Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Nutrition and Foods

Program Code: 1306 - HOTEL AND FOOD SERVICE MANAGEMENT

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
Yes

External Regulations:
Yes

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Nutrition and Food (NF) program supports Chaffey College’s mission by providing a well-rounded education with the most up to date information in health, nutrition, and wellness. The NF program offers both certificates for Dietary Services Supervisors (DSS) and an AS degree in Nutrition and Foods. Being one of the only programs in the Inland Empire to offer the DSS certificate, we are first on the list to serve the surrounding communities for this need, while also providing a strong foundation to students who plan to continue their nutrition education at the university level. Through embedded tests in the exams, practical applications of skills in assignments, case studies, and internships, the NF program monitors the effectiveness by our success rates.

Review Team Response
Good description of how this program supports the college mission, however, some of the supporting documentation throughout the PSR leave the reader with a somewhat confused understanding as to the status of this program. For example, this is the only program in the Inland Empire, yet we are facing possible program discontinuance due to the loss of external accreditation.
PROGRAM DATA

Enrollment

Enrollment by Day, Evening, Online, Arranged (NF)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>6.12%</td>
<td>-16.92%</td>
</tr>
<tr>
<td>Day</td>
<td>15.69%</td>
<td>-10.75%</td>
</tr>
<tr>
<td>Evening</td>
<td>-4.5%</td>
<td>-49.49%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1454</td>
<td>1543</td>
<td>1282</td>
</tr>
<tr>
<td>Day</td>
<td>1077</td>
<td>1246</td>
<td>1112</td>
</tr>
<tr>
<td>Evening</td>
<td>311</td>
<td>297</td>
<td>150</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>66</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.
Over the past 3 years, the NF department saw both an increase and then a large decrease in enrollment. From 2008/09-2009/10, the program enjoyed a 6% increase in enrollment. However, the following year brought a 17% decrease in enrollment. This trend can be explained by the college-wide cuts in class offerings. Nutrition and Food took a large cut in course offerings, reducing sections by almost 50%. Most of our sections are offered in the morning/early afternoon modules as these classes are both program specific and GE credit and can be filled beyond our class cap for every offered section. We typically offer the upper division/degree specific courses later in the afternoon to accommodate our working/returning students' schedules. Nutrition and Foods has historically been a female dominated education and career field, and our stats reflect that. However, there has been a recent interest and involvement with male students that we will encourage and monitor for the future. Demographically, many of our DSS students are also Hispanic as that reflects the hospitality industry demographics as well.

Retention
### Retention Rate by Day, Evening, Online, Arranged (NF)

#### Table: 2008-09 to 2010-11 Retention Rates

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>-0.34%</td>
<td>1.51%</td>
</tr>
<tr>
<td>Day</td>
<td>-0.24%</td>
<td>1.34%</td>
</tr>
<tr>
<td>Evening</td>
<td>-0.99%</td>
<td>-0.61%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>91.67%</td>
<td>90%</td>
</tr>
</tbody>
</table>

#### Chart: Retention Rate by Day, Evening, Online, Arranged (NF)
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

The NF retention rate has held quite steady over the past 3 years. This trend can be explained by the fact that many of our students are in the DSS program and require these courses to complete their certificate so they may return to work certified as required by DHS (Department of Health Services). In addition, our NF faculty is very supportive of and attentive to our student population by making themselves available to their students in order to increase/maintain retention.

Success
## Success Rate by Day, Evening, Online, Arranged (NF)

### Measure

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>1.82%</td>
<td>8.18%</td>
</tr>
<tr>
<td>Day</td>
<td>3.24%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Evening</td>
<td>-1.83%</td>
<td>7.38%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>88.33%</td>
<td>90%</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.
The data suggests that our Hispanic students have the lowest success rate as compared to other ethnicities (~75%), while they are the biggest ethnic group represented in the program. This data could be explained by the fact that many of these students are ESL students, they are older than the average college student, and have never been to college or are returning students after several years. Additional assignments, student/professor conferences, and promotion of Success Centers are being provided in order to help maintain and/or improve success rates of all of our students.

Review Team Response
Interpretation does not match the obvious trends. Revision required.
Explanation for changes in enrollment patterns address budget cuts, which does not speak to the wide divide in enrollment by ethnicity/gender data, does it? No online classes yet - good to see this added into the VIP.

DEGREE/CERTIFICATE DATA

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition and Food</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The Nutrition and Food AS degree has seen an increase in degrees awarded, albeit a small increase (1 certificate each year), but this could be explained by a change in degree from the DTR degree to the NF degree due to the DTR degree dissolving. The program plans to promote and encourage this degree option as a solid foundation to move forward with to the university for students to continue on to become a dietitian.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>08/09</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>09/10</td>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

Over the past 3 years, the DSS certificate program has experienced about a 40% decline in awarded certificates. This can be explained by several contributing factors. Around 2008, the California Department of Health Services (DHS) mandated that all health care facilities must have a certified Dietary Services Supervisor on staff. Chaffey College, being one of the only colleges to offer this program in the IE, experienced a large influx of students to the program. These students were very motivated to complete the program as quickly as possible and return to work certified. In addition, the NF and HOTFS programs were able to accommodate these students by offering plenty of sections to meet their needs. After that first year of success, the program unfortunately experienced their decline which can be due in part to college-wide budget cuts and reduced class offerings. In addition, the NF and HOTFS departments, which were originally coordinated together, were separated due to reorganization. So now classes were being scheduled by two different people, and despite communication, course offerings between the 2 departments weren’t always coordinated to allow students to flow through the coursework, thereby slowing them down, and in turn reducing the number of awarded certificates. In addition, the DTR
(Dietetic Technician Registered) degree program was cancelled in 2009. This degree program included the DSS certificate, so students who were taking classes for DTR, may have stopped the program to simply finish their AS degree and transfer to the university to complete their nutrition education. This all being said, the DSS program is still a popular and successful program, filling classes to capacity every semester. The program plans to continue to support and nurture the DSS certificate by offering as many sections as possible.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The DTR program has experienced an increase in degrees awarded over the past 3 years. Unfortunately, this is the last year of the DTR degree, as Chaffey is no longer accredited to offer the program. Over the past couple of years, we have offered the necessary coursework to allow the remaining students to complete the program so they may be eligible to take the national registration exam. UPDATED 8-27-2012...

Review Team Response
It appears as though this program was growing and it seems unfortunate that, due to the loss of accreditation, the program is headed for discontinuance. Is this a result of industry trends? Occupational outlook?

STUDENT LEARNING OUTCOMES
Students will utilize behavior modification techniques to improve their nutritional wellness.

Discuss how the number, type, depth, and breadth of the courses support program SLO's.
CURRENT NF PROGRAM SLO'S *Students completing courses in the Nutrition and Food program will be able to operate effectively as part of a health care team *Students completing courses in the Nutrition and Food program will be able to design a meal plan based on the Food Guide Pyramid including divisions, recommended serving, and serving sizes *Students completing courses in the Nutrition and Food program will be able to assess the impact of age, culture, and gender on diet and nutrition *Students completing courses in the Nutrition and Food program will be able to identify and describe the effect of nutrition on health and body composition *Students completing courses in the Nutrition and Food program will be able to identify food related health problems *Students
completing the Nutrition and Food program will be able to describe food preparation, preservation, serving, and storage techniques that prevent food poisoning.

**DISCUSSION:** The Nutrition and Food program offers a wide variety of coursework from general, consumer based nutrition classes, to nutrition for athletes, to more complex clinical nutrition courses designed for health field majors.

**Discuss how courses in the program articulate with or complement each other.**
The progression of the coursework (from very basic then transitioning to more expertise based coursework for future nutrition professionals) are very complimentary and they allow for students to articulate for transfer to 4 year universities to become Registered Dietitians or to articulate into the workforce with their DSS certificate.

**Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).**
The DSS certificate program interacts with the HOTFS (Hotel and Food Service Management) program. Our students must take several HOTFS courses to complete their certificate requirements and HOTFS students must also take some NF classes to complete their certificates/degrees. The NF program also shares the kitchen facility for one class (NF 27) with the HOTFS department, utilizing the equipment present in the kitchen, but not the perishable resources. The NF department also has some overlapping content with some of the PELEC classes.

**How and when has your department assessed Program SLO’s and how have you responded to the results?**
We are always revisiting the program SLO’s to ensure an alignment with core competencies and course SLO’s. The NF program underwent course modification this last semester to update and include newly written course SLO’s. The goal is to maintain currency in course content to meet the everchanging research and developments within the field of nutrition and wellness.

**What program or course changes have been made based on the result of the assessed outcome?**
The NF program is still in the early phases of assessment. However, with the few assessments that have been done, we’ve seen a positive success rate and feel there is no need at this time to make any major adjustments to the program design or course content.

**Review Team Response**
Overall Program Level Implementation of SLOs is Awareness: There is preliminary, investigative dialog about SLOs. There is recognition of existing practices such as courses objectives and how they relate to SLOs. The program has discussed how to define SLOs in their discipline. You, your coordinator and dean will receive a detailed letter outlining the areas that need to be addressed for SLOs.

**Discuss how your services help maintain a high level of student satisfaction.**

**Discuss how you evaluate your effectiveness in meeting students' needs.**

**How and when has your service reviewed or revised SLO?s and/or AUO?s.**

**How has your program utilized SLO/AUO assessment results for program improvement?**

**Review Team Response**
### CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>NF 470L Dietetic Service Supervisor: Supervised Clinical Laboratory - Active</td>
<td>04/20/2005</td>
</tr>
<tr>
<td>NF 470 Dietetic Service Supervisor - Active</td>
<td>03/10/2004</td>
</tr>
<tr>
<td>NF 5 Nutrition for Life - Active</td>
<td>02/19/2003</td>
</tr>
<tr>
<td>NF 11 Food Service Management Supervision - Active</td>
<td>03/26/2003</td>
</tr>
<tr>
<td>NF 15 Nutrition I: The Science of Nutrition - Active</td>
<td>02/19/2003</td>
</tr>
<tr>
<td>NF 25 Culture and Nutrition - Launched</td>
<td>03/26/2003</td>
</tr>
<tr>
<td>NF 22 Nutrition and the Active Person - Active</td>
<td>09/30/2009</td>
</tr>
<tr>
<td>NF 19 Nutrition II: Modified Diets - Active</td>
<td>02/19/2003</td>
</tr>
<tr>
<td>NF 25 Culture and Nutrition - Active</td>
<td>03/26/2003</td>
</tr>
<tr>
<td>NF 27 Healthy Cooking - Active</td>
<td>11/13/2002</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>NF Nutrition and Food - Active</td>
<td>04/27/2007</td>
</tr>
<tr>
<td>NF Nutrition and Food - Active</td>
<td>04/27/2007</td>
</tr>
<tr>
<td>NF Dietetic Technician - Active</td>
<td>04/27/2007</td>
</tr>
<tr>
<td>NF Dietetic Service Supervisor - Active</td>
<td>04/27/2007</td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

With the deactivation of the DTR program, the following courses have been deactivated: NF 421, 423, 480 & 480L. The DTR degree will be going through the program discontinuance processes during the spring 2012 semester. NF 5, 11, 15, 19, & 27 are presently in the queue in Curricunet. NF faculty will be working on NF 470, 470L, & 25 during the spring 2012 semester.

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response
It appears as though there was quite a bit of curriculum modifying which occurred recently; suggestion – do a little curriculum every year so it does not back up.

**ADVISORY COMMITTEE INFORMATION**

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).

The advisory committee no longer meets. As this was a requirement by the DTR agency, and since the DTR program is being deactivated due to the loss of external accreditation, the advisory committee functions were no longer needed. The DSS program is currently undergoing a new application process that is to be completed May 2012. The new system will require an advisory committee for the DSS, so that will be compiled upon completion of the application and put into practice within the next year.

**Review Team Response**

As explained on the degree/certificate data page - it seems unfortunate that a program which appeared to be growing is now going to be discontinued.

**EXTERNAL REGULATIONS**

Organization: California Department of Public Health, Licensing and Certification

Last Review: 05/11/2011

Recommendations: This is a new process. The application is due May 2012. (The above date was when the application letter was sent out)

Budgetary Recommendations:

Addressed Satisfactorily: Yes

Status of Recommendation:

Next Review: 05/15/2012

**Review Team Response**

Are there any details available - or even relevant - to this PSR pertaining the details of the loss of accreditation? Is there something that needs to be addressed at the institutional level? Are there any plans to re-visit or re-apply for accreditation?

**NON-INSTRUCTIONAL PROGRAM INFORMATION**

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

**Review Team Response**
STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>
Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
To return to the NF course offerings we had at the peak point of program performance (about 32 sections). This is a goal because it will support the programs desire to provide access to students to increase the amount of certificates and degrees earned.

To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:
Hire an additional Nutrition and Food full time faculty member or sufficient adjunct faculty to increase sections offered.
Number of course sections offered and student success rate

Year 2 Steps to Success (activities) and VIP Assessment:
Hire additional NF adjunct faculty members to support continued growth of the program.
Number of certificates and degrees awarded

Year Three Goal:
UPDATED 8-27-12 Increase the number of DSS certificates earned to be comparable to year 2007-08 level by offering Fast Track options to address the industry need for more DSS personnel and provide access to students who want to continue either their education or career goals.

To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:
Hire a FT NF faculty member to a sufficient amount of adjunct to cover both degree and certificate needs.
Number of courses offered and success/retention rate of DSS students

Year 2 Steps to Success (activities) and VIP Assessment:
Offer a wide breadth of courses to earn necessary DSS certificates.
Increased number of certificates earned.

Year Three Goal:
Offer Nutrition and Food courses (NF 5) via Distance Education (DE). This would also provide more access to NF courses for students, which in turn would help to increase certificate and degrees earned in NF.

To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:
Training of NF faculty on how to teach classes online.
Successful completion of DE training/workshops.

Year 2 Steps to Success (activities) and VIP Assessment:
Curriculum writing/revision/approval for new DE coursework.
Acceptance of DE class by curriculum committee.

Review Team Response
The goal is unclear; revision is required and/or the goal is a resource request and not a goal.
Grow the NF program

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSR Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moodle Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>California Dietetic Association</td>
<td></td>
</tr>
<tr>
<td>Email Management with Thierry Brusselle - FSC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness Training - with Phil Roberts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
By attending these workshops and conferences, it adds to enhance my nutrition and classroom management skills/knowledge that I can then pass on to my students in class. When I have current and relevant data to share, it increases the students' knowledge base and success rate for nutrition and wellness.
Discuss departmental engagement on campus in connection to student learning.

| Governance committees | Other college-related committees | Other campus participation |

How does your program benefit from your campus engagement?
I have personally participated and included my students in activities with OBOC, providing lectures related to the college book; hosting a NF booth at Family Day at the Wig, providing handouts, recipes, and activities to the community; Health and Wellness week, providing videos, lectures, and activities to Chaffey staff. I feel these extra-curricular activities benefits the program by giving us exposure, interacting with other members of the college community, and reaching out with the message of health and wellness to maintain and promote student, faculty, and staff overall health and wellness.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>Nutrition and Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
It is sometimes a challenge to be the only FT faculty member...and in recent semesters, was the ONLY NF faculty member due to section cuts. All activities, duties, assignments fall upon me to complete, in addition to my regular classroom contractual responsibilities. In addition, even though I am no longer coordinator, as the residing licensed expert, I still have to oversee the remaining DTR students, and DSS students. These added responsibilities are welcomed, however, I feel it may limited my time and ability to explore other projects, like classroom enhancement activities, etc.

Does your program anticipate retirements within the next 3 years?
No, there will be no NF staff retirements in the next 3 years.

Review Team Response

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
Full time Nutrition & Food faculty member
Hiring Criteria:

Institutional Level Considerations
Supports Chino expansion
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Supports retraining to help students become employed or promoted in their professions

Department Concerns
Faculty required by state accrediting body (such as in nursing, rad tech, aero, etc).
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Department has one FT faculty and course load, outside reporting (e.g., advisory committees) & responsibilities, etc. requires another FT faculty member.
Supports diversity of program and course offerings

Year 2:
Sufficient Nutrition and Food adjunct faculty to support program growth

Hiring Criteria:

Institutional Level Considerations
Supports Fontana expansion
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Supports retraining to help students become employed or promoted in their professions

Department Concerns
Faculty required by state accrediting body (such as in nursing, rad tech, aero, etc).
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Supports diversity of program and course offerings

Year 3:

Hiring Criteria:

STAFF
Year 1
Year 2
Year 3
Review Team Response

VIP Goals – 1 – The goal is unclear; revision is required and/or the goal is a resource request and not a goal; goals were not describe beginning with a verb – did not follow handbook instructions; faculty hiring criteria has not be completed;

Review Team Response
The document seems unclear and does not contain enough information to be useful for planning, supporting and improving student achievement and SLO’s. Revisions required.
Final Summary Rubric: 1 the document seems unclear and does not contain enough information to be useful for planning, supporting and improving student achievement and SLOs; Concern regarding the status of SLO assessment; Revision required;