

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

CURRENT YEAR: 2017-2018

CLUSTER: WORKFORCE AND ECONOMIC DEVELOPMENT

NEXT SCHEDULED CPPR: 2018-2019

PROGRAM: NUTRITION

LAST YEAR CPPR COMPLETED: 2014-2015

CURRENT DATE: 3/6/2017

This APPW encompasses the following degrees and/or certificates:

AS-T Nutrition and Dietetics; C.S., Nutrition; A.S., Fitness, Health & Nutrition

GENERAL PROGRAM UPDATE

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

None

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.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

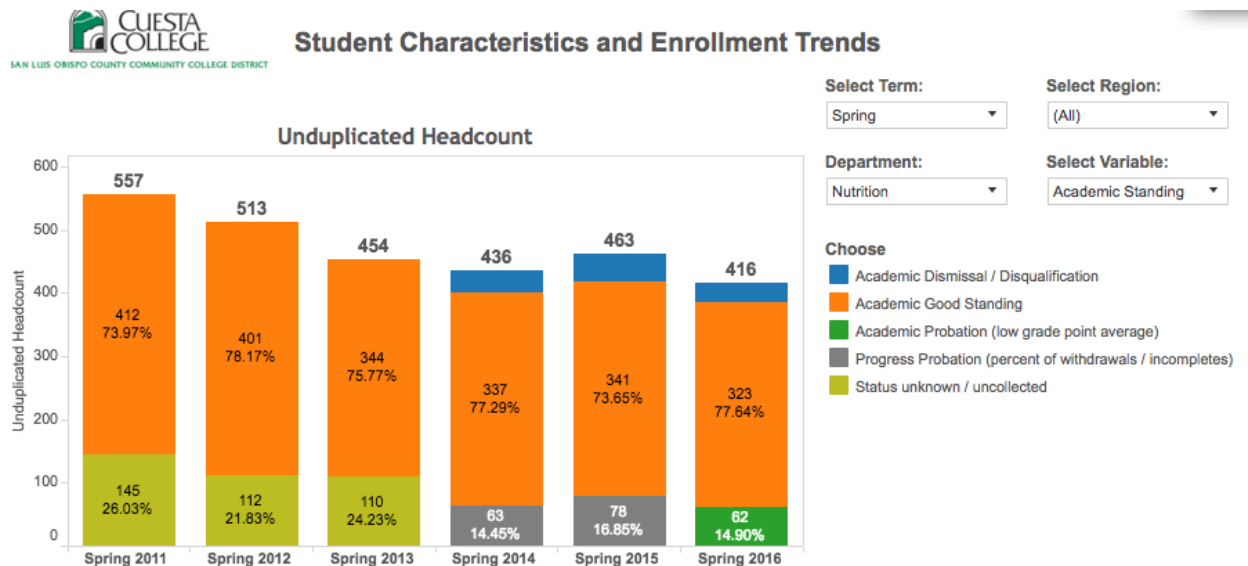
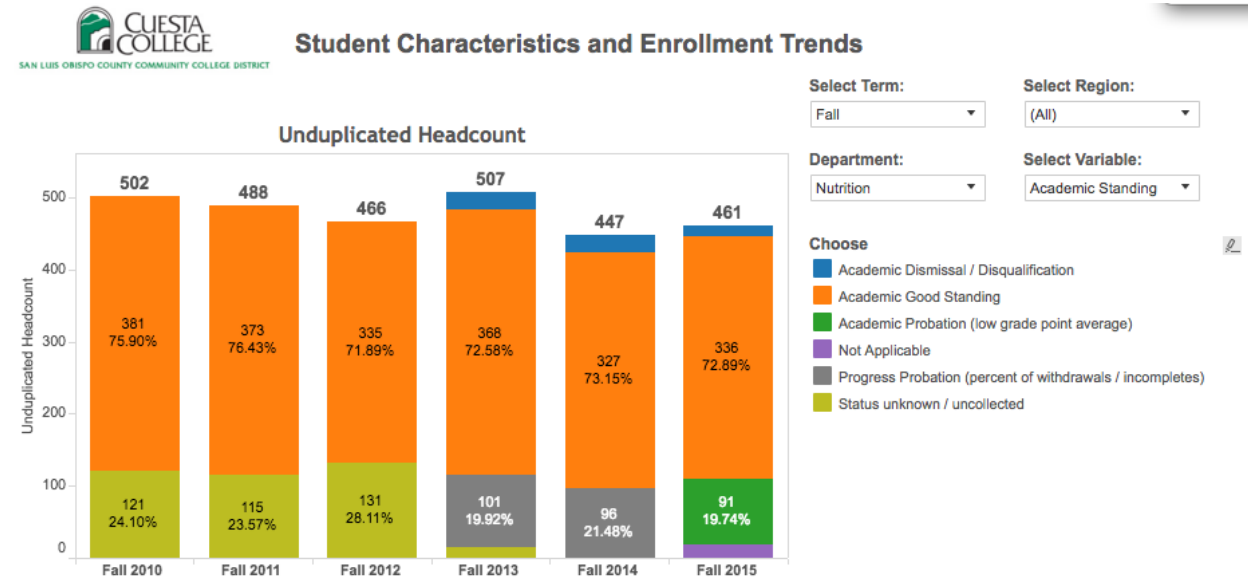
In addition to other data that is relevant to your program, institutional program data is available on the [SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site](#). Please paste the charts into this document, and respond to the prompts for each data element. Please also comment on your program's data and how it compares to the overall college data. Take time to work with your faculty to review the disaggregated data. Several measures can be "drilled down" to reveal differentiated results based on location, modality, ethnicity, age, gender and so on. This disaggregated data can reveal a great deal about your program's effectiveness.

Note: 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.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

General Enrollment (Insert Aggregated Data Chart)

[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted)



INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Major	Student Major					
	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
CSU General Ed. Breadth (CA)	110	106	93	109	91	87
Nursing, Registered (AS)	49	52	32	24	12	
LA: Mathematics & Science (AA)	6	10	19	24	40	50
Biological Science (AS)	16	13	25	23	12	13
Intersegmental GE Trnsfr (CA)	21	22	13	13	20	12
Fitness, Hlth & Nutrition (AS)	15	18	7	16	25	10
Kinesiology (AS)	2	18	19	20	20	7
Bus Admin - Transferable (AA)	2	13	23	21	11	3
Criminal Justice (AA)	14	16	18	6	12	5
Bus Admin - Career Path (AA)		4	11	17	23	10
Engineering (AS)	10	10	6	11	11	10

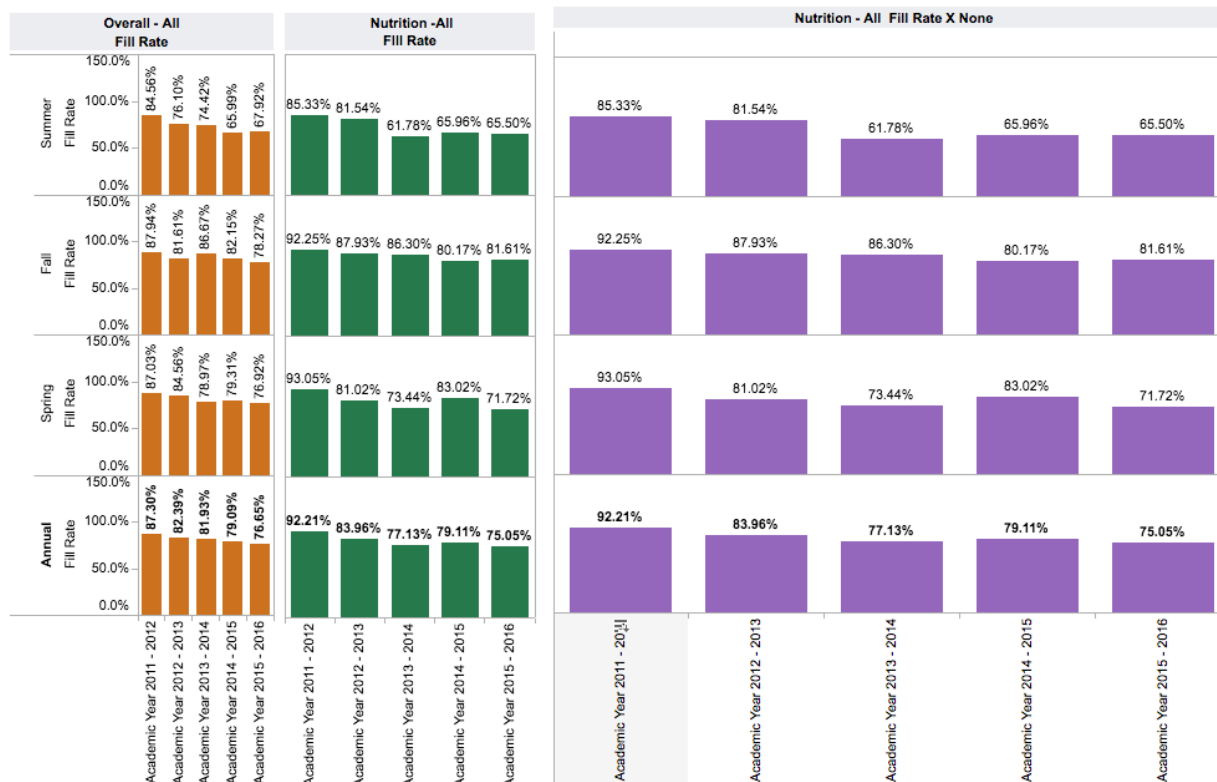
Major	Student Major					
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
CSU General Ed. Breadth (CA)	67	91	108	111	88	120
Nursing, Registered (AS)	47	44	37	27	18	6
Kinesiology (AS)	2	16	26	31	27	15
Fitness, Hlth & Nutrition (AS)	14	17	13	28	16	27
Intersegmental GE Trnsfr (CA)	14	25	10	17	25	18
LA: Mathematics & Science (AA)	7	9	13	16	30	35
Biological Science (AS)	16	9	12	12	15	15
Bus Admin - Transferable (AA)		7	20	35	14	2
Criminal Justice (AA)	16	16	10	9	13	10
Undecided - Do NOT Use	37	13	7	1		1
Nutrition (CS)	13	7	8	13	9	9

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*). **Increase Fall, decrease Spring**
- List the trend (*i.e. increasing, decreasing, same*). **Generally same but decreasing more in Spring than increasing in Fall**
- List contributing factors to the trend. **Similar to the college as a whole (list included in previous CPPR)**
- Are different demographic groups underrepresented in your enrollment figures? What might be causing this? How can it be addressed? **Yes, age 30-34 is only successful in Nutrition 58% of the time, DSPS 64%, foster youth 47%, and veterans 57%. The college should address this at Enrollment Management and academic success meetings.**
- What strategies will be employed to meet the current year's projection? **Adding students to Enrollment Maximum to census, scheduling changes**

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

[Disaggregated Student Demand Data](#) (review analytically to determine if different types of courses are impacted)

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018



- List the trend (i.e. increasing, decreasing, same) **Decreasing (see previous CPPR)**
- List contributing factors to the trend.
- List which courses have the highest student demand and which courses have the lowest student demand. **Highest- NUTR 210, lowest NUTR 224**
- Based upon the trend, what strategies do you plan on implementing?

The Nutrition fill rates are similar to the college overall; when the departments are asked to add several sections to “chase FTES” this can decrease fill rates. Most importantly, the Nutrition Department increased ALL CAPS so this decreases Fill Rates.

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

[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

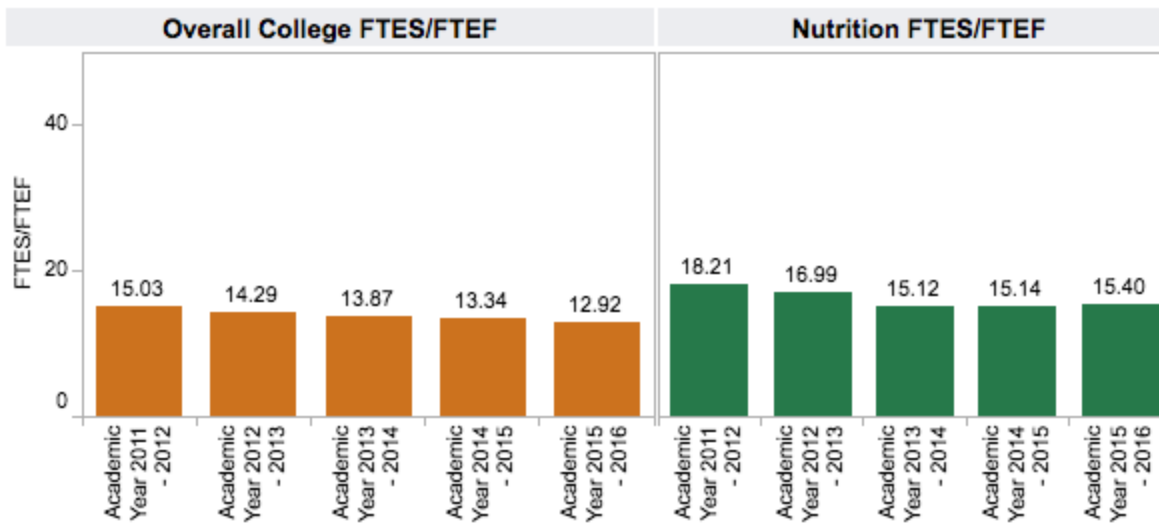
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:

Nutrition

Course:

(All)



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

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

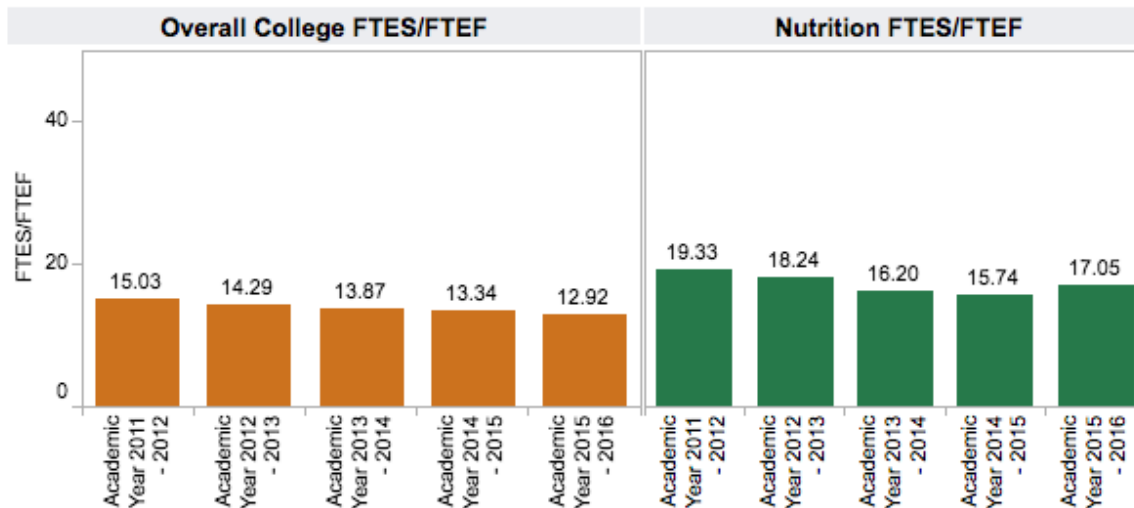
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:

Nutrition

Course:

NUTR 210



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

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*). **Increase**
- List the trend (*i.e. increasing, decreasing, same*). **Increasing again**
- List contributing factors to the trend. **New ADT**
- What strategies will be employed to meet the current year's projection?

The Nutrition department is one of the most efficient programs on campus. The overall efficiency dropped 2-3 years ago however because of numerous reasons:

- ***NUTR 210 is no longer taught in the forum with 110 students***
- ***The addition of more specialty classes such as NUTR 224 with lower enrollment***
- ***The college's "show cause" accreditation status during this cycle***
- ***Lower high school graduates***
- ***The attempt to help the college "chase FTES" by over adding sections***
- ***The addition of automated "self-drop" system in which students drop themselves more freely and quickly from courses***
- ***The Board of Trustee mandate for instructors to drop students more immediately in the first week of classes and new ease of instructor late drops***

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

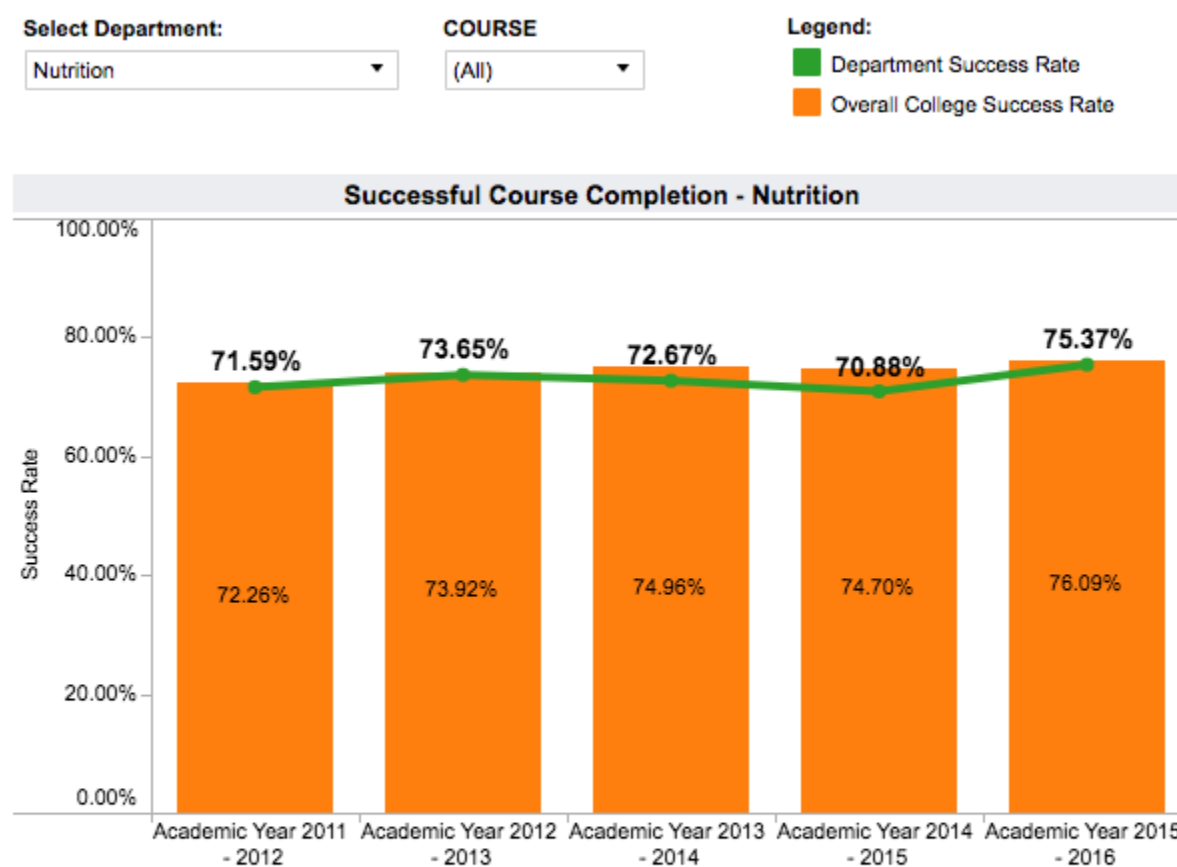
- *The elimination of the Culinary program*
- *The shift of students to take more ADT courses (which is shifting back to more Nutrition courses with the addition of the Nutrition ADT)*
- *More North County campus courses (which are lower enrolled)*
- *Nutrition 210 being pulled from the Liberal Arts Science Degree*

We need to focus primarily on offering NUTR 210 since it has an efficiency of 17.05.

General Student Success – Course Completion (Insert Aggregated Data Chart)

[Disaggregated Success and Completion Data](#) (review analytically to determine if different populations are impacted)

SLOCCCD Program Review Data: Successful Course Completion



Nutrition Success Rate Table

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	71.59%	73.65%	72.67%	70.88%	75.37%
Total Enrollments	1,091	1,093	1,116	1,099	1,023

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

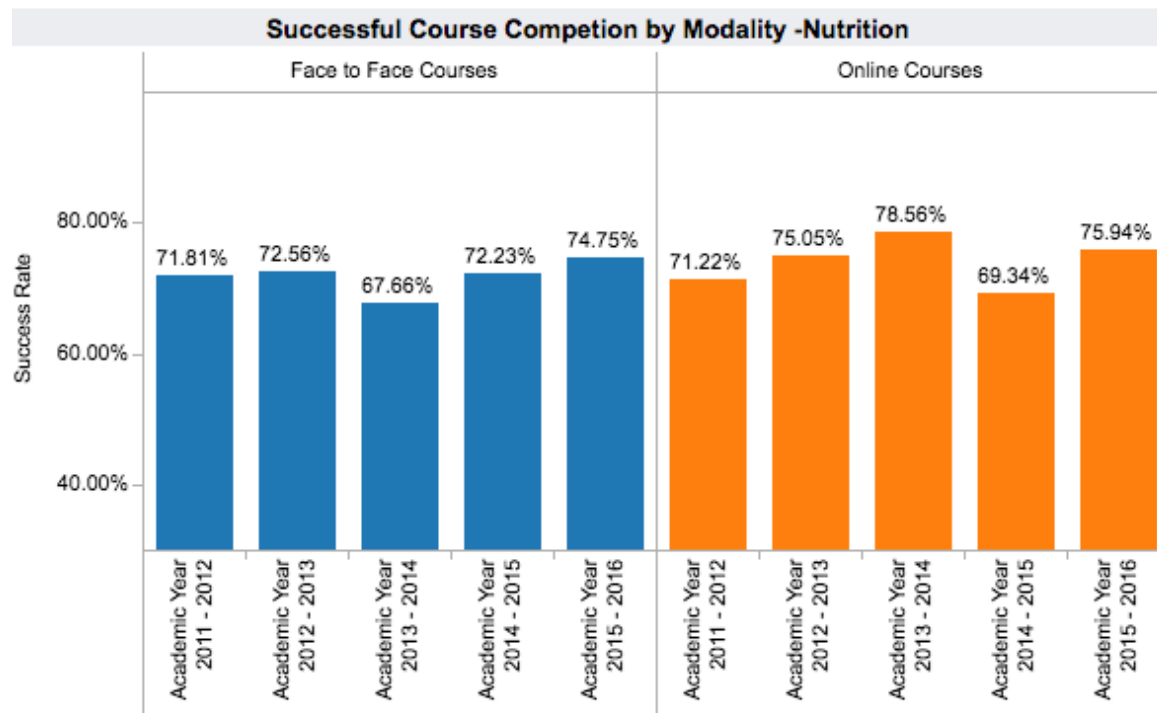
- Are different demographic groups underrepresented in your success figures? What might be causing this? How can it be addressed? **Yes, listed above.**
- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*). **Increasing**
- Based upon the trend, what strategies do you plan on implementing?

The Nutrition department Successful Course Completion used to be higher than the college average, but then dropped slightly lower than the college average. The overall slight decline in successful course completion is likely for the following reasons:

The addition of several NUTR 210 DE sections and North Country sections, were more likely to have less success than face-to-face and SLO courses. We have changed our offerings and increased student success by helping DE students be more successful and making sure to drop those earning a "W" instead of an "F".

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Student Success—Course Modality (Insert Data Chart)



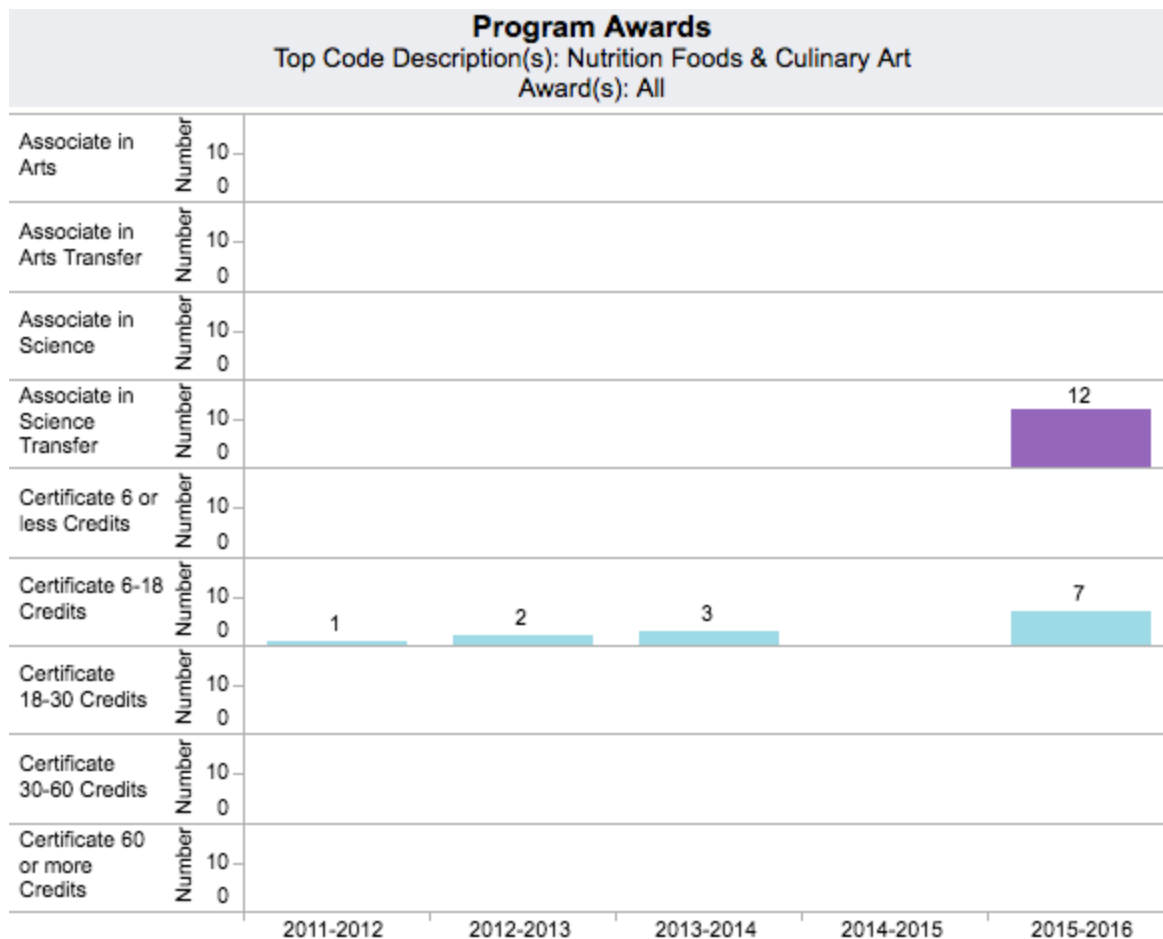
Successful Course Completion by Modality Table - Nutrition		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	71.81%	72.56%	67.66%	72.23%	74.75%
	Total Department Enrollments	674.0	616.0	603.0	587.0	491.0
Online Courses	Department Success Rate	71.22%	75.05%	78.56%	69.34%	75.94%
	Total Department Enrollments	417.0	477.0	513.0	512.0	532.0

- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*). **Increasing**
- Based upon the trend, what strategies do you plan on implementing?

The Nutrition Department's online courses' Successful Course Completion rates exceeded its face-to-face rates. This may be attributed to both students and faculty members dropping students (faculty drop non-attending-hence likely failing- students more readily by the new instructor drop system in Banner).

Degrees and Certificates Awarded (Insert Data Chart)

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018



Program Awards Table		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Award T..	Award					
Associate in Science Transfer	Nutrition and Dietetics (AST)					12
	Total					12
Certificate 6-18 Credits	Nutrition (CS)	1	2	3		7
	Total	1	2	3		7
Grand Total		1	2	3		19

Program Awards: The number of degrees and certificates awarded by program type

- List the previous year's projection and current year's projection for degrees and certificates awarded (*i.e. increase, decrease, remain the same*). **Increasing**
- List the trend (*i.e. increasing, decreasing, same*). **Increasing**
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

Many students have identified the CS Nutrition certificate as a goal of theirs and last semester the Nutrition department revised the certificate to allow them more options/choices. The department believes that the certificate will be a stepping-stone toward the ADT and many students will use the specialty Nutrition courses as

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

electives for the Nutrition ADT. The available program review data now reflects that 12 students earned their ADT in Nutrition. Last year 15 Nutrition ADT students had already identified getting their Nutrition ADTs on CSU Mentor (which was the second highest ADT at Cuesta College for a first year ADT).

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Please 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 AND IMPROVEMENTS CHECKLIST AND NARRATIVE

CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date:
- ☒ Date SLO assessment cycle calendar was last updated:
- ☒ All courses scheduled for assessment have been assessed in eLumen
- ☒ Dates of last completed course assessments in eLumen : 3/1/2017
- ☐ Program Sustainability Plan progress report completed

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.*

The Data Summary of the Nutrition Department is impressive as it ranks as one of the most efficient programs on campus. When the program included a Wednesday night 100+-student forum class (taught by the full-time faculty member for nearly 20 years) and only one course at the North County Campus, the efficiency was much higher (over 23), although the Nutrition program still keeps efficiency above the college's goal of 15. No SLO changes.

Nutrition Courses (All Transferable)	General Ed Science	ADT Core	ADT Section B	ADT Elective	CSU Area E GE	C-ID Descriptor	Part of Nutrition Certificate	Degrees and Certificates course is included	Diversity	Articulates with Cal Poly	Elective for any degree
NUTR 210 (General) Nutrition	X	X			X	X	X	Nutrition and Dietetics ADT AG Business ADT Exercise Science Fitness, Health, Nutrition Kinesiology Nutrition Certificate <i>Required for Cal Poly SLO Nutrition degree</i>		X	X

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

								Pre-nursing degree			
NUTR 211 Nutrition for Health Professionals	X			X			X	Pre-Nursing degree Fitness, Health, Nutrition Nutrition Certificate			X
NUTR 218 Maternal and Child Nutrition				X			X	Pre-Nursing degree Nutrition Certificate			X
NUTR 222 Food and Culture			X				X	Nutrition and Dietetics ADT Nutrition Certificate <i>Required for Cal Poly SLO Nutrition degree</i>	X	X	X
NUTR 224 Gerontological Nutrition				X			X	Nutrition Certificate			X
NUTR 230 Nutrition for Fitness and Sport				X			X	Personal Training Exercise Science Fitness, Health, Nutrition Nutrition Certificate			X
NUTR 232 Food Principles w/Lab			X			X	X	Nutrition and Dietetics ADT Nutrition Certificate			X

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.
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Similar as last year:

The Nutrition program clearly supports the Institutional Goals, Objectives, and Outcomes, as described in detail in the preceding report. The program supports and will continue to support Institutional Goals One (1.1, 1.2, 1.3), two (2.1, 2.2), three, four (4.1), and five (5.1, 5.2). The Associate Degree for Transfer in Nutrition is causing an increase in the enrollment of NUTR 210 and NUTR 222. Staffing projections include a need for another full-time tenure track position in Nutrition. The Nutrition Program's enrollment is holding while the rest of the college's enrollment has declined considerably. Nutrition is the third largest department,

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

according to enrollment, out of the entire three-division twenty-two department cluster-behind Business and ECE. The department's strategies for responding to the predicted budget and FTES target for the next academic year is to add primarily Nutrition 210 courses when the college wants to "chase FTES" and to decrease the number of lower-enrolled specialty courses to increase the FTES/FTEF efficiency ratio. The department would offer a forum (large lecture) class if we could have a prime time slot. The department has already adjusted Program Learning Outcomes and the curriculum of the Nutrition certificate to account for offering lower enrolled classes less often in order to increase the Nutrition department's efficiency to try to reach 20 again.

New: The FT department faculty member has been working with CMC, CCC, and Dual Enrollment faculty for building back a culinary program at Cuesta College. Three culinary courses were re-activated.

SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

[Survey Link](#)