



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Career, Technical and Extended Education

Department Name

Design and Manufacturing Technologies

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Nutrition (NUTR)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Anita Talone and Rita Campo Griggs

Department Chair email

rcampogriggs@palomar.edu

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

Solange Wasef authored the document incorporating feedback received from part-time faculty, advisory committee members, and the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

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.

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

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

☒ Yes ☐ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☒ Yes ☐ No

List all degrees and certificates offered within this discipline.

AS-T Nutrition and Dietetics

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM INFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

For Fall, 2021, full-time FTEF was 0.60.

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

For Fall, 2021, part-time FTEF was 1.40.

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Department ADA and sometimes Division Administrative Assistant

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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](#). 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? Please explain.

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 ACEND. 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 and the program 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.

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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)			
	19-20	20-21	21-22
Associate in Science Degree for Transfer	3	3	3
AA/AS Total	3	3	3
Grand Total	3	3	3

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

☒ Increased ☐ Stayed the same ☐ Decreased

Choose one

What factors have influenced your completion trends?

For reference, the AS-T in Nutrition and Dietetics was approved in Fall, 2017. For this reason, there is no data prior to 2019.

Beyond the challenges presented by the pandemic, funding for valuable extracurricular programming was drastically cut. In a meeting (February, 2019) with the former Dean and former Chair, NUTR was informed that it was no longer able to use its own funding for these programs. When the lead NUTR faculty communicated that this means NUTR would only be able to offer classes and minimal extracurricular programming that was crucial for helping students become competitive transfer/job applicants, NUTR was informed that offering the minimum was supported. This option was supported by the Dean despite the advisory committee and ACEND supporting this type of programming. This programming generated student interest in the discipline and also served as a marketing tool when students worked in the community. This programming will be discussed in more detail later in this document.

Tracking completions continues to be a challenge. Before and after the AS-T approval, students were completing coursework to transfer and pursue an undergraduate degree in Nutrition and Dietetics. Prior to Fall 2017, students interested in NUTR 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. In fact, NUTR knows of more completions than 9 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. 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. As a result, the completion numbers will not always be accurate for NUTR.

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.

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.

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. As discussed in the previous question, beyond instruction, the program consisted of the 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 in time with decreases in enrollment.

The club and cohort experience will be discussed in more detail later in this document.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

See the answer 2 questions above to "Were these trends expected?" as this question was addressed there.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

The college's standard was 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 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.

Course level SLOs can be accessed through [Nuventive Improve](#)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your

courses have been assessed in the last three years.

☒ Yes ☐ No

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 O*net Link below) 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.

Link: <https://www.onetonline.org/>

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 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 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.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

NUTR is experimenting with alternate formats for offering the club (or club-like activities) to include some of the cohort experiences. The first step has been to determine the most effective and engaging method to host an NUTR club virtually, which was done in Spring 2022. 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 NUTR returns 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.

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.

Goal 2

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Some updates were made, but a new introductory video is currently being produced along with self-help materials detailing upcoming ACEND changes in 2024.

The outcome will be that 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.

Goal 3

Brief Description

Improve Student Engagement and Understanding Through Learner-Centered Teaching

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

NUTR faculty have continued 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. In 2022, the lead faculty attended the Online Learning Conference and the Virtual On Course Workshop.

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

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

NUTR supports all goals from the strategic plan. One specific thing NUTR is doing is incorporating the program pathway along with the potential occupations in NUTR 100, which all NUTR majors are required to take. This supports SP Goal 2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college. (Guided Pathways pillars: Clarify the Path, Ensure Learning) Objective 1: Implement clear program pathways organized by fields of study (metamajors) for students per the College's Guided Pathways plan.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

There are no changes.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☐ Yes ☐ No

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☐ 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 ☐ No

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 has some subscriptions and conference travel that have come from various funding sources in the past. Sometimes NUTR and/or the Department have supplemented funding for the software in the past. Other times, it was completely funded outside of the department.

Currently, NUTR spends ~\$1500/year on Cronometer software, which is required to complete the SLO assessment assignment.

NUTR has subscriptions to 2 databases, and their use is outlined in the COR. The Evidence Analysis Library (~\$2200/year) and Natural Medicines Database (~\$1500/year).

Also, pre-Covid the lead instructor often attended 2 conferences annually (Academy of Nutrition and Dietetics Annual Meeting and On Course Workshop (~\$2500 each)).

There are other supplies and items purchased throughout the year using existing NUTR funds.

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☐ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

☐ Yes ☒ No

☒ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

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

swasef@palomar.edu