



# Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

### BASIC PROGRAM INFORMATION

**Academic Year**  
2018-2019

**Are you completing a comprehensive or annual PRP?**  
Comprehensive

**Department Name**  
Design and Manufacturing Technologies

**Discipline Name**  
Nutrition (NUTR)

**Department Chair Name**  
Dennis Lutz

**Division Name**  
Career, Technical and Extended Education

**Website address for your discipline**  
<https://www2.palomar.edu/pages/fcs/>

#### **Discipline Mission statement**

Our mission is to enhance the well-being of all our students by providing them with the tools to demonstrate successful home management skills with an emphasis on promoting nutritional and physical health. Our program focuses on delivering a high quality education that is evidence-based, engaging, and current to prepare students for NUTR related careers, provide the coursework for transfer and general education, support lifelong learning, and improve cultural awareness.

[\(click here for information on how to create a mission statement\)](#)

**Does your discipline have at least one degree or certificate associated with it?**  
Yes

**Are any of your programs vocational (CTE/CE)?**  
Yes

**List all degrees and certificates offered within this discipline.**  
AS-T

**Please list the names and positions of everyone who helped to complete this document.**  
Solange Wasef, Associate Professor

The items in this document have been discussed with the adjunct faculty throughout the year.

\*Special note for the PT FTEF below: The number of PT FTEF reported on the Institutional Research and Planning spreadsheet is 2.8, but the field below did not allow the input of decimals. Additionally, this number is inflated because it represents Fall, 2017 data, when the lead faculty member was on sabbatical. This is why the FT FTEF below is reported as 0. Therefore, the true PT FTEF is 1.8, and the FT FTEF is 1.\*

**Full-time faculty (FTEF)**

0

**Part-time faculty (FTEF)**

3

**Classified & other staff positions that support this discipline**

ADA, Yesenia Zermeno

# of months: 12

% Workload: 100%

**Additional hourly staff that support this discipline and/or department**

n/a

## PROGRAM INFORMATION

## PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?**

The program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations well. The NUTR AS-T was accepted at Palomar College in Fall, 2017, and it was based on data/research from other colleges' offerings, advisory committee input, industry job trends, and the Academy of Nutrition and Dietetics. The program outcome was based on the results of this data/research.

**Describe your program's plan for assessing program learning outcomes.**

We will continue to assess each course every 3 years.

**Summarize the major findings of your program outcomes assessments.**

The program assessment is based on successful assessment outcomes for all the required NUTR courses as the entire cluster represents the scope and depth of the degree/certificate offered and align with employer and transfer expectations. All assessments achieved or exceeded the discipline standard, which equates to a positive program outcome assessment.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?**

None. NUTR is very proactive about identifying and addressing questions as they arise.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

**How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.**

The courses below include components of the following GE/ILOs:

NUTR 100 includes tasks/assignments that include computation, creative thinking, critical thinking, and analytical thinking, ethical reasoning, and foundational knowledge of the discipline. (ILO 2, 3, 4; GE 2, 3, 5)

NUTR 120 includes tasks/assignments that include intercultural knowledge and foundational knowledge of the discipline. (ILO 4; GE 3, 4, 5)

NUTR 165 includes tasks/assignments that include computation, creative thinking, critical thinking, and analytical thinking, ethical reasoning, and foundational knowledge of the discipline. (ILO 2, 3; GE 3, 5)

NUTR 185 includes tasks/assignments that include computation, creative thinking, critical thinking, and analytical thinking, and foundational knowledge of the discipline. (ILO 2, 3; GE 3, 5)

NUTR 190 includes tasks/assignments that include computation, critical thinking, and analytical thinking, and foundational knowledge of the discipline. (ILO 2, 3; GE 2, 3, 5)

**Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.**

All courses have been assessed within the past three years, and all assessments achieved or exceeded the discipline standard.

## PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to

examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**

The Associate in Science in Nutrition and Dietetics for Transfer Degree was approved in Fall, 2017. Two years have not yet passed to collect this data.

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**

**What factors have influenced your completion trends?**

As previously mentioned, in Fall, 2017, the NUTR AS-T was approved at Palomar College. Before and after the approval, students were completing coursework to transfer and pursue an undergraduate degree in Nutrition and Dietetics.

Prior to Fall 2017, NUTR students were advised to complete the University Studies: Health and Fitness or University Studies: Math and Science. Unfortunately, since the AS-T was not accepted by some transfer institutions, it is still best for some NUTR students to major in University Studies: Health and Fitness or University Studies: Math and Science instead of NUTR.

As a result, data will not reflect all students who take NUTR classes to complete coursework for a nutrition degree and is part of the reason the data is limited. This issue has been discussed with Palomar College's counselors and the Articulation Officer who agree that there is not one degree path for all NUTR students.

**Are the courses in your discipline required for the completion of other degrees/certificates?**

Yes

**Please list them**

NUTR 120:

COUN General Studies: Emphasis in Social and Behavioral Sciences A.A. Degree Major

NUTR 165:

COUN General Studies: Emphasis in Science and Mathematics A.S. Degree Major

COUN University Studies: Emphasis in Health and Fitness A.S. Degree Major

COUN University Studies: Emphasis in Social Sciences A.A. Degree Major

FCS Family and Consumer Science-General A.S. Degree Major/Cert. Achievement

KINE Adult Fitness and Health Certificate of Achievement

NUTR 185:

COUN General Studies: Emphasis in Science and Mathematics A.S. Degree Major

COUN University Studies: Emphasis in Health and Fitness A.S. Degree Major

COUN University Studies: Emphasis in Mathematics and Science A.S. Degree Major

**Do you have programs with 7 or fewer completions in the last 5 years?**

Yes

**What steps are you taking to address these completions?**

Yes was selected here because there is no data to substantiate the completions in the Program Review and Planning spreadsheet. However, faculty in the discipline know of greater than 7 students who completed their coursework at Palomar College to pursue Nutrition and Dietetics at a transfer institution.

**What is your program standard for program completion?**

70.0%

**Why did you choose this standard?**

The college standard has been selected.

**What is your Stretch goal for program completion?**

100.0%

**How did you decide upon your stretch goal?**

Ideally, 100% would be the goal. As this is not a realistic goal, continued improvement and positive trending to get as close as possible to 100% would be the true stretch goal.

## ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

**What was your efficiency trend over the last 5 years? Was it expected?**

WSCH/FTEF:

2013-2014 = 536

2014-2015 = 473

2015-2016 = 448

2016-2017 = 487

2017-2018 = 622

Fill Rate:

2013-2014 = 99%

2014-2015 = 99%

2015-2016 = 100%

2016-2017 = 94%

2017-2018 = 91%

NUTR is now efficient and is exceeding the goals of 525 WSCH/FTEF and 85% fill-rate. There was a reduction in efficiency due to the capacity of the previous NUTR classroom used. However, NUTR will remain in the current classroom and is expected to remain efficient. The current number of NUTR sections offered tend to fill well.

**What factors have influenced your efficiency trends?**

There was a reduction in efficiency due to the capacity of the previous NUTR classroom used. However, NUTR will remain in the current room and is expected to remain efficient.

**Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?**

NUTR 190 is not currently scheduled. The reason for this is that there is currently no location at Palomar College where the laboratory items outlined in the COR can be completed. While options are being

explored to locate a site, the TMC and AS-T are written in a way where students complete all required coursework even if the course is not available. The NUTR faculty are currently reviewing whether this course should be deactivated or site exploration should be continued.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## **COURSE INFORMATION**

### **COURSE SUCCESS AND RETENTION**

**What is your program's standard for Discipline COURSE Success Rate?**

70.0%

**Why did you choose this standard?**

The college's standard was selected.

**Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected?**

Success Rate:

2013-2014 = 71%

2014-2015 = 76%

2015-2016 = 70%

2016-2017 = 75%

2017-2018 = 75%

NUTR faculty regularly meet to discuss strategies to improve success rates. These efforts are making a positive impact on success rates. Even compared to the 2014-2015 academic year, total success is higher. In 2014-2015, the success rate was 76% out of 634 students enrolled. In 2017-2018, the success rate was 75% out of 912 students enrolled. More students are currently succeeding despite the 1% reduction from a previous year.

**What is your Stretch goal for COURSE success rates?**

100.0%

**How did you decide upon the goal?**

Ideally, 100% would be the goal. As this is not a realistic goal, continued improvement and positive

trending to get as close as possible to 100% would be the true stretch goal.

**Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?**

Decreased

**Was this expected? Please explain.**

Retention Rate:

2013-2014 = 94%

2014-2015 = 94%

2015-2016 = 93%

2016-2017 = 93%

2017-2018 = 92%

While the retention rate is strong, it has decreased by 2%. This coincides with the addition of more online offerings. Campus-wide, online courses tend to have lower retention rates. NUTR faculty regularly meet to discuss strategies to improve retention rates, and more strategies need to be explored and implemented to trend positive.

It should be noted that the percent has declined, but the total number of students has increased over the years. As a result, the number of completions has increased while the rate has decreased.

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

When or where (time of day, term, location)

Age

Ethnicity

Gender

Special Pop. (Veteran, foster youth, etc.)

**When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**

Success %/Retention % Evening: 68/86

Success %/Retention % Day: 76/93

There are many more NUTR day classes than evening classes offered. Therefore, a single failure in an evening class impacts the percent much more than a single failure in a day class. There may be other factors involved as some evening students have many other responsibilities such as full-time work or primary care giving duties, which may reduce the time they have to spend completing homework and studying.

The best way to determine strategies to reduce the disparity would be to survey NUTR students to identify trends between student success, student barriers to success, and student subgroups. From there, an action plan can be created. In the meantime, NUTR discusses strategies for improving student success and retention at every meeting.

**Gender: Why do you think gender differences exist? What do you need to help close the gap?**

Success %/Retention % Female: 72/90

Success %/Retention % Male: 70/92

While there is an absolute difference in these values, the values are within 2% of each other. This difference is not recognized as significant as the larger differences in the other subgroups discussed in this form.

**Age: Why do you think age differences exist? What do you need to help close the gap?**

Success %/Retention % 19 and Under: 69/91  
Success %/Retention % 20-24: 71/92  
Success %/Retention % 25-49: 69/88  
Success %/Retention % 50 and Over: 100/100

There is a large body of research about educational disparities of this type. Experts in this field of study are much more qualified than an NUTR discipline expert to propose and properly explain theories for these trends. As a result, the focus of this portion will be about how this gap can be closed. If Palomar College already has the information on how to reduce these disparities, NUTR will readily implement strategies as NUTR capabilities and resources allow. Otherwise, the best way to determine strategies to reduce the disparity would be to survey NUTR students to identify trends between student success, student barriers to success, and student subgroups. From there, an action plan can be created. In the meantime, NUTR discusses strategies for improving student success and retention at every meeting.

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**

Success %/Retention % American Indian/Alaskan Native: <10/<10  
Success %/Retention % Asian: 75/92  
Success %/Retention % Black or African American: 59/88  
Success %/Retention % Filipino: 88/100  
Success %/Retention % Hispanic: 69/93  
Success %/Retention % Multi-Ethnicity: 76/90  
Success %/Retention % Pacific Islander: <10/<10\*  
Success %/Retention % White: 71/88  
Success %/Retention % Unknown: <10/<10\*

There is a large body of research about educational disparities of this type. Experts in this field of study are much more qualified than an NUTR discipline expert to propose and properly explain theories for these trends. As a result, the focus of this portion will be about how this gap can be closed. If Palomar College already has the information on how to reduce these disparities, NUTR will readily implement strategies as NUTR capabilities and resources allow. Otherwise, the best way to determine strategies to reduce the disparity would be to survey NUTR students to identify trends between student success, student barriers to success, and student subgroups. From there, an action plan can be created. In the meantime, NUTR discusses strategies for improving student success and retention at every meeting.

\*These values may not accurately reflect trends if no students of this subgroup were enrolled in the program.

**Special Populations: Why do you think special population differences exist? What do you need to help close the gap?**

Success %/Retention % Non-Veteran: 71/91  
Success %/Retention % Veteran: 78/91  
Success %/Retention % Not Foster Youth: 71/91  
Success %/Retention % Current Foster Youth: <10/<10\*

Veterans have a higher success rate than non-veterans.

\*A disparity can not be concluded for the foster youth charts as the data may not accurately reflect trends if no students of this subgroup were enrolled in the program.

**Are there differences in success/retention between on-campus and online courses?**

Yes



**Do you have any best practice methods you use for online courses to share with the community?**

The majority of the online NUTR sections taught by NUTR faculty use Articulate Storyline 2, which allows for the creation of an interactive online course.

**Please explain.**

Success %/Retention %Face-to Face: 74/92

Success %/Retention % Online: 65/89

Campus-wide online courses tend to have lower success and completion rates than their face-to-face counterparts. Part of the reason for this trend is student preparedness for online learning and the quality and ease of use of the online course. NUTR has addressed both of these items by conducting mandatory online orientations and creating online courses that incorporate multiple learner-centered best practices.

## **COURSE OUTCOMES**

**How is course assessment coordinated across sections and over time?**

The lead faculty member receives notice from the SLO Facilitator in the discipline. The lead faculty member emails all the faculty teaching the courses to be assessed in that semester with instructions on what to assess and assessment questions to be completed. The faculty assess the SLO and email their responses to the assessment questions to the lead faculty member. Follow up discussions occur as needed. Then, the lead faculty member compiles the results and enters them in TracDat.

**How have you improved course-level assessment methods since the last PRP?**

The quality of the SLOs and the assessment methods are reviewed and possibly modified each assessment cycle. There might have been minor wording changes to improve clarity of the SLO since the last PRP.

**Summarize the major findings of your course outcomes assessments.**

All courses have been assessed within the past three years, and all assessments achieved or exceeded the discipline standard.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?**

NUTR is very proactive in addressing questions within the discipline as they arise. Most recently, at an NUTR faculty meeting, the instructors agreed to meet multiple times during the semester to address and identify any instructional questions related to outcomes, content delivery, success, retention, technology, and more. The faculty refer to these meetings as course "Power Meetings."

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**

NUTR faculty are currently holding Power Meetings (previously described) for each course offered for the purpose of improving instruction and creating more consistency between courses taught by different teachers.

## **PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING**

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

**How do your course outcomes help your students achieve their program outcomes?**

Each course outcome is a component of the program outcome. In order for the program outcome to be achieved, all course outcomes must be achieved.

**How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?**

The course map was strategically designed to ensure scaffolding by selecting a sequence of courses that: (1) most effectively builds upon each other (i.e. courses that help students succeed in more challenging courses were recommended first even if they were not required in that sequence), (2) balances each other in terms of the workload (i.e. science and high unit courses were spread out over multiple semesters), and (3) maintains student interest in and connection to the major (i.e. one NUTR course was recommended in the semester rather than recommending all NUTR coursework be completed in one semester)

The maps are shared via print materials, an orientation/info session held once per semester, and counselors.

**What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?**

NUTR offers fast-track, day/evening, online, and summer courses. NUTR also explores offerings at various Palomar College sites to gauge student interest/need. In Fall, 2019, a course will be offered at Camp Pendleton. NUTR does block scheduling where required classes are offered back to back.

**How do you work with other departments that require your course(s) for program completion?**

Any time course or curriculum changes occur that may impact courses cross-listed with NUTR, the lead faculty from both disciplines collaborate to manage the change.

**Does your discipline offer cross-listed courses?**

Yes

**How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?**

For NUTR/BIOL 185, NUTR instructors are the only ones who teach it.

For NUTR/HE 165, NUTR collaborates with HE faculty to discuss SLO results. Additionally, NUTR and HE lead faculty have met and discussed textbooks, course projects, and other items related to the course.

For scheduling, NUTR reviews HE's previous schedule and proposes a schedule that is intended to avoid offering competing classes at low enrollment times and offer additional sections at high enrollment times.

**Are there curriculum concerns that need to be resolved in your department? What are they?**

No

**Are there courses that should be added or removed from your program - please explain?**

Not at this time.

**How is the potential need for program/course deactivation addressed by the department?**

NUTR course offerings are regularly reviewed. If there is a potential need for NUTR program/course deactivation, it is reviewed by the lead faculty, discussed with adjunct faculty and the advisory committee, and brought to the chair and dean. If deactivation is the best choice, the lead NUTR faculty member submits the deactivation through Curricunet.

**Is your department pursuing non credit or not-for credit options at this time?**

No

**Are there areas you would like to expand?**

Under the direction of the Advisory Committee, NUTR currently offers an orientation, club, and cohort that offers unique and specific information and opportunities that are important for succeeding in the field. The information and opportunities are outside the scope of the curriculum's COR and also serve as marketing tools. These offerings are at risk of being significantly reduced and/or cancelled. There are opportunities for these items to expand if resources are not reduced.

**Click here for information about [Noncredit](#) and [Community Education](#)**

**Is your department offering online classes?**

Yes

**How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?**

NUTR utilizes historical data and wait list totals as a tool to reflect students' needs. NUTR wait lists have been expanded to 10 to assist in gauging interest in a particular section of a course offered. When enrollment opens, the lead instructor tracks how fast classes fill, which classes fill first/last, and how large the wait lists grow in order to determine what types of classes should be offered more. If a class and its wait list fill quickly, the lead faculty will recommend adding an additional section in the current semester or in a future term.

**Describe other data and/or information that you have considered as part of the evaluation of your program**

NUTR uses advisory committee recommendations, employment data, and information from the Academy of Nutrition and Dietetics to identify and create experiences and opportunities for students to become more competitive job, transfer, and internship applicants.

## **CAREER AND LABOR MARKET DATA**

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

**The following websites are for CTE related data:**

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [San Diego Workforce Partnership](#)
- [State of CA EDD](#)
- [Career One Stop](#)

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**

NUTR students typically want to become Dietitians or Nutritionists. There is less new and emerging careers and more changes in the method of practice, content of practice, or specialties. With the guidance of the advisory committee and review of industry standards, NUTR incorporates these items into the curriculum, club, or cohort as appropriate.

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**

Technology Skills:

- Analytical or scientific software — Axxya Systems Nutritionist Pro; Compu-Cal Nutrition Assistant; Monash University Low FODMAP Diet App; The Nutrition Company FoodWorks
- Data base user interface and query software — CyberSoft NutriBase; Database software; DietMaster Systems DietMaster; ValuSoft MasterCook
- Desktop communications software — Skype
- Electronic mail software — Microsoft Outlook
- Graphics or photo imaging software — Graphics software
- Internet browser software — Web browser software
- Medical software — BioEx Systems Nutrition Maker Plus; Lifestyles Technologies DietMaster Pro; MNT Northwest MNT Assistant; SureQuest Systems Square 1
- Network conferencing software — ReadyTalk
- Office suite software — Google Drive; Microsoft Office
- Presentation software — Microsoft PowerPoint
- Spreadsheet software — Microsoft Excel
- Word processing software — Microsoft Word

Knowledge:

- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Biology — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.
- Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat

human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.

**Skills:**

- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Speaking — Talking to others to convey information effectively.

**Abilities:**

- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.

**How does your program help students build these KSA's?**

Between all the classes required for NUTR, most of the KSAs are incorporated into the curriculum. The club and cohort experiences also cover many of the items above.

**Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?**

Yes

**What have you done to integrate work-based learning?**

NUTR faculty are exploring these types of opportunities as they design and facilitate service and volunteer projects that students in the club and cohort complete. For example, students have co-authored and co-presented interactive nutrition education events with NUTR faculty at the local YMCA, to foster youth, and local schools.

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**

All aspiring dietitians need to have 3 recommenders complete a reference form in order to obtain an internship. The internship is a requirement for becoming a dietitian. Acquiring an internship is the most competitive portion of the process for becoming a dietitian as the Academy of Nutrition and Dietetics reports that only 50% of students who apply for internships obtain them.

The recommendation form is almost identical across the nation. It asks the recommender to assess the student's NUTR knowledge as well as many other traits and abilities. The experiences and projects selected for the students in the club and cohort are designed to help students acquire, develop, and demonstrate those traits. This will make them more competitive applicants for obtaining an internship, which is required to enter the occupation.

These activities align with advisory committee recommendations. During the 2016 NUTR Advisory Committee meeting, the minutes report that the committee agreed that students should complete projects

that require 2-3 hours per week (if done on ongoing basis) or 50-100 hours per project. These projects are completed outside of the NUTR coursework and improve the students' chances of being more competitive transfer, internship, or job applicants.

**How do you engage with the community to keep them apprised of opportunities in your program?**

NUTR advertises on the website, distributes print materials locally, attends community events (i.e. high school outreach), and holds an orientation for prospective students (once per semester).

**What is the regional three-year projected occupational growth for your program(s)?**

The projection through 2024 (5 years) was located, and all sites reviewed indicated this career and job opportunities are growing.

Estimated Employment and Projected Growth Dietitians and Nutritionists

Geographic Area (Estimated Year-Projected Year): San Diego County(2014-2024)

Estimated Employment: 510

Projected Employment: 600

Numeric Change: 90

Percent Change: 17.6

Job Openings: 130

**What is being done at the program level to assist students with job placement and workforce preparedness?**

In addition to the the existing coursework, NUTR offers an orientation, club, and cohort for students to acquire, develop, and demonstrate workforce skills that will make them more competitive applicants for internships and jobs.

**When was your program's last advisory meeting held? What significant information was learned from that meeting?**

March, 2018

Significant Findings:

Determined to what extent functional nutrition needs to be covered at the community college level

Identified the nature, scope, and size of projects outside of class students need to complete in order to be competitive internship applicants.

**What are the San Diego County/Imperial County Job Openings?**

The projection through 2024 (5 years) was located, and all sites reviewed indicated this career and job opportunities are growing.

Estimated Employment and Projected Growth Dietitians and Nutritionists

Geographic Area(Estimated Year-Projected Year): San Diego County(2014-2024)

Estimated Employment: 510

Projected Employment: 600

Numeric Change: 90

Percent Change: 17.6

Job Openings: 130

## **Program Goals**

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

## Goals

### Goal 1

#### Brief Description

Research and Develop Nutrition Program

#### Is this a new or existing goal?

Existing

#### Goal Status

Ongoing

#### How will you complete this goal?

Previous Implementation Strategy:

-Propose, Submit, and Acquire Approval of NUTR AS-T

Status:

-Complete

New Implementation Strategy for This Goal:

-Expand the NUTR club, orientation, and club via advertisements, adjunct faculty participation, and student recruitment so that all NUTR majors participate in at least one of these offerings during their first year at Palomar College or there is an overall increase in participation in these offerings.\*

-Research and implement specific tasks to be completed during the club, orientation, cohort so that the cluster of offerings align with at least 5 industry-standard skills from the reference form discussed on page 5 of this document and referred to in the outcome expected section below.

\*Since students pursuing a career in Nutrition and Dietetics may major in NUTR, University Studies: Health and Fitness, or University Studies: Math and Science, it may be difficult to quantify if all students are participating. As a result, an increase in total participation may have to be measured instead. The rationale behind students selecting a degree other than NUTR is explained on page 2 of this document.\*

#### Outcome(s) expected (qualitative/quantitative)

The expected outcome is that students who participate in these opportunities will graduate from Palomar with sufficient experience in multiple, if not all, of the assessment items from the internship recommendation form, which makes them more competitive job, transfer, and internship applicants.

\*The internship recommendation form and its significance are discussed on page 5 of this document.

#### How does this goal align with your department mission statement, the college strategic plan, and/or Guided Pathways?

Achieving this goal will help more students acquire skills for the field, become more competitive applicants for jobs/internships, and prepare them for successful transfer.

#### Expected Goal Completion Date

6/30/2022

## Goal 2

### Brief Description

Educate Students About NUTR Course Offerings

### Is this a new or existing goal?

Existing

### Goal Status

Ongoing

### How will you complete this goal?

Previous Implementation Strategy:

-Update print materials and website, continue involving adjunct faculty to conduct info session and run club meetings, train counselors on current offerings, and continue to review degree requirements in NUTR 100 and at the info session.

Status:

-Complete

New Implementation Strategy for This Goal:

-Due to recent course changes at Palomar College, degree requirement changes, and professional requirement changes from the Academy of Nutrition and Dietetics, the information needs to be updated again. Specifically, NUTR will update print materials and website, continue updating and involving adjunct faculty to conduct info session and run club meetings, train counselors on current offerings, and review updated degree requirements in NUTR 100 and at the info session.

### Outcome(s) expected (qualitative/quantitative)

Accurate and relevant information about the NUTR program will be produced and available to current students, prospective students, faculty, and staff, which can boost enrollment and help students to better understand the path for meeting degree requirements.

### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Achieving this goal will help improve accessibility of updated program materials, maps, and pathways and improve outreach to current and prospective students, which can potentially increase enrollment while reducing degree requirement ambiguity, misunderstandings, and other barriers to student success.

### Expected Goal Completion Date

8/31/2019

## Goal 3

### Brief Description

Improve Student Engagement and Understanding Through Learner-Centered Teaching

### Is this a new or existing goal?

Existing

### Goal Status

Ongoing

### How will you complete this goal?

Previous Implementation Strategy:

-Continue to learn new learner-centered teaching methods and train adjunct faculty in these methods.

Status:



-Ongoing

NUTR faculty will continue to receive training in learner-center teaching methods via attending conferences, participating in webinars, and/or reading literature and sharing implementable findings with other NUTR faculty.

**Outcome(s) expected (qualitative/quantitative)**

The quality of teaching, learning, and engagement will increase, which can help improve success and retention numbers.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

Achieving this goal will help improve learning and lead to better transfer and career readiness. Additionally, achieving this goal can help improve success and retention numbers.

**Expected Goal Completion Date**

6/30/2022

## STAFFING AND RESOURCE NEEDS

### Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

**Are you requesting additional full-time faculty?**

No

**Are you requesting additional Staff, CAST or AA?**

No