

# Form: "PSR 2021 INSTRUCTIONAL Comprehensive Cohort B"

Participating Area: Nutrition and Food Cohort-B 1307 I-CTE

Show All Possible Responses

**\* Response is required**

## 1. PROGRAM OVERVIEW

### \* Program Title & Code

#### Program Title

Nutrition and Food  
(Max chars: 100)

#### Program Code

1307  
(Max chars: 100)

### \* 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

### \* 1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

Goal 1: The Nutrition and Food program values equity and success for all student populations and provides opportunities for anyone interested in pursuing an education and career path in Nutrition and Dietetics. Equity is the foundation on which all planning and decision making is made when it comes to curriculum, teaching modalities, representation, and outcomes for the NF program.

Goal 3: The Nutrition & Food Program provides a well rounded educational experience that prepares students to find entry level work in their communities in the area of health and wellness. With the rising concerns of obesity and chronic medical conditions in our state and across the country, nutrition provides a means for students to better care for themselves, their families, and their community. Our program partners with local medical facilities and places students for field experience as they complete certificate work. These experiences often lead to job offers for our students and alumni within these community centers.

Goal 6: The Nutrition and Food Program adapts to changes in students' academic and career needs in the dietetics field by updating curriculum, ensuring our faculty maintain professional development in the field, staying abreast to changes and trends in the industry and working with community partners to make sure our students are the most prepared and best suited employees for entry level nutrition, health and wellness jobs. One example in particular is our program is looking to become an accredited school to offer a new certification, Certified Dietary Manager (CDM) which is recognized nationwide as a preferred certification within clinical and rehab facilities.

## PRIOR VIP GOALS STATUS/PROGRESS

**\* 1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).**

**VIP GOAL #1: To provide more opportunities for students to complete their certificate program as quickly as possible.** In our previous PSR, the action that our department wanted to take was to make more of the Nutrition and Foods (NF) classes available in the hybrid or fully online delivery module. Due to the events of this past year, all of the NF classes were approved through Curriculum to be offered as fully online courses. We have seen great success with this delivery and have not had to cancel any classes this past year due to low enrollment. It is the continued goal to maintain these courses as fully online courses to continue with this trend and be able to offer the diverse NF student population the opportunity to continue with their education in a format that works best for their busy lifestyles in order to complete as quickly as possible. We will continue to monitor the completion rate from this year and compare the results with previous years when a fully online program was not offered.

**VIP GOAL #2: Increase enrollment and success rates of students in the NF program by 10% to meet the increasing needs forecasted for more dietetics and hospitality jobs in the Inland Empire.** According to our data, we have seen a slight decline in the success rates (-2% from 2018-19 to 2019-20 school year) and we have also seen a drop in the enrollment rate at a -18.6% over the past 6 years. This is attributed to classes not being offered or cancelled due to low enrollment so students end up not coming back or students leave Chaffey College to transfer to a university and complete their coursework there. Our department does see a very high retention rate (92% or higher) for the students in our program. It is important to note that the NF program has always been a small, specialized degree/certificate program, so we do see waves of highs and lows with enrollment. Finally, the department has created flyers and other marketing posts that are provided to counseling, posted on social media platforms, and mailed out to our community partners to advertise and promote our program.

## OTHER RESOURCES REQUESTS

**\* 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?**

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

Yes

No

**1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.**

*No answer specified*

## 2. EVIDENCE--EQUITY

The evidence section comprises of the following three distinct subsections: equity, program data (includes CTE data), and learning outcomes.

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Please reference the Equity Data file to evaluate the following areas.

**\* 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.**

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by males		✓		
Number of enrollments by females		✓		
Success rate by males		✓		
Success rate by females			✓	

Retention rate by males		✓		
Retention rate by females			✓	

**2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by African American		✓		
Number of enrollments by Asian		✓		
Number of enrollments by Caucasian		✓		
Number of enrollments by Hispanic		✓		
Number of enrollments by other race/ethnicity		✓		
Success rate by African American		✓		
Success rate by Asian	✓			
Success rate by Caucasian			✓	
	1	2	3	4
Success rate by Hispanic		✓		
Success rate by other race/ethnicity			✓	
Retention rate by African American	✓			
Retention rate by Caucasian			✓	
Retention rate by Asian		✓		
Retention rate by Hispanic			✓	
Retention rate by other race/ethnicity		✓		

**2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.**

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by age group, 19 or younger		✓		
Number of enrollments by age group, 20-24		✓		
Number of enrollments by age group, 25-29	✓			
Number of enrollments by age group, 30-39		✓		
Number of enrollments by age group, 40-49		✓		
Number of enrollments by age group, 50 or older			✓	

Success rate by age group, 19 or younger			✓	
Success rate by age group, 20-24			✓	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Success rate by age group, 25-29		✓		
Success rate by age group, 30-39		✓		
Success rate by age group, 40-49		✓		
Success rate by age group, 50 or older	✓			
Retention rate by age group, 19 or younger	✓			
Retention rate by age group, 20-24			✓	
Retention rate by age group, 25-29			✓	
Retention rate by age group, 30-39		✓		
Retention rate by age group, 40-49		✓		
Retention rate by age group, 50 or older	✓			

**2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.**

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by students with disabilities		✓		
Number of enrollments by first generation		✓		
Number of enrollments by economically disadvantage		✓		
Success rate by students with disabilities	✓			
Success rate by first generation		✓		
Success rate by economically disadvantage		✓		
Retention rate by students with disabilities	✓			
Retention rate by first generation		✓		
Retention rate by economically disadvantage			✓	

**2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?**

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change			
	<b>1</b>	<b>2</b>	<b>3</b>
Number of sections with zero-cost textbooks			✓

**2b. Considering the evidence provided, elaborate on how the program is providing equity in educational opportunities or support to students and/or identify disparities in equity. Provide specific data that supports your answer.**

If there is a disparity in equity, do not discuss responsive strategies in this section. This is addressed in the STRATEGIC PLANNING section (item 7d).

Over the past 6 years (2014-2020), the Nutrition and Foods Department has seen a decline in enrollment across the board of all identified Race/Ethnicities, gender groups, and age groups, with the exception of the 25-29 year olds which went up by 12.5%. The largest decrease of enrollment classified by age was in the 40-49 years old category at -36.8%. Overall, the total decrease for age groups was -18.6%. We experienced a drop in enrollment rates of -23.3% in our African American students, a drop of -31.7% in our Asian students, a drop of -40.0% in our Caucasian students, a drop of -11.9% in our Hispanic students and a drop of -51.9% in the Other Race/Ethnicity category. There was an increase in enrollment in the Unknown Race/Ethnicity category by 133.3%. The combined total of genders dropped in the enrollment rate by -18.6%. Lastly, we unfortunately saw a decrease in enrollment in our students with disabilities by -63.6%, a decrease enrollment by first generation students by -36.5%, and a decrease in enrollment by our economically disadvantaged students by -29.0% change. The NF program is a small program, so when enrollment is down, there are fewer course offerings, which mean fewer students all around. This is always an area that we monitor and constantly work toward solutions in adding to our enrollment of all students.

The success rate over the past 6 years increased for our Asian students by 5.7%, but we saw a slight decrease in success rates for our African American students with -2.2% and Hispanic students with -2.3%. The biggest drop in success rates were seen in the Unknown Race/Ethnicity category with a -22.8%. There was not a significant change in success rates over the last 6 years with our Caucasian students (1.0%) and in the Other Race/Ethnicity students (-1.7%). The overall drop in success rates from all Race/Ethnicities was a -2.5%. The NF program also saw a drop in success rates in our male students (-5.5%), no significant change for our female students (-1.8%), and an increase in our unknown/decline to state students (12.5%). The overall success rate by gender decreased by -2.5%. The success rate by age group overall saw a small decrease over the past 6 years with a -2.5% change. There was a significant increase in success rate in our 50 or older age category with a 30.7% change. The age groups, 25-29 years old (-7.3%), 30-39 years old (-10.6%) and 40-49 years old (-18.7%) all saw a decrease in success rate. There was no significant change in success in the 19 or younger age group (1.2%) or the 20-24 years old (-0.7%). The program saw a 32.8% increase in success rate in our students with disabilities over the course of the last 6 years. There was a -6.1% decrease in success rate in the first generation students in our program and a -4.7% decrease in success rates for our economically disadvantaged students. The success of all of our students is very important to the program and although the decrease in success rates in race/ethnicity and gender are both only -2.5% it is still cause for concern and review.

Retention rates for the past 6 years for all Race/Ethnicities did not show a significant change with just a -1.3% difference. The program did see a 7.4% increase in retention rate among our African American students. The retention rate for our Asian students decreased by -4.9%, our Other Race/Ethnicity students decreased by -4.2%, and our Unknown Race/Ethnicity decreased by -14.3%. No significant changes were seen in retention rates for the past 6 years for our Caucasian students (1.7%) and our Hispanic students (-1.2%). Retention rate identified by age groups follows the same pattern as seen in the success rates with the age groups. A large increase in the retention rate in our 50 years or older students changed by 13.3%. The 19 years old or younger students also saw an increase in retention by 3.1%. The 30-39 years students and the 40-49 years old students both saw decreases in retention with -7.8% and -14.5% respectively. The retention rate for our students with disabilities increased by 5.9%, there was a decrease in retention by our first generation students by -3.5% and no significant change in retention over the last 6 years for our economically disadvantaged students with a -1.8% change. The overall retention rate by Race/Ethnicity, by gender and by age do not show a significant change over the past 6 years (-1.3%). This shows that the students that do enroll into our program are provided with the support, encouragement and feedback so that they can complete their coursework.

### 3. EVIDENCE--PROGRAM DATA

"Program Data" represents the second element of the EVIDENCE component of the PSR evaluation. Please reference the Program Data file to evaluate the following areas.

**3a. Identify important PROGRAM developments and trends.**

Review data over the last six years.

<b>Response Legend:</b>					
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = No or Insufficient Data Available					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Overall Enrollment		✓			
Overall Retention			✓		
Overall Course Success		✓			
FTES		✓			
All ADT degrees awarded	✓				
All AA degrees awarded				✓	
All AS degrees awarded		✓			
All degrees awarded		✓			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

All Certificate Completion		✓			
Average units earned, ADT degree	✓				
Average units earned, AA degree				✓	
Average units earned, AS degree		✓			
Average units earned, all degrees					✓
Average units earned by certificate(s)	✓				
Overall average # of semesters to award degree(s)					✓
Overall average # of semesters to award certificate(s)					✓

**3b. Considering the evidence provided, explicitly identify specific program strengths and provide data/evidence that supports your answer.**

This is an assessment of your program's health. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increase number of certificates/degrees).

Programs may provide additional information or data that has not been included in their IR files.

According to the data provided, the Nutrition and Food program's strength is in our steady retention rates, retaining 92% or higher of our students. With the addition of the AS-T degree in 2018, we also saw an increase in degree earners, from 2 Nutrition and Dietetics for Transfer CSUGE degrees to 6 the following academic year. The NF program encourages and advises our students to continue on with their education at the university level and look forward to seeing those numbers continue to increase. Another strength is the increase in average units earned by our AS-T degree earners and NF certificates earners. Again, the AS-T was just introduced to students in the 2018-19 school year and the average number of units earned then was 78.0, the following year, the average units earned for the AS-T degree earner increased to 86.0. For our certificate earners the increase went from 93.3 average number of units earned in 2014-15 to 131.3 average number of units earned in 2019-20. It should be noted that there was insufficient data provided in the reports in regard to zero textbook cost options. The reports list 0 classes that offer ZTC options, but we actually have 1 class that has been offering the option for ZTC for the past 3 years, NF 27.

**3c. Considering the evidence provided, explicitly identify specific areas in which the program can improve over the next three years. Provide specific data/evidence that supports your answer.**

Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 7d).

Programs may provide additional information or data that has not been included in their IR files.

The NF program always has the goal of improving enrollment and being able to provide a robust offering of courses to our students. Unfortunately, the program has seen a decrease in enrollment over the past 6 years, according to the evidence there has been an 18.6% decrease in total number of program enrollments. Reflecting that, we have also seen a decrease in FTE's (-11.8%) as enrollment drops, classes are cancelled. The decrease in enrollment can also explain the decrease in degrees the program has been experiencing, from 26 total degrees and certificates awarded in 2014-15 to only 10 total in 2019-20. If we cannot offer the classes due to low enrollment, then our students cannot complete the coursework needed for their degree or certificate. Again, it all goes back to needing to improve enrollment numbers so the rest can follow. Although the success rate shows a decrease over the 6 years, it is important to note that the decrease is at a -2.5% change, so this is definitely something that can be improved upon in the next several years.

## 4. EVIDENCE--Career & Technical Education (CTE)

**4a. Is this a CTE program?**

If yes, proceed to questions 4b-4e. If no, skip to section 5.

Yes    No

### Labor Market Information (LMI): Regional Job Outlook (If Applicable)

#### 4b. Identify important CTE PROGRAM developments and trends.

**Response Legend:**  
1 = Middle Skill 2 = Above Middle Skill

	1	2
CTE: Projected Occupational Growth	✓	

#### 4c. Please reflect on projected occupational growth. Are entry-level and median hourly earnings 10% below or 10% above regional living wages? Please explain and provide specific data that supports your answer.

This is an opportunity to discuss middle and above middle occupations and whether these occupations are projected to grow or decline.

Programs may provide additional information or data that has not been included in their IR files.

The need for nutrition and the experts that apply nutrition therapy will always be on the rise as we continue to see an increase in chronic diseases, such as diabetes and heart disease, which are directly linked to a person's nutritional health. According to the Centers of Excellence for Labor Market Research, between 2019 and 2024, middle-skill dietetic jobs, such as the Dietary Services Supervisor, will see an increase of 6% in job openings. Overall, jobs in the nutrition and dietary fields, which also include higher-skill jobs such as the registered dietitian, will see an overall increase of 10% in job openings in the course of the 5 years forecasted. That equates to 42 annual job openings for middle-skill nutrition professionals.

### External Oversight: Advisory Committee Information (If applicable)

Programs that have an active advisory committee must complete this section.

#### 4d. Does your program have an active Advisory Committee (whether on campus or external) that informs the direction and/or operations of the department? If "Yes" Advisory Committee meeting minutes within the LAST 6 MONTHS must be included as an attachment to this form.

Yes  No

#### 4e.1 Has the Advisory Committee recommended changes to your program that align with a current or emerging industry?

Yes  No

#### 4e.2 If yes, what are the recommendations?

Those on our Advisory Committee have seen the industry trend moving toward hiring dietary department supervisors that are not just certified through the California Department of Public Health, but also possess the certification from The Association of Nutrition and Foodservice Professionals (ANFP) of the Certified Dietary Manager (CDM). Many California Community Colleges are beginning to offer the coursework required to become eligible to sit for that national examination, therefore, it is the recommendation from the professionals within our committee as well as on staff that we too move toward offering the CDM curriculum. Our department had been moving toward this by updating curriculum to align with the requirements as outlined by ANFP and had hoped to have this program approved and in place by Summer 2020, but due to COVID-19, the effort has been put on hold until such time that we are able to send students back into the field to obtain their practice hours as required by ANFP.

## 5. External Oversight: External Regulations (If applicable)

External regulations apply to areas with outside accrediting agencies. If you DO NOT have external regulations, answer "no" on question 5a and skip 5b.

#### 5a. External Agency

Does the program have external regulations?

Yes  No

#### 5b. External Agency Information

If yes, please provide the following information:

- a) Name of Agency
- b) Date of last review
- c) Recommendations made
- d) Any budgetary or institutional impacts from the recommendations
- e) Progress on recommendations
- f) Date of next review

\*Note: more than one external agency can be added in the same field if needed.

Our Dietary Services Supervisor Certificate Program does have an external agency-

- a) California Department of Public Health
- b) 2015
- c) No recommendations made, our application was accepted and the program was recertified
- d) No
- e) N/A
- f) Date of next review: April 23, 2021

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## 6. EVIDENCE--LEARNING OUTCOMES

"Learning Outcomes" represents the third element of the EVIDENCE component of the PSR evaluation.

**\* 6a. Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

If you have any questions about learning outcomes, please refer to Chaffey College's Outcomes and Assessment website or email Jo Alvarez at jo.alvarez@chaffey.edu

- Current COURSE LOs for every course have been entered into Taskstream's "Course Learning Outcomes (CLOs) Workspace" for each course.
- Current COURSE LOs have been mapped to Institutional Learning Outcomes into Taskstream's "Course Learning Outcomes (CLOs) Workspace."
- Current PROGRAM LOs have been entered into Taskstream's "Program Learning Outcomes (PLOs) Workspace."
- Current PROGRAM LOs have been mapped to Institutional Learning Outcomes in the "Program Learning Outcomes (PLOs) Workspace."
- Current PROGRAM LOs have been mapped to align courses to Program LOs (Curriculum Map) in Taskstream's "Program Learning Outcomes Workspace."

**\* 6b. Have you uploaded a current Chronological Assessment Plan (CAP) into the "Program Learning Outcomes (PLOs) Workspace?"**

A CAP is a learning outcomes assessment schedule.

"Current" is defined as two assessment cycles. This means CAPs should project out at least SIX YEARS.

- Yes
- No
- Comment:

**\* 6c. Three-year cycle**

Do you evaluate all courses within the three-year period?



- Yes  
 No  
 Other:

6d. Are all COURSE LO assessment results from fall 2017 through fall 2020 entered into Taskstream?

- Yes  
 No  
 Other:

## ASSESSMENT REFLECTION

Look over your learning outcomes assessment results for the various COURSES in your program(s).

6e. Based on learning outcomes assessment results, explicitly identify program strengths. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE been met.

Our assessment results on the courses we have tested show that the general concepts are being presented effectively and students are retaining the information at or above 70% accuracy. Specifically, our students are able to demonstrate the ability to design healthy diets for individual nutritional needs throughout the life cycle as well as for more specific dietary needs such as low sodium and low fat, students have also successfully demonstrated the ability to distinguish between valid nutrition information versus nutrition misinformation within the media and other sources, identify eating disorders in active people and therefore, the delivery of nutrition curriculum (NF 5, 15, 22, 27) throughout the program to our diverse student population is a strength. Examples of the successful demonstration of the material from embedded questions in exams show that 85% of NF 5 students assessed earned a 70% or higher on exams that had questions such as, 'When the energy you consume is less than the energy you expend, what happens with your weight?' and 'Which of the following diets would not be recommended to promote weight loss and maintenance?' to test the learning outcome of acknowledging personal lifestyle choices that will promote or undermine health. For NF 15 students assessed, it was found that 90% of these students demonstrated an understanding with scores at or above 70% on quizzes with embedded questions addressing the evaluation of nutritional needs of individuals throughout the life cycle. A sample question is 'People who live longer tend to do all of the following except:...' and 'During the 2nd and 3rd trimesters of pregnancy, a daily increase of \_\_\_\_\_ calories above the allowance for nonpregnant women is recommended.' For the NF 27 students 95% of the students assessed demonstrated an ability to create meals with low fat and 90% answered the following question correctly, 'Which of the following foods would provide saturated fat?' These results demonstrate the program's strength lies within the faculty's abilities and methods of delivering the material to students in a way that supports their improved knowledge and application of the nutrition concepts being taught.

6f. Based on learning outcomes assessment results, explicitly identify areas in which the program(s) can improve. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE NOT been met.

Through the assessments and embedded questions we use, we have found that some of the more specific topics on disease states (i.e. diabetes, heart disease) show a slightly less positive retention, especially in the basic nutrition classes. For example, on the NF 27 question, 'Characteristics of type 2 diabetes include all of the following EXCEPT...' only 67% of the students assessed answered the question correctly. In this NF 5 test question, 'Which type of fat tends to raise blood cholesterol levels and the risk for heart disease the most?' only 69% of students answered correctly. This could be due in fact to the lectures are designed to only present the basic information for the introductory classes.

It should be noted that due to low enrollment, NF 11, NF 19, NF 471/471L and NF 472/472L were cancelled one or more times in the 3 year time period and were therefore unable to be assessed during this cycle.

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## 7. STRATEGIC PLANNING

7a. Do you have any plans to modify a degree or certificate in your program?

- Yes  
 No

7b. Are you planning to initiate a new program?

Yes

No

## OVERALL IMPROVEMENT

To help answer 7c and 7d, review the following subsections:

Subsection 2: EVIDENCE--Equity

Subsection 3: EVIDENCE--Program Data

Subsection 4: EVIDENCE--Learning Outcomes

### **7c. Identify specific reasons for "why" improvement is needed. Use an evidence-based approach to support your answer.**

To help guide your thinking, consider framing improvement in more tangible ways: orientations for new faculty, inefficiencies in office processes, communication gaps (with adjuncts or other departments), tracking errors, budgeting processes that are not as timely or efficient, coordination with other related areas in other educational units, resource management of supply budgets.

Looking at the variety of evidence provided, several areas of improvement have been identified for the NF program to work on over the course of the next three years. The NF program does not see the need for improvements as a negative reflection but rather as an opportunity for growth and advancement which can only benefit our students and community. The most important improvement would be to increase enrollment of all students to ensure that we are consistently making our class numbers and therefore being able to offer the program courses regularly to allow students to plan out and complete their certificate and degree goals in a timely manner. The overall percent change in enrollment by Race/Ethnicity was -18.6%, more specifically there was an -11.9% decrease with Hispanic students, -23.3% decrease with African American students, -31.7% decrease among Asian students and -40.0% among Caucasian students. Looking further into the enrollment rates from students with other identified characteristics we saw a -29% decrease with economically disadvantaged students, -36.5% decrease with first generation students, and -63.6% decrease among students with disabilities. Needless to say, these numbers do not align with where we would like to be in terms of equity. Therefore, this is the reason why improving enrollment of all students to allow for greater representation will be our top priority. With the increase in enrollment, that would also help us to improve another area that needs attention-producing more students who complete their desired certificate or degree. The evidence showed that we went from awarding 26 NF degrees and certificates in 2014-15 down to only 10 NF degrees or certificates in 2019-20. Granted, the lower number of awarded certificates and enrollment for that matter could very well be in direct relation to the effects of COVID-19 and the college needing to switch to a completely online school. Many students were not able to continue their schooling for a variety of reasons so the completion decline could be in part explained by the pandemic. Again, our areas of improvement are intertwined. If we succeed with increased enrollment, maintain our 92% or higher retention rates and 73% or higher success rates, we will be able to award more degrees and certificates to more students from all backgrounds, which would support our effort to align with Chaffey Goals of equity-driven education that fosters the success of all students. Producing more graduates will also support Chaffey Goals 2 and 3 by ensuring learning and timely completion of students' educational goals and by maintaining programs and services that maximize students' opportunities and reflect community needs. Finally, we found through learning outcomes that there are still some areas within the curriculum that our students are not fully grasping concepts to the level we would like to see them take away (success rate >70%). Improvement in this area is important because again we want to make sure we are providing equitable learning opportunities that will help support successful completion and personal growth and development within the student that they will then take with them as they continue with their educational and career goals.

### **7d. What is your program's plan to make improvements? An effective plan is descriptive and has well-defined steps. Explain your answer in order of priority; rank highest priority first, followed by second highest priority, and so on.**

If there is a disparity in equity, the strategies for implementation should be included in the plan.

In order to make these program improvements, several steps have been identified and prioritized. Our first priority is to improve the enrollment of under represented populations, specifically male students, African American students, Asian students, and economically disadvantaged students. The first step will be to research information students would like to know in order to create orientation curriculum. Next, the NF program along with the other areas in our department can schedule orientation/welcome back to school workshops so students that are both exploring and navigating this major can attend, meet the faculty, have tours, be informed and feel connected to the program. At these workshops, we can collect data via surveys or polls that reflect student interest and a needs assessment for students to feel encouraged to enroll in the program. The NF Program can also create a stronger relationship with counselors and Success Centers to help identify coursework that students need to reach their goals, and the assistance necessary to be successful. Other steps would include organizing orientations to offer to new students to increase interest in program, partnering up with dual enrollment and participating in High School workshops and/or college fairs to speak to students in the feeder schools within the community about the trends of dietetics including job openings and potential income for graduates and then invite them to attend orientation workshops. Another step that we can take is to research and collect data on students' preferred teaching modalities, then schedule classes in that format. In this past year of doing 100% asynchronous online learning, our enrollment, retention, and success has been very high. No NF class has been cancelled due to low enrollment in the last year. Researching the pros and cons of offering a fully online certificate program could help us develop an action plan for those students that find coming to a face to face class difficult due to work obligations, financial insecurities, transportation challenges or outside responsibilities. This fully online modality allows for a more flexible and equitable form of education that can in turn allow more students to complete their programs in a timely manner. In terms of curriculum, how the material is delivered can also impact retention and success, this is another priority in our improvement plan. The NF program will encourage their faculty to start reflecting on how material and assignments are presented, asking if they are done so equitably and with the flexibility and delivery to ensure all students can hear and see themselves in the lessons, making sure students feel seen and can relate to the material being taught. Another step our program can make is to research zero cost textbooks. We currently offer 1-3 courses with zero cost textbooks and understand that the cost of typical nutrition books and online tools can be expensive and therefore affect students' abilities to take these classes. Because Nutrition is a science, it is harder to find free resources available, but perhaps conversations can be had with publishers to assess the cost and

negotiate lower cost options for more of our classes. Addressing learning outcomes is another area of improvement that we prioritize. NF faculty can discuss and share ideas on how to adjust some of these specific lessons on topics such as diet and disease connections that were shown to have lower success rates and identify what topics may need additional lessons and class time to really ensure students are comprehending the material and are able to demonstrate their understanding. This would also be an opportunity to find outside reading or activities that are zero cost that will enhance learning and retention so that the SLO goals can be achieved. It will be important to compile the data we collect each year to assess progress and make adjustments as necessary to continue moving forward with these goals. These steps will ultimately help our success and retention rates of all students which will also increase the number of certificates and degrees we award in the NF program.

## CURRICULUM IMPROVEMENT

As we move toward Guided Pathways, curriculum serves as a central catalyst for the movement. Reflect and provide information on questions 7e and 7f.

Information will be forwarded to the Curriculum Office. There is NO SCORING on curriculum improvement questions, 7e and 7f.

**7e. How does (or will) your program incorporate experiential learning components into your curriculum?**

*No answer specified*

(Max chars: 5,000)

**7f. How does (or will) your program incorporate career exploration into early courses in your degrees and/or certificates?**

The NF program plans to incorporate more opportunities for students to learn about potential career paths in the field of dietetics by offering workshops/seminars for students that are still exploring the Health, Wellness & Athletics ACC, including specific curriculum into the introductory classes to cover career exploration, inviting guest speakers, and participating in community outreach events to share with potential students the option of dietetics as a career path.

(Max chars: 5,000)

**7g. Do you have any recommendations for a professional development workshop(s) that will help you or your program execute future plans?**

Type N/A in the response field if you are not making any recommendations for professional development.

Information will be forwarded to the Faculty Success Center for future professional development planning. NO SCORE is assigned.

Continue to offer recorded workshops that walk the writer through each step of the process. I think it would also be helpful to see an actual PSR that has scored successfully as an example for verbiage, detail, length, etc.

## 8. VIP GOALS

**8a. What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?**

Perhaps the most important piece in the PSR process is the creation of the Visionary Improvement Plan (VIP). The VIP is an opportunity for all program members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify program improvement goals for the next three years.

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

VIP GOAL #1: Increase enrollment and success rates of males in the introductory NF classes (NF 5 or NF 15) by 10% by the 2023-2024 school year to meet the increasing needs of more male representation in the field of Nutrition and Dietetics.

VIP GOAL #2: Increase enrollment and success rates of African American, Asian and economically disadvantaged students in the NF program by 10% respectively to meet the increasing needs equitably for the forecasted increase in dietetics and hospitality jobs.

VIP GOAL #3: Increase the number of Nutrition and Foods AS-T degrees earned by students from 6 to 12 by the 2023-2024 school year to meet the employment projections for dietitians and nutritionists in Southern California.

**8b. Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):**

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

**8c. Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?**

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIP #1: Men have historically been under-represented in the field of nutrition and dietetics. Being a part of the KNA department that does have many male students, it is important for our program to make sure we are marketing this degree and field of study as a viable option for men and highlighting how they can incorporate a nutrition education and degree with other fields within the KNA department of study. This goal aligns with the Chaffey Goal #1 to be equity-driven and foster success for all students.

VIP #2: Over the past 6 years, the Nutrition and Foods department has seen a drop in enrollment across the board, but especially from our African American students (-23%), Asian students (-31.7%), and our economically disadvantaged students (-29%). The NF program prides itself on being a program of inclusivity and wants to work toward making a more concerted effort to attract and encourage enrollment by more students of any and all backgrounds. This goal also aligns with the Chaffey Goal #1 to be equity-driven and foster success in all students.

VIP #3: Many of the students that have pursued an AS degree in Nutrition and Foods went on to transfer to a university and continued their education and obtained their bachelor's and master's degrees in dietetics to then be eligible to sit for the national registered dietitian exam. With the addition of the AS-T degree in Nutrition and Foods, we are now able to provide an option for students to complete their degree at Chaffey College and then be guaranteed admission into a California State University to complete their degree more seamlessly and a faster pace allowing them to enter the work force sooner. The NF program had 6 students earn their AS-T degree in 2019-2020, so our goal would be to double that number and award 12 AS-T degrees by the 2023-2024 school year. This goal aligns with Chaffey Goal #2 to ensure learning and timely completion of students' goals and Chaffey Goal #3 to develop and maintain programs and services that maximize students' opportunities and reflect community needs. According to the employment projections, there will be 317 total job openings with an average annual wage of \$73,452 for dietitians and nutritionists over the course of the next 5 years throughout Southern California.