Nutrition

Annual Planning Program Worksheet

Unit Plan Narrative

2014-2015

The Nutrition Program at Cuesta College is an excitingly robust program that currently does not yield a degree by itself, although it yields a certificate and will soon yield a Nutritional Sciences Associate Degree of Transfer. (Vetting just closed on the Transfer Model Curriculum). Previous Program Reviews of Nutrition were included with the Culinary Arts Program Review. The full time Nutrition instructor created the Culinary Arts degree, but the Culinary Arts degree was eliminated by the Board of Trustees in Fall 2012 as a part of the Long-Term Budget Reduction Plan and that program underwent a “teach-out”, in which CUL students completed the degree. The Nutrition Department was a part of the Fitness, Health, and Nutrition degree for approximately 20 years and participated in that Program Review as well.

The Nutrition Program provides students with the opportunity to gain a broad knowledge of nutritional science that may be applied to the job market or a more advanced degree. Two courses within the program are often chosen for General Education requirements by students looking to earn an Associate’s degree.

The Nutrition Program’s Mission mirrors Cuesta College’s mission. Currently the Nutrition Program offers accessible, high-quality education for the support and enhancement of student success, professional development, and the community we serve. In the Nutrition courses at Cuesta College, students acquire the tools to be academically successful, develop critical thinking skills and expertise, and learn to appreciate the contributions of all people in a diverse society. In the Nutrition Department at Cuesta College, we work together with dignity and respect toward the common goal of serving our students. The faculty in the Nutrition Department at Cuesta College respond effectively to the personal, academic, and professional needs of our community. The Nutrition Department values Access, Success, and Excellence.

Here is the Program Description:

**Nutrition Description**

The Cuesta College Nutrition program offers students a variety of interesting and challenging courses for students to learn about chemicals and nutrients in food and their effects on the human body and the world. The study of nutritional science contributes to preparing students for careers as nutritionists, registered dietitians (RD), food scientists, or other dietetics professionals. Cuesta College offers a Nutrition certificate that provides a broad foundation in a practical and personally applicable exposure to a variety of scientific areas of nutrition such as chemistry, biochemistry, microbiology, anatomy, physiology, and biology. Popular topics include microbial pathogens, environmental contaminants, nutrigenomics, macronutrient balance, energy metabolism, obesity, global issues, biochemistry of exercise, and micronutrient and phytochemical utilization. Students in the program learn how the scientific method and process...
contributes to nutritional requirements and how nutrients function from a cellular to more practical level, and then apply this knowledge to their own health. The program ultimately helps students understand the role of nutrition in disease prevention throughout the lifecycle and as an impact on society as a whole. The Nutrition program offers courses that meet college requirements in GE, Liberal Arts, and Diversity and offers courses in both face-to-face and Distance Education modalities.

Since the last program review two new part-time faculty members were hired. The program has one full-time faculty and 5 part-time faculty. Each faculty member is involved with departmental, divisional, and campus-wide committees and organizations.

I. Program-Level Outcomes: List the outcomes established for your program.

The current Nutrition Certificate Student Learning Outcomes are the following:

1. Understand the basis of the scientific method as it is used in developing hypotheses and theories, then apply the scientific method-based research, such as in peer-reviewed intervention, epidemiological, lab, and case studies, to the critical evaluation of nutrition-related literature and media, thus differentiating between proven scientific based research and myth.

2. Develop a basic understanding of the basic chemical structure of the six classes of nutrients and the substances therein; their action, interaction, and balance in relation to health and disease; and the process by which the human body ingests, digests, absorbs, transports, utilizes and excretes food substances.

3. Judge the effect of nutrition, hydration, and lifestyle factors that contribute to chronic diseases (and leading causes of death in the United States), then establish goals and assess one’s own diet for nutritional adequacy, practically apply lifestyle changes, through food label-reading, food safety practices, and altered dietary choices, which are personalized for the individual’s nutrient and phytochemical needs based on health status, body weight differences and goals, optimal sports performance, differing lifecycle stages, and differing environmental conditions.

4. Evaluate food customs of a specific culture and incorporate sources based on reliability and credibility; Assess the stigmatization, prejudice and/or discrimination experienced by individuals or groups who choose to adhere to non Western and/or non dominant food practices and recommend strategies to facilitate their acceptance.

II. Program Contributions to Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes:

The Six Nutrition courses in the certificate are all CSU transferrable, the program offers a certificate, five of the six courses are offered in the Distance Education modality, and two of the courses are part of both the native pattern/local General Education degree and the Liberal Arts Math and Science Degree.
The Enrollment Management Committee has identified 3 taskforces in each of the three areas of Liberal Arts Emphases to work on EMC Initiative 3 and 5 that specifically relate to the following Institutional Objectives (which are the short-term, measurable planning objectives that describe more specifically the initiatives that will be undertaken to achieve the Institutional Goals).

Institutional Objective 1.1: Increase the percentage of transfer-directed students who are transfer prepared by 2% annually.
Institutional Objective 1.2: Increase the percentage of degree- or certificate- directed students who complete degrees or certificates by 2% annually.

The full-time Nutrition instructor is also currently the Curriculum Chair and Liberal Arts Sub-committee Chair and developed these sub-groups. Part-time nutrition instructor, Jennifer Frere, serves on the Liberal Arts: Science (new name since Program Review) emphasis committee. It was stated in the previous Program Review that “Nutrition 210 and Nutrition 211 play a key role in achieving these Institutional Objectives that are a part of Institutional Goal One of the Strategic Plan in that they are a choice many students can choose to fulfill 3-6 of their 18 units required for the highest earning degree on campus (Liberal Arts: Math and Science).” A modification in that program by the Emphasis group caused Nutrition to not be in the degree because it is not in the GE Science area, but Nutrition 210 is applying for that area. Please see the degree-earner numbers highlighted further below. In the Spring of 2013 72 students used Nutrition 210 for their Liberal Arts Science degree.

The fulltime Nutrition instructor also serves on the campus Distance Education committee and several associated taskforces to not only bridge the gaps between DE and Accreditation requirements, but to fulfill the following Institutional Objective:

Institutional Objective 1.3: Increase successful completions in distance education courses by 2% annually.

Nutrition courses offered in the DE modality are 210, 211, 218, 224, and 230. All four nutrition instructors have been trained in Moodle and have developed Nutrition courses in the Moodle Learning Management System.

Following are the number of the Liberal Arts degree earners from Spring 2012. The Liberal Arts (LA) Math and Science degree (in which NUTR 210 and NUTR 211 are choices) has the highest earning degree earners of the 3 LA groups and is the highest earning degree on campus! The task of the Enrollment Management Committee and the Liberal Arts Taskforces regarding the strategic plan is to outline how to increase degree earners by 2% annually and to follow specific initiative action plan steps in the Strategic Plan to do this.

   LA Math and Science Transfer-128
   LA Math and Science NT-47
   175 total

LA Arts and Humanities Transfer-63
III. Analysis of Measurements/Data: 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, although the Nutrition program still keeps efficiency considerably above the college’s goal of 15.

The make-up of the students taking Nutrition courses at Cuesta College (as recorded on the Institutional Research website) is the following:

Students are:

- Mainly continuing students at 73.2% of the total.
- 20-24 years old at 41% (19 or less years old at 34%).
- Females comprising 60.2% of the Nutrition students.
- White Ethnicity comprising 71% for the students. (19% Latino/Hispanic).

The research data also shows that:

- 25% of the Nutrition students are Academically Disadvantaged.
- 36% of the Nutrition students obtain an AA/AS and transfer to a university.
- 15% of the Nutrition students transfer to a university with no AA degree.
- 3.2% of the Nutrition students major in the HFN (Health, Fitness, and Nutrition) degree.
- 3.1% of the Nutrition students major in the Kinesiology degree.
- 10.1% of the Nutrition students major in Nursing.
- 19.8% of the Nutrition students use the courses for General Education requirements.
- 4.9% of the Nutrition students use the courses for IGETC requirements.
- LA MS 1.8% (added together) of the Nutrition students claim to use a Nutrition class for a Liberal Arts Math and Science degree, but this number is artificially very low because most students do not state this degree when first working to transfer or earn a degree. Students tend to realize after taking some classes that they can earn this degree and then use the Nutrition course. Informal class surveys show that many Nutrition students intend to use the Nutrition 210 class to meet an LAMS degree requirement. (Data says 72 students who earned LAS last year used
Other Liberal Arts Degree Emphasis groups claimed students used this course for those degrees as well, but Nutrition is not a major requirement in those degrees.

The ARCC Data matches gender, age, and ethnicity of the Nutrition class Institutional Research data. The ARCC Data gave persistence data, but the Institutional research data for Nutrition at Cuesta College did not. (Persistence is determined by identifying all students enrolled in a fall semester and tracking those students’ future enrollment patterns to count how many of them subsequently enrolled in the following spring or in the following fall).

**Efficiency Ratios (FTES/FTEF):**

The numbers below are the FTES/FTEF (efficiency) numbers for Nutrition:

**Summer** 16 (Summer is commonly lower in efficiency than regular semesters)

- **Fall 18.33**
  - DE 17.29
  - NCC 16.75
  - SLO 20.43 (generally the highest efficiency is SLO Campus for Nutrition)

- **Spring 18.35**
  - DE 16.90 (Possibly lower than normal due to Moodle transition and new student drop policy)
  - NCC 16.62
  - SLO 20.12

- **Annual 18.19** (Decent number; was higher with forum and primarily SLO Campus; has decreased since these changed)
  - DE 17.15
  - NCC 16.29
  - SLO 20.25

**Notes:**

- 210 SLO 20.64 (Nutrition 210 SLO has a higher efficiency that the other Nutrition courses and locations)
- Versus DE 210 Spring 20.25 (This is a decent efficiency for DE and an overall campus number)

- 210 annual 20.55 SLO versus 19.17 DE versus 16.81 NCC

- 230 second most efficient at 17.25 total annual

**More on FTES/FTE:**

18.33 (2008 22.95, 2009 20.81, 2010 22.30) - The overall efficiency of Nutrition has decreased with the addition of varied Nutrition courses, more NCC courses, and the loss of the forum classroom.
Nutrition Department Efficiency Summary:

Nutrition has been and still is one of the most efficient programs at Cuesta College. Currently the most efficient location for Nutrition courses is the SLO Campus, with DE a close second place, and the NCC the lowest in efficiency. Nutrition 210 is the most efficient Nutrition course, likely because students need to stay in it to count it as a General Education course for their Associate’s Degree. Nutrition 230 is the second most efficient Nutrition course. Although the overall Nutrition efficiency has an overall value in the mid twenties historically it still continues to maintain an efficiency over “18” which is higher than the college standard and which makes up for less efficient programs on campus.

Success and Retention:

Success is when a student completes a course with a “C” or “P” or “CR” or better. The Retention count is number of students who complete a course with grade of A, B, C, D, F, P, NP, I*, IPP, INP, or FW.

In analyzing the Institutional Research data for the Nutrition program, one problem that stands out is the “success” of online students. The lowest success rates are in DE. The Fall DE 210 Success Rate was 55.2 % (compared to SLO Campus 76.6%). There is a serious campus-wide DE problem that exists with students signing up for DE that are not ready to take courses in this modality. There is additionally the problem of those students doing just enough to not be dropped, but then falling off the pace near the end of the semester and then receiving a “D” or “F”. The Full-time Nutrition faculty member is the chair of the DE Student Readiness Taskforce and hopefully this “F” problem will be solved so that success rates (as well as DE efficiency rates campus-wide) will improve.

The DE 78.4 % Retention rate is good however, closer to the SLO 84.9% retention rate than their success rates compare. This is likely because students were staying in DE courses, just not passing them. This will likely change with this year’s values since the new repetition guidelines are in effect and the drop deadline has changed.

The best fall DE course for success and retention was DE 218 with a 77.4% success and 87.1% retention (87.5% spring).

Spring success for DE 210 was 69.5% and retention was 92.7% (actually a better retention than SLO Campus 85.2 %)!

In face-to-face courses, NUTR 222 had CUL students who needed the class for their degree requirement and achieved an excellent 90% success and 93.3% retention.

Annual Data (Success then Retention given)

210  DE 62.3  and 84.3  
     SLO 73.9 and 85
In summary, there needs to be work done in the area of DE success on a campus-wide scale.

**Enrollments:**

The enrollment patterns are similar to efficiency patterns: SLO then DE then NCC in Enrollments.

The number of courses taught per year was the following:

210  22  
211  3  
218  3  
222  1  
224  1  
230  2  
Total 32

**Summary of the Courses in Order of Fill Rate**

210 (part of GE, LA, AA, and Cert)-and new ADT Core

230 (part of AA and Cert)- and new ADT Area B or C

224/222 (part of cert) and new ADT Area B or C (222 Diversity)

211/218 (part of cert) and new ADT Area B or C

**Fill Rates:**

Annual (fall generally higher)

100.6 SLO

86.2 NCC

88.5 DE
Overall Summary:

The Overall Summary is good.

2011-12  92.9% fill rates
31 sections
1133 enrollments

FTES 112.75
FTEF 6.20
**FTES/FTEF 18.19**
Success 68.9
Retention 83.7

Update since last year:

**GLOGOOD**  **Nutrition-Overall**

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
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</thead>
<tbody>
<tr>
<td>Sections</td>
<td>25</td>
<td>27</td>
<td>27</td>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td>Fill Rate</td>
<td>98.1%</td>
<td>98.7%</td>
<td>99.4%</td>
<td>92.6%</td>
<td>84.3%</td>
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<tr>
<td>Enrollments</td>
<td>1059</td>
<td>1135</td>
<td>1118</td>
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<tr>
<td>Headcount</td>
<td>1073</td>
<td>1186</td>
<td>1059</td>
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<tr>
<td>FTES</td>
<td>109.77</td>
<td>113.26</td>
<td>112.20</td>
<td>112.80</td>
<td>112.04</td>
</tr>
<tr>
<td>FTEF</td>
<td>5.00</td>
<td>5.40</td>
<td>5.46</td>
<td>6.30</td>
<td>6.00</td>
</tr>
<tr>
<td>FTES/FTEF</td>
<td>21.95</td>
<td>20.56</td>
<td>20.78</td>
<td>18.19</td>
<td>16.43</td>
</tr>
<tr>
<td>Success Rate</td>
<td>67.0%</td>
<td>74.8%</td>
<td>70.9%</td>
<td>68.6%</td>
<td>77.1%</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>88.8%</td>
<td>86.3%</td>
<td>84.5%</td>
<td>83.7%</td>
<td>85.1%</td>
</tr>
</tbody>
</table>

The change that has occurred since the last Program Review is that the college needed FTES badly so we added several classes that did not all fill. This hurt the Fill Rate and the FTES/FTEF ratio.

**Jobs available recorded from EDD (Employment Development Department):**

Dietetic Technicians: 1,900 employed in CA in 2010 and 60 openings.

Dietitians and Nutritionists: 7000 employed in CA in 2010 and 390 openings.
Suggestions to change program for quality:

- Areas for change to facilitate program quality may include a rotation of ADT courses and low-efficiency courses.
- The completion and implementation of the ADT is expected to substantially improve graduation rates for the college since currently most Nutrition students just transfer but do not graduate. The ADT is also expected to improve transfer rates for Nutrition students into CSUs since this has been difficult for students in the past. These same students will be encouraged to complete the Nutrition Certificate, LAS, and a new Liberal Arts degree related to Health on their path to completing the ADT requirements.

IV. Program Outcomes Assessment and Improvements:
Course or Program Assessment Summary

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Human Development  Program: Nutrition  Date: Oct. 10, 2013  v. 3 2012

Courses in program, or course: NUTR 210 - Nutrition

Faculty involved with the assessment and analysis: Cherie Moore, Caryn Coffman, Dawn Brown, Jennifer Frere

Course-to-program outcome mapping document** is completed  Yes X  No______

| 1 | Student Learning Outcome Statements | 1. Understand the basis of the scientific method as it is used in developing hypotheses and theories, then apply the scientific method-based research, such as in peer-reviewed intervention, epidemiological, lab, and case studies, to the critical evaluation of nutrition-related literature and media, thus differentiating between proven scientific based research and myth. |
| 2 | Assessment Methods Plan | • Administer SLO self-survey on last day of class  (SLOs 1-3)  
• Students analyze scientific journal articles and describe how the scientific method was implemented. Determine how many students complete the assessment with a 70% “C” or better (SLO 1)  
• Determine how many students complete the Final Diet Analysis Project with a 70% “C” or better (SLOs 2-3) |
<p>| 3 | Assessment Administration |</p>
<table>
<thead>
<tr>
<th>Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administered SLO self-surveys. Since Fall surveys were not available for the 2 Online NUTR 210 classes, Spring 2011 student diet analysis project rubric-based assessments were utilized for the statistics.</td>
<td></td>
</tr>
</tbody>
</table>

**Spring 2012**

- Collected data on the number of Final Diet Analysis Projects that were completed with a 70% “C” or better

**Fall 2013**

- Administered SLO self-surveys to both on-campus and online students
- Collected data on the number of Final Diet Analysis Projects that were completed with a 70% “C” or better
- Assessing SLO 1 through assignments and projects has been ongoing. In Fall 2013, we recorded how many students completed the assessments with a 70% “C” or better. Data will be on updated CPAS.

<table>
<thead>
<tr>
<th>4 Assessment Results Summary (summarize Data)</th>
<th>Survey data attached.</th>
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<tbody>
<tr>
<td>Fall 2010: 244 students successfully responded to the SLOs self-survey.</td>
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<tr>
<td>Self-Survey Assessment results:</td>
<td></td>
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<tr>
<td>a. Administered at the end of the semester, data is for all NUTR 210 students.</td>
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<tr>
<td>b. 91.81% of the students surveyed plan to practically apply the lifestyle changes listed in the outcome (SLO3). This is incredibly high, with 61.07% rating this outcome as “very well”.</td>
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<tr>
<td>c. 84.83% of the students surveyed chose “fairly well” or “very well” for SLO2.</td>
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<tr>
<td>d. 85.24% of the students surveyed chose “fairly well” or “very well” for SLO1.</td>
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</table>

62/72 Online NUTR 210 students completed the diet analysis project. The average grade was 81.871% for the 62 completed assignments.

**Spring 2012**

- 285/341, or 84%, of NUTR 210 students successfully completed the Final Diet Analysis with a 70% “C” or better.

<p>| 5 Discussion of Assessment | Discussion of procedure and results: |</p>
<table>
<thead>
<tr>
<th>Procedure and Results, and Effectiveness of Previous Improvement Plans</th>
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</table>
| • According to the results of the self-surveys, students feel most confident with the outcome (SLO3) associated with the overall impact the class has had on their lifestyle choices and application of the information learned in class.  
• They feel less successful with the scientific method and science of nutrient outcomes, but the results are still quite high. |

**Effectiveness of previous improvement plans:**  
Since our next full assessment will occur during Fall 2013, these results will serve as baselines. Then, we can compare the next results to previous results to analyze effectiveness.

<table>
<thead>
<tr>
<th>6</th>
<th>Recommended Changes &amp; Plans for Implementation of Improvements</th>
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<tr>
<td><strong>Recommended Changes:</strong></td>
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</table>
| • Divide the outcomes into smaller, more concise outcomes to more clearly identify strengths and weaknesses. Students may understand part of an outcome well, and another part not as well. Broad SLOs make it difficult to assess how well students understand each part, since they are reporting.  
• Formally assess and collect results related to SLO 1 to improve student understanding.  
• Identify ways to improve student success on the Final Diet Analysis. |

**Plans for Implementation:** Implement changes during the Fall 2013 semester.

<table>
<thead>
<tr>
<th>7</th>
<th>Description or evidence of dialog among course or program-level faculty about assessment plan and results</th>
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<tbody>
<tr>
<td>The Nutrition faculty meet before and during each semester to discuss the SLOs, assessment plan, and the results.</td>
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</table>

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at**

[http://academic.cuesta.edu/sloa](http://academic.cuesta.edu/sloa)
<table>
<thead>
<tr>
<th>Program/Certificate Title</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
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<tbody>
<tr>
<td>Nutrition Cert</td>
<td>Modify (removed NUTR 222)</td>
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Program Assessment Cycle Calendar

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<thead>
<tr>
<th>CYCLE STAGE</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
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<tbody>
<tr>
<td>SLO Assessment</td>
<td>NUTR 222</td>
<td>NUTR 211*</td>
<td>NUTR 218*</td>
<td>NUTR 210</td>
<td>NUTR 222</td>
<td>NUTR 211*</td>
<td>NUTR 224*</td>
<td>NUTR 222</td>
<td>NUTR 218*</td>
</tr>
<tr>
<td>Analyze Results &amp; Plan Improvements</td>
<td>NUTR 210</td>
<td>NUTR 222</td>
<td>NUTR 211*</td>
<td>NUTR 224*</td>
<td>NUTR 218*</td>
<td>NUTR 210</td>
<td>NUTR 222</td>
<td>NUTR 211*</td>
<td>NUTR 224*</td>
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<tr>
<td>Plan Implementation</td>
<td>NUTR 210</td>
<td>NUTR 222</td>
<td>NUTR 211*</td>
<td>NUTR 224*</td>
<td>NUTR 218* (course cancelled)</td>
<td>NUTR 210</td>
<td>NUTR 222</td>
<td>NUTR 210</td>
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<tr>
<td>Post-Implementation SLO Assessment</td>
<td>NUTR 210</td>
<td>NUTR 222</td>
<td>NUTR 211*</td>
<td>NUTR 224*</td>
<td>NUTR 218*</td>
<td>NUTR 210</td>
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NUTR 210 began SLO Assessments in Fall 2010. NUTR 210 is the main course and a GE class.

*Denotes Distance Education class in which college has yet to develop forms and a process (but the department has).
Program Intended Outcomes: Nutrition Certificate of Specialization

<table>
<thead>
<tr>
<th></th>
<th>Program Learning Outcome #1</th>
<th>Program Learning Outcome #2</th>
<th>Program Learning Outcome #3</th>
<th>Program Learning Outcome #4</th>
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<tbody>
<tr>
<td>NUTR 210</td>
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<td>NUTR 211</td>
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<td>NUTR 230</td>
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V. Program Development/Forecasting for the Next Academic Year:
The Nutrition Department will undergo its biggest change this year since the department began: a Nutrition degree. As mentioned above, the Associate Degree of Transfer will be launched as soon as the Transfer Model Curriculum is finalized by the state. Students who obtain this degree will also be able to obtain the Liberal Art Science degree at the same time (once Nutrition 210 is approved from Area B CSU GE). In addition the Full-Time faculty member in Nutrition is working on a new Liberal Arts degree that will help local degree earners who desire a terminal degree.

UNIT PLAN

Unit: Human Development  Cluster: Workforce Development  Planning Year: 2014

Narrative: Unit Plan

The Nutrition Department does not ask for much in the way of extra funding. It is a highly efficient program with low costs. The department asked for DVDs, updated office computers, and conference money. It also wants to be considered for a full-time position.