2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023/2024   **PROGRAM(S): NUTRITION**
CLUSTER: 3   **AREA OF STUDY: HEALTH AND WELLNESS**
LAST YEAR CPPR COMPLETED: 2022/2023 NEXT SCHEDULED CPPR: 2025/2026 CURRENT DATE: 2/20/2024

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 this **SharePoint 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):

Associate in Science in Nutrition and Dietetics for Transfer degree (AS-T in Nutrition), Nutrition Education and Coaching Certificate of Achievement, Plant-Based Sustainable Nutrition, Agriculture, and Culinary Arts Certificate of Specialization

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.The only change since last year's CPPR is the curriculum modifications to NUTR 224 (name and content) and NUTR 211 (name). The Cuesta College NUTR department lead(s) have been meeting with Cal Poly Food Science and Nutrition leads to build strong collaborations and improve/streamline transfer.

Program Sustainability Plan Update

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

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

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

Data Analysis and Program-Specific Measurements

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

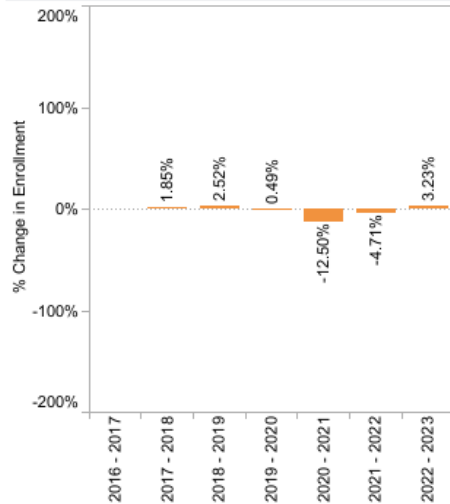A. **General Enrollment (Insert Aggregated Data Chart)**

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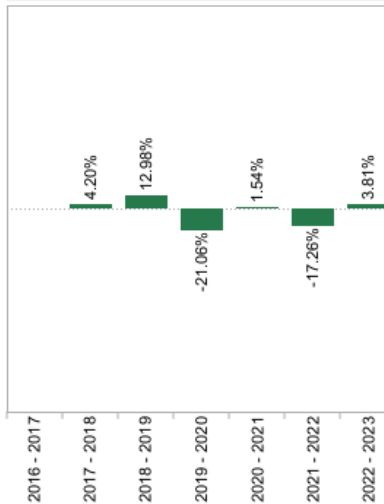

SLOCCCD Program Review Data - Enrollment

Department: Nutrition
Course: All
Dual Enrollment: All
Prison: All
Region: All
TERM: All
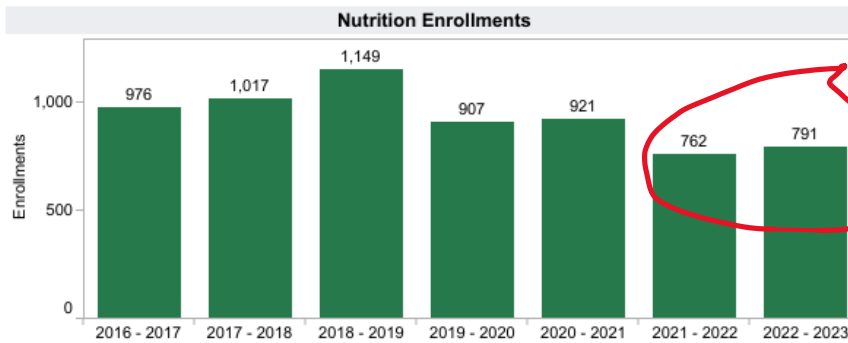
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

We moved the Food Safety and Sanitation course (NUTR 213) to the Culinary Arts department (CUL 213 and CUL 215), which caused a shift, not a divisional loss, in enrollment (110 students) prior to 2019-2020. Most of the enrollment dip of 2021-2022 (-17%) came from NUTR 210 which likely came from our loss of one to

two sections per semester at CMC (lack of faculty to teach), still post Covid changes, and still the loss of Nutrition 210 and 211 from the Liberal Art, Science AS degree. The Cuesta College Articulation Officer submitted Nutrition 210 to the California State University board for consideration of the life sciences general education requirement, but it was not accepted. In 2022-2023 we added one Nutrition 210 class annually back to CMC. Our enrollment has increased 3.81% in one year.

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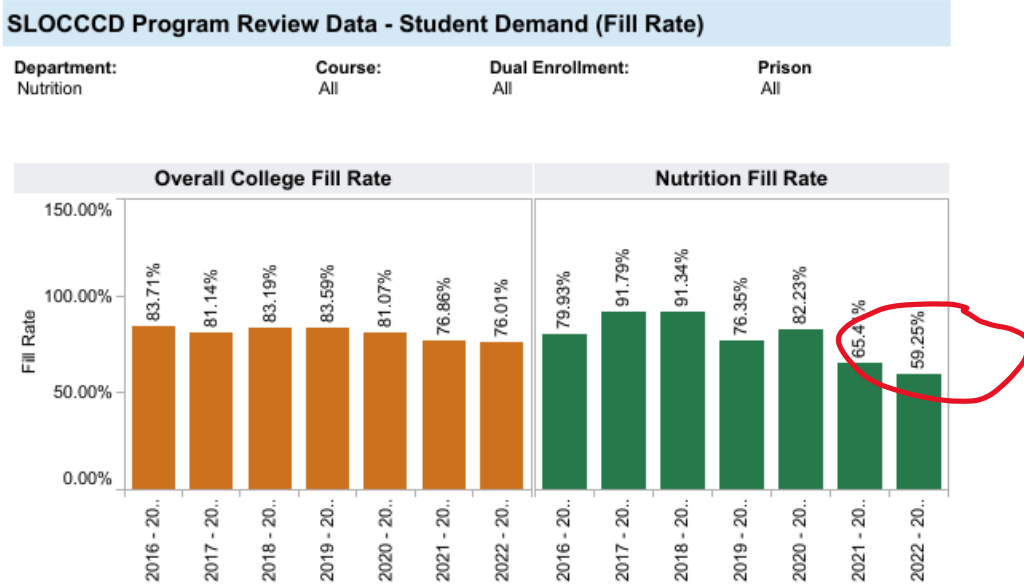
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Nutrition has caps of 45 on all courses, unlike most lecture courses on campus with less, which deceivingly effects our fill rates. Even so, Nutrition 210 fill rates are regularly higher than the college average. When other Nutrition courses are factored in, the average was lowered, likely because of students dropping elective or choice courses in a degree or certificate.

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

Insert the data chart and explain observed differences between the program and the college.
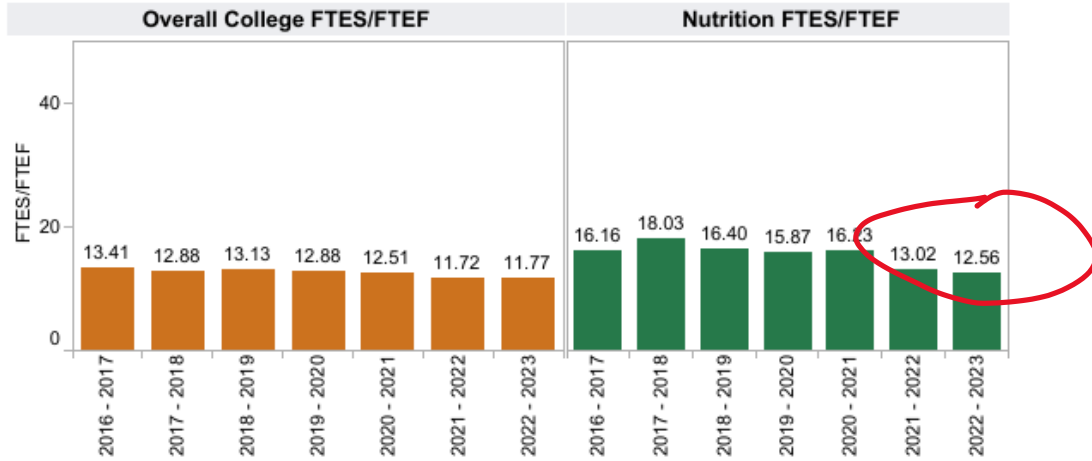
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Nutrition	All	All	All

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

The nutrition department for many years had one of the highest efficiency rates on campus. The college's is 11.72. The efficiency of NUTR 210 was 15.71 last year, although in the 20's years past when we taught in the Humanities forum. Once again courses not required in the ADT, NUTR 211, NUTR 218 (although in the Pre-nursing degree), and NUTR 230 were lower, likely from the pandemic effects still. The whole department efficiency was only 12.56. Some strategies we commonly practice to try to increase efficiency are: 1) Offer late start courses after full-term courses have filled, 2) Add additional sections of courses when there are large waitlists, 3) Schedule courses based on student need for times and days, 4) Work with other faculty, possibly in other divisions, to reduce course conflicts, 5) Convert-low enrolled FTF courses to DE where possible/offer courses as DE where there is a demand, 6) Cancel low-enrolled courses early enough to allow students to enroll in other courses, 7) Schedule courses on a rotation, especially for low-cap, low-enrolled courses, 8) Reduce duplicate courses that meet the same requirements, 9) Assess seat availability and reduce sections that consistently have open seats, 10) Cross-list courses to maximize enrollments, 11) Ensure all units and courses are necessary for degree and certificate completion, 12) Determine if the number of times class meets per week maximizes course efficiency and adjust the meeting days accordingly, 13) Discuss retention strategies in the department, such as Early Alert messaging and referring students to campus resources, 14) Consider enrolling over the Enrollment Maximum so that with drops courses will end up with the Enrollment Maximum, 15) Consider ways in which you may promote your department, program, and courses, and 16) Consider reaching out to students who are slow to get started in a DE course instead of dropping them.

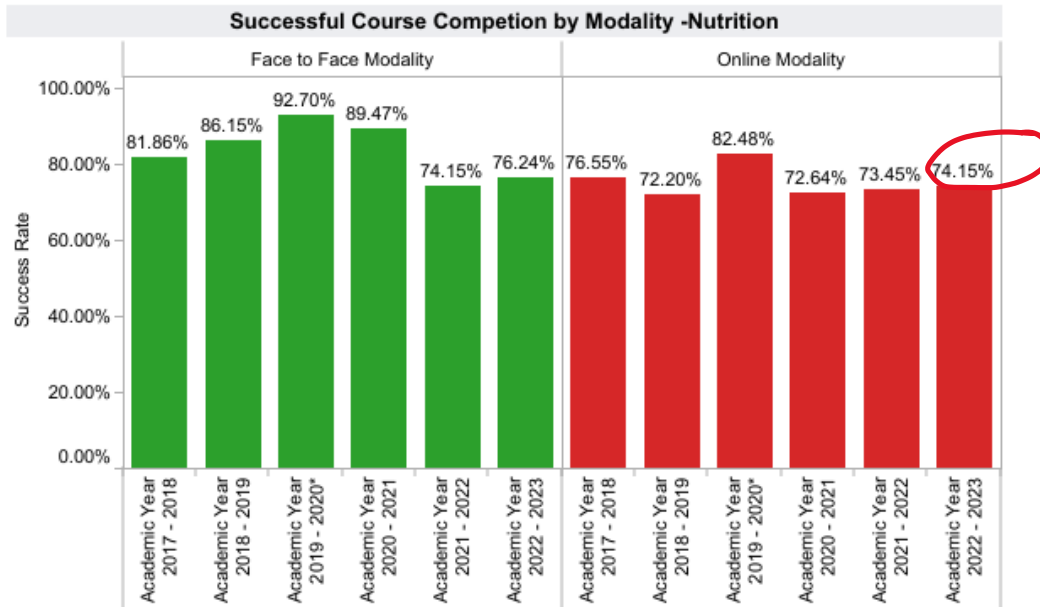D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Nutrition

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality - Nutrition

Face to Face Modality						Online Modality					
81.86%	86.15%	92.70%	89.47%	74.15%	76.24%	76.55%	72.20%	82.48%	72.64%	73.45%	74.15%

Successful Course Competion 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
Face to Face Modality	Department Success Rate	81.86%	86.15%	92.70%	89.47%	74.15%	76.24%
	Total Department Enrollm..	452.0	520.0	299.0	116.0	147.0	181.0
Online Modality	Department Success Rate	76.55%	72.20%	82.48%	72.64%	73.45%	74.15%
	Total Department Enrollm..	645.0	651.0	611.0	808.0	616.0	620.0

The Face-to-Face modality has typically produced more success in the Nutrition department than the DE modality, but is leveling off now. I believe these are also related to post-pandemic.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Nutrition Foods & Culinary Art
Award Type: All
Area of Study: All

Program Awards
Top Code Description(s): Nutrition Foods & Culinary Art
Award(s): All

Program Awards Table
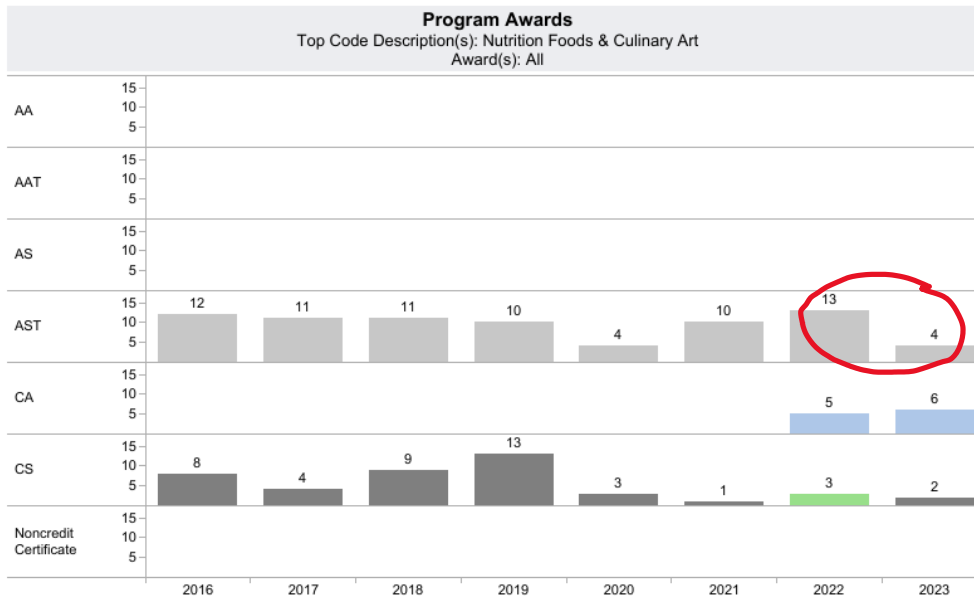
Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
AST	Nutrition and Dietetics (AST)	12	11	11	10	4	10	13	4
	Total	12	11	11	10	4	10	13	4
CA	Nutrition Educ/Coaching (CA)							5	6
	Total							5	6
CS	Nutrition (CS)	8	4	9	13	3	1		2

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

		2016	2017	2018	2019	2020	2021	2022	2023
	Total	8	4	9	13	3	1	3	2
Grand Total		20	15	20	23	7	11	21	12

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

The degree and certificate earners decreased in 2023, going from 13 to 4 for the Nutrition ADT. Total degree and certificate earners dropped from 21 to 12. Students primarily use our courses for their general education requirement (Science GE for AA/AS or Lifelong Learning Area E CSU requirement). Students that major in Nutrition need many more STEM courses than our ADT (they need 78 units total if they do the Nutrition ADT and Cal Poly's science requirements). The nutrition department leads are working with Cal Poly leads and the Cuesta College AOS counselor to brainstorm solutions.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
    Insert the data chart and explain observed differences between the program and the college.

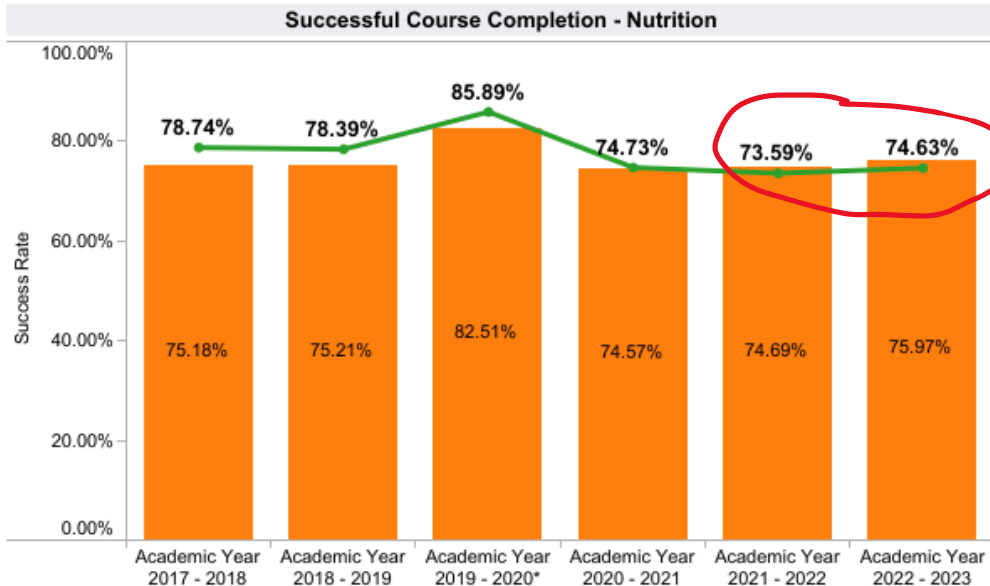**SLOCCCD Program Review Data: Successful Course Completion**

Select Department:
Nutrition

COURSE
All

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - 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
Department Success (green line)	78.74%	78.39%	85.89%	74.73%	73.59%	74.63%
Overall College (orange bar)	75.18%	75.21%	82.51%	74.57%	74.69%	75.97%

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
Department Success..	78.74%	78.39%	85.89%	74.73%	73.59%	74.63%
Total Enrollments	1,097	1,171	910	924	763	801

The Nutrition department had a Successful Course Completion of 74.63% up from last year's 73.68%; one factor may be our attention to keeping students in the class and attempting to help them and find them resources, when other instructors on campus may drop them. The pandemic is still a factor in this result.
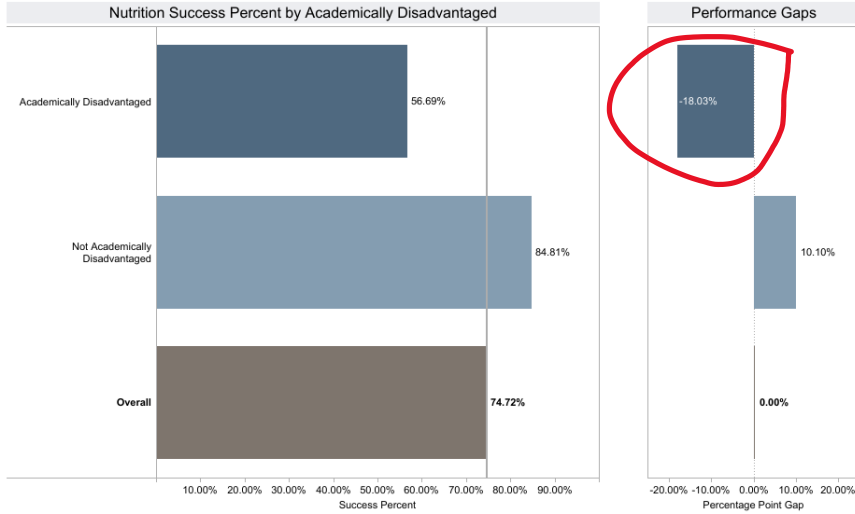
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

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
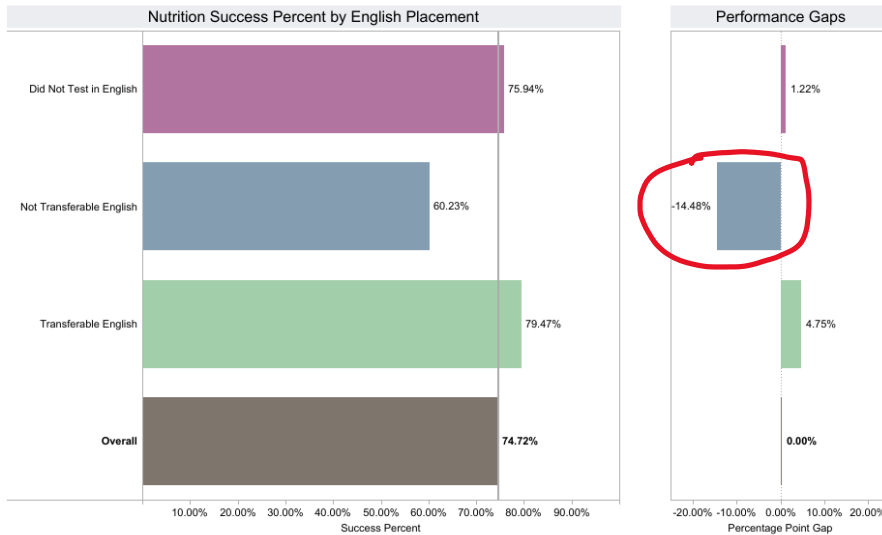
Academic Year:
Academic Year 2022 - 2023

Department:
Nutrition

Nutrition Success Percent by Academically Disadvantaged

Performance Gaps

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Academically Disadvantag..

	Success Percent	Percentage Point Gap
Academically Disadvantaged	56.69%	-18.03%
Not Academically Disadvantaged	84.81%	10.10%
Overall	**74.72%**	**0.00%**

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
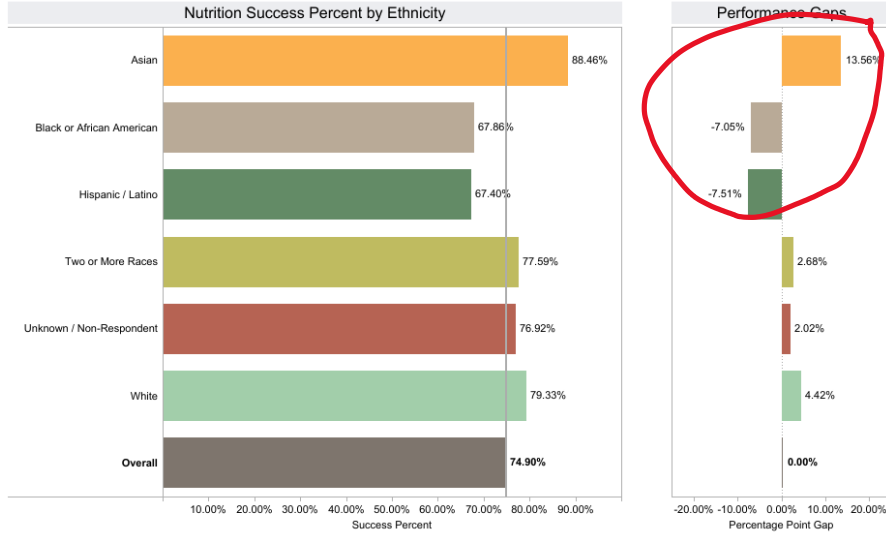
Academic Year:
Academic Year 2022 - 2023

Department:
Nutrition

Nutrition Success Percent by English Placement

Performance Gaps

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
English Placement

	Success Percent	Percentage Point Gap
Did Not Test in English	75.94%	1.22%
Not Transferable English	60.23%	-14.48%
Transferable English	79.47%	4.75%
Overall	**74.72%**	**0.00%**

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

Nutrition Success Percent by Ethnicity

Ethnicity	Success Percent
Asian	88.46%
Black or African American	67.86%
Hispanic / Latino	67.40%
Two or More Races	77.59%
Unknown / Non-Respondent	76.92%
White	79.33%
Overall	74.90%

Performance Gaps (Percentage Point Gap)

Asian	13.56%
Black or African American	-7.05%
Hispanic / Latino	-7.51%
Two or More Races	2.68%
Unknown / Non-Respondent	2.02%
White	4.42%
Overall	0.00%

Academic Year: Academic Year 2022 - 2023
Department: Nutrition
Region: All
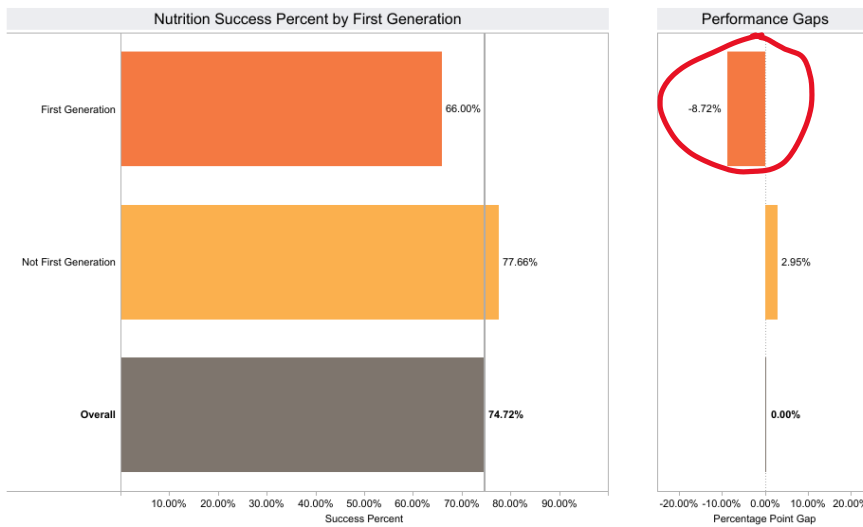**Enroll Status:** All
Dual Enrollment: All
Prison: All
Disaggregate By: Ethnicity

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

Nutrition Success Percent by First Generation

	Success Percent
First Generation	66.00%
Not First Generation	77.66%
Overall	74.72%

Performance Gaps (Percentage Point Gap)

First Generation	-8.72%
Not First Generation	2.95%
Overall	0.00%

Academic Year: Academic Year 2022 - 2023
Department: Nutrition
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: First Generation

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.

Performance gaps are noted in four categories: Academically Disadvantaged (-18.03%), Non-transferrable English (-14.48%), Ethnicity (-7.05% Black or African American, -7.51% Hispanic/Latino), and First Generation (-8.72%). The NUTR faculty have all completed the OEI training – to ensure greater access and to support persistence, for all students, in quality online courses (to address equity gaps). The full-time faculty NUTR lead received a California Virtual Campus "badge" for the NUTR 210 course, indicating that the course has been reviewed for excellent quality (to address equity gaps). One instructor shared that they developed an Extra Credit Quiz and offered it to all of their classes to complete within the first few weeks of the course that is designed to help students be aware of the free resources that are available to Cuesta College Students. This extra credit quiz is completed by at least 75% of the students. It gives them the opportunity to check out helpful

resources and earn points. As " equity tries to correct its imbalance by creating more opportunities for people who have historically had less access," NUTR faculty are tuned into when students need some extra assistance (equity issues). One student asked in class if the instructor would be providing food in class. The instructor identified that the student was hungry and by the 3-day analysis, food was not available to him (there were 2-3 with similar patterns). They made announcements to the whole class and on Canvas re: food bank times (health equity). Another student did not have a computer; the instructor guided him on access on campus and the possibility of renting one (with multiple follow ups in person). The instructor noticed a few students regularly did not have scantrons or pencils so brought extra, and the class caught on and continued to help and provide others with scantrons to those that didn't. NUTR faculty have awareness of the students in class and their needs and follow up one on one in person or e-mail. Following up throughout the course has helped NUTR faculty to identify other obstacles and challenges the student may be having (find out they are sleeping in car, mental health issues, don't have money for food, no computer etc.) and help get them the resources they need. More strategies, opportunities, and resources of how NUTR faculty address equity gaps: Low cost and OER course materials, textbooks/materials, a variety of course options, including DE, synchronous, in-person, extra credit in-course student surveys of their needs (e.g. textbook, basic needs, tutoring, etc.), connecting our Nutrition-specific academic counselor with students and encouraging them to meet, check-ins with students falling behind in coursework early and periodically in semester, announcing student support/services events in our classes (e.g. Food Bank distribution, Cougar Pantry, student service events, free tutoring options), welcoming syllabi. Three of the four Nutrition faculty have participated in the college's JEDI Academy faculty training. All participate in equity training FLEX activities. Open Education Resources (OER) offerings are growing. The full-time lead faculty helped develop an OER text and also initiated the first day access program of immediate access to the book and at a lower cost. She solely piloted two summer courses to launch the program for the college. Sixteen additional strategies are explained in the earlier efficiency section.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the ___1st _ year in the 5-year calendar of the Curriculum Review Worksheet.

NUTR 218, NUTR 222, NUTR 232, AND NUTR 224.

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

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
NUTR 224	Major	Fall 2023

From the list generated in #1, identify those programs of study and courses that did **not**

10 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

undergo the modifications for which they were scheduled during the _____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
NUTR 218	1 semester	Minor mod (change to OER)	11/01/2024
NUTR 222	1 semester	Minor mod (update text after discuss content changes for new DE pattern change for Diversity)	11/01/2024
NUTR 232	1 semester	Class cap is inaccurate, might be change with Monica and not Minor	11/01/2024

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #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 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			

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 _____ 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	Past Re-scheduled Due Date for	Briefly state why modification was not completed as	Second re-scheduled date for modification (must

and Course #	Modification	rescheduled	be within 6 months)
N/A			

Other Relevant Program Data (optional)

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

Program Outcomes Assessment Checklist and Narrative

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

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

Program Planning / Forecasting for the Next Academic Year

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

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
B. Anticipated changes in curriculum, scheduling or delivery modality
Students that major in Nutrition need many more STEM courses than our ADT (they need 78 units total if they do the Nutrition ADT and Cal Poly's science requirements). The nutrition department leads are working with Cal Poly leads and the Cuesta College AOS counselor to brainstorm solutions.
C. Levels, delivery or types of services
D. Facilities changes
The Nutrition faculty leads are working with Cal Poly leads on a possible partnership in which the NUTR 232 lab can be taught on Cal Poly's campus.
E. Staffing projections
A part-time pool will need to be established in Fall 2024 for teaching North County and CMC classes.
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		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.