

# Comprehensive Program Review Report



## Program Review - Nutrition/Foods

### Program Summary

#### 2021-2022

**Prepared by:** Milli Owens

**What are the strengths of your area?:** .

1. The Associate of Science in Nutrition (AS-T) degree became available for students in the spring 2020 semester. We had one student complete the degree in 2020-21. Although this seems like a very low number considering this was the first year it was available and it was during COVID adjustment times it is encouraging.

2. Strong faculty, both full-time and adjunct, in nutrition and culinary departments.

A. Strong collaboration between nutrition and culinary faculty.

B. The willingness of all NUTR 18 faculty, 10 adjunct and 1 full-time, to work together to make NUTR 18 online for COVID-19 as good as possible. The faculty spent numerous hours in conversation, email, zoom and other communication to try to maintain rigor, minimize cheating, and provide solid learning experiences for students as well as provide support for fellow faculty and assist in maintaining an optimistic outlook through a difficult time.

3. Support from our division technician, a classified employee. Our technician allows the culinary lab classroom to be clean and ready-to-use from the first day of the semester, through the last final exam. When the college shifted to COVID-19 remote for summer 20, fall 20 and spring 21 she, along with the culinary faculty put together student kits which allowed these classes, including NUTR 20, to continue. Food and supplies to support classes in the Foods Lab are purchased a few times/week to make sure students get fresh and quality product to use. The technician also designs and maintains spread sheets that allow expenses to be tracked for each class which allows the division to better follow our budgets.

4. The NUTR 20: Cultural Foods course, a hands-on learning experience in geography, culture and food, is on the IGETC and CSU transfer patterns. It offers students a unique opportunity to develop cooking skills, and learn the cultural significance of food while fulfilling educational requirements. After two summers of offering NUTR 20 in the summer session (summer of 2020 and summer of 2021) it is now obvious that it can fill and is successful in an online format, with students picking up regular food kits. We need to continue offering it in the summer, perhaps moving to two sections.

5. Two nutrition courses (NUTR 20 and 107) are part of the culinary certificates which allow students to develop vocational skills.

**What improvements are needed?:** .

1. We need to consider success rates for students identifying as male. The success rate in NUTR 18 for males in 2020-21 was 64.3% compared to the college-wide success rate of 77% for males in 2021. Our female success rate in NUTR 18 for the same time was 76% compared to the college-wide success rate of 79%. The 2020-21 year was a unique year due to COVID formats, but if we look at trends over the last three years the success rate of males compared to females has been decreasing. If we look at success rates of students identifying as male by self-described ethnicity, the multi-ethnic group has the lowest success rate at 31%. Hispanic males have a success rate of 66% and while white males have a success rate of 76%.

2. We need to continue to utilize methods to decrease cheating, especially in NUTR 18. During the 2020-21 school year all NUTR 18 courses were completely online. In fall 2020 only some of the NUTR 18 sections were using Proctorio, in spring 2021 all NUTR 18 sections began using Proctorio. In fall 2020 the success rate in NUTR 18 was 83% (higher than it had ever been). In

spring 2021 the success rate in NUTR 18 fell to 64%. The major difference between the two semesters was the use of Proctorio. See data in documents - Comparison of Success and Withdrawal Rates.

3. We need to be aware of the lower success rate in NUTR 20. This is likely due to COVID format, but it is something we should be mindful of. Success in NUTR 20 was 79% in the 2020-21 school year, compared to 91% in the 2019-2020 year.

**Describe any external opportunities or challenges.:** All the adaptations in teaching formats, locations and more for COVID have presented many challenges and opportunities for growth.

**Overall SLO Achievement:** SLO achievement is adequate at this time

**Changes Based on SLO Achievement:** None

**Overall PLO Achievement:** The AS-T in Nutrition became available in spring 2020. It is currently not in Tracdat to review but a work order has been put in.

**Changes Based on PLO Achievement:** None

**Outcome cycle evaluation:** Good as soon as AS-T in Nutrition is available

## Action: Improve NUTR 18 success rates

Explore opportunities to improve NUTR 18 success rates. Students seem to have difficulty with two areas, not related directly to nutrition, basic arithmetic (especially fractions related to measurement - 1/2 cup, 1/4 cup etc.) and computer applications (especially diet analysis and comfort with applications).

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 2.4: Increase Career Technical Education course success rates and program completion annually. All NUTR 18 outcomes would be affected especially the diet analysis outcome.

**Person(s) Responsible (Name and Position):** Milli Owens

**Rationale (With supporting data):** NUTR 18 is a transfer-level nutrition course. The class has a significant amount of required science-based material to cover during the semester. Elimination of material is not allowed if the course is to continue meeting the state C-ID description, so there needs to be a way to help students make connections and understand processes and assignments quickly. When the student can not make the connections and understanding quickly there should be smooth processes in place to direct them to optimal support. This should not just be support that looks good on a plan but real support that helps the student learn and continue in the course.

**Arithmetic:**

Students have difficulty with basic arithmetic which directly affects their ability to do assignments involving a food label, measurement of foods, nutrition needs, body weight and similar topics. Explore options to help with this area including online tutorial or simulation opportunities to strengthen students skills in basic arithmetic.

**Diet Analysis & Computer Skills:**

Students have difficulty understanding the diet analysis process, which is all online. Explore options to help with this area. If a teacher can have students do, or at least start, a computer application in class it is more likely to be successful, than describing the application and process and having students complete it outside of class.

Potential ideas include having students use computers during traditional class time, math tutorial, computer simulations, support courses and instructor training in new techniques and teaching approaches.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### *Link Actions to District Objectives*

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

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**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**District Objective 4.3** - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: Monitor success, withdraw & fill rates in NUTR 18

Pre-requisites were removed from NUTR 18 beginning in the fall 2019 semester as a result of AB705. We will monitor student success and withdraw rates to see if the lack of pre-requisites affects these.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** All three outcomes are affected by student success.

1. Sources of carbohydrate and fiber
2. Identify lipid sources
3. Diet Analysis – Record Intake

**Person(s) Responsible (Name and Position):** Milli Owens

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2021-2022

10/04/2021

**Status:** Continue Action Next Year

This action is difficult to monitor with COVID adapted teaching formats. As stated in last year's update we need at least one full year of "regular" format classes to assess this. At this point it appears that the 2022-23 academic year will provide a full year of normal format. Although we need to obtain data we suspect the lack of pre-requisites is part of the decreased success rates we are seeing. We are starting to try to address this, at least partial, with the actions described in our "Improve NUTR 18 success rates" action.

**Impact on District Objectives/Unit Outcomes (Not Required):**

**Update Year:** 2020 - 2021

10/02/2020

**Status:** Continue Action Next Year

This is difficult to assess with the required COVID-19 online teaching format. The attached comparison of success and withdrawal rate fall 20 shows a decrease in success, but this really only had one semester, fall 2019, of regular class teaching format. The effects of the removal of these pre-requisites will need to be monitored for at least a full year of "regular" format teaching before comparisons can be made.

**Impact on District Objectives/Unit Outcomes (Not Required):**

**Related Documents:**

[Comparison of Success and Withdrawal Rates Fall 20.docx](#)

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## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

## Action: Assess support for nutrition laboratory and courses

Examine and assess need for assistance to manage increased lab course offerings and increased class activities, supplies and equipment.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** This relates to all student learning in nutrition courses.

**Person(s) Responsible (Name and Position):** Milli Owens and Kyran Wiley

**Rationale (With supporting data):** Within nutrition there are several areas that need support to be completed. Some of those areas are:

- Foods Lab: NUTR 20: Cultural Foods has become a much more popular course. We have increased the number of sections and those are filling well. This course has a very significant laboratory component which requires shopping, preparation, equipment management and clean up. One section of NUTR 20 has been offered the last two summers and filled. We would like to expand this to two sections.

- Food Models: NUTR 18 has increased the number and use of food models to development more hands-on assignments and class activities to increase success. Food models need to be cleaned, classified and assessed regularly.

-Laptop computers: The fashion department has ordered and should soon receive a cart of laptop computers. These will be stored in TULE 500, where NUTR 18 is commonly taught. Faculty in fashion, nutrition and culinary departments plan to coordinate so all three departments can use the laptops in class. In NUTR 18 it is hoped that using the laptops in class can specifically address problems students have with their diet analysis which is completed online. NUTR 107 is considering simulations or similar activities to increase student learning. The laptops and cart will need to be cleaned and organized regularly.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.

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**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

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**District Objective 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

## Action: (Completed) Maintain and improve laboratory environment, supply acquisition and fiscal control to support student learning opportunities.

Provide on-going and stable support for the CFS Division technician. This position is essential for the nutrition department and the CFS division to operate.

**Leave Blank:** Essential for Operation

**Implementation Timeline:** 2019 - 2020, 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Because the technician works in all laboratories, culinary, fashion and child development, outcomes in all these areas are directly affected. In nutrition:

NUTR 18:

Sources of carbohydrate and fiber

Identify Lipid sources

Diet Analysis - Record Intake

NUTR 20:

Country Presentation

Recipe adjustment

Recipe Assessment

NUTR 107:

Essential food safety & sanitation understanding

Hygiene Practices

Time & temperature standards

Because the technician develops and maintains fiscal spreadsheets showing each course, department and total division expenses courses in the CFS division which are not directly related to laboratory content are also related.

**Person(s) Responsible (Name and Position):** Vanessa Bailey, Division Chair, Jesse Wilcoxson, Area Dean

**Rationale (With supporting data):** This position is essential for our nutrition department classes. The technician orders and maintains supplies and equipment for the culinary labs as well as shops about twice/week for NUTR 20 and culinary classes. In the culinary lab the technician maintains, orders and cleans equipment, maintains and rotates food supplies, conducts end of semester cleaning as well as develops spreadsheets to track culinary expenses by class section. The culinary spreadsheets are sent to culinary faculty weekly. The technician also cleans and organizes the food models, stored in TULE 500, each semester in addition to maintaining lecture demonstration supplies for nutrition classes taught in TULE 500 for example, beads used for protein demonstrates and food containers and labels.

**Priority:** High

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**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

Update on Action	
<i>Updates</i>	
<b>Update Year:</b> 2021-2022	10/04/2021
<b>Status:</b> Action Completed	
The CFS division technician position has been permanently funded through the General Fund effective January 2022. This action item has been met.	
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	
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<b>Update Year:</b> 2020 - 2021	10/02/2020
<b>Status:</b> Continue Action Next Year	
The need for non-grant, consistent funding for this position continues. Without the position it would not be possible to continue offering NUTR 20 or any of the hands-on culinary classes. As the number of sections of NUTR 20 and culinary increase the work load for this position increases.	
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	

## Resources Description

<p><b>Personnel - Classified/Confidential</b> - Provide on-going and stable support for the part time CFS Division technician. This position is essential for the CFS division to operate. Currently this position is funded through Strong WorkForce grants. (Active)</p> <p><b>Why is this resource required for this action?:</b> This position is essential for our division classes. They order and maintain supplies and equipment for the child development lab and the fashion lab as well as shop about twice/week for culinary classes. In the culinary lab the technician maintains, order and clean equipment, maintain and rotate food supplies, end of semester cleaning as well as develop spreadsheets and track culinary expenses by section. This position needs to shift to the general fund so funding is ongoing and permanent.</p> <p><b>Notes (optional):</b></p> <p><b>Cost of Request (Nothing will be funded over the amount listed.):</b> 40000</p>
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<b>District Objective 2.4</b> - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
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**District Objective 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.