

## 2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021-2022

CLUSTER: HAWK

NEXT SCHEDULED CPPR: 2022-2023

PROGRAM: NUTRITION

LAST YEAR CPPR COMPLETED: 2019-2020

CURRENT DATE: 2/23/2022

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [resource plan](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

**Note:** Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

**NUTRITION AND DIETETICS AST AND NUTRITION EDUCATION/COACHING CERTIFICATE OF ACHIEVEMENT.**

### GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

The Division was granted a new Full-time Nutrition/Culinary Arts position, that began Fall 2021. The FTTT faculty in this position leads the culinary arts department. The Nutrition Department partnered with the Ag Plant Science department at Cuesta College and created a new certificate, Plant-based Sustainable Nutrition, Agriculture, and Culinary Arts. For this certificate the department created a new course, Plant-based Nutrition. There is a strong need for this program in the community. The Nutrition and Culinary Arts Department partnered with Chef Ann Foundation and received a grant for an apprenticeship program for healthful scratch cooking for k-12 schools.

### PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes  If yes, please complete the Program Sustainability Plan Progress Report below.

No  If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update,

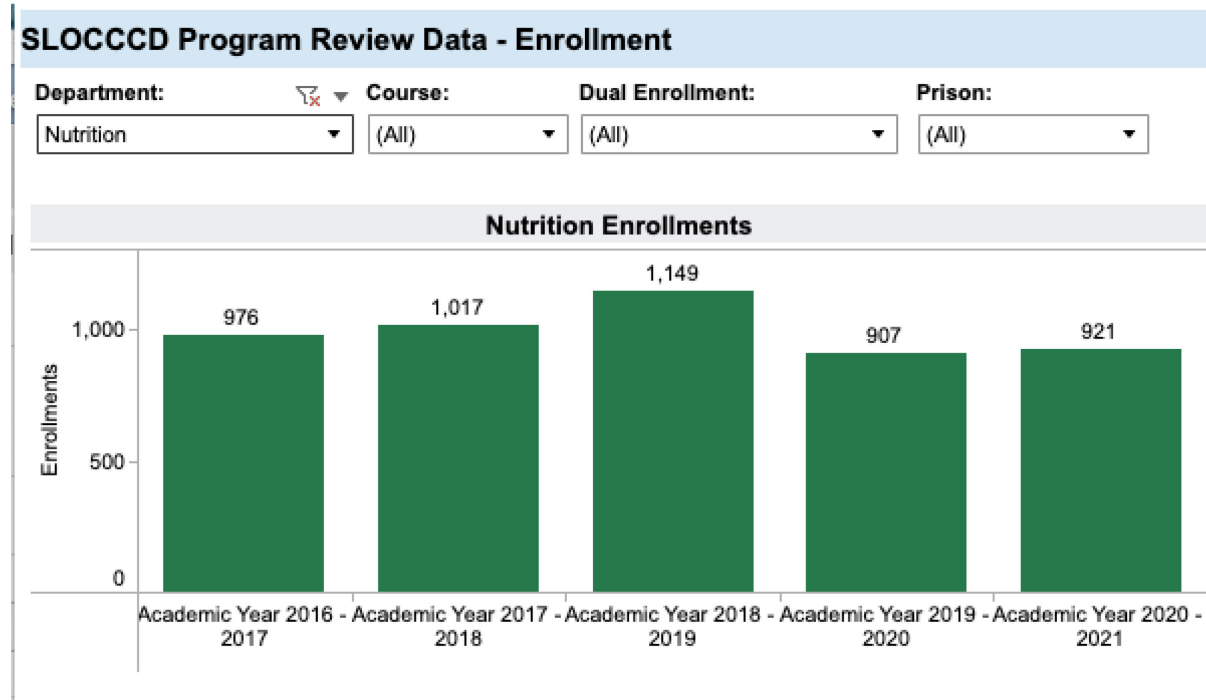
if necessary, your Program Sustainability Plan.

### DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year’s available data.

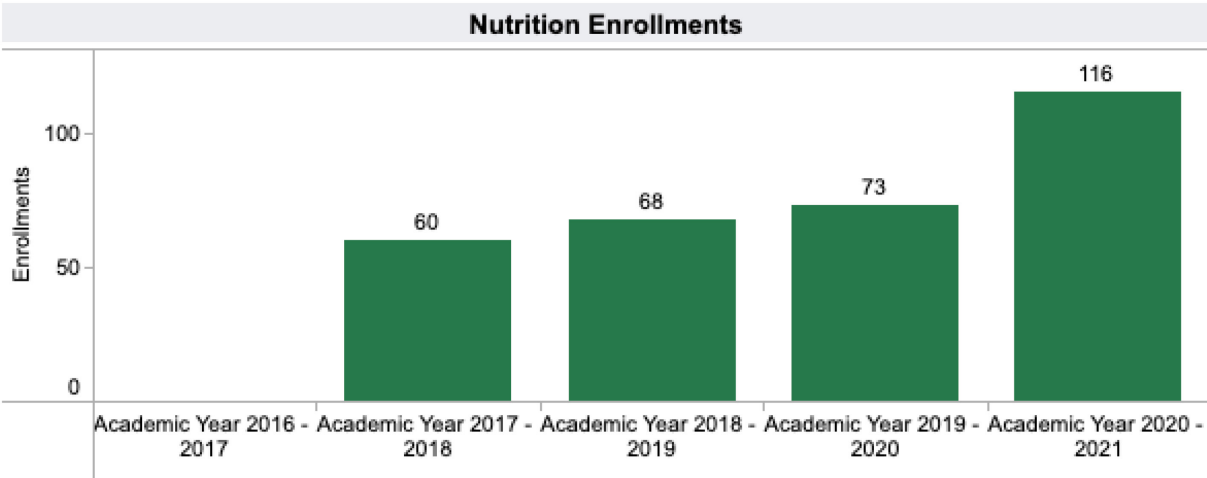
#### [General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



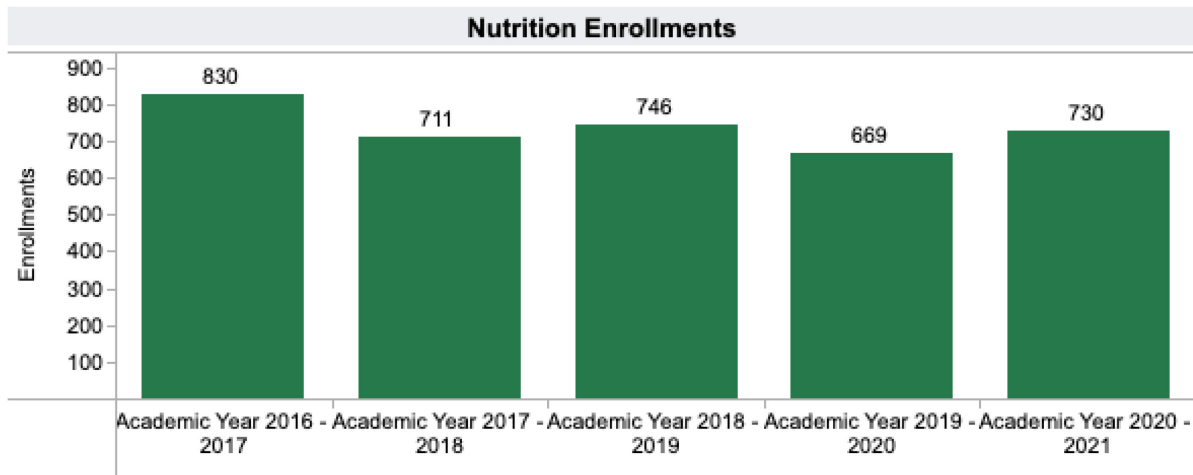
## SLOCCCD Program Review Data - Enrollment

Department:  Course:  Dual Enrollment:  Prison:



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The reasons for the data showing overall increased enrollment in the Nutrition Department is:

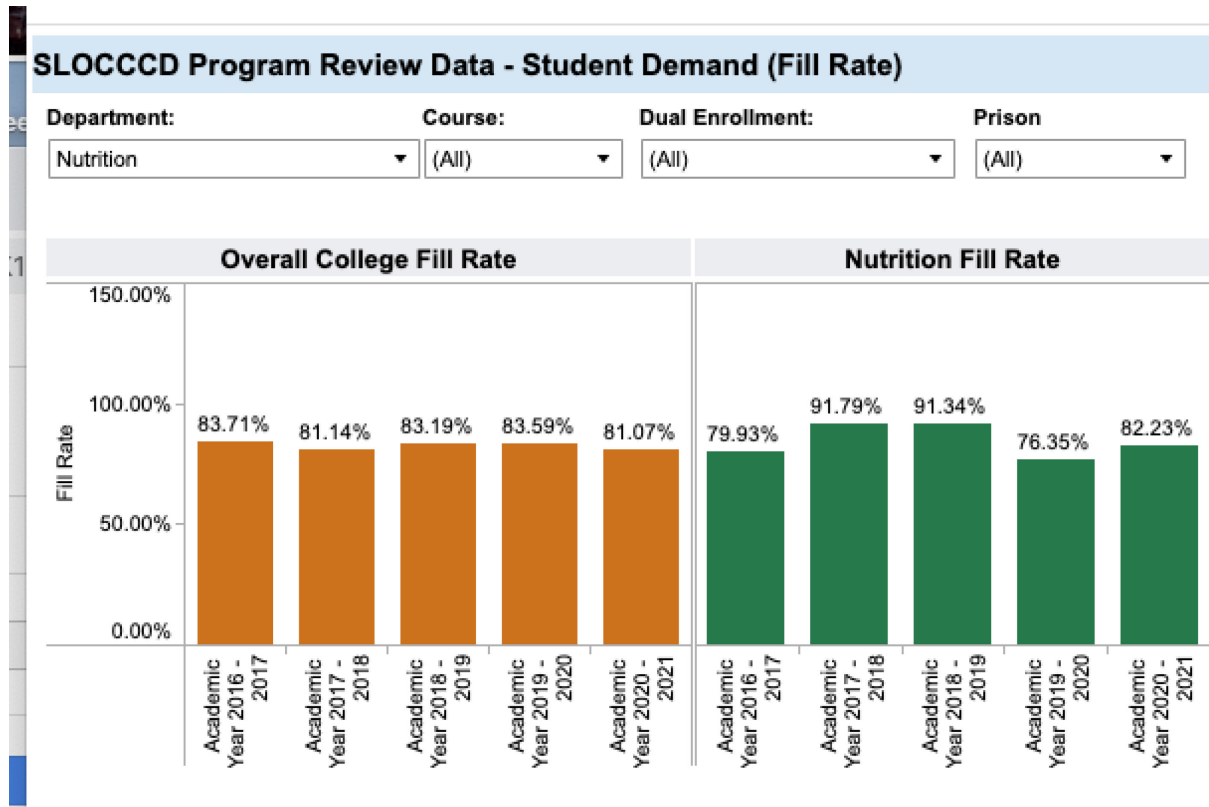
- 43 extra students in Nutrition 210 at CMC

The decrease between 18-19 and 19-20 prior to last year resulted from:

- 1) We moved the Food Safety and Sanitation course (NUTR 213) to the Culinary Arts department (CUL 213 and CUL 215), which caused a shift, not a divisional loss, in enrollment (110 students).
- 2) Slight decreases in NUTR 211, 218, 230, and 232, and a larger contribution from NUTR 210 contributed primarily because of the pandemic the first semester of “Covid-19” (Spring 2020) when many students dropped their courses, accepting the EW (Early Withdrawal) grade.
- 3) A loss of Nutrition 210 and 211 from the Liberal Art, Science AS degree.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



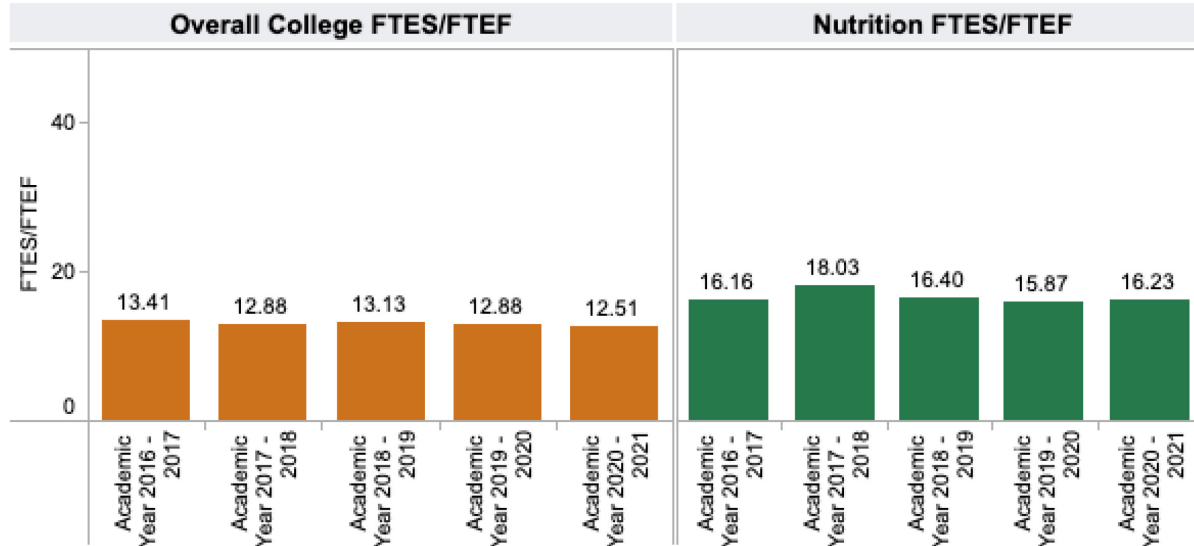
Nutrition has caps of 45 on all courses, unlike most lecture courses on campus with less, which deceivingly effects our fill rates. Even so, Nutrition 210 fill rates were higher than the college average (82.23% versus 81.07%). When NUTR 211 and NUTR 218 courses factored in, the average was lowered, likely because of students dropping elective courses or courses they didn't need to graduate during the pandemic. Required ADT courses NUTR 210 and NUTR 222 were high fill rates respectively at 101.39% and 96%.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

**SLOCCCD Program Review Data - Efficiency (FTES/FTEF)**

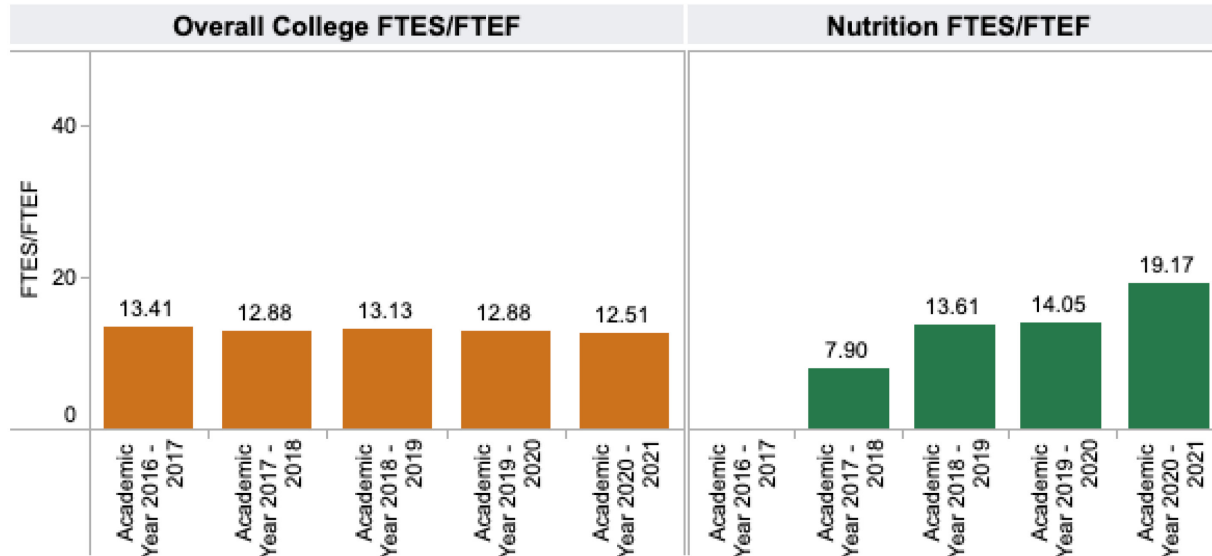
Department:  Course:  Dual Enrollment:  Prison:



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
 (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

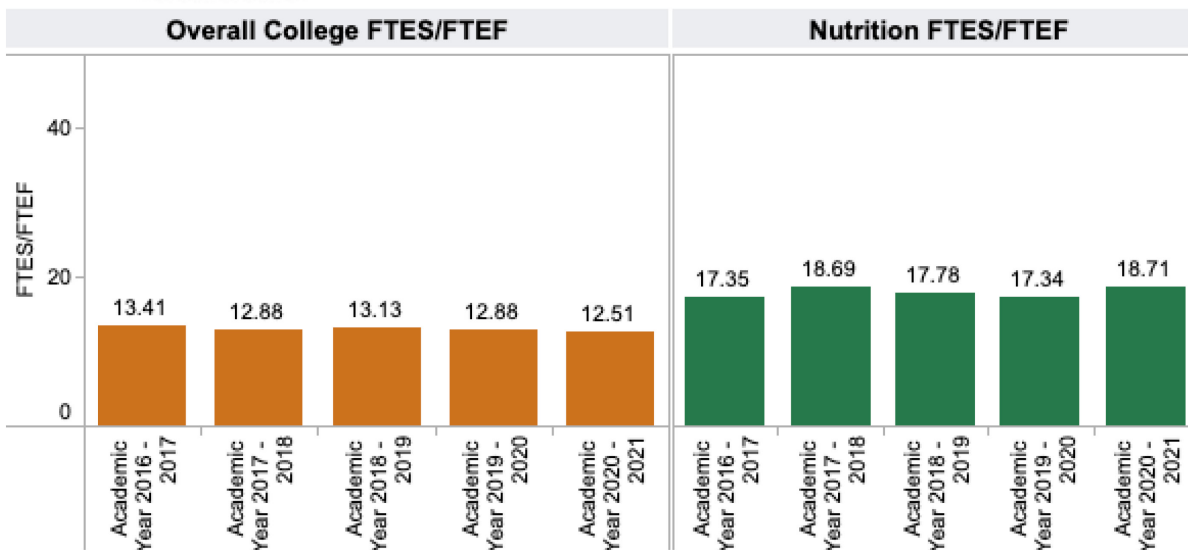
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  Course:  Dual Enrollment:  Prison:



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Department:  Course:  Dual Enrollment:  Prison:

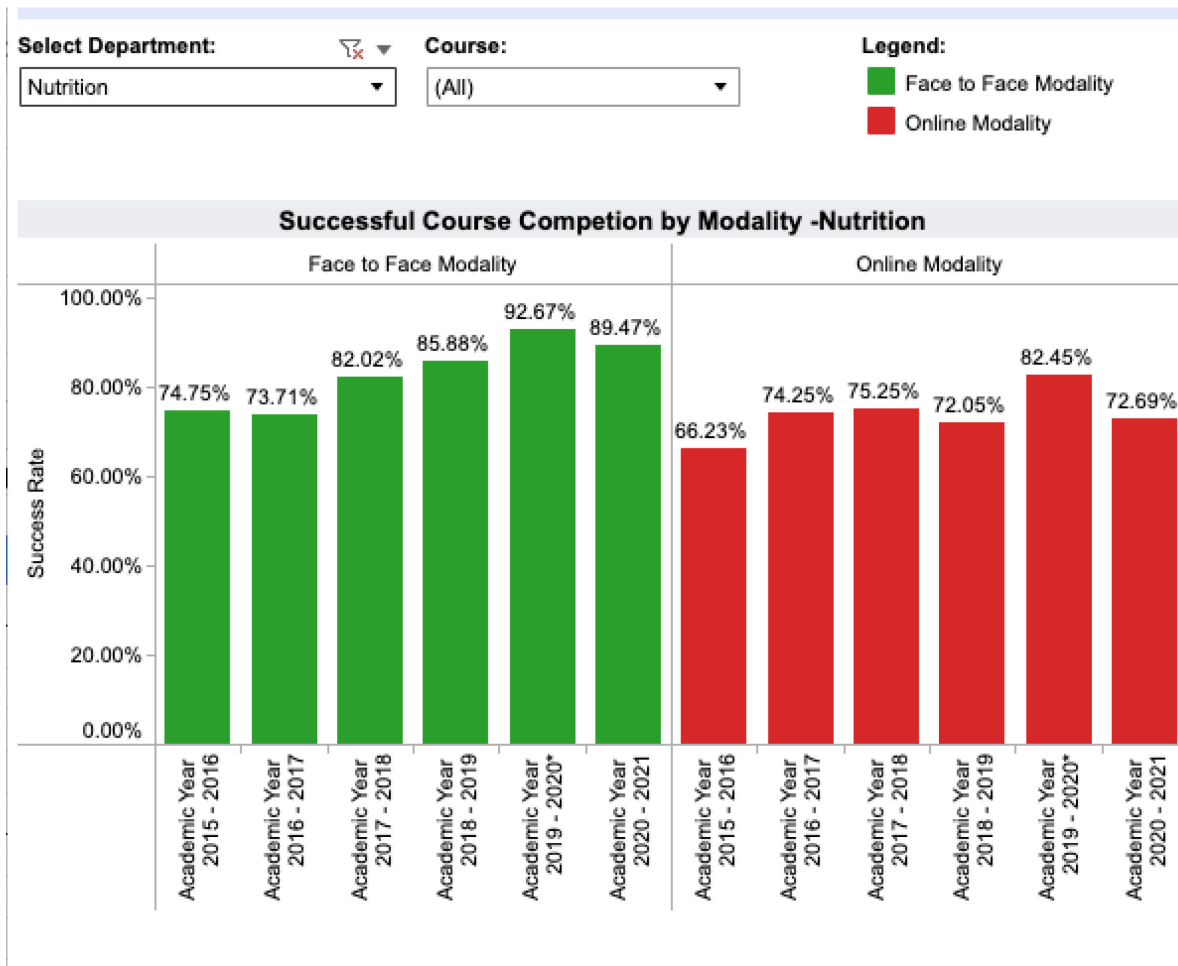


The nutrition department has always had one of the highest efficiency rates on campus. Even during a pandemic, it was 16.23 compared to the college's 12.52. The efficiency of NUTR 210 was 18.71 last year and NUTR 222 was 21.50. The efficiency at CMC was 19.17.

Once again courses not required in the ADT, NUTR 211 (11.25), NUTR 218 (10.50, although in the Pre-nursing degree), and NUTR 230 (7.75) were lower, likely from the pandemic effects.

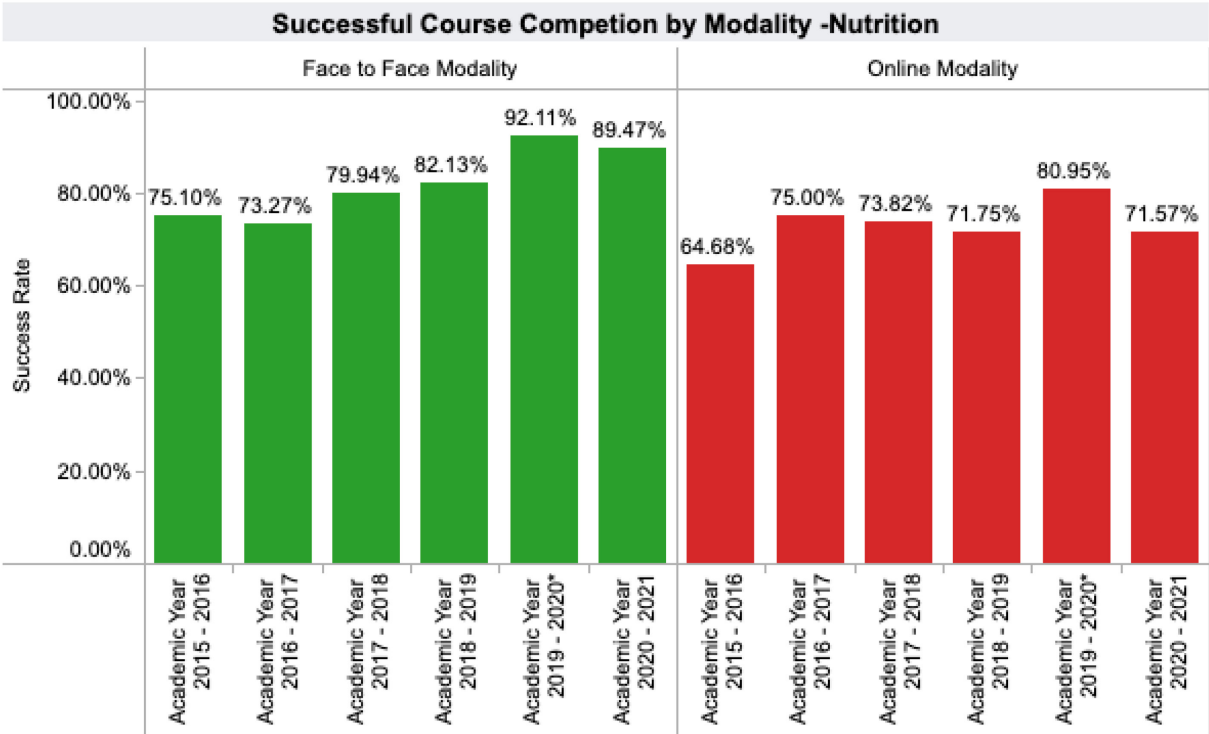
[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



## SLOCCCD Program Review Data: Successful Course Completion

**Select Department:** Nutrition
     
 **Course:** NUTR210
     
 **Legend:**
  
■ Face to Face Modality
     
 ■ Online Modality



The Face-to-Face modality (90%) has typically produced more success in the Nutrition department than the DE modality (73%), but may be even more pronounced this past year because of many students taking online that would prefer and be more successful in a face-to-face course. Success was high in some DE courses such as NUTR 211 (85%), NUTR 222 (84%), and NUTR 232 (93%).

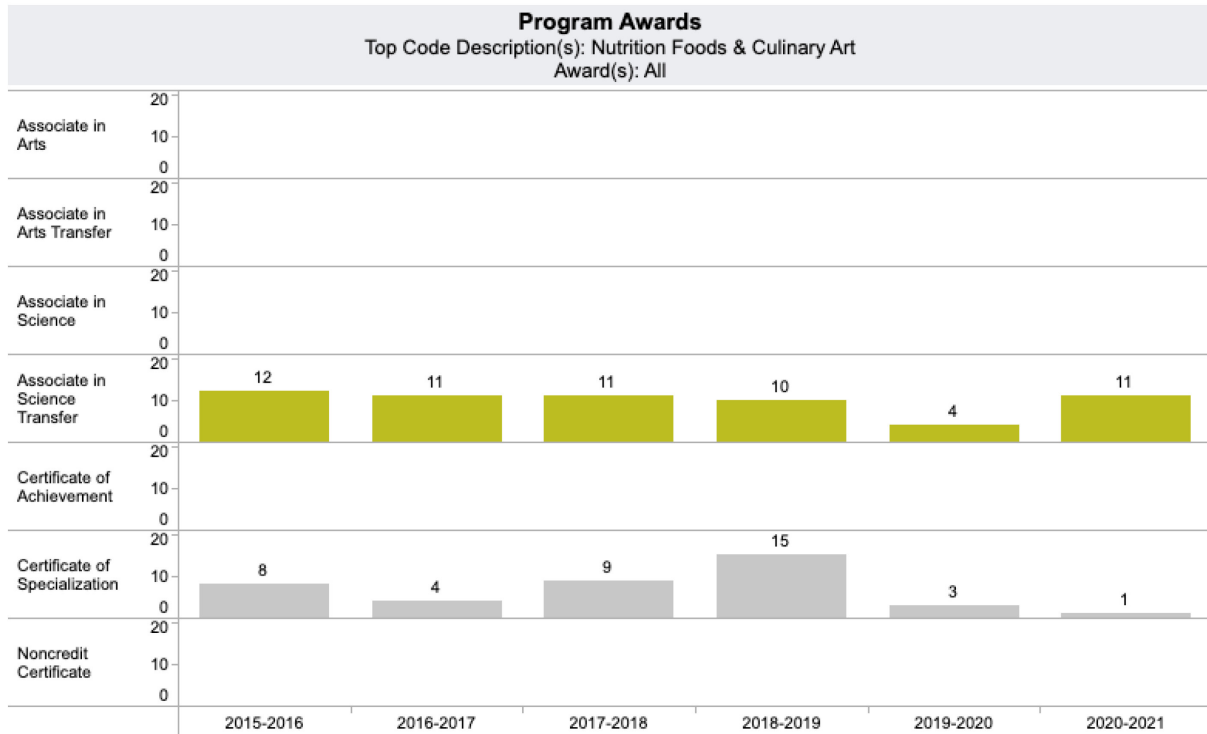
[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



## SLOCCCD Program Review Data: Degrees and Certificates Awarded

**Program:** Nutrition Foods & Culinary Art
**Award Type:** (All)



Program Awards Table		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Science Transfer	Nutrition and Dietetics (AST)	12	11	11	10	4	11
	<b>Total</b>	12	11	11	10	4	11
Certificate of Specialization	Nutrition (CS)	8	4	9	15	3	1
	<b>Total</b>	8	4	9	15	3	1
<b>Grand Total</b>		20	15	20	25	7	12

The degree and certificate earners increased in 2019-2020, going back up to 11 for the Nutrition ADT. Students primarily use our courses for their general education requirement (Science GE for AA/AS or Lifelong Learning Area E CSU requirement).

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Nutrition

TERM

(All)

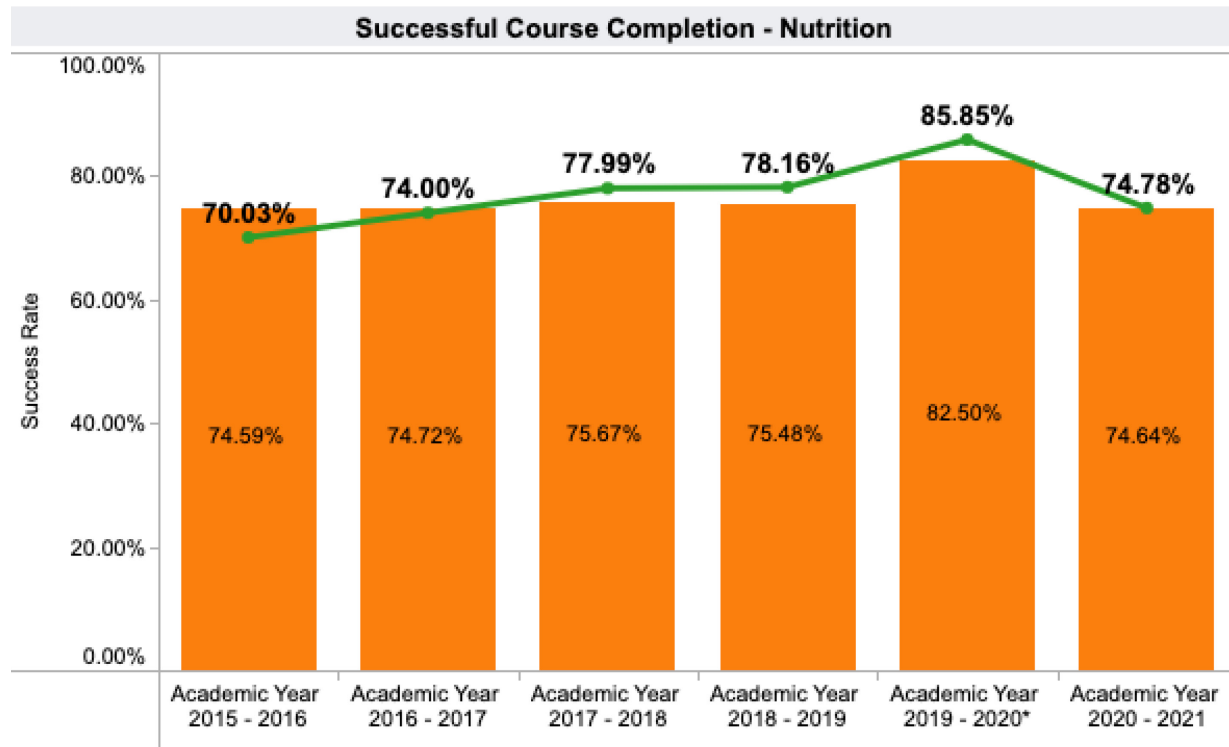
Measure Names

Department Success Rate

Overall College Success ...

COURSE

(All)



**Nutrition Success Rate Table**

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	70.03%	74.00%	77.99%	78.16%	85.85%	74.78%
Total Enrollments	1,101	977	1,005	1,154	907	921

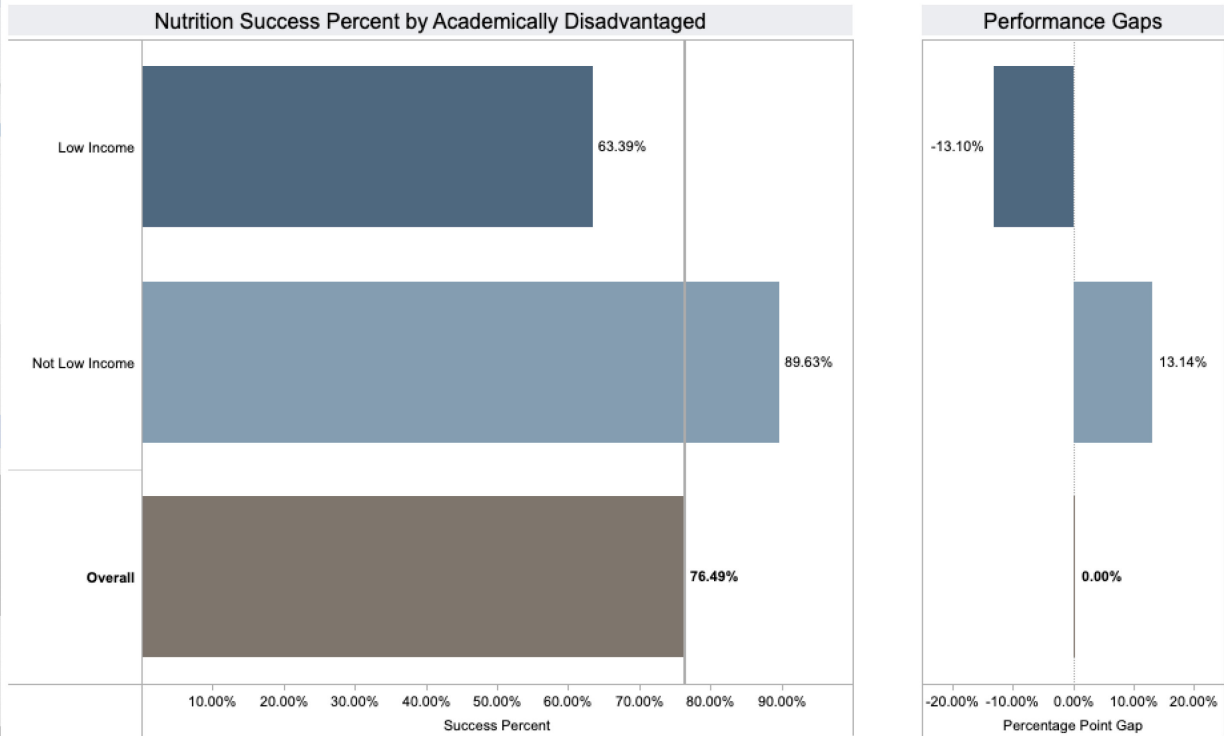
For 921 enrollments in the academic year of 2020-2021, the Nutrition department had a Successful Course Completion of 74.78%, close to the college average of 74.76%. The pandemic is still a factor in this result.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



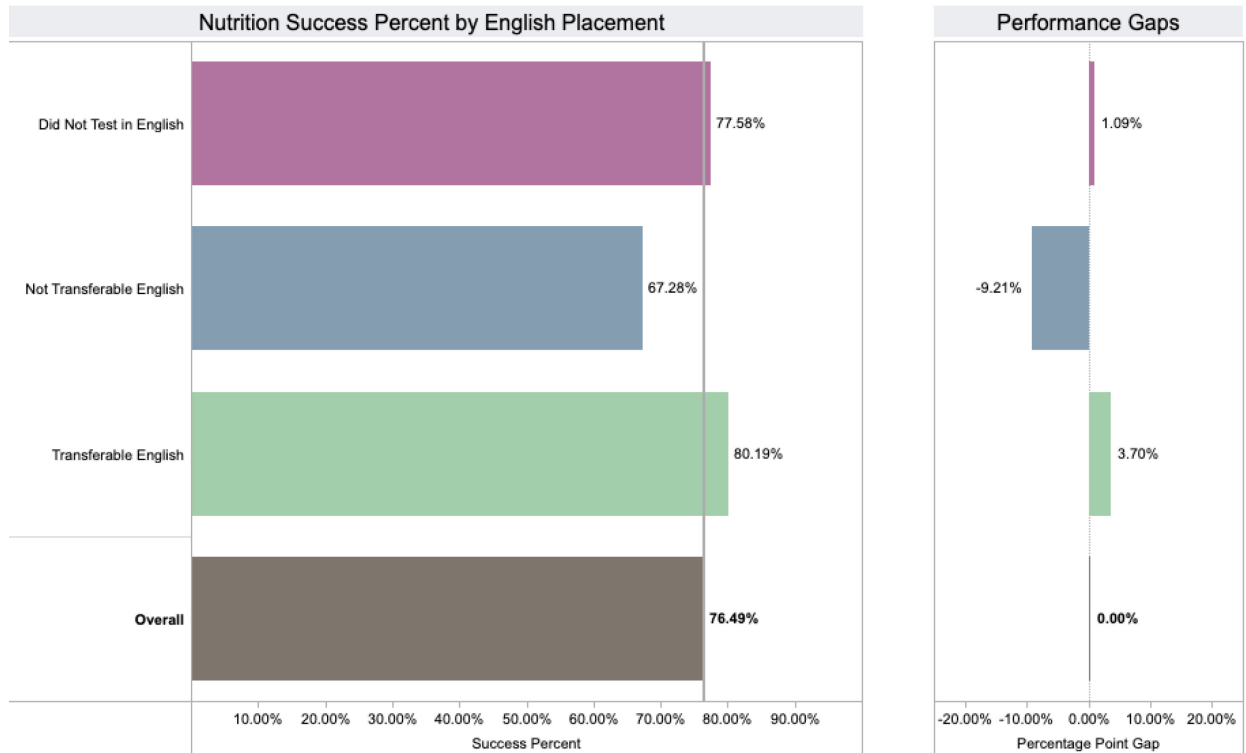
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

### Successful Course Completion by Student Subpopulation



**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

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The Income Level and English Placement categories seem to show success gaps in our departmental data.

### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

### PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

#### CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

#### NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE. NONE*

### **PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR**

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes **NONE**
- B. Anticipated changes in curriculum, scheduling or delivery modality
  - **New courses and a new AS degree are being discussed**
  - **NUTR 222 will be added to the Fall schedule since it currently is offered only in Spring, yet has the highest fill rate and efficiency of the Nutrition courses. It has been offered Spring only while NUTR 232 was offered only Fall. NUTR 222 is the higher enrolled course for this option in the Nutrition ADT**
  - **Face-to-face Nutrition 210 courses will be phased back in for Fall 2022, including at NCC**
  - **NUTR 210 at the CMC location does not have an instructor for Fall 2022 and this will negatively affect the total department and NUTR 210 enrollment numbers for 2022-2023**
- C. Levels, delivery or types of services
  - **NUTR 210 at CMC, that helps our NUTR 210 enrollment, and the students there to earn CSU Area E for their ADT, needs staffing**
  - **Produce more NEAT (Nutrition Education Action Team) peer educators**
- D. Facilities changes
  - **Plans for a new Nutrition, Culinary Arts, Hospitality building**
- E. Staffing projections
  - **Part-time hiring pool for NUTR 210 at CMC**
- F. Other



## PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.