

Welcome to Program Review

Welcome Test Researcher, Please choose your department and activity

Please choose Department

NUTR - Instruction

Are you completing Program Review or Annual Program Update (APU)?

Program Review

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The Nutrition and Dietetics Department mission is to provide the highest quality dietetics education that meets all professional standards and serves both t practitioners who impact nutrition and wellness in the community.

Program Total Faculty and/or Staff

Full Time

Heather Casale
Mary Zernicke

Add Faculty and/or Staff

Part Time

Cheryl Davis
Tara Marino
Heather Cuellar
Mary DeBusman

Add Faculty and/or Staff

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goal College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how :

Assess 100% of SLO's in all NUTR classes

Status

Completed

College Goal

Equity: Reduce the achievement gaps for African-American, multiethnic and male students.

District Goal

Advance Student Access, Equity, and Success

Meet or exceed Merritt College student retention goals for NUTR 10

If Completed, What evidence supports comple achievement of this goal?

This is an ongoing goal. We have completed SL Tracking occurs on a spreadsheet maintained k coordinators.

Would like to change the wording of this goal to "ongoing assessment and meaningful dialogue

Status
In-Progress

If Completed, What evidence supports complete achievement of this goal?

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Advance Student Access, Equity, and Success

Ensure new demo kitchen is adequately supported with appropriate staffing, instruction and student support, equipment and supplies.

Status
In-Progress

If Completed, What evidence supports complete achievement of this goal?

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Build Programs of Distinction

Meet or exceed the national pass rate for the CDM and DTR exams.

Status
In-Progress

If Completed, What evidence supports complete achievement of this goal?

Ongoing

College Goal

Employment: Maintain at least 82% of students attaining employment in the field of study.

District Goal

Advance Student Access, Equity, and Success

Find creative ways of supporting and recruiting preceptors and sites for our supervised practice programs.

Status
No Longer Applicable

If Completed, What evidence supports complete achievement of this goal?

This is still a goal, I am going to reword it to be

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Build Programs of Distinction

Have ongoing assessment (every semester) and dialogue (at least 2x/year) of student learning across the department (PLO, ILO, SLO, at least one SLO per year cycle).

Status

In-Progress

If Completed, What evidence supports complete achievement of this goal?

College Goal

Equity: Reduce the achievement gaps for African-American, multiethnic and male students.

District Goal

Advance Student Access, Equity, and Success

Ongoing recruitment and retention of appropriate preceptors and sites for supervised practice programs (20-30 per program).

Status

In-Progress

If Completed, What evidence supports complete achievement of this goal?

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Build Programs of Distinction

Describe your current utilization of facilities, including labs and other space

We have a food production kitchen in the new S building. Unfortunately, this lab space has had significant challenges regarding the equipment and supplies the functionality of this space to more appropriately support student learning. We have been using SWF funds to support our goals, but remained challenge provider due to lack of payment previously. Without food supplies, the production kitchen cannot be used.

Career Education

Using the [LaunchBoard](#), what are the job placement rates for your program for the past three years? (What % of your graduates have secured leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

2015 - 16 Job Placement Rate (%)	% employed in the field within 3 months	2016 - 17 Job Placement Rate (%)	% employed in the field within 3 months	2017 - 18 Job Placement Rate (%)	% employed in the field within 3 months
17	%	%	%	%	%

Using the [LaunchBoard](#), what are the projected job openings in your discipline for the next three years?

Job Openings

Dietetic Technicians

Dietitian and Nutritionist

Chefs and head cooks

First line supervisors of food...

How is your discipline or program responding with regard to changes in labor market demand?

Labor market demand for the dietary manager remains high, despite us seeing a decline in our enrollment in this program. We will continue to market and capture through the SWF and CE initiatives. The dietetic technician is declining. This is due to changes in the profession on the national level, they are phasing out that credential and creating a new one. At this time, we will not be transitioning to the new credential, but will choose to support students in the DT program until its closure in 2024 (most likely). We will analyze job and market data to determine whether to initiate the new credential program.

Do you have an industry advisory board in place?

Yes

Has your industry advisory board met regularly (at least once per quarter or semester)?

Yes

Please attach a list of your industry advisory board members.

[_Advisory Board Members \(1\).pdf](#)

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years and what changes to be made to your program?

As noted above, we have thoroughly discussed the changes being initiated at the national level and discussed plans for Merritt DT program. Additional national B/C courses to meet accreditation standards. We have intensified our marketing, expanded our curriculum in Nutr 32 with the updated foods lab and used

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license?

Yes

If yes, Exam or License

Dietetic Technician Exam

Set standard pass rate

70

Do your students participate in other third party certifications? If so, please provide their success rates (include the % of completing students successfully getting certified).

Yes

If yes, Third party certification

Dietary Manager

Set standard pass rate

80

Is your program working with a Deputy Sector Navigator?

No

If yes, Briefly describe your program's work with the Deputy Sector Navigator.

What programs similar to yours exist in the surrounding area or at nearby East bay colleges? (Micro region in LaunchBoard)

College

In which ways is your program collaborating with other community colleges in the region?

Please list and briefly describe the grant name, granting agency, and the goals of each grant as it relates to your discipline/department/program.

Grant Name

Granting Agency

Grant Goals

How is your program using Strong Workforce Funds?

Primarily to support student learning and success: curriculum improvements, supplies and equipment for food production lab, tutoring, professional development, recruiting and retaining preceptors for Supervised Practice

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If no improvement actions or resource requests are requested in this area, leave blank.

Improvement Actions

Choose your Action

Enrollment Trends

College Level - Program and Department comparison

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years.

Our enrollment trends have been fairly consistent: Our Nutrition 10 (intro) sections are the most production (~20-23) and our are less so. This is a direct result of our program. To account for this we have changed our course offerings. Nutrition 12, 30, 1, 31 and 32 are now all only offered once per year. We also intentionally help to improve our overall department productivity.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Yes, the majority of our students are working, so our courses are offered in late afternoon/evening to accommodate. In multi section courses we offer f2f and online.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Yes, see above question. We survey students to determine their preference and availability. We also offer courses different days of the week to avoid potential conflicts.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Nutrition 10 instructors collaborate across the 4 sections to ensure consistency in curriculum, assignments, exams and our assessment of student learning. We also bring in guest speakers in Nutrition 1, 31, and 32. We take students on field trips in Nutrition 30, 71A and 71C. Nutr 10 faculty have collaborated with English faculty in working with the BSSOT grant to provide contextualized learning assignments in both disciplines.

How is technology used by the discipline, department?

Throughout the program students use technology in various ways: Canvas, online research assignments, online communication forums among students, the online platform Trajecsys (tracking of supervised practice hours, completion of competencies, communication with preceptors and program director)

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, Education courses?

See above regarding Nutrition 10 course collaboration.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item

Trajecsys

Description

Ongoing resources needed to support this. Date listed is bogus, this is ongoing.

To be completed By

11/2/2018

Resource Request

Supplies

Software

Description/Justification

Students, preceptors and program director use this program to track student hours in supervised practice, record and score performance competencies and communication among all 3.

Estimated Cost

1000

Improvement Action

Action Item

Implement online medical records access

Description

Students need to practice accessing and documenting in Electronic Medical Records (EMR)

To be completed By

1/1/2018

Resource Request

Supplies

Software

Description/Justification

EMR is the standard in healthcare and required now by law. Students need access to a mock program to learn and practice.

Estimated Cost

1000

Improvement Action

Action Item

Guest speakers

Description

Need to bring in experts in the field - ongoing need

To be completed By

Resource Request

Other

Other

Description/Justification

Funding to bring in guest speakers for Nutrition 1, 31, 32.

Estimated Cost

2000

Resource Request

Professional Development

Department-wide PD needed

Description/Justification

PD for faculty for pedagogy, student learning, updates/changes in the profession

Estimated Cost

2500

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down or deactivation and specify when your department will update each one, within the next three years.

Name	Last updated date	Semester and Year	To be updated on	To be deactiva
NUTR 071A - Rotations in S...	May, 11 2016 12:34:15	Select Year...		
NUTR 070A - Seminar in Su...	May, 11 2016 12:32:14	Semester Select Year...		

NUTR 071B - Rotations in S...	November, 21 2017 13:50:32		
		Select Year...	
NUTR 030 - Sanitation and ...	May, 11 2016 12:29:36		
		Select Year...	
NUTR 031 - Food-Productio...	September, 11 2018 13:08:41		
		Select Year...	
NUTR 070B - Seminar in Su...	October, 18 2016 15:55:48		
		Select Year...	
NUTR 010 - Nutrition	November, 16 2017 13:03:17	Fall	12/7/2020
		2018 - 19	
NUTR 012 - Nutrition and Di...	September, 11 2018 15:18:16		
		Select Year...	
NUTR 001 - Survey of Nutrit...	September, 25 2017 20:04:11		
		Select Year...	
NUTR 025 - Weight Manage...	October, 06 2017 17:26:11		
		Select Year...	
NUTR 032 - Supervision an...	November, 29 2017 14:45:27		
		Select Year...	
NUTR 070C - Seminar in Su...	November, 27 2018 16:36:01		
		Select Year...	
NUTR 071C - Rotations in S...	March, 27 2018 13:19:31		
		Select Year...	

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide detail for new courses here.

Course	Last updated in CNET	Due date
Nutrition 1	9/28/17	9/2019
nutr 10	12/8/18	12/2020
nutr 12	9/28/17	9/2019
nutr 25	11/2/17	9/2019
nutr 30	2016	now
nutr 31	11/2/17	9/2019
nutr 32	11/30/17	9/2019
70A	11/29/19	11/2020

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. requested in this area, leave blank.

Improvement Actions

Instruction - Assessment

Student Learning Outcomes Assessment

Course	Student Learning Outcomes (SLO)	Last date Assessed	Planned Asses
NUTR 071A - Rotations in Supervised Practice, Level A	Demonstrate professional and ethical behavio...		
NUTR 071A - Rotations in Supervised Practice, Level A	Understand and comply with all relevant feder...		
NUTR 071A - Rotations in Supervised Practice, Level A	Creatively problem-solve in a professional env...		
NUTR 071A - Rotations in Supervised Practice, Level A	Effectively communicate with supervisors, pee...		
NUTR 071A - Rotations in Supervised Practice, Level A	Implement appropriate nutrition therapy in hea...		
NUTR 071A - Rotations in Supervised Practice, Level A	Apply knowledge from core courses when pro...		
NUTR 071A - Rotations in Supervised Practice, Level A	Acquire the skills and ability to pass the Dietar...		
NUTR 071A - Rotations in Supervised Practice, Level A	Display cultural competence in food service m...		
NUTR 070A - Seminar in Supervised Practice, Level A	Apply knowledge from core courses in food s...		
NUTR 070A - Seminar in Supervised Practice, Level A	Display professional and ethical behavior whe...		
NUTR 070A - Seminar in Supervised Practice, Level A	Display cultural competence in food service m...		
NUTR 070A - Seminar in Supervised Practice, Level A	Problem-solve creatively within a professional ...		
NUTR 070A - Seminar in Supervised Practice, Level A	Effectively communicate within a professional ...		
NUTR 070A - Seminar in Supervised Practice, Level A	Demonstrate the ability to provide nutrition se...		
NUTR 071B - Rotations in Supervised Practice, Level B	Construct and organize a portfolio that demon...		
NUTR 071B - Rotations in Supervised Practice, Level B	Perform nutrition and lifestyle education to we...		
NUTR 071B - Rotations in Supervised Practice, Level B	Work collaboratively to prepare and present a ...		
NUTR 030 - Sanitation and Safety	Analyze evidence to determine the risk of foo...		
NUTR 030 - Sanitation and Safety	Identify major foodborne illnesses and the fact...		
NUTR 030 - Sanitation and Safety	Create policies for handling food that reduce t...		
NUTR 030 - Sanitation and Safety	Devise a HACCP-based menu system.		
NUTR 030 - Sanitation and Safety	Prepare for a regulatory inspection.		

NUTR 030 - Sanitation and Safety	Develop appropriate staff training to maximize...		
NUTR 031 - Food-Production Systems	Develop, cost, and evaluate menus and recipe...		
NUTR 031 - Food-Production Systems	Generate specifications and create procedure...		
NUTR 031 - Food-Production Systems	Perform accurate quantitative calculations/ an...		
NUTR 070B - Seminar in Supervised Practice, Level B	Apply the Nutrition Care Process (NCP) when ...		
NUTR 070B - Seminar in Supervised Practice, Level B	Perform self-assessment and develop a learni...		
NUTR 070B - Seminar in Supervised Practice, Level B	Calculate energy and nutrients provided in ent...		
NUTR 070B - Seminar in Supervised Practice, Level B	Describe and apply medical nutrition therapy r...		
NUTR 010 - Nutrition	Utilize evidence-based nutritional science for ...		
NUTR 010 - Nutrition	Articulate basic concepts regarding macro- a...		
NUTR 010 - Nutrition	Analyze personal, environmental, and commu...		
NUTR 010 - Nutrition	Demonstrate basic skills in using the nutrient ...		
NUTR 010 - Nutrition	Use critical thinking skills when reviewing and ...		
NUTR 012 - Nutrition and Disease	Calculate nutritional needs of patients includin...		
NUTR 012 - Nutrition and Disease	Prepare a diabetic diet meal plan utilizing eith...		
NUTR 012 - Nutrition and Disease	Describe the major dietary restrictions and nu...		
NUTR 012 - Nutrition and Disease	Categorize the steps in the Nutrition Care Pro...		
NUTR 001 - Survey of Nutrition and Dietetics	Identify the legal scope of practice for Nutritio...		
NUTR 001 - Survey of Nutrition and Dietetics	Research and effectively communicate an are...		
NUTR 001 - Survey of Nutrition and Dietetics	Demonstrate knowledge of professional expe...		
NUTR 001 - Survey of Nutrition and Dietetics	List an overview of the various program/educ...		
NUTR 025 - Weight Management Principles and Practice	Describe the relationship between food choic...		
NUTR 025 - Weight Management Principles and Practice	Identify and demonstrate behavioral modificat...		
NUTR 025 - Weight Management Principles and Practice	Recognize and apply critical thinking skills to e...		
NUTR 025 - Weight Management Principles and Practice	Formulate and construct a weight-manageme...		
NUTR 032 - Supervision and Training	Differentiate the various supervisory approach...		
NUTR 032 - Supervision and Training	Describe how performance standards can be ...		

NUTR 032 - Supervision and Training	Identify the essential elements in a successful ...		
NUTR 032 - Supervision and Training	Examine how hospitality supervisors can best ...		
NUTR 032 - Supervision and Training	Describe solutions and develop strategies for ...		
NUTR 070C - Seminar in Supervised Practice, Level C	Illustrate the major components of the five mai...		
NUTR 070C - Seminar in Supervised Practice, Level C	Effectively communicate within the profession...		
NUTR 070C - Seminar in Supervised Practice, Level C	Prepare and deliver sound food and nutrition ...		
NUTR 071C - Rotations in Supervised Practice, Level C	Construct and organize a portfolio that demon...		
NUTR 071C - Rotations in Supervised Practice, Level C	Illustrate that all mandated supervised interns...		
NUTR 071C - Rotations in Supervised Practice, Level C	Participate in Nutrition related legislative and ...		

Any obstacles experienced during assessment? What worked well? (mainly based on evidence in the report, attach other evidence as necessary)

No obstacles experienced. What worked well was collaboration between sections/instructors, discussion and review of SLO/PLOs at department meetings and Advisory Board meetings.

[_Division III Course List.xlsx - NUTR.pdf](#)

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a core Learning Outcomes (PLOs) have been assessed for that program)

100%.

How has your dept worked together on assessment(planning together)? Describe how your dept works well on assessment? Describe things assessment work went especially well in your department and what improvements are most needed?

Collaboration

All instructors for Nutr 10 (4 sections) meet at the beginning of each semester to determine which SLO(s) will be assessed and what common assignment v Results are reviewed the end of each semester.

Leadership Roles

As department chair, division assessment coordinator and former chair of SLOAC, I usually take the lead, but ensure all faculty have input in the process.

Planning Process

As mentioned, we meet at the beginning of the semester and all faculty are provided with SLO status for their course. By week two, they have submitted the

Dept meetings for Collaboration

See above.

Data Analysis

At dept meetings we review slo/plo assessment data from prior semester, discuss and plan for needed changes, resources, curriculum updates, etc.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? How did your department use the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Students need repetition of materials, and our department tutors are incredibly valuable in student success. We recently began tracking usage of tutors by instructor as informal assessment data. This has given additional data on what students struggle with as well as who needs additional support. With this data we have modified assignments, instruction and added scaffolding to support assignments.

Does your department participate in the assessment of multidisciplinary programs?

Yes

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own department.

We have participated in assessment of the Health Sciences degree. There was not enough data/collaboration to make any conclusions.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

Yes

If Yes, Please describe your department's participation in assessing Institutional Learning Outcomes.

We have participated in all ILO assessment, and all steps of the process.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue and implementation of action plans?

Assessment needs to be incorporated into the culture of our campus. Administrators can support this multiple ways including attending SLOAC meetings, d and modeling assessment by completing their own administration unit outcomes.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. requested in this area, leave blank.

Improvement Actions

Choose your Action

Degrees and Certificates

College Level - Program and Department comparison

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of d past three years.

- 1) Marketing of our program to local health care facilities
- 2) Added an AS-T degree

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. requested in this area, leave blank.

Improvement Actions

Choose your Action

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list

Heather Casale:
SLOAC- Division Assessment Coordinator, former chair
MCAS senator
TRC member for B.Drazen
Guided Pathways Pillar 4 Lead
BSSOT grant ECT/AH member
CDCPD member

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. requested in this area, leave blank.

Improvement Actions

Choose your Action

Resource Request Summary

Total Cost: \$6500

Total Resource Request: 4

Instruction

Personnel

No Resources found for this category

Professional Development

Type	Description/Justification	Estimated Cost
Department-wide PD needed	PD for faculty for pedagogy, student learning, updates/changes in the profession	2500

Sub-Total: \$2500

Technology and Equipment

No Resources found for this category

Supplies

Type	Description/Justification	Estimated Cost
Software	Students, preceptors and program director use this program to track student hours in supervised practice, record and score performance competencies and communication among all 3.	1000
Software	EMR is the standard in healthcare and required now by law. Students need access to a mock program to learn and practice.	1000

Sub-Total: \$2000

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

Type	Description/Justification	Estimated Cost
	Funding to bring in guest speakers for Nutrition 1, 31, 32.	2000

Sub-Total: \$2000

Engagement

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

test

Please enter the name of the person submitting this program review.