

Merritt College

2017-2018 Annual Program Update Template

Merritt College Data Profile: Fall 2016 and Spring 2017

*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

Headcount by Gender	Fall 2016		Spring 2017	
Female	4514	64%	4742	64%
Male	2396	34%	2485	34%
Unknown/Unreported	133	2%	132	2%
Headcount by Race/Ethnicity				
American Indian	29	0%	26	0%
Asian	1129	16%	1227	17%
Black / African American	1903	27%	1864	25%
Hispanic / Latino	2064	29%	2195	30%
Pacific Islander	47	1%	42	1%
Two or More	369	5%	384	5%
Unknown / NR	341	5%	381	5%
White	1161	16%	1240	17%
Headcount by Age				
Under 16	38	1%	100	1%
16-18	808	11%	764	10%
19-24	2430	35%	2552	35%
25-29	1186	17%	1255	17%
30-34	766	11%	775	11%
35-54	1296	18%	1401	19%

	55-64	327	5%	315	4%
	65 & Above	192	3%	197	3%
	Total Headcount	7043		7359	

	Fall 2016		Spring 2017	
Gender	Retention %	Success %	Retention %	Success %
Female	78%	66%	79%	70%
Male	78%	65%	79%	68%
Unknown/Unreported	83%	72%	82%	75%
Race/Ethnicity	Retention %	Success %	Retention %	Success %
American Indian	83%	77%	74%	60%
Asian	83%	76%	84%	78%
Black / African American	73%	57%	74%	60%
Hispanic / Latino	76%	65%	80%	70%
Pacific Islander	79%	69%	80%	74%
Two or More	77%	65%	78%	66%
Unknown / NR	82%	69%	83%	72%
White	85%	78%	85%	78%
Age Range	Retention %	Success %	Retention %	Success %
Under 16	82%	82%	94%	89%
16-18	78%	65%	82%	74%
19-24	75%	62%	76%	65%
25-29	77%	66%	79%	70%

30-34	82%	71%	81%	71%
35-54	81%	70%	82%	74%
55-64	83%	71%	85%	73%
65 & Above	84%	78%	85%	72%

	Distance Education			
	Fall 2016		Spring 2017	
Retention and Success by Distance Ed	Retention %	Success %	Retention %	Success %
100% online	70%	62%	74%	59%
Hybrid	69%	53%	74%	61%
Face to Face	80%	69%	81%	72%

I. Program Information

Purpose: This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at:
<http://www.merritt.edu/wp/institutional-research/program-review/>

Program Name: Nutrition and Dietetics

Date: 10/4/17

Program Type (circle or highlight one): **Instructional** Non-Instructional Student Services or Special Programs Administrative Unit

College Mission Statement: The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Program Mission: Positively impact nutrition and wellness in our community

Date of Last Comprehensive Program Review: Fall 2015

Date of Comprehensive Program Review Validation: Fall 2015

II. Reporting Progress on Attainment of Program Goals

Purpose: In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Assessment</i> 1. Ensure that 100% of nutrition and dietetics courses are current in Curricunet.</p> <p>2. Assess 100% of SLO's in all nutrition and dietetics department classes.</p>	<p>1. PCCD Goal: __D__</p> <p>2. Merritt Goal_ Through collegial governance, support institutional communication, innovation, and interdisciplinary collaboration.</p> <p>_____</p>	<p>Completed: CNET: Oct 2017_, TS: Spring 2017 __ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: __Assessment remains ongoing and in line with 3 year assessment cycle _____ (date)</p>	<p>All courses are updated and current in CurricuNet and in compliance with CTE (CE) program recommendations for update every 2 years.</p> <p>As of Spring 2017 all Nutrition courses had been assessed w/in the current 3 year cycle. Ongoing assessment continues every semester.</p>
<p><i>Curriculum (if applicable)</i> Continue to support the AS-T in Nutrition through approval from the chancellor's office.</p>	<p>1. PCCD Goal: __C__</p> <p>2. Merritt Goal_ Create and implement effective and innovative programs that meet the diverse needs of the community.</p>	<p>Completed: _Sept 2016_____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>AST is now approved and being offered. Catalog and website updated with information</p>

<i>Instruction (if applicable)</i> Meet or exceed Merritt College student retention goals for Nutrition 10.	1. PCCD Goal: __A____ 2. Merritt Goal_ Create an environment of exceptional student access, equity, and success.	Completed: 16-17 academic year _____ (date) Revised/New: _____ (date) Ongoing: XX _____ (date)	Merritt goal for student course completion was 63%, but department actual completion for Nutrition 10 was 57% (F'16) and 65% (S'17) College retention goals are 43%; Nutr 10 was 69% (F'16) and 75% (S'17).
Support new demo kitchen and Supervision and Training and Food Production classes with appropriate staffing, teacher and student support, and equipment.	1. PCCD Goal: __A____ 2. Merritt Goal __A,E____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date) New goal: Spring 2017	Full and appropriate use of the new production kitchen continues to be a challenge. We are unable to secure a vendor for food supplies due to lack of historical lack of payment. While we have been able to improve the supplies available, additional supplies are needed to fully support student learning. Will be measured with assessment of SLOs for Food Production course. Student learning should not be inhibited due to inadequate facilities/supplies.
<i>Student Success and Student Equity</i> Meet or exceed the national pass rate for the CDM and DTR exams.	1. PCCD Goal: __B____ 2. Merritt Goal__ Create an environment if exceptional student access, equity and success. _____	Completed: _____ (date) Revised/New: _____ (date) Ongoing_ 17-18 academic year _____ (date)	Recent CDM exam results indicated that Merritt pass rate was 100%, while national average was 67% DTR exam results were 67%, which is below the minimum acceptable to our accrediting body of 70%, but slightly exceeded the national norms (65%)

<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i></p> <p>Find creative ways of supporting and recruiting preceptors for our supervised practice programs.</p>	<p>1. PCCD Goal: __B__</p> <p>2. Merritt Goal__ Engage our community through respectful dialogue to create partnerships and opportunities for our students._____</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: 17-19 AY _____ (date)</p>	<p>Target goal is to have adequate rotation sites for students in the DT and DM program. Constant changes in the field make this very challenging. All preceptors get a certificate of appreciation. Many post them in their kitchen, and frame them. However, more support and ongoing support is needed since preceptors do not get paid.</p>

III. Data Trend Analysis

Purpose: In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. **If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer: skessler@peralta.edu.*

Student Enrollment Demographics: (Copy/paste enrollment tables from data file)

Subject	NUTR
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Enrollment Total

Term	# Enrollments
Spring 2014	276
Fall 2014	308
Spring 2015	264
Fall 2015	300
Spring 2016	273
Fall 2016	229
Spring 2017	276

- 1. What changes have occurred in enrollment since 2015-2016 program review?
Enrollment trends have fluctuated, but no trend identified.**

Course

TERM	Spring 2016		Fall 2016		Spring 2017		Prod.
	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	
1 SURVEY/NUTR & DIET	8.91	1	4.03			1	8.3
10 NUTRITION	17.25	4	19.37	4	17.37	4	19.0
12 NUTRITION AND DISEASE	11.50	1	14.50	1	9.50	1	10.0
25 WEIGHT MGMT PRIN/PRACTICE	7.50						
30 SANITATION/SAFETY	16.72	1	7.02	1	5.52	1	8.0
31 FOOD-PRODUCTION SYS		1	17.05			1	14.7
32 SUPERVISION/TRAINING	14.50			1	12.50		
70A SEMINAR, LEVEL A	7.00	1	4.00	1	5.00	1	4.0
70B SEMINAR, LEVEL B	4.00			1	3.50		
70C SEMINAR, LEVEL C		1	4.50			1	4.5
71A ROTATIONS, LEVEL A	8.33	1	8.33	1	8.33	1	8.3
71B ROTATIONS, LEVEL B	8.33			1	8.33		
71C ROTATIONS, LEVEL C		1	8.33			1	8.3

Total Sections and Productivity by Subject and Term	13.2 6	12	14.4 9	11	12.6 3	12	14.0 8 019
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Sections and Productivity: (Copy/paste tables from data file)

Spring 2014 Course	# Sections	Fall 2014 Prod.	# Sections	Spring 2015 Prod.	# Sections	Fall 2015 Prod.	# Sections	Spring 2016 Prod.	# Sections	Fall 2016 Prod.	# Sections	Spring 2017 Prod.	# Sections	Prod .
1 SURVEY/NUTR & DIET	1	9.92	1	0.00	1	0.00	1	8.91	1	4.03			1	8.33
10 NUTRITION	4	19.01	4	19.58	4	16.30	4	17.25	4	19.37	4	17.37	4	19.50
12 NUTRITION AND DISEASE	1	9.00	1	10.50	1	14.50	1	11.50	1	14.50	1	9.50	1	10.50

25 WEIGHT MGMT PRIN/PRACTICE						1	7.50							
30 SANITATION/SAFETY	1	6.13	1	13.04	1	10.53	1	16.72	1	7.02	1	5.52	1	8.03
31 FOOD-PRODUCTION SYS	1	16.48			1	19.32			1	17.05			1	14.77
32 SUPERVISION/TRAINING			1	14.00			1	14.50			1	12.50		
70A SEMINAR, LEVEL A	1	7.00	1	7.50	1	5.00	1	7.00	1	4.00	1	5.00	1	4.00
70B SEMINAR, LEVEL B			1	4.50			1	4.00			1	3.50		
70C SEMINAR, LEVEL C	1	5.00			1	3.50			1	4.50			1	4.50
71A ROTATIONS, LEVEL A	1	8.33	1	8.93	1	8.33	1	8.33	1	8.33	1	8.33	1	8.33
71B ROTATIONS, LEVEL B			1	8.33			1	8.33			1	8.33		
71C ROTATIONS, LEVEL C	1	8.33			1	7.29			1	8.33			1	8.33
Total Sections and Productivity by Subject and Term	12	13.94	12	14.21	12	13.34	13	13.26	12	14.49	11	12.63	12	14.08

1. Please comment on changes that have occurred in productivity since the 2015-2016 program review. (e.g. increase, decrease or no change)

Productivity decreased Fall 2016, though now is back to trend.

Student Success: (copy/paste the course retention and course (successful) completion tables)

Row Labels	Total Retention %
Spring 2014	71%
Fall 2014	74%
Spring 2015	78%

Fall 2015	76%
Spring 2016	76%
Fall 2016	76%
Spring 2017	81%
Grand Total	76%
Subject	NUTR

Row Labels	Total Success %
<i>Spring</i> 2014	67%
Fall 2014	71%
Spring 2015	70%
Fall 2015	69%
Spring 2016	69%
Fall 2016	69%
Spring 2017	73%
Grand Total	70% B26

1. Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review

Both retention and success improved in the Spring semester, though previously tracking fairly stable. Nutr 10, 12, and 31 contributed to this increase in retention. Courses 31, 10, and 1 contributed to improved success.

2. Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)

Our enrollment, retention and success data disaggregated tends to align with those of Merritt college as a whole. Our programs tend to attract a balance of males and females (more males in DM, more females in DT), their success and retention rates do not vary significantly. Both our programs tend to attract older students, and their success/retention rates are higher, many of whom are second degree students. Last year our non DSPS students performed better, however, that is not consistent with our trends. Low income students struggle as the demands of the program often make full time employment challenging while completing the internship portion of the program.

Student Success in Distance Education/Hybrid classes versus face-to-face classes: (copy/paste the Distance Ed retention and course completion data here.)

Retention %	Success %																	
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017				
	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Hybrid	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Face to Face	Hybrid	Face to Face	Hybrid		
FOOD-PRODUCTION																		
SYS	86%		91%		70%		92%	86%		82%		67%		92%				
NUTRITION	57%	65%	66%	66%	71%	70%	60%	77%	70%	52%	60%	55%	58%	65%	58%	55%	69%	57%
NUTRITION AND																		
DISEASE	78%	86%	83%	74%	79%	74%		86%		78%	81%	83%	70%	76%	74%		76%	
ROTATIONS, LEVEL A	93%	100%	100%	86%	100%	100%		100%		93%	100%	90%	86%	100%	100%		100%	
ROTATIONS, LEVEL B		100%		100%		100%					100%		100%		100%			
ROTATIONS, LEVEL C	100%		100%		89%			89%		100%		100%		89%			89%	
SANITATION/SAFETY	82%	83%	90%	93%	86%	91%		79%		73%	79%	90%	77%	71%	91%		63%	
SEMINAR, LEVEL A	93%	100%	100%	86%	100%	100%		100%		93%	100%	90%	86%	100%	100%		100%	
SEMINAR, LEVEL B		100%		100%		100%					100%		100%		100%			

SEMINAR, LEVEL C	100%		100%		89%		89%		100%		100%		89%		89%			
SUPERVISION/TRAINING		86%		97%		84%				86%		93%		80%				
SURVEY/NUTR & DIET	84%	48%	81%	89%	91%		90%		64%	48%	63%	89%	45%		75%			
WEIGHT MGMT PRIN/PRACTICE				31%								25%						
Grand Total	71%	74%	78%	76%	76%	78%	60%	83%	70%	67%	71%	70%	69%	69%	70%	55%	76%	57%

1. Describe any difference in the Retention and Success of face-to-face and distance education courses. Students in the hybrid course do not perform as well and drop more often. Nutrition 10 is a challenging course. Students surveyed indicate F2F improves their learning.

Other program specific data. Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program.

IV. Aligning Program Goals, Activities and Planning

Purpose: In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

2015-2020 EMP Goals

Foundations:

1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

Career Technical Education:

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

Transfer:

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.

4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

Program/ department or unit Goal	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?	Measurable Outcomes: Institution Set Standards and IE Goals					
					Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
<i>Example: Expand counseling COUN course delivery option to include hybrid and/or online course. (from 15-16 Program Review)</i>	x		x	<i>The Objective of these activities is to provide student with more options and increase enrollment. Offering courses at the high school also strengthens partnerships with the high schools and can build a pipeline from the HS to Merritt to improve HS to college transition and student success.</i>	x	x				
1. Ensure that 100% of nutrition and dietetics courses are current in Curricunet.	Goal 2			Maintaining current curriculum to provide the highest quality education. Supports accountability w/in the program.	x	x	x	x		
2. Assess 100% of SLO's in all nutrition and dietetics department classes.	Goal 1, 2, 3			The goal supports accountability within the department. Assesses student needs and allows us to build curriculum and services to support success and completion.	x	x		x		

3. Continue to support the AS-T in Nutrition through approval from the chancellor's office.			Goa 13	An AS-T in Nutrition will support students who want to transfer to a CSU.				x		
4. Meet or exceed Merritt College student retention goals for Nutrition 10. (see data above)	Goal 2		Goa 13	Monitoring the success of Nutr 10 supports more creatively and innovatively teaching this popular class. Monitoring the success of the newly offered hybrid and online classes will support long term college goals as well as student needs.	x	x	x	x		
5. Meet or exceed the national pass rate for the CDM and DTR exams.			Goa 14	We need to monitor these markers of teaching and student success. Graduating students must pass national exams to get good paying jobs!			x			
6. Find creative ways of supporting and recruiting preceptors for our supervised practice programs.			Goa 12	More preceptor options will allow for higher quality internship experiences for our students.			x			
7. Support new demo kitchen and Supervision and Training and Food			Goa 14	This goal is important to student success. The area in which our students are not prepared on national exam is in the area of culinary skills.	x		x			

Production classes with appropriate staffing, teacher and student support, and equipment.										
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2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).
 - a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College’s Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

As a department, we do not target special populations, however, we do offer upwards of 20 hours/week of tutoring. Primarily, our tutors are utilized by at risk students that are struggling with the math requirements for Nutrition 10. Students identified throughout the program that struggle with basic English skills are encouraged to utilize our tutors, campus tutors, or online support (through Learning Center). We have not received funding from any of these grants.

2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary

The Student Equity Plan, SSSP Plan, and Basic Skills Plans outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)				Basic Skills			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion			
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

***S = SSSP, E=EQUITY, B=BASIC SKILLS**

Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

<u>Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the PLANNING for 2017-2018.</u>				
<u>Problem, Achievement Gap or Observation (data)</u>	<u>Activity/Intervention</u>	<u>Target Student Population</u>	<u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u>	<u>Relevant College Equity/SSSP/BS Goal</u>
<i>Example: Lack of program diversity</i>	<i>Looking at diversity partnering with Oakland unified for pathways</i>	<i>African American and Hispanic/Latinos</i>	<i>Increase headcount/enrollment of these populations</i>	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>
Nutrition 10 students struggle with basic math and English requirements.	Offer nutrition tutors for ~20 hours/week.	Offered to all Nutrition students. Future goal is to collect data on all students that utilize tutoring service to analyze and disaggregate who is most benefitting.	Utilizing tutors improves retention and success in the Nutrition courses	<i>SSSP, BS</i>

Increasing awareness of new AS-T option in Nutrition	Website updated, catalog updated, outreach to Counseling department	Students interested in nutrition as a major	Increase access for students interested in the field of nutrition, especially low income students as transfer pathway can decrease education costs. Overall, can increase diversity in the field of Nutrition and Dietetics, which is a goal of our professional organization. Statistically, diversity in the field comes from Community College students.	Equity
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b. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

<u>Please report on the outcomes from 2016-2017 funding.</u>				
<u>Plan</u>	<u>What was funded?</u>	<u>Was this part of a larger activity or initiative?</u>	<u>What need did this address?</u>	<u>What measurable outcome resulted in this funding?</u>
<u>Student Equity Plan</u>	n/a			
<u>SSSP Plan</u>	N/a			

<u>Basic Skills Plan</u>	<i>n/a</i>			
<u>Strong Workforce</u>	<i>n/a- we did not receive funding</i>			

V. Curriculum and Assessment Status

Purpose: In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META*, and *Taskstream*.

Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

Directions

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at lfitch@peralta.edu.

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).

- Add more rows to each table as needed.

Course Number	Course Name	2018-2019	2019-2020	2020-2021
<i>Examples: ART 1</i>	<i>Introduction to Art History</i>	<i>X</i>		
<i>ART 4</i>	<i>History of Modern Art</i>		<i>Deactivate</i>	
<i>ART 7</i>	<i>History of African-American Art</i>			<i>Reactivate</i>
Nutrition 10	Nutrition	X		
Nutrition 12	Nutrition and Disease		X	
Nutrition 1	Survey of the Profession of Nutrition and Dietetics			X
Nutrition 30	Safety and Sanitation		X	
Nutrition 31	Food Production Systems		X	
Nutrition 32	Management and Training		X	
Nutrition 25	Weight Management Principles and Practice		X	
Nutrition 70 A	Seminar in Supervised Practice Level A		X	
Nutrition 71A	Rotations in Supervised Practice Level A		X	
Nutrition 70B	Seminar in Supervised Practice Level B			X
Nutrition 71B	Rotations in Supervised Practice Level B			X
Nutrition 71C	Rotations in Supervised Practice Level C			X
Nutrition 70C	Seminar in Supervised Practice Level C			X
Nutrition 848NA	Preparation for the Certified Dietary Manager Exam	Deactivate		X
Nutrition 246	Occupational Work Experience in Nutrition and Dietetics	Deactivate		

Program Type	Program Name	2018-2019	2019-2020	2020-2021
<i>Certificate of Proficiency</i>	<i>Art Foundation</i>	<i>X</i>		
Certificate of Achievement	Dietary Manager	X		
AS Degree	Dietetic Technology			X
AS-T Degree	Nutrition and Dietetics	X		
Certificate of Proficiency	Pathway II	Deactivate		

Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			
CP- Dietary Manager	PLO #1	While all students were able to acceptable communicate their topic and findings, their skills varied, including comfort with presenting, level of preparedness and professionalism.	Will continue to use this, including constructive feedback post presentation from instructor and fellow students.	ongoing
AS- Dietetic Technician	PLO #1	students received good to excellent feedback on the preceptor evaluations. There were no ratings that required Program Director intervention. Weekly emails continue to be challenging for some students, despite the inclusion of online and hard copy guidelines and email format. PD provides 2 reminders early in the semester	PD will add a required self report form for students complete and submit during the scheduled 1:1 meetings to serve as a reminder for those that "fall off" of weekly emails	ongoing
Nutrition 10	SLO #1	Students across all 3 sections struggle with following exact directions. Comprehension of the assignment and it's intent, to analyze a one day diet do not seem to be the problem. Students across all 3 sections met the expected benchmark of scoring. Attached	instructors have discussed creating a youtube video and linking to Moodle to allow students to review instructions repeatedly and at their own pace. Additionally, either requiring or giving extra credit if student bring their	16-17 AY

		itemized each instructors comments.	assignment to a department tutor before turning in to review for accuracy.	

1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?
SLO and PLO outcomes are discussed among faculty during our staff meetings and Advisory Board Meetings. Evidence can be found in meeting agenda/minutes.

<https://docs.google.com/document/d/1owBGKyWCgYmLI673Rgpwjmb9ViiNKB0ITGZRgIAxxTQ/edit?usp=sharing>
<https://docs.google.com/document/d/1bLRQTU4XkRlkWWnMsWzx2eVjWtlfMIVpLnVs8eDFw3o/edit?usp=sharing>

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

*note: assessments now being transitioned to Meta

Nutrition and Dietetics Fall Assessment Plan:

<u>Course</u>	<u>SLO</u>	<u>Instructor</u>
Nutrition 10	SLO #3 and 5 *	Casale, Woloshin, Davis
Nutrition 30	SLO # 2 and 3	Zernicke
Nutrition 32	SLO #2 and 4	Marino
Nutrition 1	SLO #1 and 3	Casale
Nutrition 12	SLO # 1 and 3 *	Casale
Nutrition 70B	SLO #2	Casale
Nutrition 70A	SLO #1	Zernicke
Nutrition 71A	SLO #3	Zernicke

Nutrition 71B	SLO #2	Casale
Nutrition 70B	SLO #4	Casale
Nutrition 25	SLO #1*	DeBusman

VI. Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

Purpose: In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is not CTE, Counseling, Library or Student Services/Administration.**

For CTE:

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review. See meeting minutes:
<https://docs.google.com/document/d/1bLRQTU4XkRlkWWnMsWzx2eVjWtlfMIVpLnVs8eDFw3o/edit?usp=sharing>
2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?
N/A
3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant.
N/A

For Counseling:

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?

2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

For Library Services:

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			

Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)			
Other circulations Transactions – Describe – (optional)			
Total circulation Transactions			

For Student Services and/or Administrative Units:

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

2. Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will document new and repeat resource requests **not covered by current budget**, and document the support of the request with data or evidence.

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Student tutors, ongoing (currently funded by Perkins but need to be funded through Fund 1 or another appropriate source)	\$5K/year	Yes	Tutors help with all SLOs for Nutrition 10 (and 12, 31 and 32 for all academic years) PLO: Meet or exceed Merritt College student retention goals for Nutrition 10.	Student feedback, SLO assessment showing improvement in student success and retention of those that utilize tutors	Our most vulnerable CTE students cannot succeed without intense support. The student tutors can provide that help.
Chef/CDM guest lecturer for Nutr 31 course	\$5k/year	Yes	Meet or exceed the national pass rate for the CDM and DTR	CDM exam results sent to Program Director indicate weakness in culinary skills. Feedback from preceptors for	One of our weak areas for students is showing an

			<p>Support new demo kitchen and Supervision and Training and Food Production classes with appropriate staffing, teacher and student support, and equipment.</p>	<p>program echo same.</p>	<p>understanding of culinary math and culinary skills. A working demonstration kitchen can assist. The instructor will need support in order to provide food demonstrations safely. Will improve national pass rate, allowing grads to get jobs.</p>
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*New faculty and staff requests must be listed here.

Technology and Equipment: How will the new technology or equipment contribute to student success?

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Supplies and equipment for production kitchen smallwares: (colanders, spatulas, etc), tables/chairs for food prep	\$5k	Yes	<p>Meet or exceed the national pass rate for the CDM and DTR exams.</p> <p>Support new demo kitchen and Supervision and Training and Food Production classes with appropriate</p>	<p>SLO assessment from Nutrition 31. Students aren't able to meet learning goals without adequate equipment. CDM exam results indicate weakness in this area. Feedback from DT accrediting body (ACEND) stated program</p>	<p>Working demonstration kitchen will support student learning, success, retention, pass rate on credentialing exams.</p>

			staffing, teacher and student support, and equipment.	weakness in this area.	
Updated curriculum materials: updated textbooks and exam prep materials	\$2,500	Yes	Meet or exceed the national pass rate for the CDM and DTR exams. Support new demo kitchen and Supervision and Training and Food Production classes with appropriate staffing, teacher and student support, and equipment.	Common sense. SLO assessment, curriculum review, Advisory board meetings, national exam results	Allows us to provide up to date curriculum, improve student learning, exam results.
Contracts for large kitchen equipment maintenance and foodservice supplies	Estimate: \$7,500	Yes	Meet or exceed the national pass rate for the CDM and DTR exams. Support new demo kitchen and Supervision and Training and Food Production classes with appropriate staffing, teacher and student support, and equipment.	Evidence: new, expensive kitchen equipment does not work, needs contract to maintain, provide supplies. Evidence: Peralta doesn't pay their bills on time, so we cannot get a contract with a foodservice company (Sysco) due to lack of payment. Evidence: Instructor has to buy supplies for food production class out of pocket. Evidence: this is ridiculous. And embarrassing.	Entire purpose of a food production kitchen is to provide essential hands on training, experience and learning opportunities. Failing to have a functional kitchen SEVERLY impacts student learning. Did I mention that it's also embarrassing?
Online system to manage program time tracking, competency scoring, preceptor evaluations, etc (Trajysys)	\$5,500/yr	No	Meet or exceed the national pass rate for the CDM and DTR exams. Find creative ways of supporting and recruiting preceptors for our supervised practice programs.	Allows for collect of data required for accreditation. Improves student/Program director/Preceptor communications	Students receive greater access to preceptors, documentation required for the program.

Electronic Medical Record (EMR) Simulation program	\$4,500	No	Meet or exceed the national pass rate for the CDM and DTR exams.	Students currently have no access to programs they need to learn for job training. All healthcare facilities use EMR and our students have zero exposure	Mandatory knowledge for all professionals, improve job skills and employability, improve exam pass rate.

Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
See above regarding functional equipment in kitchen.					

Professional Development or Other Requests: How will the professional development activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Attendance at annual conference for NDEP (Nutrition and Dietetics Educators and Preceptors)	\$2,500	Yes	<p>Meet or exceed the national pass rate for the CDM and DTR exams.</p> <p>Find creative ways of supporting and recruiting preceptors for our supervised practice programs.</p>	Annual program provides updates on all education programs, requirements, exam, and accreditation for educators. Also, allows for networking to maintain preceptor relationships.	Many changes are coming to Nutrition and Dietetics across the education spectrum, staying up to date allows us to make curriculum and program changes to match requirements. Additionally, allows us to meet accreditation requirements.

Signatures

Discipline, Department or Program Chair

Heather Casale _____

Print name

Signature

Date

Dean

Print name

Signature

Date