

PROGRAM REVIEW Fall 2022

Program: Nutrition

Division: Public Safety, Advanced Manufacturing, Transportation, Health and Kinesiology

Date: 10/20/2022

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SLO/SAO Point-Person: Marsha Vernoga

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in creating Division Summaries, determining College Planning Priorities, and allocating resources. The final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

Accomplishments
1) Submitted NTRN 1 DE course to OEI-CVC for review
2) Nutrition curriculum updated to include equity standards for all courses
3) Nutrition courses in process of being offered for credit/non-credit
4) Nutrition courses in queue to be offered for adult education and concurrent enrollment classes
5) Perspectives in Cultural Nutrition curriculum submitted
6) Nutrition Club continues to flourish on campus, now being offered face-to-face and hybrid (via OWL technology)
7) Joined forces with Chabot's Climate Action Group, participated in meetings, and working on integrating climate curriculum into NTRN courses. Will be initiating a Climate Action Group at LPC with climate interns.

Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

Challenges/Pain Points/Needs
1) Continue to struggle with low enrollments post-COVID, especially in face-to-face sections. Classes have been cut, part-time staff have been furloughed until further notice.
2) AB928 is looming. In 2025, Health, Kinesiology and Nutrition classes (Area E) will no longer be required for transfer to CSU (excluded from CalGETC). This will impact enrollments even further and likely limit course offerings in these disciplines.

C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

Will continue to work with Chabot's Climate Action group and with our LPC intern to help update NTRN courses with climate curriculum relevant to food systems, environmental racism, food justice and food equity topics.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

Nutrition courses are now updated to signify the equity based curriculum standards being implemented in the classroom which encapsulates the main points of the LPC Mission Statement. Curriculum is covers topics that are relevant to diverse populations and promotes critical thinking about how to address underserved populations when it comes to healthy food access, the prevalence and incidence of chronic disease based on health disparities in a population and how the principles of health and diet are meaningful to each student's experience in the classroom. In addition, the courses are created to promote community and a "learn by doing/discussing" environment. The study of Nutrition, in and of itself, promotes lifelong learning since these important topics can impact the physical and mental health of our students presently and in their future lives.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
1) Offer NTRN courses for adult/concurrent education.	X			
2) Offer NTRN courses in different modalities (online/hybrid/10-week condensed) in order to increase enrollments		X	X	X

3) Continue to brainstorm ideas/plans with key faculty and administrators to help maintain, improve and/or increase enrollments		X	X	X
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F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	Used surveys in online class to garner feedback for course adjustments and improvements.
What did you learn?	Students are very willing to provide feedback
How will you use the feedback?	Improve courses, both face to face and online

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

 X N/A

Barrier	Suggestions

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

Total student headcounts have stayed somewhat steady since Fall of 2016- Fall 2019, ranging from 322 enrollments in Fall 2016, to 323 enrollments in Fall 2019. Enrollment has decreased to 246 students in Fall 2020 and 193 students in Spring 2021. Enrollments continue to drop in Fall 2022 to 163 students and in Spring 2022 157 students. FTES continue to decline substantially. There was 36 FTES in Spring 2018 and now 15 FTES in Spring of 2022. This drop in enrollments is likely due to a combination of post-COVID and the policy enacted 2 years ago by LPC counselors, voted on by the curriculum committee, to enable students to not be required to take Nutrition, Health and Kinesiology courses in order to transfer to CSU's. This policy is the precursor of AB928 which will completely eliminate Area E for students transferring to CSU's.

There are no significant changes other than lower enrollments at this time. Student demographics tend to be stable over time. There were more students enrolled in online asynchronous classes (vs. in person) this past Fall/Spring ~65% total which is a decrease from the 90% enrolled the previous academic year.

Student performance has stayed about the same as well throughout the course of the last few years, and only slightly lower (79-80% in the last 3 years; 74% in Spring 2021; 73% in asynchronous classes in Spring 2022; 62% in face to face in Spring 2022).

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page](#)

- Did your program meet its program-set standard for successful course completion?

☒ Yes ☐ No

- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2. **X**
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

We are reviewing 2 PSLO's that include NTRN 1 classes:

- 1) Students are to acquire knowledge to develop health promotion and disease prevention programs that address diverse populations within a community (ethnicity, socioeconomic status, and regional resources)
- 2) Students are able to critically evaluate factors influencing obesity, and the metabolic consequences of obesity, as it relates to disease prevention.

There are a total of 3 PSLOs for the AS-T Nutrition Degree. We evaluate these PSLO's on a 3 year cycle, so these PSLO's were evaluated based on the planning cycle.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). 50 %
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

Most students are achieving "Mastery" and "Above Average" scores for all PSLO's. Between 4-14% of students received "Below Average" scores. Overall, I am pleased with the outcomes of these reports. Changes being made in the classroom (activity and project based learning, creating discussions to promote student's responsibility in learning the material, team and group work for quizzes and study sessions) have all been beneficial for students to meet learning outcomes. As nutrition faculty, we hope to continue to improve the way we implement curriculum in the classroom based on how students are performing on assessments.

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- Gender
- Age
- Ethnicity
- EOPS
- Veteran
- BOG Recipient

- First Generation
- DE
- Online
- Hybrid
- Fact-to-Face

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

African Americans: 3/7 Mastery; 1/7 Above Average; 1/7 Average; 2/7 Below Average
 Asian American: 9/20 Mastery; 5/20 Above Average; 1/20 Average; 5/20 Below Average
 LatinX: 13/42 Mastery; 12/42 Above Average; 10/42 Average; 7/20 Below Average
 White: 26/52 Mastery; 7/52 Above Average; 14/52 Average; 5/52 Below Average

Although most students in each ethnic category were able to attain Mastery/Above Average/Average scores, there were a higher percentage of Below Average scores in non-white ethnicities. Also noted that the total number of students in each ethnicity were very low numbers compared to White and LatinX which made up the majority of the students and had somewhat similar scores. Will continue to monitor this academic year and reassess at the next program review.

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

N/A

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

N/A

8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

 X Yes No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

_____ YES _____ X _____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

N/A

4. List changes that you plan on making to improve student learning.

N/A

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

N/A

* If you used other sources of data, briefly explain below.

N/A

4. List changes that you plan to improve outcomes in your service area.

N/A

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

N/A

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate **X**
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date follow the directions below:

1. Log in to CurricUNET
 2. Select "Course Outline Report" under "Reports/Interfaces"
 3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

_____ YES X No

Course Name & Number
All NTRN courses are up to date. Curriculum was submitted this semester to include equity based Curriculum and updated textbooks

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES X No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES X Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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D. Does your program plan to create any new courses or programs this year?

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

☒ YES ☐ No

If yes, please provide details and the rationale

Yes, the course "Perspectives in Cultural Nutrition" has been submitted to Curriculum Committee for approval. This course will be an elective for students to take in Area B since Area E will no longer be required.

E. Are there any courses that you plan to deactivate or sunset?

☐ YES ☒ No

Course Name & Number

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

N/A
