR unit affected as long as it is in agreement with this Code.

Graduation and program completion requirements and maximum amount of time allowed for completing program requirements applicable at the time student enrolls.

The Bachelor of Science in Nutrition and Dietetics requirements are designed so that a full-time student may be able to complete the curricular sequence in four years, particularly if they enter with Pre-Calculus approved. This may be accomplished through advanced placement testing or participation in the summer immersion program prior to the first semester. The summer immersion program allows student to take math pre-requisites on Campus prior to the start of the semester.

Students are expected to complete the Bachelor of Science in Nutrition and Dietetics in 150% of the time, or six years; this also corresponds to accreditation benchmarks, as well as the time allotted for financial aid from the U.S. Department of Education and the UPR-RP. Although not recommended, the maximum time allowed for a student to complete the degree is ten years. Recent Program statistics

show students may take on average six years to complete the Program as they may spend their first year completing math pre-requisites to continue on with the curricular sequence. These students are not yet taking concentration courses from the DPD. While six years to Bachelor of Science in Nutrition and Dietetics completion is considered within the 150% of the time to complete, the definition of Bachelor's Degree completion and Nutrition and Dietetics Major Course Component will be modified to have a better understanding of the number of students that have reached NUTR courses.

As of Fall 2019, a new definition of what encompasses DPD completion and maximum amount of time allowed for completing Program requirements is explained in detail within the discussion on Standard 4, as well as to some extent below.

A total of 43 credits encompass the Nutrition and Dietetics Major Course Component and after careful review of Program data, the expected completion time allowed will be 2.5 years and 4 years as the maximum time allotted or 150% of the time. Therefore, the Program has modified its definition of completion to be 2.5 years instead of four considering students have not yet begun taking the Nutrition and Dietetics Major Course Component during their first year of study.

Verification statement requirements and procedures

Verification Statements are provided to all students that complete DPD requirements. Beginning the Fall semester of 2019, students admitted to the Program will have a new requirement in order to receive a Verification Statement.

For students admitted prior to Fall 2019 the student must:

1. Complete all DPD requirements set forth in the curricular sequence
2. Earn a grade of C or better in all major (concentration; courses with code NUTR) courses. In the curricular sequence, pre-requisite courses must be passed with a minimum grade of "C" in order to continue to the next level; this was approved by the Board of Trustees in 1995. Also, the student will not be allowed to repeat a course with "C" more than once, according to the policies of the College of Natural Sciences.
3. The Verification Statement is generated as soon as the Registrar's Office corroborates that all requirements to grant the degree of Bachelor of Science in Nutrition and Dietetics have been met.

For students admitted to the Program in Fall 2019 forward, the requirements to receive a Verification Statement will be:

1. Complete all DPD requirements set forth in the curricular sequence.
2. Earn a general grade point average of 3.0
3. Earn a concentration grade point average of 3.0
4. The Verification Statement is generated as soon as the Registrar's Office corroborates that all requirements to grant the degree of Bachelor of Science in Nutrition and Dietetics have been met.

Students must complete a form used internally to document students that will request graduation within a given semester. The DPD assistant begins compiling the list of students that are candidates for graduation from each semester to ensure the following documents are in place: academic evaluation, student plans for applying to internships or graduate studies, need for Declaration of Intent document, unofficial transcript and ultimately certification of the date when the degree is conferred by the Registrar's Office. Upon confirmation that the student was granted the degree, the Verification Statement is prepared. Students are given the Verification Statement personally and complete an exit interview survey that is used for Program evaluation. A scanned digital copy of the Verification Statements is kept on file.

Verification of student identity in distance instruction and online testing

The DPD began offering courses using distance education format the summer of 2013, stimulated by a grant received from the USDA. In December 2015, the UPR-RP [Certification #49 of the Academic Senate](#) (Spanish version), established the Campus guidelines and policies for distance education to further expand student opportunities for varied course modalities. Guidelines include the strategies to ensure privacy and verification of student identity while abiding to federal norms like FERPA. Access to the online platform is provided

Based on ACEND Accreditation Standards

using only the institutional email and a password the student can customize. All communication with students must be done via the institutional email or online platform. Online testing is used for quizzes in which the student has a limited time allotted, predominantly in a hybrid course in Management of Foodservice Systems (NUTR 4075). Students can only access the quiz within the online platform with their institutional email and chosen password. Exams that are offered with the online learning platform are proctored in the classroom using each student's personal electronic device or in a computer lab on Campus.

Withdrawal and refund of tuition and fees

During the first 3 days of classes, students can receive 100% reimbursement, for the credits they enrolled and paid for. After this period, students may also be entitled to a 50% reimbursement in a specified time frame published every semester in the academic calendar. The other 50%, plus all other fees, are the student's responsibility. If the student withdraws after this period, they are responsible for the tuition costs and loses the right to reimbursement.

Access to the academic calendar is available under the student tab at the Program's webpage and via the Registrar's Office webpage.

Program schedule, vacations, holidays and leave of absence.

The Campus academic calendar is published every semester by the Registrar's Office and includes dates in which there is academic recess and holidays. As mentioned above, students can access the academic calendar under the student tab at the Program's webpage and via the Registrar's Office Webpage.

Protection of privacy of student information

The Institution abides to federal laws (i.e., FERPA and the Buckley amendment) that protect student information. The institutional policies in place that protect student information can be accessed at the Registrar's website at <http://www.uprrp.edu/registrador/enmienda-buckley.php> and is described in the [General Student Handbook](#).

In addition, in 2006, the Puerto Rico legislature approved Law #186 that prohibits the use of social security numbers as a method of identifying student information or included in their academic files. The law applies to all educational institutions from elementary to post graduate level.

Student access to their own student file

Students have access to their academic file online using their institutional email account and password via the MiUPI (i.e., Spanish slang for My UPR) site at: <https://miupi.uprrp.edu/>

Access to student support services, including health services, counseling and testing and financial aid resources

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The DPD Student Handbook and the General Student Handbook lists all the resources on Campus for academic support, health services, counseling and financial aid. These resources are available at the Program's webpage with links to the relevant institutional pages that provide more detailed information. The Dean of Student Affairs at the College of Natural Sciences who receives students for various situations is also a trained professional counselor that refers students to the appropriate counseling services available on Campus. These resources are also posted in the Program's webpage under the undergraduate student tab at: <http://natsci.uprrp.edu/nutricion/educational-services/>

Campus resources include the Counseling for Student Development Department (DCODE, Spanish acronym), accredited by the International Association of Counseling Services (IACS). Financial aid applicability and resources are available in the institutional webpage but the Program has included the availability of scholarships sponsored by the Academy of Nutrition and Dietetics as well as from its Puerto Rico Affiliate at: <http://natsci.uprrp.edu/nutricion/scholarships/>

All links can also be found in Appendix 10a, Policies and Procedures Checklist presents in a table format.

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.

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:

[Appendices DPD-UPR2018 w PR.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:

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