**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Family & Consumer Sciences** | **09/14/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 307 | 365 | 317 | 263 | *Self Explanatory* |
| **Census Enrollment Load %** | 95.34% | 95.80% | 100.96% | 93.26% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 888 | 1,055 | 909 | 784 | Weekly Student Contact Hours |
| **FTES** | 29.59 | 35.18 | 30.30 | 26.15 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 1.84 | 2.04 | 1.64 | 1.50 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 481 | 516 | 553 | 523 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | - | - | - | 0.90 | FTEF from Contract Faculty |
| **Hourly FTEF** | 1.84 | 2.04 | 1.64 | 0.60 | FTEF from Hourly Faculty |
| **Overload FTEF** | - | - | - | - | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 1.84 | 2.04 | 1.64 | 0.60 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 100.00% | 100.00% | 100.00% | 40.00% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 97.81% | 96.74% | 94.01% | 95.83% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 72.26% | 79.35% | 74.25% | 84.72% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | 95.04% | 96.15% | 96.26% | 87.65% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 61.16% | 60.00% | 73.83% | 69.14% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 1 |  - | 1 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** | 1 |  - | 1 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** | 1 |  - | 1 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **A. Census enrollment in fall, 2011 declined to the lowest in the 4 year period. However, census enrollment load remained at 93.26%. In spring, 2012, we added one section of FCS 165, which filled. We have also offered three more sections of FCS 165 in fall, 2012, which have also filled. The FCS nutrition classes are in high demand, and the sections we offer have continue to fill.****B. The census enrollment load was at 93.26% in fall, 2011. While other FCS classes filled, FCS 110 did not reach capacity. This class only fulfilled the requirement for students finishing the culinary program. With the culinary program not being offered last year, there were only two students in the class who needed to take the course. As a result, this lead to low enrollment for that course. FCS 110 is not being offered in the 2012-2013 academic year.****C/D/E/F. WSCH, FTES, total FTEF, WSCH/FTEF in fall, 2011 declined to the lowest in the four year period. As our classes fill and are in high demand, we would like to add more sections.****G. We hired one full-time faculty member in fall, 2011. This is the first full-time FCS faculty member since Margaret Gunther's retirement in 2002.****H. Hourly FTEF declined to 0.60 with the addition of the new full-time faculty member.****I. N/A****J. N/A****K. Part-time/ (Total FTEF)% has declined with the addition of a full-time faculty member.****L/M. In our non distance education courses, we have strong retention (95.83%) and success (84.72%) rates.****N/O. In our distance education courses, we need to improve our retention (87.65%) and success (69.14%) rates. We plan to offer fewer online classes in the future while seeking and implementing strategies to help students who enroll in the remaining online sections.****P/Q/R/S. In the past 4 years, 2 degrees and 2 certificates have been awarded. The FCS program is in the process of transitioning to a nutrition program that will include certificate and degree options.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.****FCS 101: The average class score was 85% for the Road Map to Success assessment.** **FCS 105: 20 students successfully articulated their view of the definition of their own ideal family.** **FCS 110: Students completed an essay examination explaining each HACCP principle. The explanation included an example of each principle. Students received feedback on their work. Then, the students wrote and presented a sample SOP for a selected menu item in their own sample kitchen. This assignment included a detailed HACCP plan. All presentations and reports described each HACCP principle and explained how it would be applied for the sample menu/kitchen selected.****FCS 136: Completed by Business Department****FCS 165: Students recorded 3 days of their food/beverage intake and inputted the information in the online diet analysis database. They used their individual reports to identify strengths and weaknesses of their diet. They also wrote an essay explaining the health benefits and concerns related to their current intake. Students who completed the assignment demonstrated knowledge of how to translate the data from the computer generated report into information about health implications.****FCS 170: This class was not offered last year and was not assessed.****FCS 185: Students created and moderated their own discussion board thread on a currently debated topic in nutrition. They were required to use at least 4 recent articles, and address each side of the debate. For those who completed the assignment, at least 4 articles were utilized and both sides of the debate were addressed. Most of the articles referenced were credible.****I.B.2 Summarize Program SLO assessment results beginning on the next line.****The FCS course assessment results indicate that students are acquiring the knowledgle in nutrition, life management, and family dynamics that is associated with managing a home.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****Based on the assessment results, students are successfully acquiring the skills and knowledge outlined in the SLOs.** **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.** **The courses required within the program support the overall goal of the program.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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|  **Labor market and EMSI data for San Diego County both project an increase in the employment outlook for Dietitians/Nutritionists and Dietetic Technicians with median wages of approximately $30.00 per hour (Dietitians/Nutritionists) and at least $13.68 per hour (Dietetic Technicians).****National EMSI data indicates that 80% of Dietitians/Nutritionists and 70% of Dietetic Technicians have taken at least some college courses.** |

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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **We are in the process of transforming this program from Family and Consumer Sciences with only three nutrition courses offered to CSU/UC transferrable Nutrition certificate and associate's degree programs based on the following reasons:** **The employment outlook data indicates a trend of growth for nutrition careers in San Diego County despite the current economy, and the majority of nutrition professionals have taken at least some college courses.** **Our nutrition courses are in demand. Our classes fill regularly. Three more introductory nutrition courses were offered in fall, 2012 than were offered in fall, 2011. Each section is currently filled. During the 2011-2012 academic year, 9 face-to-face sections of FCS 165 and FCS 185 (taught by an FCS instructor) were surveyed. Of the 249 students present on the day the survey was administered, 46 students (18.5%) indicated they had a strong interest in becoming a nutritionist or dietitian. Strong interest was defined as an 8 or higher on an interest scale of 1-10. Two hundred forty-seven students (99.2%) identified other nutrition courses they would be interested in enrolling in if offered at Palomar College. Students identified courses of interest that supported their professional goals and/or personal interests.** **Lastly, approximately 40 students have demonstrated interest in forming a nutrition club on campus.****Our students are interested in nutrition, and they are succeeding in the classes that are currently offered. However, our current offerings need to be expanded so that students can take the appropriate coursework to pursue their academic and professional goals in nutririon.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **We offer morning, day, and evening classes as well as face-to-face and distance education classes.** **We maintain strong enrollment. Our nutrition courses meet general education requirements for the AA degree and for transfer to 4-year colleges and universities. One of the nutrition courses also meets the multicultural requirement for graduation from Palomar College. In addition, we have students who are interested in pursuing a career in nutrition.****We want to offer more FCS sections to meet the growing demand for the general education courses while offering newly proposed classes as well.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **As we develop our nutrition program and offer more FCS courses, we will need an additional faculty member to teach courses and oversee any potential internships we may offer.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  | **Electrodes for Body Fat Analyzer** | **1** | **Goal 2; Objective 2.7** | **This equipment involves testing subjects, which requires new electrodes for every user. It is an important diagnostic tool used in academia, research, and industry. Our students are gaining hands-on experience that allows them to deepen their understanding of the process and provides them with a practical skill. As we develop our program, we aim to provide our students with the most relevant and thorough learning experience, which includes using this equipment. This equipment will be used for community outreach projects as well as classroom assignments.** | **$550** | **On-going** | **No** |
| **a2.**  | **Calorimeter Metabreather Tubes and Filters** | **2** | **Goal 2; Objective 2.7** | **This equipment involves testing subjects, which requires new breathing tubes for every user. It is an important diagnostic tool used in academia, research, and industry. Our students are gaining hands-on experience that allows them to deepen their understanding of the process and provides them with a practical skill. As we develop our program, we aim to provide our students with the most relevant and thorough learning experience, which includes using this equipment. This equipment will be used for community outreach projects as well as for classroom assignments.** | **$550** | **On-going** | **No** |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **Academy of Nutrition and Dietetics Evidence Analysis Library** | **1** | **Goal 2; Objective 2.7** | **This database releases position statements from the Academy of Nutrition and Dietetics on a wide variety of topics in nutrition. The Academy is the accrediting body for Registered Dietitians and the authority for updated positions in nutrition. Instructor access to the databases would improve the quality of teaching, help us build a stronger program, and give students the foundational knowledge of how to systematically sort through nutrition information just as industry professionals do. As our program develops and we offer advanced nutrition courses, we plan to offer access to this database for all students.** | **$1200** | **On-going** | **No** |
| **b2.**  | **Natural Medicines Comprehensive Database** | **2** | **Goal 2; Objective 2.7** | **This is a unique database that gives students access to credible, unbiased information regarding supplementation. This type of information is typically difficult to find but is important in the field of nutrition. In addition, no other database on campus gives access to the comprehensive information and ratings. Students will complete coursework based on the information in this database. This experience also gives them the oppportunity to work with a database that industry professionals use so that students learn how to make recommendations for consumers.** | **$3000** | **On-going** | **This has been funded by the library through June 30, 2014. Beyond that, there is no known funding source.** |
| **b3.**  |  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  | **Student Nutrition Supplies** | **1** | **Goal 2; Objective 2.7** | **These funds will be used for any student nutrition club activities.** | **$499** | **On-going** | **No** |
| **c2.**  | **Miscellaneous Teaching and Office Supplies** | **2** | **Goal 2; Objective 2.7** | **These funds will be used for any classroom or teaching related expenses (i.e. consumables, shredder maintenance, classroom models and manipulatives, etc)** | **$499** | **On-going** | **No** |
| **c3.**  | **Advisory Committee** | **3** | **Goal 2; Objective 2.7** | **At this point, we do not have an existing advisory committee for nutrition, which is required for Perkins funds and connects our program/students to industry professionals. These funds will be used for holding advisory committee meetings and costs related to assembling and maintaining the advisory committee.** | **$400** | **On-going** | **Yes, some funding may come from Dean Wilma Owens' Office.**  |
| **c4** | **Calorimeter Patient Resources** | **4** | **Goal 2; Objective 2.7** | **While using the equipment described in Part A, there are patient charts and informational materials that are given to every user. As a result, we need to replenish our supply.** | **$275** | **On-going** | **No** |
| **c5.**  | **Recalibration of Equipment** | **5** | **Goal 2; Objective 2.7** | **To keep the equipment described in Part A woking properly, it must be sent back to the manufacturer every 2-3 years for recalibration.** | **$400** | **On-going** | **No** |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  | **Printing** | **1** | **Goal 2; Objective 2.7** | **These funds will be used for FCS instructor copy requests.** | **$1000** | **On-going** | **No**  |
| **d2.**  | **Website Updates** | **2** | **Goal 2; Objective 2.7** | **As we develop the program, I have been updating our website. Since I am not a web developer, I expect to need assistance with the website as the program grows larger and more advanced web design will be required to keep the page informative and relevant.** | **$750** | **One-Time** | **Yes, some funding may come from Dean Wilma Owens' Office.** |
| **d3.**  | **Brochures and Program Marketing** | **3** | **Goal 2; Objective 2.7** | **Once the nutrition program has been developed, we will create a brochure and marketing materials to inform current/future students and the community about our program.** | **$450** | **On-going** | **No** |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  |  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  |  |  |  |  |  |  |  |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **Every year, we will continue to reevaluate the direction and success of the program to determine any additional resources needed.** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **At the beginning of fall, 2011, FCS had no course/program SLOs or assessment methods submitted into the learning outcomes database. All FCS instructors worked together to create SLOs and assessment methods, and completed/submitted the assessment results by the end of the academic year.****Our faculty have continued to generate interest in this field. Students want more of our classes, are interested in nutrition-related community and campus outreach projects, and want to form a campus club. The next step for us is to provide the students with more opportunities to get involved in nutrition at Palomar College.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **N/A** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **N/A** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Solange Bushra Wasef, MS, RD*Name*** | ***Name*** | ***Name*** |

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| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**