Status: **Read**   Status: **Reviewed**

Entry #: 73

Date Submitted: 10/15/2021 1:35 PM

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Comprehensive

Division Name
Career, Technical and Extended Education

Department Name
Design and Manufacturing Technologies

Department Chair Name
Anita Talone and Rita Campo Griggs

Discipline Name
Nutrition (NUTR)

Department Chair email
ATalone@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
S. Wasef

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

Discipline Mission statement
The Associate in Science in Nutrition and Dietetics for Transfer is designed to enhance the well-being of all students by providing them with the tools to demonstrate health promoting behaviors as related to nutrition. The program aims to educate students about the various career options in nutrition, dietetics, food science, and fitness. Instruction methods focus on delivering a high quality education that is evidence-based, engaging, and current to prepare students for the workforce, provide the coursework for transfer and general education, support lifelong learning, improve cultural awareness, and serve diverse populations. The Associate in Science in Nutrition and Dietetics for Transfer (AS-T.) degree provides a seamless path to students who wish to transfer to a CSU campus for Nutrition and Dietetics.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
The current mission addresses many components of the mission and vision as it addresses learning for the purposes of having a better future (professionally and personally), including and serving diverse populations and experiences, and supporting students who are pursuing transfer-readiness, general education, career and technical training, aesthetic and cultural enrichment, and lifelong education.

(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.
AS-T Nutrition and Dietetics

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
1.2

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
1.6

List the classified and other permanent staff positions that support this discipline.
Department ADA and sometimes Division Administrative Assistant

List additional hourly staff that support this discipline and/or department
n/a

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 outcomes were based on the results of this data/research.

How do they align with employer and transfer expectations?
See the previous answer as it also addresses employer and transfer expectations.

Describe your program's plan for assessing program learning outcomes.
NUTR will continue to assess each course every 3 years.

Summarize the major findings of your program outcomes assessments.
The program assessments are 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.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- Associate Degree GE Requirements

- CSU GE Requirements

- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.
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. From Nuventive: Computation A and Critical B

NUTR 120 includes tasks/assignments that include intercultural knowledge and foundational knowledge of the discipline. From Nuventive: Community A and GE Foundational Knowledge of Discipline

NUTR 165 includes tasks/assignments that include computation, creative thinking, critical thinking, and analytical thinking, ethical reasoning, and foundational knowledge of the discipline. From Nuventive: Computation A and Critical B

NUTR 185 includes tasks/assignments that include computation, creative thinking, critical thinking, and analytical thinking, and foundational knowledge of the discipline. From Nuventive: GE Foundational Knowledge of Discipline

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOsducation/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.
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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
Degrees and Certificates Awarded (Count)
2019-20 2020-21
Associate in Science Degree for Transfer 3 3
AA/AS Total 3 3
Grand Total 3 3

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

What factors have influenced your completion trends?
The Associate in Science in Nutrition and Dietetics for Transfer Degree was approved in Fall, 2017. For this reason, there is no data prior to 2019.

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 degrees. 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 100 is incorporated into the following program(s):
Program Change-A.S. Degree Major (18 units or more) *In Review* University Studies: Emphasis in Health and Fitness

NUTR 120 is incorporated into the following program(s):
Technical Update *for Instructional Services Use*-A.A. Degree Major (18 units or more) *Active* General Studies: Emphasis in Social and Behavioral Sciences

NUTR 165 is incorporated into the following program(s):
Program Change-A.A. Degree Major (18 units or more) *Active* Kinesiology
Program Change-A.A. Degree Major (18 units or more) *Active* University Studies: Emphasis in Social Sciences
Program Change-A.S. Degree Major (18 units or more) *Active* General Studies: Emphasis in Science and Mathematics
Program Change-A.S. Degree Major (18 units or more) *Active* University Studies: Emphasis in Health and Fitness
Program Change-Certificate of Achievement (18 units or more) *Active* Adult Fitness and Health
Technical Update *for Instructional Services Use*-A.S. Degree Major/Cert. Achievement (18 units or more) *Active* Pre-Allied Health
Program Change-A.A. Degree Major (18 units or more) *Draft* Pre-Kinesiology and Health Science
Program Change-Certificate of Achievement (12-17 units) *Draft* Coaching
Program Change-A.S. Degree Major (18 units or more) *In Review* University Studies: Emphasis in Health and Fitness

NUTR 185 is incorporated into the following program(s):
Program Change-A.A. Degree Major (18 units or more) *Active* Kinesiology
Program Change-A.S. Degree Major (18 units or more) *Active* General Studies: Emphasis in Science and Mathematics
Program Change-A.S. Degree Major (18 units or more) *Active* University Studies: Emphasis in Health and Fitness
Program Change-A.S. Degree Major (18 units or more) *Active* University Studies: Emphasis in Mathematics and Science
Program Change-A.A. Degree Major (18 units or more) *Draft* Pre-Kinesiology and Health Science
Program Change-A.S. Degree Major (18 units or more) *In Review* University Studies: Emphasis in Health and Fitness

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

What steps are you taking to address these completions?
This is a newer degree and the number of completions are expected to increase with time.

However, there have been reporting errors in the past that continue in current data, and the true number may be over 7.

NUTR knows of more completions than 3 in the last 5 years. NUTR faculty knows there are more completions because NUTR instructors know students who transferred and pursued a BS Nutrition/Dietetics with the NUTR degree from Palomar.

In addition, as previously mentioned, the data does not reflect all students who take NUTR classes to complete coursework for a nutrition degree but graduate with University Studies: Health and Fitness or University Studies: Math and Science degrees.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

What is your program standard for program completion?

Why did you choose this standard?
The answer to the question above is: No standard has been set, but the goal is all the students whose best career path is in nutrition and dietetics.

Completion of the AS-T is most useful for students who want to pursue a career in nutrition and dietetics.

Part of NUTR's mission is to "educate students about the various career options in nutrition, dietetics, food science, and fitness. Instruction methods focus on delivering a high quality education that is evidence-based, engaging, and current to prepare students for the workforce..." The number of students this applies to may change from year to year, but the goal is to offer extracurricular programming (i.e. the orientation) to identify students who want to pursue a career in nutrition and dietetics and offer them high quality education and support to complete the program.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?

How did you decide upon your stretch goal?
The answer to the question above is: The stretch goal would be to have everyone complete the NUTR AS-T who is interested and would benefit from completing it.

Ideally, 100% of interested current and prospective students 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 AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to Program: Enrollment Trends

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
Increased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
Decreased

Were these trends expected? Please explain.
Enrollment Trend
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Enrollment 415 473 611 607 577 No Data
Fill Rate 99.28% 94.60% 90.92% 82.03% 87.69% No Data

Based on the data above, enrollment has increased between 2015 and 2019. Fall 2020 was not included, but enrollment was impacted by the pandemic.

As for the fill rate, that has fluctuated as the prior method of determining class offerings was based on an 85% fill rate. If a program was at much greater than 85%, more sections were added the following year. If a class had less than an 85% fill rate, then less sections were offered the following year.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
Students are successfully achieving the learning outcomes because NUTR is staffed with knowledgeable experts who are committed to staying current in the field and dedicated to student support.

The program experienced sustained growth for several years due to interest in the field and robust extracurricular programming that helped recruit and retain students. Beyond instruction, the program consisted of the orientation, club, and cohort that incorporated adjunct faculty participation. Funding for these programs was drastically cut and those activities have been scaled down accordingly, which coincides with decreases in enrollment.

The success of the program continued beyond the students' time at Palomar as we received this email from one of the directors at a university some of our students transfer to. "I have noticed that the students that transfer from Palomar College seem to be much more prepared. The students from Palomar know a lot more about the process of becoming a registered dietitian and the importance of gaining experience and interacting with their professors and supervisors. I think it is really helpful that they are provided with the dietetic internship recommendation letter template, so that they know what qualities that will be evaluated on, and they can start thinking about how to improve or gain experience in certain areas. I think that the nutrition info sessions are extremely beneficial, and it is clear that the faculty is very invested in student success. I can tell that the students from Palomar receive excellent education and that they are advised appropriately."

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
Beyond the challenges presented with the pandemic, funding for valuable extracurricular programming were drastically cut. In a meeting (February, 2019) with the former Dean and Chair, NUTR was informed that it was not able to use its own funding as it had been used in the past. When it was communicated that this means NUTR would basically just offer classes and minimal extracurricular programming that was crucial for helping students become competitive transfer/job applicants, NUTR was informed that that was the path that was supported.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

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.

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

Was this expected? Please explain.
Overall Enrollment and Success Rate
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Enrolled 415 472 608 609 577 498
Success Rate 71.8% 73.5% 71.7% 69.3% 71.2% 71.9%

The success rate has stayed about the same and meets the college standard, but the total number of enrolled students has increased. Therefore, more total students are succeeding.

Improving the success rate is a topic at every NUTR faculty meeting, and the appropriate strategies and the ideas the faculty generate are consistently evolving as the student population and their needs and experiences change.

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.
Overall Enrollment and Retention Rate
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Enrolled 415 472 608 609 577 498
Retention Rate 92.0% 92.6% 91.1% 90.8% 94.5% 90.6%

The retention rate has declined slightly. It should be noted that the percent has declined, but the total number of students has increased over the years. As a result, the numeric value of enrolled students who were retained has increased even though the percent has decreased.

Along with the success rate, improving the retention rate is a topic at every NUTR faculty meeting, and the appropriate strategies and the ideas the faculty generate are consistently evolving as the student population and their needs and experiences change.

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

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

Age   Ethnicity

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 Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Day	75.3%	76.7%	74.9%	78.6%	74.6%	68.8%
Evening	65.4%	77.3%	67.6%	65.4%	79.3%	N<10
Distance Education	65.6%	68.3%	68.5%	59.5%	66.7%	72.8%

Retention Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Day	94.8%	95.6%	94.0%	96.1%	96.5%	95.4%
Evening	84.6%	90.9%	85.9%	88.5%	100.0%	N<10
Distance Education	87.7%	88.3%	88.7%	85.3%	91.7%	89.2%

Success Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
On Campus	74.4%	76.7%	73.6%	77.6%	75.1%	68.8%
Distance Education	65.6%	68.3%	68.5%	59.5%	66.7%	72.8%

Retention Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
On Campus	93.9%	95.2%	92.5%	95.5%	96.8%	95.4%
Distance Education	87.7%	88.3%	88.7%	85.3%	91.7%	89.2%

Success Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Fallbrook	N<10	N<10	N<10	93.8%	N<10	N<10
San Marcos	77.2%	78.8%	73.6%	76.8%	75.1%	68.8%
Distance Education	65.6%	68.3%	68.5%	59.5%	66.7%	72.8%
Escondido	50.0%	59.4%	N<10	N<10	N<10	N<10

Retention Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Fallbrook	N<10	N<10	N<10	100.0%	N<10	N<10
San Marcos	94.7%	95.8%	92.5%	95.2%	96.8%	95.4%
Distance Education	87.7%	88.3%	88.7%	85.3%	91.7%	89.2%
Escondido	86.7%	90.6%	N<10	N<10	N<10	N<10

In Fall, 2020, the day class and on campus success rates in San Marcos did not meet the 70% standard.

There may be multiple factors involved as a growing number of 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 Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	74.7%	78.5%	73.3%	69.8%	75.2%	75.0%
Male	66.2%	66.7%	69.5%	68.3%	63.8%	66.5%
Unknown	N<10	N<10	N<10	N<10	N<10	N<10

Retention Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	92.2%	93.8%	90.3%	90.7%	94.8%	91.5%
Male	91.7%	90.9%	92.4%	91.0%	93.7%	89.4%
Unknown	N<10	N<10	N<10	N<10	N<10	N<10

In Fall, 2020, the success rate for males did not meet the 70% standard.

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.

Thus far, NUTR students have been surveyed (anonymously) each semester. However, gender was never included in the survey. From the Chairs and Dean who will review this PRP, NUTR is requesting College guidelines and rules for asking demographic information (if permitted) on anonymous student surveys. Please note that these surveys are separate from the ones from TERB.

Age: Why do you think age differences exist? What do you need to help close the gap?
Enrollment and Success Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Success Rate						
19 And Under	67.3%	65.6%	70.4%	71.4%	71.6%	61.2%
20 To 24	74.8%	75.0%	72.2%	69.3%	74.3%	75.2%
25 To 49	70.1%	80.9%	69.4%	65.9%	65.0%	82.6%
50 And Over	N<10	N<10	100.0%	72.7%	N<10	N<10

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Retention Rate						
19 And Under	95.2%	93.4%	91.4%	93.5%	97.2%	86.9%
20 To 24	93.2%	94.0%	92.0%	89.9%	95.4%	95.0%
25 To 49	85.6%	91.8%	88.2%	88.6%	89.2%	88.1%
50 And Over	N<10	N<10	100.0%	90.9%	N<10	N<10

In Fall, 2020, the success rate for students 19 and under did not meet the 70% standard.

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.

Thus far, NUTR students have been surveyed (anonymously) each semester. However, age was never included in the survey. From the Chairs and Dean who will review this PRP, NUTR is requesting College guidelines and rules for asking demographic information (if permitted) on anonymous student surveys. Please note that these surveys are separate from the ones from TERB.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
Success Rate
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
American Indian/Alaskan Native N<10 N<10 N<10 N<10 N<10 N<10
Asian 78.9% 66.7% 73.1% 60.0% 75.0% 78.9%
Black or African American N<10 53.3% 63.6% 68.4% 55.0% 54.5%
Filipino 66.7% 81.8% 88.2% 73.7% 68.2% 90.0%
Hispanic 72.8% 69.6% 69.2% 68.8% 71.3% 62.3%
Pacific Islander N<10 N<10 N<10 N<10 N<10 N<10
White 74.4% 80.9% 72.4% 71.9% 71.4% 78.8%
Multi-Ethnicity 40.7% 60.0% 78.4% 62.8% 85.7% 84.4%
Unknown/Unassigned 78.6% 90.0% N<10 N<10 66.7% N<10

Retention Rate
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
American Indian/Alaskan Native N<10 N<10 N<10 N<10 N<10 N<10
Asian 94.7% 93.3% 92.3% 86.7% 100.0% 94.7%
Black or African American N<10 86.7% 86.4% 100.0% 90.0% 90.9%
Filipino 94.4% 95.5% 100.0% 94.7% 95.5% 90.0%
Hispanic 91.8% 94.2% 93.4% 92.7% 95.7% 88.4%
Pacific Islander N<10 N<10 N<10 N<10 N<10 N<10
White 92.9% 93.4% 88.8% 89.3% 93.8% 91.0%
Multi-Ethnicity 81.5% 76.7% 92.2% 81.4% 91.4% 96.9%
Unknown/Unassigned 92.9% 90.0% N<10 N<10 86.7% N<10

In Fall, 2020, the success rate for Black or African American students and Hispanic students did not meet the 70% standard.

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.

Thus far, NUTR students have been surveyed (anonymously) each semester. However, ethnicity was never included in the survey. From the Chairs and Dean who will review this PRP, NUTR is requesting College guidelines and rules for asking demographic information (if permitted) on anonymous student surveys. Please note that these surveys are separate from the ones from TERB.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?
Success Rate
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Veteran 66.7% 66.7% 78.9% 72.1% 83.9% 80.0%
Not Veteran 72.2% 74.0% 71.2% 69.1% 70.5% 71.5%

Retention Rate
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Veteran 85.2% 93.3% 92.1% 97.7% 93.5% 100.0%
Not Veteran 92.5% 92.5% 91.1% 90.3% 94.5% 90.1%

Success Rate
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Full-Time 76.4% 76.1% 77.1% 70.1% 72.6% 73.0%
Part-Time 67.5% 71.1% 66.9% 68.4% 69.7% 70.7%

Retention Rate
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Full-Time 94.1% 94.2% 94.4% 93.5% 96.8% 90.6%
Part-Time 90.1% 91.1% 88.1% 87.7% 91.8% 90.5%

Success Rate
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Former Foster Youth N<10 N<10 N<10 N<10 N<10 N<10
Foster Youth N<10 N<10 N<10 N<10 N<10 N<10
Not Foster Youth 72.3% 73.6% 71.7% 69.2% 71.3% 71.8%

Retention Rate
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Former Foster Youth N<10 N<10 N<10 N<10 N<10 N<10
Foster Youth N<10 N<10 N<10 N<10 N<10 N<10
Not Foster Youth 92.0% 92.8% 91.1% 90.8% 94.4% 90.5%

In Fall, 2020, the success and retention rate met the 70% standard for all groups where data existed.

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

Please share any best practice methods you use for online courses.
All NUTR instructors have completed formal training on best practices for online classes. Best practices for accessibility are also implemented and continue to be adapted as new guidelines for accessibility are created.

Creating interactive and engaging materials to maintain the learner-centered teaching strategies in the online environment is a high priority. Many (and usually most) of the online NUTR sections use Articulate Storyline 3, which allows for the creation of an interactive online course.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning 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 student 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. In the past, 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 referred to these meetings as course "Power Meetings." With the pandemic, multiple additional meetings were scheduled to discuss the unique challenges and opportunities related to the pandemic.

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 have held Power Meetings (previously described) for each course offered for the purpose of improving instruction and creating more consistency between courses taught by different teachers to help improve learning outcomes and skill attainment.

When the pandemic required classes to shift to virtual formats, the instructors met multiple times to discuss topics such as:
-How to transition the classes to the online format
-How to structure courses to support all students, including ones who never preferred online classes
-What policies and procedures offer the students support through these challenging times while maintaining academic rigor

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

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 and SLO assessment?
While collaboration has occurred in the past, it is expected that there will be no cross-listed NUTR courses beginning Fall, 2022.

Are there courses that should be added or removed from your program - please explain?
Not at this time, but it may change as there are some shifting educational and workplace trends occurring in the industry.

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.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.
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 was scheduled to be offered at Camp Pendleton, but did not meet enrollment minimums. In Fall 2021, NUTR offered a class through dual enrollment for high school students in Escondido.

NUTR does block scheduling where required classes are offered back to back.

In addition, previous enrollment trends are evaluated to determine what offerings were most (and least) popular and should continue to be offered.

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.

Classes are offered at a variety of times and in different formats to allow students to complete other courses that tend have specific times they are offered. For example, NUTR students have to take 4+ unit science courses with labs that are usually offered in the morning block. For this reason, an afternoon or evening section of the majors courses are offered.

For cross-listed courses that were taught by NUTR and another department, NUTR would schedule classes to avoid two sections of the same class being offered at the same time. As cross-listing is being phased out, this consideration will no longer be necessary beginning Fall, 2022.

Does your discipline offer cross-listed courses?
Yes

Are there curriculum concerns that need to be resolved in your department? What are they?
None

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 Meta.

Are there areas you would like to expand?
Under the direction of the Advisory Committee, NUTR offered an orientation, club, and cohort that offered 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 served as marketing tools. As previously mentioned, these offerings were significantly reduced and/or cancelled.

In 2024, the Academy of Nutrition and Dietetics (accrediting body) is requiring changes to the minimum educational requirements for entry into the field as a Registered Dietitian. NUTR at Palomar College is prepared to support students with that shift, but new needs and opportunities for the programming described above may arise once the changes are fully implemented. In other words, once the Academy fully implements the requirement changes, we may encounter new learning needs and information/skill gaps that educational institutions might need to incorporate into the curriculum.

Describe any 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.

To answer the next two questions, you will need to review your program maps and program information in the 2021-2022 Catalog.

Is the content in the program mapper accurate?
Yes

Is the content in the catalog accurate?
Yes

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?
NUTR prepares students to work with all members of society. The faculty identify topics and material where inclusion of all humans and their experiences should be expanded, incorporated, or revisited. The faculty have ongoing conversations to address these items. In addition, all faculty are healthcare professionals where serving, working with, including, and communicating with diverse populations was part of the educational requirements and is part of the professional experience along with being a required on-the-job skill.

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? 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 (when it was offered) 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 Hot technology
Graphics or photo imaging software — Graphics software
Internet browser software — Web browser softwareS
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 Hot technology ; Microsoft Office Hot technology
Presentation software — Microsoft PowerPoint Hot technology
Spreadsheet software — Microsoft Excel Hot technology
Word processing software — Microsoft Word Hot technology

Knowledge

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.
English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
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.
Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
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.
Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
Chemistry — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.
Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
Food Production — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.

Skills

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.
Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
Speaking — Talking to others to convey information effectively.
Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate

options and implement solutions.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Service Orientation — Actively looking for ways to help people.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Coordination — Adjusting actions in relation to others' actions.

Instructing — Teaching others how to do something.

Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Persuasion — Persuading others to change their minds or behavior.

Science — Using scientific rules and methods to solve problems.

Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

Time Management — Managing one's own time and the time of others.

Negotiation — Bringing others together and trying to reconcile differences.

Operations Analysis — Analyzing needs and product requirements to create a design.

Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

Mathematics — Using mathematics to solve problems.

Abilities

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

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.

Speech Clarity — The ability to speak clearly so others can understand you.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Written Expression — The ability to communicate information and ideas in writing so others will understand.

Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.

Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

Speech Recognition — The ability to identify and understand the speech of another person.

Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Near Vision — The ability to see details at close range (within a few feet of the observer).See more occupations related to this ability.

Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

Mathematical Reasoning — The ability to choose the right mathematical methods or formulas to solve a problem.

Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.

Selective Attention — The ability to concentrate on a task over a period of time without being distracted.

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 covered many of the items above, but those offerings have been significantly reduced.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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 have explored these types of opportunities as they designed and facilitated service and volunteer projects that students in the club and cohort completed. 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. Currently, NUTR provides advice and guidance for these types of experiences on an individual basis.

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 were designed to help students acquire, develop, and demonstrate those traits. This helped them become 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.

(This response is referenced in a future question (on page 6) under the goals section of this document.)

How do you engage with the community to keep them apprised of opportunities in your program?
NUTR advertises on the website and social media, distributes print materials locally (pre-Covid), participates and holds community events (i.e. high school outreach or virtual fireside chats), and holds an orientation for current and prospective students.

What is the regional three-year projected occupational growth for your program(s)?
The projection through 2024 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 existing coursework, NUTR offers an orientation and has offered a club and cohort for students to acquire, develop, and demonstrate workforce skills designed to help students become more competitive applicants for internships and jobs. As previously mentioned, these offerings were significantly reduced and/or cancelled. Currently, NUTR provides advice and guidance for these types of experiences on an individual basis.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
Spring, 2021

One big topic of discussion was the extent to which telemedicine would impact dietetics practice and what role community colleges would have in preparing students for that type of work.

What are the San Diego County/Imperial County Job Openings?
Dietitian, Degreed Nutritionist, Registered Dietitian Nutritionist, Dietetic Technician

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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description
Recreate Robust Extracurricular Offerings with Limited Resources that are Successful in Virtual and Face-to-Face Settings

Is this a new or existing goal?
New

How will you complete this goal?
NUTR will experiment with alternate formats for offering the club (or club-like activities) to include some of the cohort experiences. The first step would be to determine the most effective and engaging method to host an NUTR club virtually. The next step would be to determine how the competencies can be achieved, documented, and demonstrated in a virtual format. The final step would be to do the same things for the face-to-face format when we return to campus. Once a successful offering is planned and implemented, NUTR will request funding as appropriate. The obstacle that needs to be overcome in order to achieve this goal is to create an effective experience with reduced resources compared to when the cohort and club were both fully offered in the past.

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
5/31/2023

Goal 2

Brief Description
Update Webpage with Recent Changes, Updated Tools for Self-Guidance, and an Introductory Video

Is this a new or existing goal?
New

How will you complete this goal?
Over the summer, YouTube made some videos private and removed them from the server. As a result, the NUTR webpage no longer has an introductory video. A new video will be created and uploaded.

The sidebar will be updated with more "self-help" links to answer many frequently asked questions.

Outcome(s) expected (qualitative/quantitative)
Accurate and relevant information about the NUTR program and career path 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
12/31/2022

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?
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
5/31/2022

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 fiscal year 2019, 2020, 2021. 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.
NUTR uses 2 databases for projects outlined in the COR. They total ~$4500 to renew. So, far we have received funding from outside the department (usually the library), but the library's budget has gradually diminished, and there might be a point in time when NUTR will be asked to pay for these databases.

Otherwise, NUTR requests the budget remains the same as we have put some previous budget items (i.e purchasing for the book loan program) on hold due to the pandemic.

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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