

Status: **Reviewed**

Entry #: 206

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## 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**  
2020-2021

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

**Department Name**  
Design and Manufacturing Technologies

**Discipline Name**  
Nutrition (NUTR)

**Department Chair Name**  
Rita Campo Griggs

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

**Website address for your discipline**  
<https://www2.palomar.edu/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 TOP coded as vocational (CTE/CE)?**  
Yes

#### **List all degrees and certificates offered within this discipline.**

We offer the AS-T Nutrition. However, some of our students need to pursue the University Studies Health and Fitness or University Studies Math and Science Degrees to better meet the transfer requirements for their desired institution.

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

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

**Full-time Faculty (total number of FT faculty in your discipline)**

1

**Full-time Faculty (FTEF)**

1

**Part-time faculty (FTEF)**

1.8

**Classified and other permanent staff positions that support this discipline**

ADA, Yesenia Zermeno (supports entire department, not only NUTR)

# of months: 12

% Workload: 100%

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

0

## PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

## PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?**

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.

**How do they align with employer and transfer expectations?**

Each year, the advisory committee, which includes industry professionals and the SDSU Director of the Didactics Program, reviews the curriculum and experiences offered in NUTR. NUTR consistently receives positive feedback about the students' performance and the course materials and requirements in the program. Additionally, feedback to enhance student learning and skills are recorded, implemented, and reported on to the committee each year.

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

We will continue to assess each course and the program 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.

## 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 of Science in Nutrition and Dietetics for Transfer Degree was approved in Fall, 2017, but there was no completion data on the Institutional Research and Planning document up until this year. Before and after the approval, students were completing coursework to transfer and pursue an undergraduate degree in Nutrition and Dietetics.

The data reflects that there were 3 completions for the previous year.

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, the data does 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.

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

Increased

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

(Repeated from above)

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.

## Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

### **How have these factors contributed to the success of your program(s)?**

Creating NUTR, the discipline and the AS-T, has helped the program become more visible to students on campus.

**How have these factors presented challenges for your program(s)?**

The biggest challenge is tracking completions to demonstrate the amount of student interest and the full impact of the program. Each semester NUTR has anywhere from 10-30 students attending the orientation for prospective nutrition majors. Additionally, NUTR 100, Introduction to Nutrition and Food Professions, consistently fills each time the course is offered (once per year).

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 standard has been selected.

**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.

### **COURSE LEARNING OUTCOMES**

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

The quality of the SLOs and the assessment methods are reviewed and modified, if appropriate, each assessment cycle and sometimes more frequently. Since the last PRP, some courses and the program have had an additional SLO added to their assessment methods, which allows NUTR the opportunity to more thoroughly assess student success in achieving the SLOs.

**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.

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

## 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](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [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 are less new and emerging careers and more changes in the method of practice, content of practice, or specialties available. With the guidance of the advisory committee and review of industry standards, NUTR incorporates these items into the curriculum, orientation, or club, 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 nutrition club experiences also cover many of the items above.

## **Work Based Learning**

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

**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 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 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 Palomar's website. Pre-Covid-19, NUTR distributed print materials locally, attended community events (i.e. high school outreach), and held an orientation for prospective students (once per semester). This year, the virtual versions of these activities are being pursued.

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

The projection through 2026 was located, and all sites reviewed indicated this career and job opportunities are growing. California growth projections indicate a 20% increase from 2016-2026.

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

In addition to the existing coursework, NUTR offers an orientation and club 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?**

The last advisory meeting was held in March, 2020. The most significant information learned came from the discussion about what the most important skills/techniques/topics are for students to learn as we transitioned to the online environment with 1 less week of instructional time. We created a list of what needed to be emphasized and how that would be managed and modified in the online environment.

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

The projection through 2026 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 (2016-2026)

Estimated Employment: 690

Projected Employment: 800

Numeric Change: 110

Percent Change: 15.9

Job Openings: 560

## 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

Expand NUTR Program Offerings to Include Attainment of Essential Skills Acquired Outside the Classroom

#### 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

Previous Implementation Strategy:

-Expand the NUTR club, orientation, and cohort 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, and cohort so that the cluster of offerings align with at least 5 industry-standard skills from the reference form discussed 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 measure 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 previously in this document.\*

#### New Implementation Strategy for This Goal:

NUTR had a significant funding cut in the last year and is still determining next steps. For the current semester, the orientation will be held and the club is being redeveloped to incorporate some of the experiences that were lost with the funding cuts that eliminated the cohort program. The club format is also being modified to align with at least 5 industry-standard skills while adhering to Covid-19 safety guidelines. For example, in Spring 2020, the club created educational materials that incorporated nutrition information and California Content Standards for various subjects and grade levels to assist teachers and parents who were transitioning to online education with little to no resources. The overall goal is to continue with the implementation strategy above while consolidating and/or limiting the extracurricular offerings so that they are still valuable but can be managed by a single full-time faculty member.



**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.

**Relevant Background Information:**

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 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

Previous Implementation Strategy:

-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.

Status:

-Completed 8/31/2019

Current Implementation Strategy:

This item was listed on a previous PRP, and all the updates and education listed above were completed. NUTR will continue to make updates as needed. This item is still listed as a goal as there was a new change proposed in Meta for Fall, 2020 and another one was submitted for Fall, 2021. As of Fall 2020, both proposals have been approved through Meta either on time or earlier than expected. The current need is to create enough outreach materials, advising opportunities, and orientation sessions that alert students of the new changes that will impact their educational plans.

**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**

6/30/2021

**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

## RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

### PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

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

No

***NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.***

**Are you requesting new Classified, CAST or AA positions?**

No

## PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

### How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

As previously stated, NUTR, experienced funding cuts. While the funding cuts are not unique to NUTR, any opportunities in the future to reinstate funds for the cohort program and conferences for core curriculum topic development would be greatly appreciated and increase the value of what NUTR offers to students.

## NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

## PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

## PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

swasef@palomar.edu

## Review

### Chair Review

#### Chair Comments

The Nutrition program PRP is well done and complete.

Recommend for future review:

Review the Mission Statement, specifically the phrase "home management skills". This phrase sounds a bit antiquated, and gives a misleading impression of the program. Since this is a CTE program and the State of California has a strong emphasis is on Work-based learning, consider adding verbiage of specific careers that would enhance the appeal of the program.

Resource page: consider adding a dollar amount to reinstate for the conferences and the cohort program would make it easier for the decision makers to assess. Could PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS, be used to assess in your needs.

#### Chair Name

Rita Campo Griggs

#### Chair Sign Date

10/29/2020

### Dean Review

#### Strengths and successes of the discipline as evidenced by the data and analysis:

I agree with the chair's comments. It is noted that the budget has been reduced and this did have an impact of some of the activities that had been funded in the past.

#### Areas of Concern, if any:

#### Recommendations for improvement:

#### Dean Name

Margie Fritch

#### Dean Sign Date

11/3/2020

### IPC Review

#### Strengths and successes of the discipline as evidenced by the data and analysis:

#### Areas of Concern, if any:

#### Recommendations for improvement:

#### IPC Reviewer(s)

#### IPC Review Date

### Vice President Review

#### Strengths and successes of the discipline as evidenced by the data and analysis:

solid tie with local industry through advisory council, which helps to shape expectations and curriculum outcomes; increased completions though may be through University Studies as well; WBL in curriculum

#### Areas of Concern, if any:

1. why choose the college standard for Course Success rate?
2. evolving SLOs to investigate which part of course info students may struggle with?
3. outcomes for goals are not measurable

**Recommendations for improvement:**

1. rethink goal outcomes so that they are measurable and obtainable.

**Vice President Name**

Shayla Sivert

**Vice President Sign Date**

1/1/2021