

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024/2025

PROGRAM(S): NUTR

CLUSTER: 3

AREA OF STUDY: HEALTH AND WELLNESS

LAST YEAR CPPR COMPLETED: 2022/2023

NEXT SCHEDULED CPPR: 2025/2026

CURRENT DATE: 2/4/2025

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**, which can be downloaded from the [IPPR Program Review Documents Folder](#). Please review the [Resource Allocation Rubric](#) when preparing the 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 programs of study (degrees and/or certificates):

- **Nutrition and Dietetics, AS-T**
- **Nutrition Education/Coaching, CA**
- **Plant-Based Sustainable Nutrition, Agriculture, and Culinary Arts, CS**
- **Food, Nutrition, and Systems Studies, AS (New Fall 2025)**

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. [Click here to enter text.](#)

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.

¹ San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet

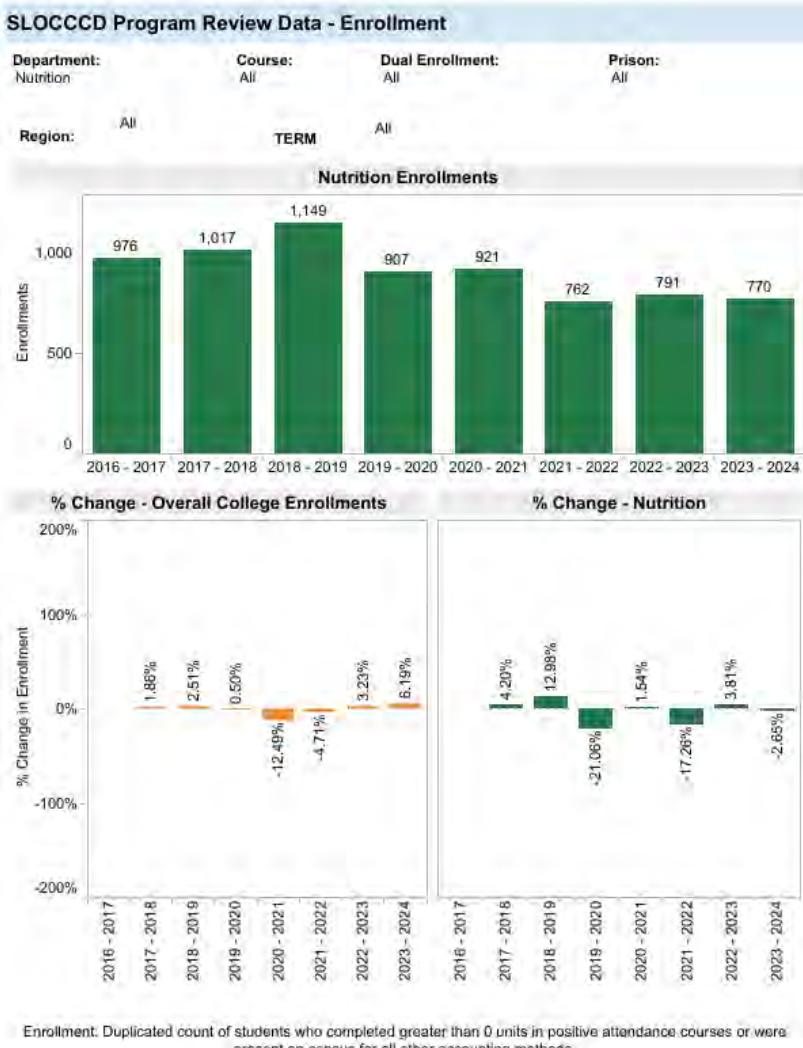
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

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.

A. General Enrollment (Insert Aggregated Data Chart)

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



Enrollment and Course Updates

We moved the Food Safety and Sanitation course (NUTR 213) to the Culinary Arts department (CUL 213 and CUL 215), resulting in a shift—rather than a loss—of 110 enrollments prior to 2019-2020.

The 17% enrollment decline in 2021-2022 was primarily due to a reduction of one to two sections per semester at CMC (caused by a faculty shortage), lingering post-COVID adjustments, and the removal of NUTR 210 and 211 from the Liberal Arts and Science AS degree.

To address this, the department updated the NUTR 210 Course Outline of Record through the curriculum process and Cuesta College Articulation Officer has resubmitted NUTR 210 to the California State University board for consideration as a life sciences general education course under CalGETC. We are currently awaiting their decision. Additionally, in 2022-2023, we reinstated one annual section of NUTR 210 at CMC.

Looking ahead, we expect enrollment growth due to:

- The inclusion of Nutrition courses in the new local GE category, **Lifelong Development and Wellness**
- The introduction of the **Health and Wellness Liberal Arts degree**
- The new **Food, Nutrition, and Systems Studies degree**, which aligns with two tracks at Cal Poly

Enrollment has remained in the high 700s over the past three years.



Click here to enter text.

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

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

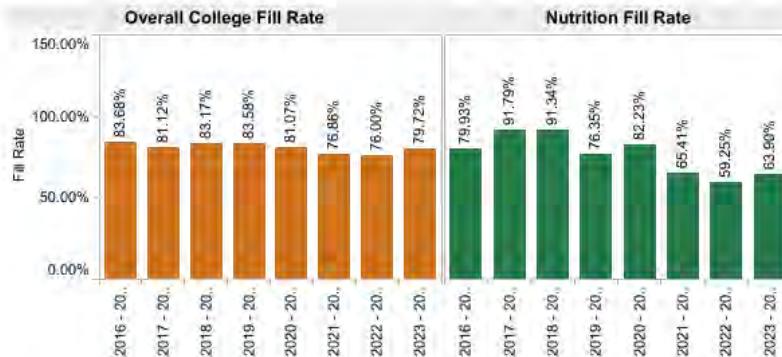
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Nutrition

Course:
All

Dual Enrollment:
All

Prison:
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

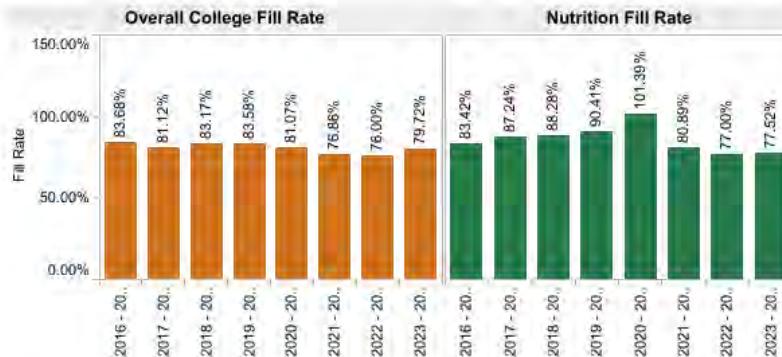
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Nutrition

Course:
NUTR 210

Dual Enrollment:
All

Prison:
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

Nutrition Course Enrollment and Fill Rates

All Nutrition courses have a cap of 45 students, which is higher than most lecture courses on campus. This higher cap artificially lowers our fill rates when compared to departments with smaller class sizes.

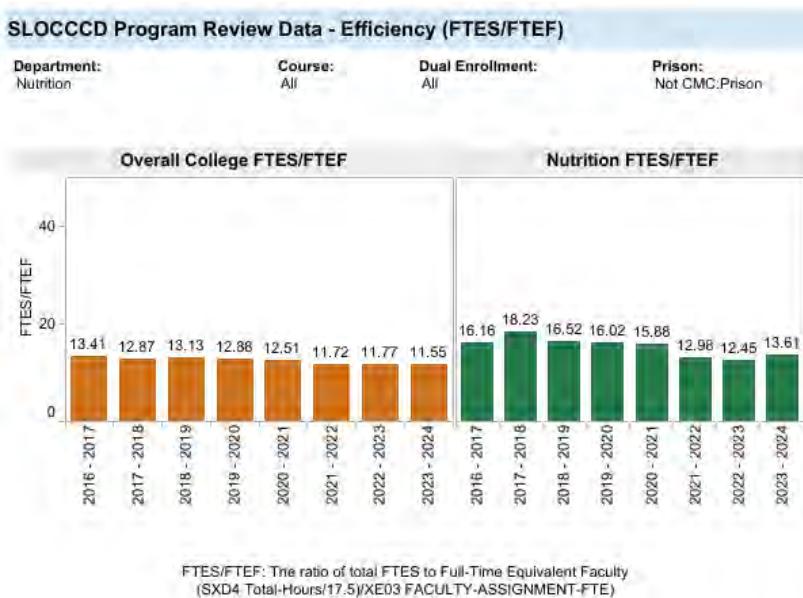
Despite this, **NUTR 210 maintains fill rates close to the college average**. The primary factor lowering the overall average is the **face-to-face sections of NUTR 210**, as **DE (Distance Education) sections consistently reach full capacity**.

Additionally, when considering other Nutrition courses beyond NUTR 210, the fill rate drops further. This decline is likely due to students dropping **elective or optional courses** within their degree or certificate programs, particularly in times of lower enrollment or external pressures affecting student retention.

Understanding these nuances is essential for accurately assessing the demand and performance of Nutrition courses within the broader college context.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

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



Nutrition Department Efficiency and Strategies for Improvement

For many years, the Nutrition department has maintained one of the highest efficiency rates on campus. The college-wide efficiency rate dropped to **11.55**, while **NUTR achieved an efficiency rate of 13.61 last year**. Historically, efficiency for NUTR 210 was even higher, reaching the **20s when it was taught in the Humanities Forum** and college enrollments overall were higher.

The efficiency for some Nutrition courses—such as **NUTR 211, NUTR 218 (despite being part of the Pre-Nursing degree), and NUTR 230**—was lower, likely due to lingering effects of the pandemic.

Strategies to Improve Efficiency

To enhance efficiency, the department employs several key strategies:

1. **Late-start courses:** Offering these after full-term courses fill.
2. **Adding sections with demand:** Expanding sections when waitlists are large.
3. **Optimized scheduling:** Aligning course offerings with student demand for specific times and days.
4. **Reducing course conflicts:** Collaborating with faculty across divisions to prevent scheduling conflicts.
5. **Shifting to DE (Distance Education):** Converting low-enrolled face-to-face courses to DE when possible and offering DE sections in high-demand areas.
6. **Early course cancellations:** Canceling low-enrolled courses in time for students to enroll in alternatives.
7. **Course rotation:** Scheduling low-capacity, low-enrollment courses on a rotating basis.
8. **Reducing duplicate courses:** Eliminating redundant courses that fulfill the same requirements.
9. **Assessing seat availability:** Monitoring enrollment trends and reducing underfilled sections.
10. **Cross-listing courses:** Merging similar courses to maximize enrollments.
11. **Ensuring course necessity:** Reviewing unit and course requirements for degree and certificate completion.
12. **Adjusting meeting schedules:** Optimizing the number of weekly class meetings to improve efficiency.
13. **Retention strategies:** Using Early Alert messaging and referrals to campus resources.
14. **Enrolling above capacity:** Allowing enrollments slightly above the maximum to account for expected drops.
15. **Department promotion:** Exploring ways to market the department, programs, and courses.
16. **Engaging DE students:** Reaching out to students who are slow to start in DE courses instead of dropping them.

By consistently implementing these strategies, the department aims to **maintain strong efficiency rates while ensuring student success and course accessibility.**

D. **Student Success—Course Completion by Modality (Insert Data Chart)**

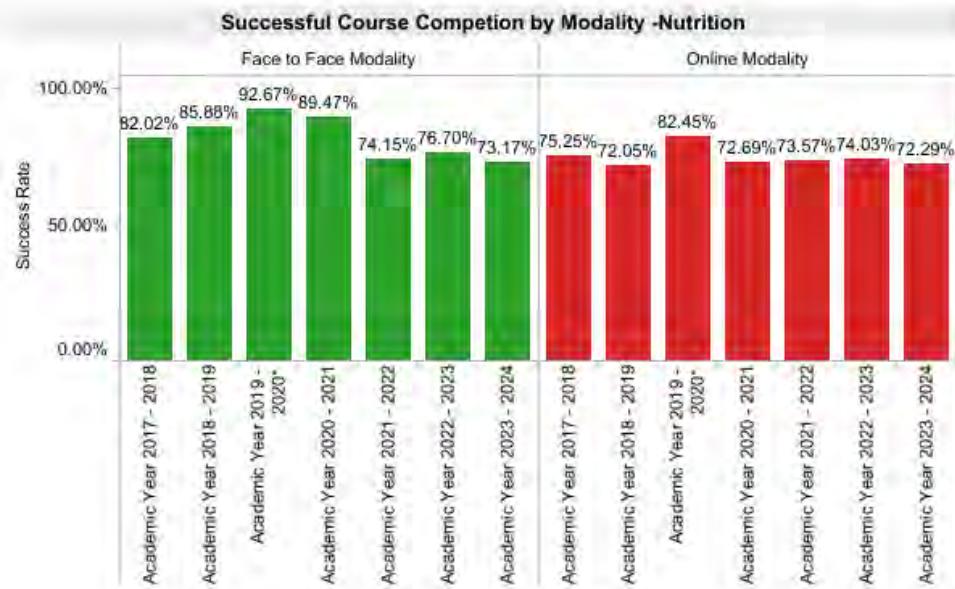
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Nutrition

Course:
All

Legend:
Face to Face Modality
Online Modality



Successful Course Competition by Modality Table - Nutrition

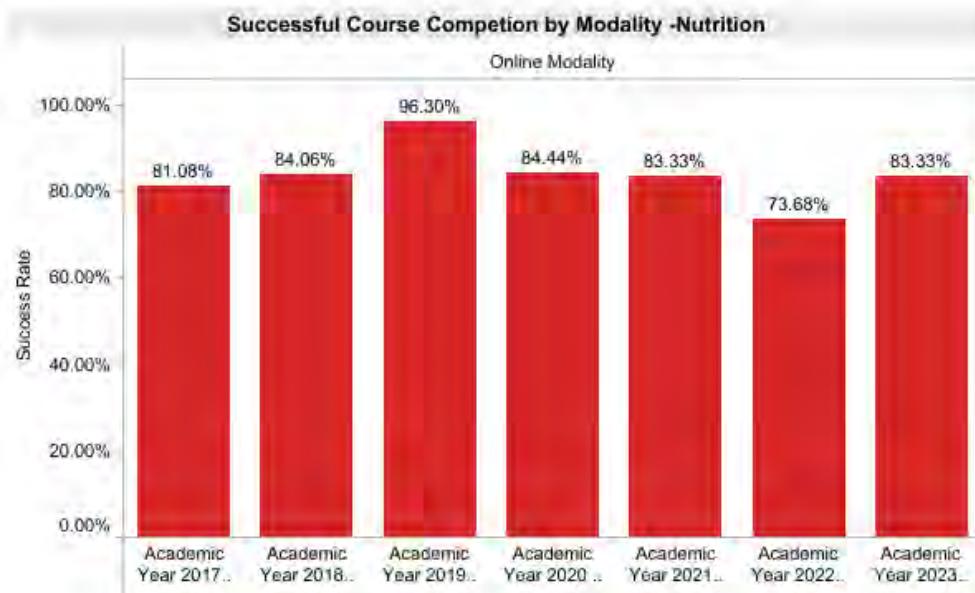
	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S.. 82.02%	85.88%	92.67%	89.47%	74.15%	76.70%	73.17%
	Total Depart.. 406.0	510.0	298.0	116.0	147.0	176.0	205.0
Online Modality	Department S.. 75.25%	72.05%	82.45%	72.69%	73.57%	74.03%	72.29%
	Total Depart.. 599.0	644.0	609.0	805.0	615.0	616.0	565.0

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Nutrition

Course:
NUTR211

Legend:
Online Modality



Successful Course Competition by Modality Table - Nutrition

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	82.02%	85.88%	92.67%	89.47%	74.15%	76.70%	73.17%
	Total Depart..	406.0	510.0	298.0	116.0	147.0	176.0	205.0
Online Modality	Department S..	75.25%	72.05%	82.45%	72.69%	73.57%	74.03%	72.29%
	Total Depart..	599.0	644.0	609.0	805.0	615.0	616.0	565.0

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Nutrition

Course:
NUTR218

Legend:
Online Modality



Successful Course Completion by Modality Table - Nutrition

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	82.02%	85.88%	92.67%	89.47%	74.15%	76.70%
	Total Depart..	406.0	510.0	298.0	116.0	147.0	176.0
Online Modality	Department S..	75.25%	72.05%	82.45%	72.69%	73.57%	74.03%
	Total Depart..	599.0	644.0	609.0	805.0	615.0	616.0

Success Rates in Face-to-Face vs. Distance Education Modalities

Historically, **face-to-face (FTF)** courses in the Nutrition department have shown higher success rates compared to Distance Education (DE) courses. However, the gap has **narrowed post-pandemic**, suggesting a shift in student adaptation and instructional effectiveness across modalities.

- Overall success rates (C or better):
 - **Face-to-face:** 73.17%
 - **Online (DE):** 72.29%

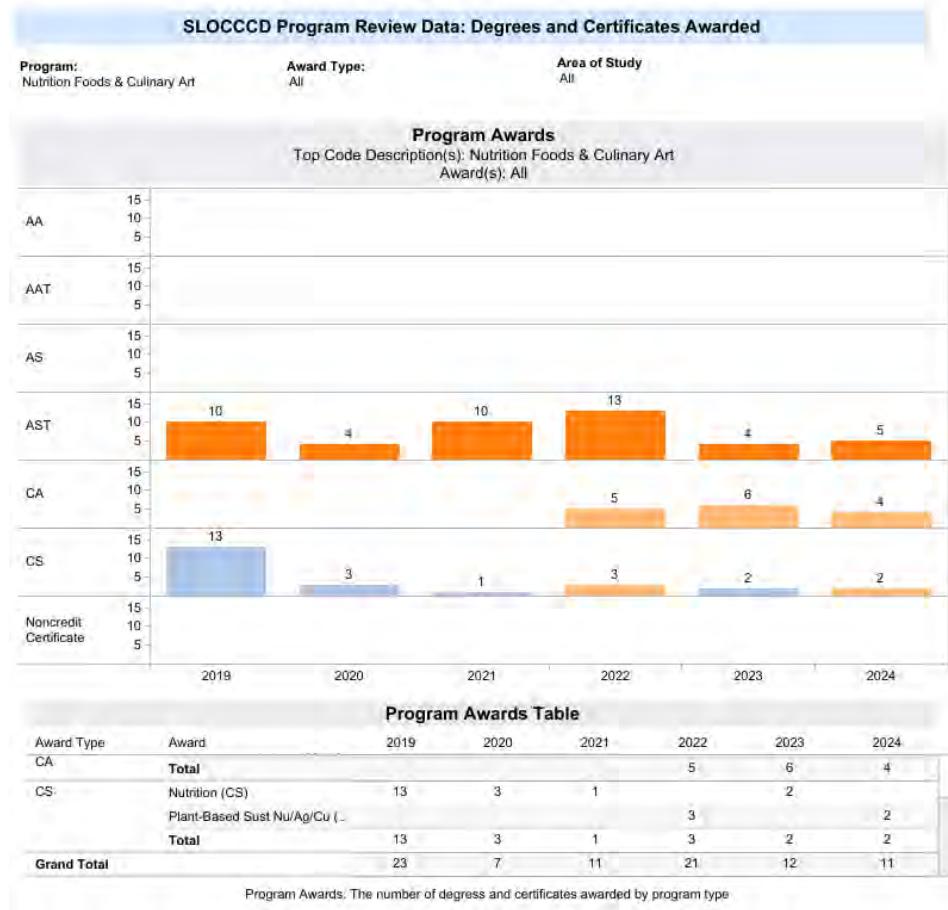
Additionally, some individual courses have demonstrated particularly high success rates:

- **NUTR 211:** 83.33%
- **NUTR 218:** 84.62%

This data suggests that while overall success rates are becoming more balanced between FTF and DE formats, certain courses continue to perform exceptionally well. Continued monitoring and targeted support strategies can help maintain and further improve student success across all modalities.

E. Degrees and Certificates Awarded (Insert Data Chart)

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



Trends in Degree and Certificate Completion

The number of **total degree and certificate earners in Nutrition** decreased in 2023. The **Nutrition ADT** saw a decline from **13 graduates in 2022 to just 4 in 2023**. In 2024, this number **increased slightly to 5 degree earners**.

Overall, the **total number of degree and certificate earners remained steady at 11**, compared to **12 the previous year**.

Many students primarily take Nutrition courses to fulfill **general education requirements**, including:

- **Science GE for AA/AS degrees**
- **Lifelong Learning (Area E) for CSU requirements (ends this spring as a category)**
- **The new local Lifelong Learning and Wellness GE category (begins Fall 2025)**
- **The new Health and Wellness Liberal Arts AA (began Fall 2024)**

Additionally, **many Nutrition majors bypass the ADT** in favor of meeting Cal Poly's specific **prerequisites**, which differ from the ADT requirements. To address this, the department is launching a **new Food, Nutrition, and Systems Studies degree**, aligning with Cal Poly's **Nutritional Science and Food Science tracks** to better support student transfer pathways.

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

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



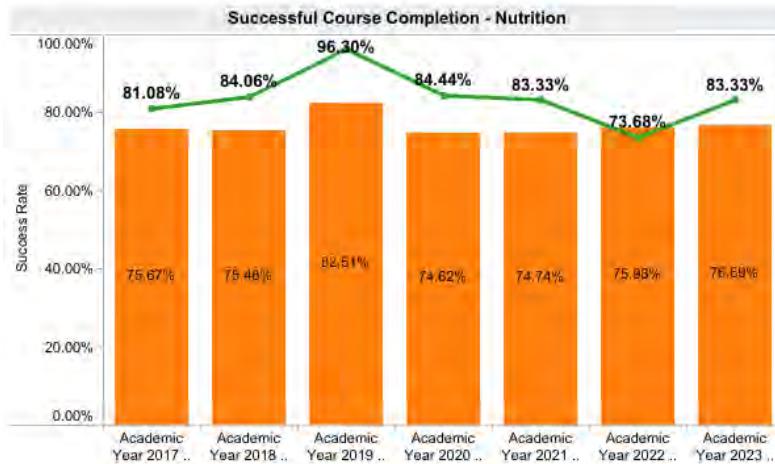
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Nutrition

TERM
All

Measure Names
Department Success Rate
Overall College Success Rate

COURSE
NUTR211



Nutrition Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	81.08%	84.06%	96.30%	84.44%	83.33%	73.68%	83.33%
Total Enrollments	74	69	55	45	30	19	18

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Nutrition

TERM:
All

Measure Names
Department Success Rate
Overall College Success Rate

COURSE:
NUTR218



Nutrition Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	65.00%	63.38%	83.72%	69.05%	52.63%	63.64%	84.62%
Total Enrollments	40	71	53	43	19	22	13

Successful Course Completion in the Nutrition Department

Last year, the **Nutrition department achieved an overall Successful Course Completion rate of 72.53%** (students earning a grade of C or better).

Several courses demonstrated notably high success rates:

- **NUTR 211:** 83.33%
- **NUTR 218:** 84.62%

These strong completion rates reflect the **effectiveness of curriculum design, instructional methods, and student engagement strategies**. The department will continue to assess and implement best practices to maintain and improve student success across all Nutrition courses.

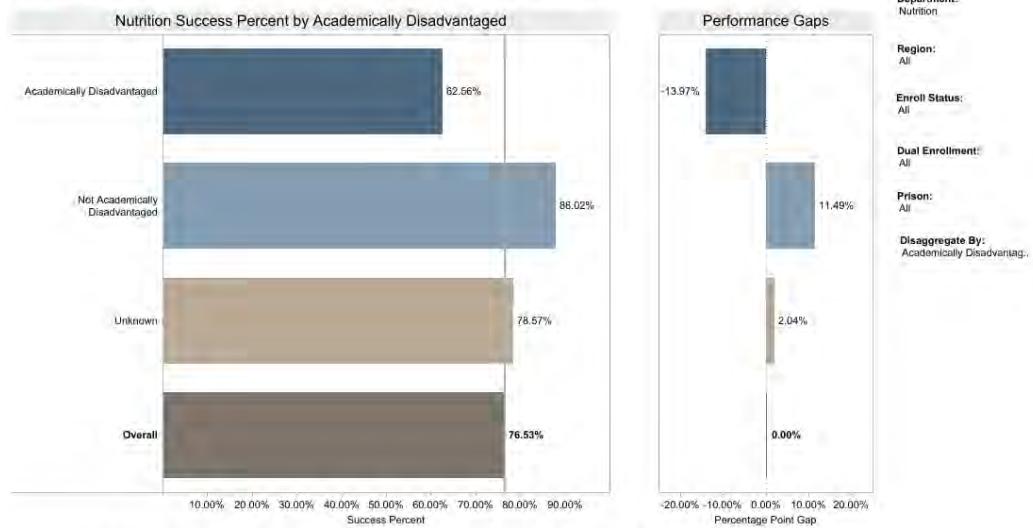
Further analysis may help identify the factors contributing to the **higher success rates in specific courses** and apply those insights to strengthen other areas of the program.

G. 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.

The following are some questions you might want to consider:

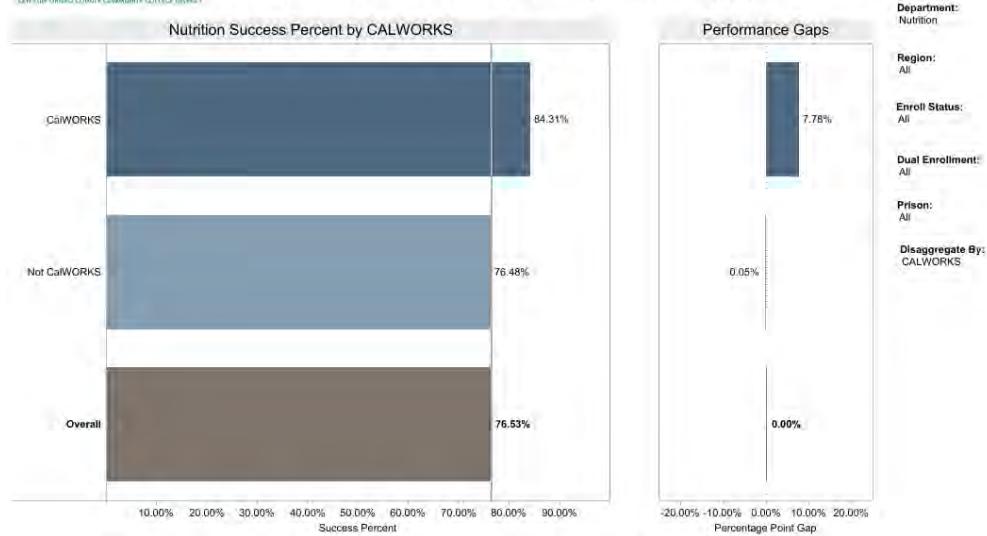
- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Successful Course Completion by Student Subpopulation

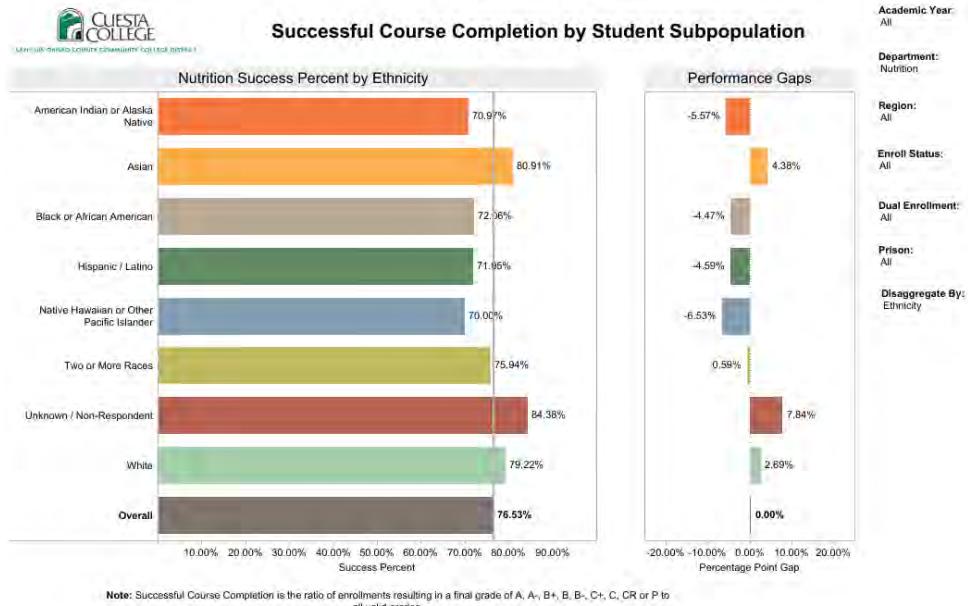


Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A+, B+, B, B-, C+, C, CR or P to all valid grades.

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.



Addressing Performance Gaps and Equity Initiatives in Nutrition

The Nutrition department has made significant progress in reducing performance gaps, with targeted efforts to support students from diverse backgrounds.

Performance Gap Analysis

- **Academically Disadvantaged students:** Improved, with a gap reduction from **-18.03% to -13.97%**.
- **CalWORKs students:** Performance improved by **7.78%** over the previous year.
- **Gaps that were eliminated from last year:**
 - Non-transferable English students (**-14.48%**)
 - Ethnicity-based disparities (**-7.05% for Black or African American students, -7.51% for Hispanic/Latino students**)
 - First-Generation students (**-8.72%**)

Faculty Training and Course Quality Enhancements

- **All Nutrition faculty have completed OEI (Online Education Initiative) training** to ensure high-quality online courses that promote access and persistence.
- **The full-time faculty Nutrition lead received a California Virtual Campus “badge”** for NUTR 210, signifying **excellence in online course design and accessibility**.

Equity-Focused Classroom Practices

- **Extra Credit Quiz on Student Resources:**

- Implemented by an instructor to raise awareness of free campus resources.
- **Completed by at least 75% of students**, allowing them to explore available support services while earning points.
- **Addressing Food Insecurity:**
 - A student inquired about food availability in class, leading the instructor to identify **multiple students experiencing food insecurity**.
 - Faculty responded by **announcing food bank distribution times in class and on Canvas** to increase awareness.
- **Supporting Students Without Technology or Supplies:**
 - Faculty **assisted a student without a computer** by guiding them to campus resources and rental options, with multiple follow-ups.
 - Recognizing **students lacking scantrons or pencils**, instructors **brought extra materials**, leading to a **classwide culture of sharing and support**.
- **Holistic Student Support and Follow-Ups:**
 - Faculty maintain **one-on-one check-ins via email and in-person** to identify and address barriers.
 - Through these efforts, faculty have connected students experiencing **homelessness, mental health struggles, and financial hardship** with necessary resources.

Expanded Equity Strategies and Resources

- **Low-cost and Open Educational Resources (OER) materials**
- **Diverse course modalities** (DE, synchronous, in-person)
- **Surveys on student needs** (textbooks, food security, tutoring, etc.)
- **Nutrition-specific academic counseling referrals**
- **Early and periodic check-ins for at-risk students**
- **Promotion of campus support services in class** (e.g., Cougar Pantry, tutoring, student service events)
- **Welcoming, inclusive syllabi**

Faculty Commitment to Equity and Inclusion

- **All three Nutrition faculty have completed the JEDI Academy** (Justice, Equity, Diversity, and Inclusion) training.
- **All faculty participate in FLEX equity training activities.**
- **OER offerings are expanding**, with the **lead faculty developing an OER textbook** and initiating the **First-Day Access program** for affordable course materials.
- **The lead faculty piloted two summer courses** to launch the First-Day Access program for the college.

Additionally, **16 efficiency strategies previously outlined** continue to enhance student success and program sustainability.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

THE LIST IN THE TABLE BELOW WERE NOT ON A PREVIOUS CYCLE.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

In addition to the below, please note for next CPPR evaluation that NUT 218, NUTR 222, and NUTR 232 were updated already (2023) for texts and cap error. The department is 100% caught up on curriculum!

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
NUTR 211	Major	Effective Fall 2024
NUTR 224	Major	Effective Fall 2024
NUTR 210	Major	Effective Fall 2025
Food, Nutrition, and Systems Studies	New AS degree	Effective Fall 2025

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and	Past Due Date for Modification	Briefly state why modification was not completed on	Re-scheduled date for modification

Course #		schedule	
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SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

N/A

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

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.*

In the previous year the department collaborated with Cal Poly, discipline experts, and counselor to create a new degree: Food, Nutrition, And Systems Studies - Associate in Science.

Program Goals and Objectives

The **Associate of Science in Food, Nutrition, and Systems Studies** provides a critical and valid transfer pathway for students pursuing further education in food and nutrition-related fields. The program supports direct transfer opportunities to institutions like **Cal Poly**, with pathways established for **Nutritional Science** and **Food Science**. Additionally, the **Food Systems** concentration addresses one of the largest and most critical global needs, both nationally and internationally.

The program offers a comprehensive foundation in the sciences of food, nutrition, and sustainable systems. Students begin with core courses exploring the biological, chemical, and social aspects of food and nutrition, which provide a deeper understanding of how these elements interact within food systems in modern society. From there, students select one of three specialized pathways:

- **Food Science**
- **Nutritional Sciences**
- **Food Systems**

Each pathway prepares students for various career and educational opportunities in the food and nutrition sectors. The degree's flexibility allows students to specialize in their area of interest while gaining essential interdisciplinary skills required in today's food and health landscapes.

Catalog Description

The **Associate of Science in Food, Nutrition, and Systems Studies** offers students a comprehensive foundation in food science, nutrition, and sustainable systems. The core curriculum explores the biological, chemical, and social dimensions of food and nutrition, emphasizing the interconnectedness of food systems in modern society. Students select from three specialized pathways:

- **Food Science:**
Focuses on the scientific principles of food processing, safety, and innovation. Prepares students for careers in food technology, quality control, and product development. This pathway aligns with **Cal Poly SLO's** Food Science entrance requirements.
- **Nutritional Sciences:**
Focuses on the role of nutrition in health and wellness, covering human metabolism, diet planning, and community nutrition. Leads to careers in nutrition education, wellness, or further studies in dietetics. This pathway aligns with **Cal Poly SLO's** Nutrition Science entrance requirements.
- **Food Systems:**
Examines the broader food production and distribution networks, with a focus on sustainability, agriculture, and food policy. This pathway prepares students for careers in food systems management, policy analysis, and sustainability fields. It provides a pathway to an important and timely area of study.

Graduates are well-equipped to pursue a variety of educational and career opportunities in food and nutrition-related industries, public health, or transfer to a four-year institution. This program provides a well-rounded, interdisciplinary skill set necessary for success in the modern food and health landscape.

(This is a STEM degree that matches Cal Poly's entrance requirements for Food Science and Nutrition Science.)

Career Pathways

Graduates of the program can pursue various career opportunities, depending on their chosen specialized pathway.

1. Food Science Pathway

This specialization focuses on food processing, safety, and innovation, preparing students for roles such as:

- **Food Technologist:** Working in food development, production, and safety.
- **Quality Control Analyst:** Ensuring food products meet safety and quality standards.
- **Product Development Specialist:** Innovating and developing new food products.
- **Food Safety Specialist:** Enforcing safety standards in food processing.
- **Food Production Manager:** Overseeing production in food manufacturing companies.

Further education at four-year institutions like **Cal Poly SLO** in food science is also an option.

2. Nutritional Sciences Pathway

This pathway focuses on human metabolism, diet planning, and community nutrition. Careers include:

- **Nutritionist:** Advising individuals or groups on dietary plans.
- **Dietitian (with certification):** Providing nutrition therapy in healthcare.
- **Community Health Worker:** Promoting health education in communities.
- **Wellness Coach:** Helping individuals achieve health and fitness goals.
- **Public Health Nutritionist:** Designing nutrition programs for public health organizations.
- **Health Educator:** Teaching nutrition and wellness programs.

Further studies can lead to roles in dietetics, clinical nutrition, or research.

3. Food Systems Pathway

This pathway examines food production, distribution, sustainability, and policy, leading to careers such as:

- **Food Systems Manager:** Managing sustainable food supply chains.
- **Policy Analyst:** Analyzing food and agriculture policy.
- **Sustainability Consultant:** Advising on sustainable agricultural practices.
- **Agricultural Manager:** Managing farm operations.
- **Supply Chain Analyst:** Focusing on sustainable food product logistics.
- **Food Policy Advocate:** Promoting ethical food production practices.

Further education opportunities exist in sustainability, environmental science, or agriculture.

General Career Outlook

Graduates can pursue various roles in the food-related industries, public health, wellness, and community outreach. They may also choose to transfer to a four-year institution for advanced study in these fields. Public sector roles may involve working with government agencies, NGOs, or international organizations focusing on food security, sustainability, or public health. The interdisciplinary nature of this degree develops essential skills in research, project management, communication, and problem-solving, all of which are highly valued in today's food and health sectors.

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.*

Addressed above.

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- 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.