

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Cluster: 3 Area of Study: Health and Wellness Program: Nutrition Current Academic Year: 2022-2023

Last Academic Year CPPR Completed: 2019-2020

Current Date: 2/1/2023

NARRATIVE: INSTRUCTIONAL CPPR

GENERAL PROGRAM INFORMATION

Program Mission

The Associate in Science in Nutrition and Dietetics for Transfer degree (AS-T in Nutrition) prepares students for success in a baccalaureate degree in Nutrition with the lower-division coursework required to transfer into the CSU system. Students learn about nutrients and other chemicals 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 (RDs), food scientists, or other dietetics professionals. The study of Nutrition 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 also helps students understand the role of nutrition in disease prevention throughout the lifecycle, and its impact on society as a whole.

Careers include: School Food Service Dietary Manager, Food Research and Development, Culinary Nutritionist, Health Food Inspector, Nutrition Program Manager, Nutrition Educator, Food Science Tech, Food Journalist or Technical Writer, Pharmaceutical Representative, Quality Control Inspector, Degreed Health Coach, Degreed Nutritionist, Registered Dietitian, certified Fitness Nutritionist, College or High School Instructor, Researcher, Epidemiologist, Health Medical Professional, Government Nutrition Program Director, or In-flight Food Service Operations.

Certifications/license: ServSafe Managers Card, California Food Handler's Card, Dietetic Services Supervisor/Certified Dietary Manager (with college courses, Dietetic Technician-Registered (with AS Degree), Registered Dietitian Nutritionist (with BS degree, and January 1, 2024 will need MS degree).

The Cuesta College **Nutrition Education and Coaching Certificate of Achievement** offers students a variety of interesting and challenging courses for students to learn about nutrients and other chemicals 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 its impact on society as a whole. Select Cuesta College Nutrition courses meet college requirements for Cuesta College and CSU GE, transfer, and the Diversity Requirement. They are offered in both face-to-face and Distance Education modalities.

The **Plant-Based Sustainable Nutrition, Agriculture, and Culinary Arts Certificate of Specialization** program provides the science, and history, that supports the benefits of whole plant-based foods for health, sustainable agriculture, and culinary arts. It explores how food choice can promote sustainable food industry, public policy, health, and equity. Career opportunities include jobs in restaurants, food service facilities, farms, urban farms, sustainable/organic farms, school garden. Complements a nutrition, agriculture, and/or public health degree.

Based on Advisory Committee feedback, the department had previously planned to propose 3 additional new 1 unit courses in Examining Nutritional Research and Claims, Disease Prevention and Longevity (deactivating/revising NUTR 220 Gerontology), and Advanced Diet Analysis and Coaching (to support the NEAT program, now NUTR 240). The department is now considering an AS that will more closely align with Cal Poly's degree in one of its pathways after meeting with the Chairs of Cal Poly and these collaboration efforts. The department is also researching the various nutrition bachelor's pathways in addition to dietetics to explore more relative and attractive options and concentrations for this new AS. One possible pathway is in food service and a course on school food scratch cooking is in the works to complement our partnership with the school district.

Here is an example of a justification for one of the courses that the department is requesting Dean approval, prepared by part-time Nutrition faculty, Elisabeth DeSwart and that provides evidence our department is designing relative, inclusive, and diverse curriculum:

Benefits of course *Nutrition 220 – Indigenous Foods of California* for Cuesta College

CCC ADMINISTRATION – VISION FOR SUCCESS *The California Community College (CCC) administration's [2017 Vision for Success's](#) Commitment 2 is to "design and decide with the student in mind."*

Courses focusing on our local Indigenous Peoples and their food and lifestyle practices (like Nutrition 220 Indigenous Foods of California) has been requested by Cuesta's Indigenous students, as well as my non-Indigenous Nutrition and Culinary students. Nutrition 220 Indigenous Foods of California was designed with students in mind.

The CCC administration issued an [Update to the Vision for Success Reaffirming Equity in a Time of Recovery](#) in July 2021. The CCC administration states that it is now time to "[t]ake reform strategies to the next level," providing renewed support and guidance in "expanding Diversity, Equity, and Inclusion work to build more inclusive and anti-racist institutions... and foster more culturally competent curricula. Our students need us more than ever to invest in their futures and pursue equity and success with great determination." The CCC administration notes that "completion gains have been realized across all student demographic groups, with particular progress among American Indian/ Alaskan Native and Pacific Islander/Native Hawaiian students." They conclude with "[i]n the face of new challenges, our role in breaking down persistent systemic barriers, especially those linked to racial and ethnic identities, has never been more important. With this update to the Vision, we are reaffirming our goals and core commitments to drive improvement, success, and equity."

The creation of this Nutrition 220 Indigenous Foods of California course responds to the CCC administration's call for more culturally competent curricula for our students.

CAL MATTERS STATE NEWS

The nonprofit nonpartisan state news organization, Cal Matters State News, reported in a 2021 [article](#) that according to Indigenous college advocates, "330,000 Californians belong to a federally recognized tribe..." They shared that "Native students have the highest [high school dropout rate](#) and lowest college-going rate of any racial group in California. Family obligations and [feelings of isolation within mainstream colleges](#) are just some of the barriers Native students may have to overcome to access higher education. There's also a complicated relationship between Native communities and public universities that were built on [land stolen](#)

from Native people, and lingering trauma traced back to the forced assimilation of Native children in boarding schools — a dark legacy that is only a generation ago for some families. During the pandemic, enrollment of Native students plunged even more, especially at community colleges, according to the [National Student Research Clearinghouse](#).” Still, “the majority of Native students who do go to college in California enroll at community colleges.” Former chief academic officer at the California Indian Nations College (CINC) Robert Przeklasa says Indigenous students are seeking a “sense of belonging, a sense of identity, a sense of ease...[that research supports this] helps boost retention and graduation rates.”

The feelings and associations of Indigenous people with colleges above have been echoed in my own experience by Indigenous corps members in my classes at the California Conservation Corps (CCC), which is located next to the Cuesta College SLO campus. These corps members shared that they chose to attend the CCC instead of college as they felt it was more inclusive and aligned with their values. Offering courses focusing on Indigenous Peoples in a variety of departments at Cuesta College helps contribute to this sense of belonging and identity for students and employees.

RP GROUP EQUITY CONFERENCE – INDIGENOUS PRESENTERS *Cuesta College allowed me to attend a recent RP Group equity conference. I chose to mainly attend the numerous presentations by US Indigenous Peoples. Emphasized by all the presenters was the need for colleges to continue to strengthen our relationships with local Indigenous Peoples, beyond land acknowledgements, in all aspects of college life, including curricula. These collaborative changes to a college ideally would be guided by local Indigenous Peoples to help meet their needs and vision.*

After the conference, I reached out to my contacts within our local Salinan and Chumash leadership groups and Cuesta student body. I asked them what their vision is for Cuesta College. They expressed the need for our local Indigenous Peoples, in past and present, to become further included in our curricula, across departments. Our Indigenous students are not just pursuing careers in Anthropology and Ethnic Studies, but across all areas of study. Our students need to see themselves reflected and included in all areas of study, including health and nutrition.

COURSE ARTICULATION *Thea Labrenz, Cuesta College Counselor/Articulation Officer, shared in an email that her impression is that “[the NUTR 220 – Indigenous Foods of California course] could articulate at CSU San Marcos with AIS 120... The San Marcos course is approved for their Ethnic Studies Area F as a GE... [It could] be included as ‘BCT’ (Baccalaureate Transfer Credit) in the upcoming ADT in Ethnic Studies, if that category is placed on the template.”*

As inclusion of Indigenous Peoples in our college curricula continues to expand, ETHN faculty would like to include this class as one of the elective courses for the Ethnic Studies ADT, which is currently in progress. It would also move us closer to being able to offer a Native American and Indigenous Studies ADT, and the Transfer Model Curriculum (TMC) for that is scheduled to be approved and released next month. NUTR 220 will also be a part of the Nutrition Certificate, an elective for the Nutrition ADT, and in a future Nutrition AS.

COURSE CONTENT

The course curriculum is designed to connect students directly with living, unique Indigenous individuals from local groups. Local Indigenous community members share their traditions orally and visually students in recorded videos. The majority of these videos are interviews recorded by myself talking with each person in Zoom. I have already recorded numerous interviews with local Indigenous community members, and have more interviews scheduled in the coming months. The recording content and format is chosen by each person. I have met in person with my contacts in both the Salinan Tribal Council and of the Santa Ynez Chumash Government, as well as those in their communities. I have attended private Indigenous community events where they shared their food and lifestyle practices so that it can be included in our courses. These Indigenous

community members have been very supportive of this course, and hope that it will become available to students at Cuesta College. Each Central Coast Indigenous person interviewed shares their own, unique personal experiences and perspectives, in the oral tradition. They share both their family's historical food and lifestyle traditions, and their contemporary ones. Together their stories paint a more de-colonized, realistic picture of local Indigenous Peoples, foods and lifestyle practices. The goal is to center local living Indigenous Peoples as sources of the course content, and further illuminate their presence, vision and importance in our community. Local sustainable forage experts (affiliated with the Sierra Club) and indigenous plant scientist interviews will also be included, to teach students how to protect our wildlife. The course is not advocating for students to "wild forage," but rather to increase their appreciation of these foods, desire to protect them, and teach students to identify them. The goal is to help students "think globally – act locally," to contribute to global sustainability efforts. Students will be learning which indigenous foods are sustainable cultivated by local farmers, and safely creating their own dishes using these cultivated Indigenous foods. They will be analyzing the nutrition (vitamins, minerals, carbohydrate, protein, lipids, phytonutrients) of Indigenous foods, and identifying their health benefits, using free USDA online software/databases. Also included in the curriculum are passages of historic texts. These texts were recommended to me for this course by those in Salinan Tribal Council, Cuesta College's Anthropology department, Ethnic Studies department, Cuesta Library, Foundation, as well as local plant scientists. They are records of local Indigenous Peoples' practices, philosophies, histories, and foods. The texts also include the unique history of California, including the Catholic mission system, the land, and treaties. The course materials will be summarized in PowerPoints and docs, to assist students in learning the course content. The Canvas course site will be designed in accordance with the accessibility and equity guidelines of the JEDI Academy and Distance Education Certification course. All course materials will be free and included in digital format and many are also available through our college library.

The nutrition department wishes to continue to move forward with building an inclusive environment at our community college for the Indigenous Peoples who have lived in our community the longest, and on whose lands Cuesta College SLO and North County campuses reside.

Additional program information:

The Nutrition program provides students with the opportunity to gain a broad knowledge of nutritional science that may be applied to a job or more advanced degree. Two courses (210 and 211) within the program are often chosen for General Education requirements by students looking to earn an Associate's degree.

Since the last program review a new full-time Culinary Arts/Nutrition faculty was hired to lead the Culinary Arts program. The program has one full-time NUTR faculty who is 40% release as Division Chair, one full-time faculty who is split teaching Culinary Arts and Nutrition, and 3 part-time faculty. Each full-time faculty and one part-time faculty member is currently involved with departmental, divisional, and campus-wide committees and organizations. The program review was drafted by the full-time faculty, and then the part-time faculty were asked for feedback.

The department continues to be active and involved in all campus promotion activities and several off campus. The Plant-Based Nutrition Club (PBNC) has volunteered several hours a year making food for YMCA HEPA events, jumpathons, the Food Bank, and Educate'. They also helped organize Vegfest and movie screenings each year. Select students attend international conferences and qualify for doing peer education at the student health center (NEAT=Nutrition Education Action Team).

Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

The Division was granted a new Full-time Nutrition/Culinary Arts position, that began Fall 2021. The FTTT

faculty in this position leads the culinary arts department. The Nutrition Department partnered with the Ag Plant Science department at Cuesta College and created a new certificate, Plant-based Sustainable Nutrition, Agriculture, and Culinary Arts. For this certificate the department created a new course, Plant-based Nutrition. The Nutrition and Culinary Arts Department partnered with Chef Ann Foundation and received a grant for an apprenticeship program for healthful scratch cooking for k-12 schools.

List all current full-time and part-time faculty in the program.

Part-time

Caryn Coffman has been a part-time Instructor at Cuesta College in the Nutrition Department for over 25 years. She has worked as a Clinical Registered Dietitian in the hospital setting for over 35 years. She currently works at a local Community Hospital and at Cuesta College. She earned her Master's Degree in Exercise Physiology and has worked as an Exercise Specialist in a Cardiac Rehab setting. Caryn has provided instruction for face-to-face and online distance education. She has designed new courses, revised curricula, and adapted face-to-face courses to online distance education. She has been a supervisor for foodservice management field experience for a Community College Food Service Supervisor Program. She is an active ServSafe Instructor (Food Safety). She has also taught courses in Health and Multicultural Health Issues at the College level.

Elisabeth DeSwart is a Nutrition instructor, Culinary Arts lead, and registered dietitian (RD). She enjoys teaching at Cuesta College, College for Kids, California Men's Colony (CMC), California Conservation Corps (CCC), Cal Poly, and in the community. At Cuesta, she serves on two campus committees, co-advises the Plant-Based Nutrition Club (PBNC), and is a member of the Faculty Learning Community (FLC) providing continuing education for faculty and staff. DeSwart was awarded a Master of Science degree in Nutrition from Bastyr University, and completed a dietetic internship at the University of Maryland Eastern Shore. As a dietitian, she has worked in hospitals providing nutrition education (acute, sub-acute, long term, diabetic, renal, outpatients, staff), facilitating committees, managing food service, and creating therapeutic patient menus and staff wellness menus. DeSwart has participated in child nutrition research conducted by US Berkeley. She teaches culinary nutrition courses over the summer for Cuesta College for Kids, and Kitchen Kid in Santa Monica, California. Before becoming a dietitian, DeSwart was a chef for children and adults, specializing in therapeutic diets. View website FunFoodFeed.com for quarterly healthful articles & recipes.

Stephanie Nunes is the founder of Rock Solid Nutrition and a Registered Dietitian with more than 17 years clinical experience, with emphasis on nutrition for women, sports nutrition, weight management, cancer and heart disease. She successfully developed and directed the Oncology Nutrition Program at Marian Cancer Center. In addition, Stephanie holds the premier professional sports nutrition credential as a Board Certified Specialist in Sports Dietetics (CSSD). She has served as a nutrition consultant to local teams and athletic organizations, and is a published writer and guest speaker. Her work experience includes: Clinical Dietitian for Acute Care Facility, Extended care, Dialysis, Cancer center, Corporate Wellness Nutrition Educator, Hospice Dietitian, Collegiate Nutrition consultant, Weight management and Disordered Eating, and Private practice. She currently teaches several sections of Nutrition 210. As a competitive athlete, entrepreneur, and mother of two, Stephanie uses her personal and professional experience to offer sound nutritional education, using evidenced based science to guide her students along the path of better health and optimal performance.

Full-time

Kate Haisch is a nutrition and culinary instructor as well as a Registered Dietitian who has worked in clinical, community, and private practice settings. Kate is a full-time tenure track faculty member and lead of the culinary department at Cuesta College in San Luis Obispo. Previously, Kate taught nutrition at San Francisco State University and had a private practice in Half Moon Bay where she helped clients achieve their nutrition and health goals through a combination of motivational interviewing and therapeutic hypnosis. Kate worked

extensively in eating disorders and is passionate about helping to prevent the onset of this painful disease. She spends much of her free time volunteering in local schools to excite students about nutrition and promoting healthy eating habits. Kate also trained in the culinary arts at the San Francisco Cooking School and enjoys teaching people how to prepare healthy and delicious meals. She holds a bachelor's degree in psychology from the University of California at Santa Cruz as well as a bachelor's degree and master's degree in Consumer Family Studies/Dietetics from San Francisco State University where she won "Graduate Student of the Year" for her master's thesis entitled "Effects of Harvest of the Month Curriculum on Mediators of Children's Vegetable Intake." Kate lives in San Luis Obispo with her husband, two boys, and a very sweet black lab.

Cherie Moore received her Bachelor's Degree in Exercise Physiology and Nutrition from the University of Hawaii in 1985, a Teaching Credential in Nutrition, Health, and Physical Education from Chapman College in Orange, California in 1990, and a Master's Degree in Wellness Management (Kinesiology Dept.) from Cal Poly, San Luis Obispo, California in 1992, developing an ultraendurance drink for her nutritional thesis. She has been working in the fitness and nutrition field since 1981 as a certified fitness instructor, nutrition consultant, aerobic director, fitness studio owner, ESPN "Bodies in Motion" demonstrator, weight training supervisor, head track and field coach, dance instructor, soccer: coach/trainer/director/President roles, nutrition guest speaker, elementary PE specialist, high school health teacher, nutrition instructor, and she helped kick off the stationary bike movement by designing and implementing workouts beginning in 1982 and developed some of the original aerobic and personal training certification exams. She has also completed the Center for Lactation Education Lactation Consultant program. Two of her nutrition specialty areas are Sports Nutrition and Maternal and Child Nutrition, which have inspired her to develop these two classes at Cuesta College. Cherie was one of the first online (Distance Education) instructors at Cuesta College and has created several ASCC clubs on campus including cycling, men's soccer, nutrition, and plant-based clubs. Cherie teaches face-to-face and online, including Nutrition 210, 218, 230, 240, and has taught CUL 149. Cherie also served 6 years as the college Curriculum Chair, two years as the VP of Academic Senate, currently is the Division Chair of Applied Behavioral Sciences, and has served on numerous campus committees and taskforces. Cherie was the first recipient of the Virginia Sullivan Inspirational Faculty Award at Cuesta College and in 2016 received Outstanding Academic Employee of the Year. She enjoys cycling, running, weight training, triathlons, camping, kayaking, hiking, backpacking, and has competed in numerous ultramarathon cycling events, which included a transcontinental world record and a RAAM tandem victory. She especially has enjoyed coaching her son and doing these activities with her family. Her goal is to help students think critically about nutrition and to have a positive impact on their health and lives!

PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

- A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Nutrition Program's Mission mirrors Cuesta College's mission. Currently the Nutrition Program offers **an inclusive program that inspires a diverse student population to achieve their educational goals.** In the Nutrition courses at Cuesta College, students acquire the tools to **improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce.** 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 offer, **through dynamic and challenging learning opportunities, a program that improves lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.** The Nutrition Department values **Access, Success, and Excellence.**

Brief history of the departmental ADT

Two part-time faculty members, Caryn Coffman and Dawn Brown, attended DIGS (Discipline Input Groups) meetings to take our department's input and contribute to the development of a state-wide Associate Degree of Transfer that changed the Nutrition Program at Cuesta College in a substantial and positive manner. The full-time faculty member, Cherie Moore, who was also the Cuesta College Curriculum Chair, was selected and attended a Nutrition ADT meeting in Sacramento to complete the Nutrition pathways for high school students through Bachelor's degrees, by way of Community College. Cherie also serves state-wide as the nutrition C-ID descriptor coordinator. The nutrition faculty at Cuesta College participated in every step of the way for the C-ID and ADT formation of the Nutritional and Dietetics Sciences ADT (Associate Degree of Transfer). The ADT directly relates to the program's mission because it is responding to the needs of the transfer students. The following is the background and description of the ADT.

The Associate Degree for Transfer (AA-T or AS-T), which is a result of SB 1440, is a special degree offered at California Community Colleges. Students who earn an AA-T or AS-T degree are guaranteed admission to a campus within the California State University (CSU) system, although not necessarily to a specific campus or major. Students who complete an AA-T or AS-T are given priority consideration when applying to a particular program that is similar to the student's community college major and will be given a special GPA advantage when applying to CSU-impacted campuses or majors. Students who are planning to pursue an AA-T or AS-T are strongly advised to meet with a counselor for additional information about this transfer program. The Nutrition and Dietetics AST has been approved since 2015, when we were the first approval in the state.

The Nutrition Department ensures that classes are offered and rotated among campuses and semesters to ensure all students who want to take Nutrition classes may take them. The department continues to add a variety of online class offerings and promote the Nutrition 222 Food and Culture class, which meets the diversity requirement and is a part of the ADT.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

The Nutrition program addresses or helps the district to achieve its institutional goals, objectives, and/or operational planning initiatives by directly contributing to the following Institutional Goals and Institutional Objectives:

Institutional Goal 1: **Access** Increase student access to higher education

Institutional Objective 1D: Increase career pathways for local high school students

Measure 2: Percent of local high school students enrolled in dual enrollment courses

Discussions are underway now for Nutrition dual enrollment at Templeton High School; one PT faculty taught Cuesta-led dual enrollment at Nipomo high school

Institutional Goal 2: **Completion** Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets

Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets

Measure 2: Percent of students who earn either an Associate Degree or Associate Degree for Transfer

The department offers an ADT and two certificates

Institutional Goal 3: **Transfer** Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC)

Measure 1: Increase the completion of Associate Degrees for Transfer for all student groups

The department offers an ADT and two certificates

Institutional Goal 4: **Unit Accumulation** Decrease the average number of units accumulated by Cuesta College students

Measure 1: Decrease among all students who earn an Associate Degree in the selected year and who were enrolled in the previous or selected year, the average number of units completed among students who had completed at least 60 units at any community college

Discussions and actions have been ongoing and the department recognizes and represents this goal

Institutional Goal 5: **Workforce** Increase the proportion of exiting students who report being employed in their field of study

Institutional Objective 5C: Increase proportion of all students with a job closely related to their field of study
Measure 1: Increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported they are working in a job very closely or closely related to their field of study

Partnerships with local employers and advisory committee members, such as San Luis Coastal School District and our Chef Ann student placements, led by one of our part-time nutrition instructors

- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

The following are the San Luis Obispo County Community College District Institutional Learning Outcomes with mapped Nutrition course numbers indicated.

ILO 1. Personal, Academic, and Professional Development

- Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development **(210, 211, 218, 222, 224, 230, 232, 240, 249)**
- Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being **(210, 211, 218, 222, 224, 230, 232, 240, 249)**
- Demonstrate the professional skills necessary for successful employment **(232)**

ILO 2. Critical Thinking and Communication

- Analyze and evaluate their own thinking processes and those of others **(210, 211, 218, 222, 224, 230, 232, 240, 249)**
- Communicate and interpret complex information in a clear, ethical, and logical manner **(210, 211, 218, 222, 224, 230, 232, 240, 249)**

ILO 3. Scientific and Environmental Understanding

- Draw conclusions based on the scientific method, computations or experimental and observational evidence **(210, 211, 218, 222, 224, 230, 232, 240, 249)**
- Construct and analyze statements in a formal symbolic system **(210, 211, 218, 222, 224, 230, 232, 240, 249)**
- Analyze the relationship between people's actions and the physical world **(210, 211, 218, 222, 224, 230, 232, 240, 249)**
- Make decisions regarding environmental issues based on scientific evidence and reasoning **(210, 211, 218, 222, 224, 230, 232, 240, 249)**

ILO 4. Social, Historical, and Global Knowledge and Engagement

- Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world **(210, 211,**

218, 222, 224, 230, 232, 240, 249)

- Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures (210, 211, 218, 222, 224, 230, 232, 240, 249)

ILO 5. Artistic and Cultural Knowledge and Engagement

- Identify, create, or critique key elements of inspirational art forms
- Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories

ILO 6. Technical and Informational Fluency

- Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically (210, 211, 218, 222, 224, 230, 232, 240, 249)
- Produce and share electronic documents, images, and projects using modern software and technology (online: 210, 211, 218, 222, 224, 230, 232, 240, 249)

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

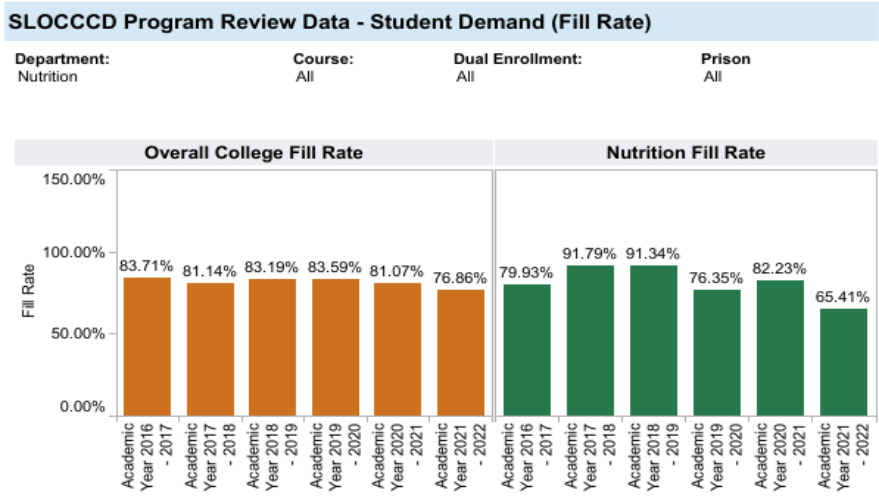
A. [General Enrollment \(Insert Aggregated Data Chart\)](#)



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. If this is accepted then we expect our enrollment to increase back to previous numbers and also NUTR 210 will automatically then be included in the liberal arts science degree at Cuesta College.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)



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 deceptively effects our fill rates. Even so, Nutrition 210 fill rates were higher than the college average (80.89% versus 76.86%). When other Nutrition courses are factored in, the average was lowered, likely because of students dropping elective courses or courses they didn't need to graduate, especially during the pandemic. Required ADT courses such as NUTR 222 were high: 97.78%.

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

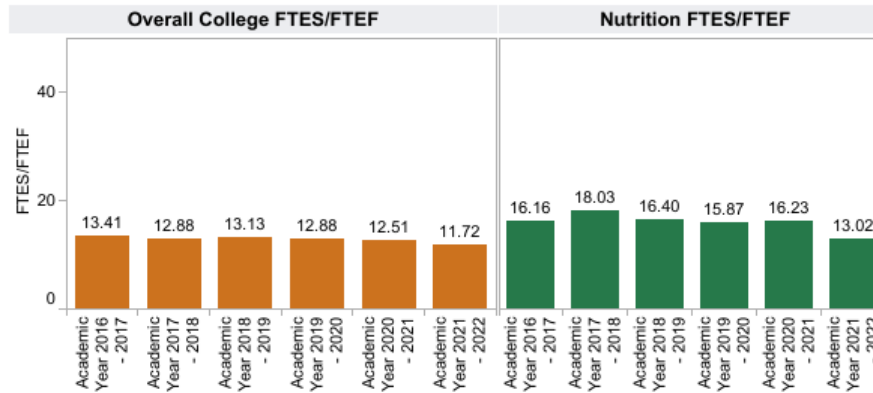
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Nutrition

Course:
All

Dual Enrollment:
All

Prison:
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 has always had one of the highest efficiency rates on campus. The college's is 11.72. The efficiency of NUTR 210 was 18.71 last year, 14.92 this year and NUTR 222 was 18.70. The efficiency at CMC was 19.17 when taught there and we will add that back in the Fall. 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. 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.

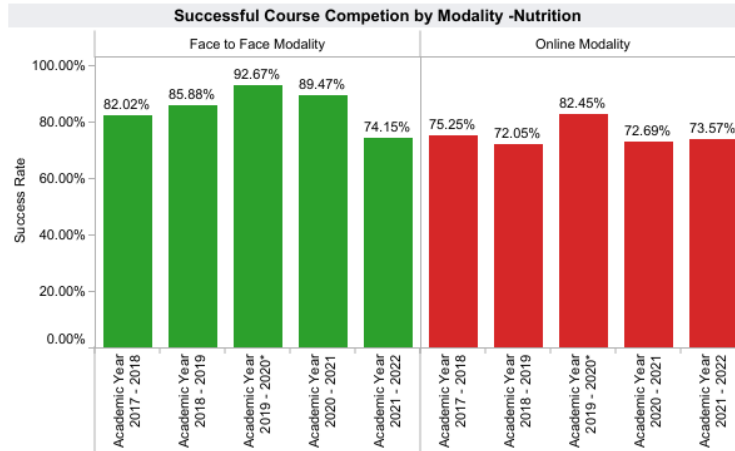
D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Nutrition

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Nutrition

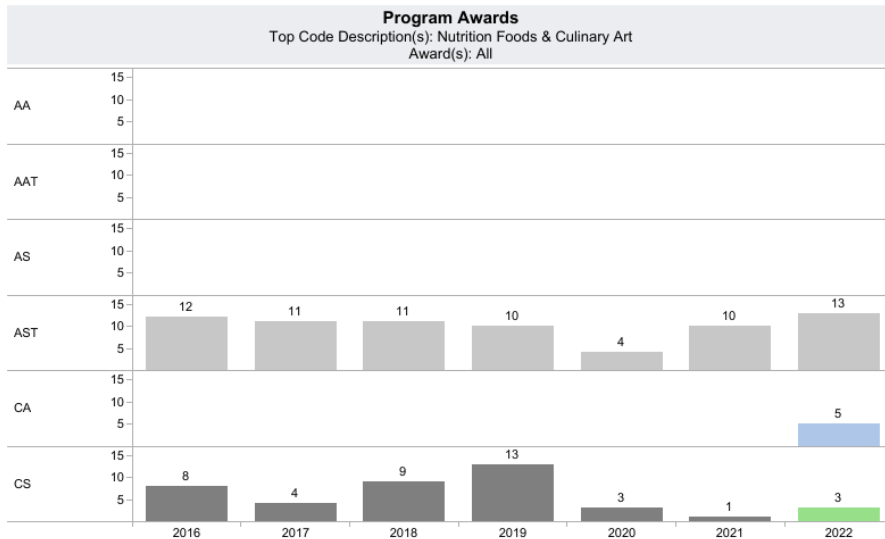
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	82.02%	85.88%	92.67%	89.47%	74.15%
	Total Department Enrollments	406.0	510.0	298.0	116.0	147.0
Online Modality	Department Success Rate	75.25%	72.05%	82.45%	72.69%	73.57%
	Total Department Enrollments	599.0	644.0	609.0	805.0	615.0

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. Success was high in some DE courses such as NUTR 211 (83.33%) and NUTR 249 (85.71%).

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

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



Program Awards Table

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

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

	total							5
CS	Nutrition (CS)	8	4	9	13	3	1	
	Plant-Based Sust Nu/Ag/Cu (. . .)							3
	Total	8	4	9	13	3	1	3
Grand Total		20	15	20	23	7	11	21

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

The degree and certificate earners increased in 2022, going up to 13 for the Nutrition ADT. Five students earned our Nutrition Education/Coaching Certificate of Achievement and three students earned our new Plant-Based Sustainable Nutrition, Agriculture, and Culinary Arts Certificate of Specialization. Total degree and certificate earners were 21. Students primarily use our courses for their general education requirement (Science GE for AA/AS or Lifelong Learning Area E CSU requirement).

- F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)
 Insert the data chart and explain observed differences between the program and [Institutional Set Standard](#). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

SLOCCCD Program Review Data: Successful Course Completion

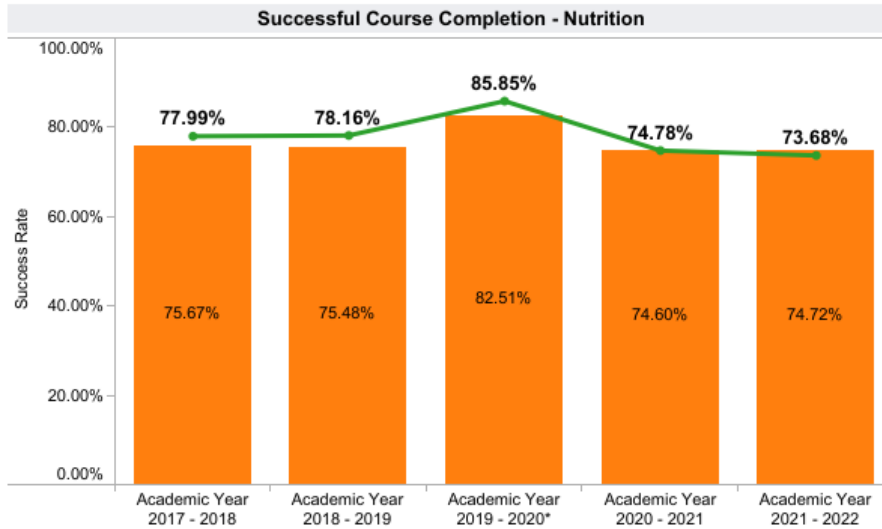
Select Department:
Nutrition

TERM
All

Measure Names

Department Success Rate
Overall College Success Rate

COURSE
All



Nutrition Success Rate Table

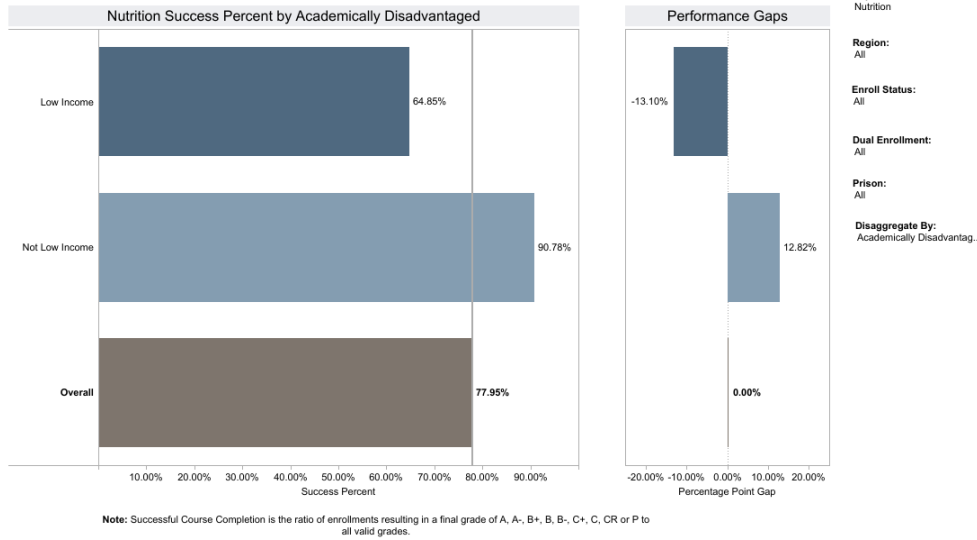
	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	77.99%	78.16%	85.85%	74.78%	73.68%
Total Enrollments	1,005	1,154	907	921	762

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The Nutrition department had a Successful Course Completion of 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.

Successful Course Completion by Student Subpopulation



Performance gaps are only noted this time with low income (-13.10%)

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 (bulleted) strategies, opportunities, and resources of how NUTR faculty address equity gaps:

What strategies have you implemented to address equity gaps in the classroom?

- Low cost and free course textbooks/materials
- 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

What type of professional development opportunities are your program faculty participating in to address equity in the classroom?

- JEDI Academy faculty training
- FLEX activities
- OEI Badging

What resources might you need to minimize equity gaps?

- More free nutrition textbook options. 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

The computer program where the entire curriculum resides at the SLOCCCD is CurricUNET. CurricUNET interfaces local campus curriculum design components with both upstream and downstream systems, such as local student systems, multi-campus curriculum searches, and state reporting standards. The full-time faculty member in Nutrition, Cherie Moore, was also the Curriculum Chair who helped develop and train faculty on the CurricUNET system. Cherie, along with Petra Clayton from Modern Languages, developed a Curriculum Review spreadsheet for the CPPRs that were approved by the Curriculum Committee.

The Nutrition department’s curriculum has been carefully reviewed for currency in teaching practices and compliance with current policies, standards, and regulations. Evidence of the curriculum review is in the following curriculum approved tables:

A. Programs Review

- Review the CurricUNET “Program of Study” outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
Nutrition and Dietetics ADT	yes	no	no	no
Nutrition Education/Coaching CA	yes	no	Yes, 8/21, to add 249	no

Plant-Based Sustainable Nutrition, Agriculture, and Culinary Arts CS	yes	Yes, 8/21	no	no
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b. For all Currently Active Programs/Certificates, review the CurricUNET “Program of Study” outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are “no” for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
Nutrition and Dietetics ADT	yes	yes	yes	NA
Nutrition Education/Coaching CA	yes	yes	yes	NA
Plant-Based Sustainable Nutrition, Agriculture, and Culinary Arts CS	yes	yes	yes	NA

B. Curriculum Review

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Please see attached excel document

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Nutrition Program Assessment Calendar
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	Fall 2023	Sp 2024	Fall 2024	Sp 2025	Fall 2025	Sp 2026	Fall 2026	Sp 2027
SLO Assessment Data Collection & eLumin Input	NUTR 240 NUTR 232	NUTR 222 NUTR 211	NUTR 249 NUTR 218	NUTR 210 NUTR 230	NUTR 240 NUTR 232	NUTR 222 NUTR 211	NUTR 249 NUTR 218	NUTR 210 NUTR 230
Complete Inputting; Analyze Results & Plan Improvements	NUTR 210	NUTR 240 NUTR 232	NUTR 222 NUTR 211	NUTR 249 NUTR 218	NUTR 210 NUTR 230	NUTR 240 NUTR 232	NUTR 222 NUTR 211	NUTR 249 NUTR 218

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

yes

C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Please see program report attached (ADT mapping, certificates in Elumen available upon request).

D. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Please see attached.

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

No change has been made in assessments since the last program review. NUTR 222 was be added to the Fall schedule since it was just offered in Spring, yet has a high fill rate. It had been offered Spring only while NUTR 232 was offered only Fall. NUTR 222 is the higher enrolled course for this option in the Nutrition ADT.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

The Nutrition Department requests money for:

Conferences

Food for promotional and children’s events

PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

The Nutrition program clearly supports the Institutional Goals, Objectives, and Outcomes, as described in detail in the preceding report. The department's strategies for responding to the predicted funding formula was to increase the units on the certificate so that students could earn both the ADT and a specialized certificate. In addition students automatically earn the Liberal Arts Science degree when they complete the Nutrition and Dietetics ADT. The department has already made formally mentioned adjustments, continuing to increase efficiency. The funding formula seems it may potentially conflict with the current college unit restriction goal.

B. Institutional Learning Outcomes

Previously listed.

C. Program outcomes

Previously listed.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

- New courses and a new AS degree are being discussed
- Continue Face-to-face Nutrition 210 courses phased back in Fall 2022, including at NCC
- NUTR 210 CMC Fall 2023 (negatively impacted enrollment last year to not offer)
- NUTR 210 at CMC, allows students there to earn CSU Area E for their ADT

B. Support services to promote success, persistence and retention

These have been good

C. Facilities needs

- Combined department (NUTR and CUL) food truck and lab (NUTR 232 lab with Culinary Arts)
- Plans for a new Nutrition (i.e. NUTR 232 lab), Culinary Arts, Hospitality building

D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

*After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before **May 12, 2023**.*

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Cherie Moore	<i>Cherie S. Moore</i>	Mar 2, 2023
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Division Chair/Director Name	Signature	Date
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Cherie Moore	<i>Cherie S. Moore</i>	Mar 2, 2023
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Name	Signature	Date
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Kate Haisch	<i>Katherine Haisch</i>	Mar 2, 2023
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook](#)

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.









NUTR_CPPR_S23

Final Audit Report

2023-03-02

Created:	2023-03-02
By:	Vicki Schemmer (vschemme@cuesta.edu)
Status:	Signed
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