Entry #: 58 - Career, Technical and Extended Education   **Status:** Submitted   **Submitted:** 3/21/2024 11:38 PM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Career, Technical and Extended Education

Department Name

Design and Manufacturing Technologies

Microsoft_List_ID

Discipline Name

Nutrition (NUTR)

Department Chair Name

Anita Talone

Department Chair email

atalone@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://www.palomar.edu/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

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 links shown in red.

Enter the number of 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?

0.8

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

1.0

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

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

n/a

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Decreased

Was this expected? Please explain.

The highest success rate in the last 5 years was 76.9% (2021) and lowest was 69.6% (2023). With each semester NUTR is learning what to expect of post-pandemic students, what their unique needs are, and how to help them successfully complete college level coursework.

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

Stayed the same

Was this expected? Please explain.

The highest retention rate in the last 5 years was 94.5% (2019) and was at 94.7% (2023). Currently, it is above the college goal and is stable.

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

When or where (time of day, term, location)   Ethnicity
Modality (Online, Face to Face, Hyflex, etc.)   Special Pop. (Veteran, foster youth, etc.)
Age

When or Where: What did you find and 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 - Full: 73%, FT1: 72%, TW1: 67%, FT2: 64%
Retention - Full: 96%, FT1: 95%, TW1: 94%, FT2: 94%

The trend is that the later the course starts, the lower the success rate. This might not be a cause and effect relationship. Thus far, NUTR students have been surveyed (anonymously) each semester in some classes. Perhaps adding a question about motivation for taking the course would help identify if there is a direct relationship between the two. If so, an action plan can be developed around those results.

Modailty: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online sychronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

Success - Day Class: 77%, Distance Education: 69%
Retention - Day Class: 97%, Distance Education: 74%

Distance education has historically achieved a lower success rate. There are students in distance education classes who "stop attending" as measured by no longer submitting assignments or logging in to Canvas. This is a large portion of the students who fail. NUTR instructors reach out to these students throughout the term. However, if the college had a dedicated team of staff dedicated to continuous follow up or somehow requires students to follow up that would help us have a conversation on how to best proceed with those students who stop participating in the virtual environment. This model of added accountability is working well in NUTR's dual enrollment course.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

Success - 19 and under: 66%, 20-24: 71%, 25-49: 73%
Retention - 19 and under: 94%, 20-24: 97%, 25-49: 90%

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 in some classes. However, age was never included in the survey. From the Chair 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: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

Success - Filipino: 70%, Hispanic: 63%, White: 77%, Multi-Ethnicity 68%
Retention - Filipino: 100%, Hispanic: 95%, White: 93%, Multi-Ethnicity 96%

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 in some classes. However, ethnicity was never included in the survey. From the Chair 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: What did you find and why do you think special population differences exist? What do you need to help close the gap?

Success - Not Veteran: 70%, Veteran: 63%
Retention - Not Veteran: 95%, Veteran: 89%

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 in some classes. However, veteran status was never included in the survey. From the Chair 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.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

Connecting with students is the main tool NUTR uses. Instructors check in throughout the semester. Students at-risk of failure are emailed and encouraged to meet with their professor to discuss an action plan. Additionally, each online class has a mandatory orientation on Zoom where students are encouraged to meet the professor and ask for help as frequently as needed and/or attend office hours.

NUTR faculty (full-time and adjunct) discuss strategies for improving student success and retention at every meeting. Every semester some NUTR courses administer an anonymous student survey to address a variety of student needs including success and retention.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

📄 **XLS** [0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)   ↓
6 KB

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [Program Completions](#)

Access the link above titled "Progam 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

These were the only years available in the spreadsheet. There is a more complete discussion about how these numbers do not fully represent all the students who completed a degree to pursue a degree/career in nutrition in "What factors have presented challenges for your program(s)? Describe the impact of these challenges," below.

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

📄 **XLS** [2. Last result, action, and follow-up date for each active program outcome.xls](#)   ↓
5 KB

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

NUTR has a strong team of dedicated instructors who are all current Registered Dietitians. NUTR faculty participate in continuing education and meet regularly to discuss techniques and methods to improve content and teaching methods. NUTR acts quickly to incorporate feedback from the advisory committee and makes adjustments based on trends in the industry so the curriculum reflects that. All these factors combined contribute to students successfully achieving the course and program SLOs.

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

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

The pandemic, its impact on enrollment, and its impact on student success are quite evident. NUTR has not returned to its pre-pandemic enrollment numbers. Through experimentation with varying course times, types, and sessions, NUTR has a better understanding of post-pandemic scheduling needs for students. Unfortunately, while learning what course offerings would fill, many courses were cancelled. One course cancellation occurred one month prior to the start date. However, other low enrolled courses were permitted to stay open until 1-2 weeks prior to the start date and did not reach enrollment minimums. NUTR is using this information along with new marketing/outreach plans to offer courses in ways and at times that better meet students' needs and are likely to fill.

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 (at that time) despite the advisory committee, SDSU, and ACEND (Academy of Nutrition and Dietetics) supporting this type of programming. At the height of the offerings, alumni, Palomar students, and students at other colleges emailed the discipline lead to find out more information about getting involved. Even community partners inquired about events through these experiences and sometimes hired students directly from those experiences. These experiences generated student interest, benefitted students for transfer and employment opportunities, and served as a marketing tool for the program when students worked in the community. Currently, NUTR offers service learning opportunities and mildly similar opportunities to the cohort, but the results are not comparable to the achievements when NUTR had its full programming. The NUTR faculty continue to explore options for reintroducing these programs in a sustainable manner.

SDSU required a prerequisite (BIOL 100 or BIOL 101 and CHEM 100 or CHEM 110 and CHEM 110L) to be placed on NUTR 185. Enrollment declined immediately following the prerequisite requirement. This course counts for GE credit, and it is the NUTR majors course. However, very few students will complete those prerequisites just to take NUTR 185 for GE credit. Therefore, the total potential enrollees have been significantly reduced to NUTR majors and any students whose majors require the courses that are prerequisites.

NUTR 165 was decrosslisted from HE 165, and enrollment declined after that as well. This could be due to the a combination of the reduced visibility in the HE section of the schedule combined with less total promotion of the course as HE instructors are no longer teaching it.

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. 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. However, with the new matrices Institutional Research and Planning is compiling, there might be a way to follow enrollment of a key course to gauge an approximation of

those interested in majoring in NUTR. This would not replace completion data, but it might provide more insight into the number of students interested in pursuing nutrition as a major.

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. Outside of entrepreneurship, there are less new and emerging careers and more changes or expansions 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 they were offered) as appropriate.

In January 2024, ACEND required new degree requirements for becoming a dietitian. However, it is too soon to determine how that will impact enrollment and occupational trends.

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.

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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

Multiple sites were reviewed to assess job growth.

Estimated Employment and Projected Growth: Dietitians and Nutritionists
Geographic Area (Estimated Year-Projected Year): California (2018-2028)
Estimated Employment: 8,700
Projected Employment: 10,000
Numeric Change: 1,300
Percent Change: 14.9
Job Openings: 7,190

Estimated Employment and Projected Growth: Nutrition, Dietitians, and Dietetic Technicians
Geographic Area (Estimated Year-Projected Year): San Diego County (2022-2027)
2027 Jobs: 1,180
2022 Jobs: 1,089
Numeric Change: 91
Percent Change: 15
Annual Job Openings: 96

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

The majority of the COR for NUTR 100 relates to workforce preparedness. Topics covered include:
• When, where, and how to network
• What job opportunities exist in the students' desired geographical regions
• What do students need to do now to supplement their education (via work or volunteer experience) to be a competitive applicant after graduation
• How to conduct an assessment and patient/client consultation
• How to recognize and work through common ethical dilemmas new hires may encounter
• And much more

NUTR faculty recognize the importance of NUTR 100 topics and all other workforce preparedness skill development opportunities which led to the lead faculty lobbying for its creation and inclusion at the TMC meeting in Sacramento. NUTR 100 (or the equivalent) is a required course for the AS-T.

In addition to the existing coursework, NUTR offered an orientation, club, and cohort experience for students to acquire, develop, and demonstrate workforce skills designed to help them become more competitive applicants for internships and jobs. As previously mentioned, these offerings were significantly reduced and/or cancelled. Currently, NUTR provides support for these types of experiences on an individual or small group basis as well as service learning opportunities. However, this is not equal in scope and depth to the club/cohort experience offered in the past.

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

Spring, 2023

The Committee addressed a growing need for community education that would benefit students, current nutrition practitioners, and the community. The Committee recommended offering community education classes where RDs and other nutrition professionals can either expand or update their skillset for direct application in their current workplace with members of the community. This could possibly count as continuing education for the practitioners, and students could be invited to learn advanced topics in NUTR.

The Committee recognized a growing need for new graduates to have work or volunteer experience and be able to demonstrate successful Motivational Interviewing (counseling) techniques or acquire food handlers card, depending on what specific area they work in.

The Committee recognized the importance of introducing GI Health and the Microbiome, Integrative and Functional Medicine, and Industry-Specific Qualifications topics at the community college level.

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

Dietitian, Degreed Nutritionist, Registered Dietitian Nutritionist, Dietetic Technician

Geographic Area (Estimated Year-Projected Year): San Diego County (2022-2027)
2027 Jobs: 1,180
2022 Jobs: 1,089
Numeric Change: 91
Percent Change: 15
Annual Job Openings: 96

PROGRAM GOALS

Progress on Prior PRP Goals

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

Click here for previous PRPs with goal information.

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

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

Goal Status

Ongoing

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. Currently, service learning and individual or small group or individual opportunities similar to the club and cohort projects are offered. They are not equal in scope and depth to the club/cohort experiences offered in the past and will be evaluated to see how they can be improved, modified, or replaced.

Prior Year PRP Goal 2

Brief Description

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

Goal Status

Ongoing

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

Some but not all updates were made, but new information and materials detailing recent ACEND changes in 2024 are being developed. In addition, NUTR is currently replanning the design of its webpage.

Prior Year PRP Goal 3

Brief Description

Improve Student Engagement and Understanding Through Learner-Centered Teaching

Goal Status

Ongoing

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.

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

No changes were made.

Do you have any new goals you would like to add?

No

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 Vision Plan 2035.

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?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

No

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 ad 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.

1. 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?

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?

Yes

Requests

Item 1

What are you requesting?

Conference Funding: Attend Online Teaching Conference

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Many NUTR courses are taught online, and this conference goes beyond addressing best practices in online teaching. The workshops here address how to meet the changing needs by designing classes that factor the whole student. For example, in a workshop in a previous year, one presenter hosted a discussion and presented the concept that some late policies may present equity issues and ways to prevent that. It was a concept that the lead NUTR faculty brought back to campus in discussions with other faculty and has impacted some NUTR course policies and communications with students.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

All students taking NUTR courses and all NUTR faculty.

c. What are the expected outcomes or impacts or implementation?

The expected outcomes would be that all NUTR faculty would receive the key points learned from the conference, and courses would be updated to improve the quality of the online courses to improve success, retention, and the overall student experience.

d. Timeline of implementation

By June 2025

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

$2000.00

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

Goal 3

What Educational Vision Plan 2035 Goal:Objective does this request align with?

| 1:4 | 1:6 | 2:3 | 2:6 |
| 1:5 | 1:9 | 2:5 | 3:1 |

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

1

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

Will you accept partial funding?

No

Budget Category

Travel Expenses for Faculty

Please upload a copy of the quote, if available.

Item 2

What are you requesting?

Conference Funding: Attend California Academy of Nutrition and Dietetics Annual Conference

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

This is an annual conference for Dietetic professionals. New and emerging trends in nutrition practice and the workforce are discussed here. Additionally, this conference also serves as an opportunity to network with other professionals for recruitment to the advisory committee, guest speakers for classes, and/or volunteer or work experiences for students.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

All students taking NUTR courses and all NUTR faculty.

c. What are the expected outcomes or impacts or implementation?

The expected outcomes would be that all NUTR faculty would receive the key points learned from the conference, and there might be new connections made with Dietetic professionals who may provide our students with opportunities and experiences.

d. Timeline of implementation

By May 2025

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

$2500

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

Goal 3

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:5	1:10	4:5
1:6	4:4	

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

2

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

Will you accept partial funding?

No

Budget Category

Travel Expenses for Faculty

Please upload a copy of the quote, if available.

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Anita R. Talone

Date

4/10/2024