

PROGRAM REVIEW Fall 2017

Program: Nutrition

Division: BHAWK

Date: October 16th, 2017

Writer(s): Marsha Vernoga, MS RD

SLO/SAO Point-Person:

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program’s data since last year’s Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

No significant changes for Nutrition.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2016).

<p>The most significant change is the addition of the AS-T degree in Nutrition. Students who obtain the Associate in Science in Nutrition and Dietetics for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in Nutrition Science in the fields of Nutrition and Dietetics. Now that the degree is in place, the program will need to implement marketing and community outreach to increase enrollments, as well as the potential to add new nutrition courses.</p>	Mark an X next to each area that is addressed in your response.																												
	Definitions of terms: https://goo.gl/23jrxt																												
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	addressed in Question H.
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C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p>All plans established last year were met successfully:</p> <ol style="list-style-type: none"> 1. Implementation of Nutrition 5 (Sports Nutrition) this Fall 2017. Curriculum was updated and SLO's were written and will be evaluated this Spring 2018. 2. All Nutrition instructors are using eLumen; all SLO's for Nutrition 1 are currently being assessed. 3. AS-T degree for Nutrition approved and implemented in Spring 2018. 4. Online nutrition classes transitioned from Blackboard to Canvas. 5. Nutrition Club was established in Fall 2017. The Nutrition Club is for all students interested in exploring topics related to nutrition and health; for students in the health field who wish to network and gain possible internship opportunities; for students who are interested in creating a healthier campus and community. 	<p>Mark an X next to each area that is addressed in your response.</p>
	<p>Definitions of terms: https://goo.gl/23jrxt</p>
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<p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p>	
<p>**Facilities will also be addressed in Question H.</p>	

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>Overall, the nutrition program is consistently doing well with enrollments. Compared to five years ago, our enrollments have increased from 199 course enrollments to 374. In Spring 2013, the FTES was 19.5 and has now increased to 36.5 as of Spring 2017. The productivity is also doing well with last year's numbers showing 603 (WSCH/FTEF) in the Fall and 623 (WSCH/FTEF). With the addition of one full-time instructor (Marsha Vernoga) three years ago, and the oversight of adding more sections for adjunct faculty to fill, we are able to serve more students in a productive fashion.</p>	<p>Mark an X next to each area that is addressed in your response.</p>
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

N/A	Mark an X next to each area that is addressed in your response.
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>The AS-T in Nutrition will be implemented in Spring 2018. Therefore, an emphasis on marketing the program will be a top priority to increase student knowledge that this program is available. I would like to see pamphlets created and distributed during Club days via the Nutrition Club. In addition, the department will seek out information on internship opportunities for students and possible community connections in order to create more opportunities for students who are interested in pursuing a degree in the field of nutrition and dietetics, as well as market our program outside of campus.</p> <p>The Nutrition Club is also working with the Las Positas Health Center this year to help increase student's awareness of nutrition for a healthy mind and body. An example of some of the things we will be doing includes teaching nutrition classes, creating and providing handouts for display in places such as the Las Positas cafeteria, and handing out healthy snacks campus wide once per month.</p> <p>SLO's were written for Nutrition 5 this semester, and is awaiting approval. A new adjunct faculty was hired to teach this course and she will begin assessing SLO's for Nutrition 5 in Spring 2018. In addition PSLO's will be written for the new AS-T in Nutrition program.</p>	Mark an X next to each area that is addressed in your response.	
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<p>The AS-T in Nutrition is underway and will be implemented in Spring 2018. Las Positas College can only offer one of the two nutrition courses that are CI-D approved. The other course is, "Principles of Food" and it includes a food lab. If possible, being that Las Positas is growing with new buildings on the horizon, I would like to suggest building a food lab so we can offer this course. A food lab includes a number of small kitchens where the students can prepare food and provide a space for the evaluation of foods and food processing techniques. In addition, this lab could be used to</p>	Mark an X next to each area that is addressed in your response.	
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<p>enhance other nutrition and health courses with hands on lab activities. Las Positas could also collaborate with organizations like Alameda County Public Health Department or various food banks in the area to host community-cooking classes for students and their families. I have worked with health departments and food banks in the past to teach these types of classes and they are truly an asset to the community, especially for families who are low-income and facing many challenges when it comes to preparing nutritious meals. Our students could work hand in hand with these community organizations to host these kind of events, which would give them hands on experience in the field of community nutrition and health.</p> <p>One other area I would like to address in the next few years is “hunger” on our campus. How many of our students do not have enough to eat? Over the past few years, I have heard the struggles of many of the students in my classes. I plan to investigate this number and if possible, work the Health Center, to increase knowledge about the Cal-Fresh program. If we have a large population of students who qualify, I would like to do more outreach with the Nutrition Club and the Health Center to educate students about enrollment. If in time, we do have a food lab, we could offer classes to our students and the greater community on topics such as “Eating Right When the Money’s Tight”.</p>	X	Facilities,** Supplies and Equipment (Including Software)	
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

Please see request above in long-term goals.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

With the addition of the AS-T nutrition program this year and the future goal of increasing community outreach/internship opportunities, our program hopes to increase educational and career opportunities for all students who are interested in the nutrition and health field.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___X_no

(This data can be found here: <https://goo.gl/b59nCy>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

The success rate for last year (2016-17) was at 69% which was slightly under our goal for 70%. After investigating, I found that the major drop in student success was over the summer with an instructor who has not taught the online version of Nutrition 1 before. It was a 6 week course, which made the course more challenging to implement in a shorter than usual time span. The summer enrollments represented 17% of the total enrollments for the year and only about 50% of the student enrolled in this course succeeded. Hence, this drop alone negatively impacted our overall success rate for the year. In the future, it would be helpful to consider offering 8 week courses instead of 6 week courses, especially if an instructor has never taught the online course before. Since we were just slightly below our goal, we will see how this year unfolds and make the necessary adjustments if our program fails to meet success rates next year.

K.
SLO/
SAO
Reflection
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Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course: Nutrition 1
Course SLO: Analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.
Describe the quantitative or qualitative results: SLO's were not obtained during Spring 2017. For Fall 2017, 164 students were assessed: 74%% of the students mastered this SLO in comparison to Spring 2016 (42% of the students met this objective).
Discuss any actions taken so far (and results, if known): The Diet Analysis project is used to assess this current SLO and has been undergoing many changes over the course of last few years due to different dietary analysis software programs affiliated with changing textbooks and resources. In addition, updates to this project were made to be more efficient for student ease. The instructions were made more detailed and rubrics were available for students prior to project submission. The improvement from Spring of 2016 to Fall 2017 could correspond to some of the alterations made to the project.
Discuss your action plan for the future: When the diet project is assigned this year (Fall 2017 and Spring 2018), the students will complete an in-class activity that highlights the instructions and rubric for the project. With this added support and practice, students will potentially increase their understanding of the project's expectations and integrate what they have learned throughout the course of the year into the project itself.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO PSLO SAO

Course, Program Name, or Student Service Area:

Text of CSLO/PSLO/SAO:

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

**Section Two: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

N/A

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

N/A

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

N/A

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

N/A

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

N/A

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

N/A

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

N/A