

# INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019

**Cluster:** WED

**Program:** Nutrition

**Current Academic Year:** 2019/2020

**Last Academic Year CPPR Completed:** 2014/2015

**Current Date:** March 2019

## NARRATIVE: INSTRUCTIONAL CPPR

### I. GENERAL PROGRAM INFORMATION

**The Associate in Science in Nutrition 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).

The Cuesta College **Nutrition Certificate of Specialization** 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 in Cuesta College and CSU GE, transfer, and the Diversity Requirement. They are offered in both face-to-face and Distance Education modalities.

The Nutrition Program at Cuesta College is an excitingly robust program that **since the last program review** yields now both a transfer degree and a certificate. Previous program reviews of Nutrition were included with the Culinary Arts Program Review. The full time Nutrition instructor created the Culinary Arts degree, but the Culinary Arts degree was eliminated by the Board of Trustees in Fall 2012 as a part of the Long-Term Budget Reduction Plan and that program underwent a “teach-out” (initiated by the Nutrition department), in which CUL students could complete the degree. The Nutrition Department was a part of the Fitness, Health, and Nutrition degree for approximately 29 years and has participated in that Program Review as well. This document will be the third CPPR that the Nutrition Department completes on its own.

New course NUTR 252 (Work experience for Nutrition majors) was added since the last Nutrition CPPR. Based on Advisory Committee feedback, the department is currently proposing additional new courses in:

- **Examining Nutritional Research and Claims** (latest research/latest fads)-1 unit
- **Disease Prevention and Longevity** (deactivate NUTR 220 Gerontology)-1 unit
- **Advanced Diet Analysis Assessment and Coaching** (to support the NEAT program)- 1 unit

The Nutrition Program provides students with the opportunity to gain a broad knowledge of nutritional science that may be applied to the job market or a 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.

## **Mission**

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.

Since the last program review **two new part-time faculty members were hired** and one left to take a full time job. The program has one full-time faculty and 4 part-time faculty. Each faculty member is 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) volunteers 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).**

### **Brief history of the program**

The Nutrition Program underwent a significant change prior to the last program review to continue its support of its Mission. 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 Nutritional Sciences 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. Currently numerous students are beginning Nutrition studies at Cuesta College and intend to transfer to a CSU. The nutrition faculty at Cuesta College participated in every step of the way for the C-ID and ADT formation of the Nutritional 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 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 and 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.

The Nutrition Department had moved three original Culinary courses to the Nutrition Department (CUL 213, CUL 149, and CUL 210), and CUL 210 was revised (modified to NUTR232) Fall 2014 to be effective Fall 2015 and be included in the ADT, as directed in the template. Now those have all been moved back to our reactivated Culinary Arts program.

Since the last Program Review, the Chancellor's Office released the template for the Nutrition Associate Degree of Transfer (February 1, 2015). The nutrition department had the Cuesta College Associate Degree of Transfer (ADT) already prepared, so it was immediately launched, and then approved by the Curriculum Committee at its February 2015 meeting. The degree was approved by the Board of Trustees at their March meeting then sent to the Chancellor's Office (CCCCO) and approved. This is the first complete Nutrition degree at Cuesta College and is expected to have a major effect on an already popular and growing program.

### Nutrition Faculty Biographies

**Caryn Coffman** has been a part-time Instructor at Cuesta College in the Nutrition Department for over 20 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.

**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.

**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](http://FunFoodFeed.com) for quarterly healthful articles & recipes.

**Corinne Kohlen** has been teaching Nutrition on the Central Coast for five years now, and teaches at Cal Poly, Allan Hancock College and Cuesta. She is a registered dietitian and certified diabetes educator. She has a Master's degree in nutrition and a certificate in advanced nutrition support (tube feeding and IV nutrition). She has worked as a hospital dietitian at Arroyo Grande Hospital and Twin Cities Hospital (Templeton), as well as Adventist Health (Hanford, CA). She also continues to work as a renal dietitian at DaVita - a dialysis center for patients with end-stage renal disease. She enjoys obstacle races (mud runs), and ultramarathons. Every year she competes in World's Toughest Mudder - a 24 hour obstacle race and has completed the SLO Ultra 50K. She teaches NUTR 222: Cultural Aspects of Food and NUTR 210: Nutrition Science. She has also had experience teaching Food Science, Maternal and Child Nutrition, Nutrition in Aging, and Clinical Nutrition. Her nutrition interests include geriatrics, the microbiome, diabetes, and obesity prevention and management.

**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, and has taught CUL 149. Cherie also served 6 years as the college Curriculum Chair and currently is the Division Chair of Applied Behavioral Sciences, the VP of Academic Senate, and serves on 15 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!

The program review was conducted by Cherie Moore, with the feedback of the part-time Nutrition faculty.

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

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.**

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 Goals**

#### **Institutional Goal 1: Completion**

*Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.*

#### **Institutional Objective 1.1**

*Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.*

#### **Institutional Objective 1.2**

*Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.*

**The following bullets summarize how the Nutrition program and courses help the District to achieve its Institutional Goal 1:**

- The seven nutrition courses in the nutrition program are all CSU transferrable (IO 1.1)
- The Nutrition program offers a certificate (IO 1.1 and 1.2)
- The Nutrition program offers an Associate Degree of Transfer (IO 1.1 and 1.2)
- Six of the seven courses are offered in the Distance Education modality, with the 7<sup>th</sup> course offered as a hybrid to allow for a face-to-face lab (IO 1.2)
- Two of the courses are part of both the native pattern/local General Education degree (IO 1.1)
- One of the courses are part of the CSU General Education pattern (IO 1.1)
- Four of the nutrition courses are in 7 **(up from 3 last program review)** other degrees in additional departments (IO 1.2)
- Two courses directly articulate with CSU's, **including Cal Poly** (IO 1.1 and 1.2)

Additionally, the full-time Nutrition instructor currently serves on 15 committees, sub-committee, and taskforces that all serve the college’s goals and objectives. Nutrition courses played a key role in achieving previous Institutional Objectives 1.1 and 1.2 that were a part of Institutional Goal One of the Strategic Plan in that many students choose Nutrition to fulfill 3-6 of their 18 units required for the highest earning degree on campus (Formally know as Liberal Arts: Math and Science, now: Liberal Arts Science). The Science LA taskforce chose to remove Nutrition classes from the choices, which is possibly why NUTR 210 enrollment has decreased some.

Nutrition courses offered in the DE modality are 210, 211, 218, 222, 224, and 230. Nutrition 232 has a C-ID descriptor and is a part of the Nutrition ADT. It is offered in the fall and as a hybrid course to have face-to-face lab time. All nutrition instructors have been trained in Canvas, the college course management system.

All the Nutrition classes are **CSU-transferrable**. The following chart shows the other ways that the Nutrition classes contribute to the Institutional Goals and Objectives. **New degrees that Nutrition has become a part of since the last CPPR are the Public Health ADT, Pre-Nursing degree, Kinesiology ADT, and AG Business ADT.**

	General Ed Science	ADT Core	ADT Section B	CSU Area E	C-ID Descriptor	Part of Certificate	Other Dept. Degree	Diversity	Articulates w/Poly
NUTR 210	X	X		X	X	X	5		X
NUTR 211	X					X	2		
NUTR 218						X	1		
NUTR 222			X			X		X	X
NUTR 224						X			
NUTR 232			X		X	X			
NUTR 230						X	3		

**Institutional Goal 3: Partnerships**

*Develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, businesses, and industries.*

**Institutional Objective 3.1**



*Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities.*

### **Institutional Objective 3.2**

*Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.*

The Nutrition faculty serve on multiples committees and taskforces that contribute to Institutional Goal 3, including College Council, Planning and Budget, Workload Committee, Wellness Committee, Technology Committee, Academic Senate, and Guided Pathways (IG 3). Regular advisory meetings allow community partners to give input about the program.

### ***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)**
- Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being **(210, 211, 218, 222, 224, 230, 232)**
- 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)**
- Communicate and interpret complex information in a clear, ethical, and logical manner<sup>[L][SEP]</sup> **(210, 211, 218, 222, 224, 230, 232)**

#### 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)**
- Construct and analyze statements in a formal symbolic system **(210, 211, 218, 222, 224, 230, 232)**
- Analyze the relationship between people's actions and the physical world **(210, 211, 218, 222, 224, 230, 232)**
- Make decisions regarding environmental issues based on scientific evidence and reasoning<sup>[L][SEP]</sup> **(210, 211, 218, 222, 224, 230, 232)**

#### 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)**
- Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures<sup>[L][SEP]</sup> **(210, 211, 218, 222, 224, 230, 232)**

## 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

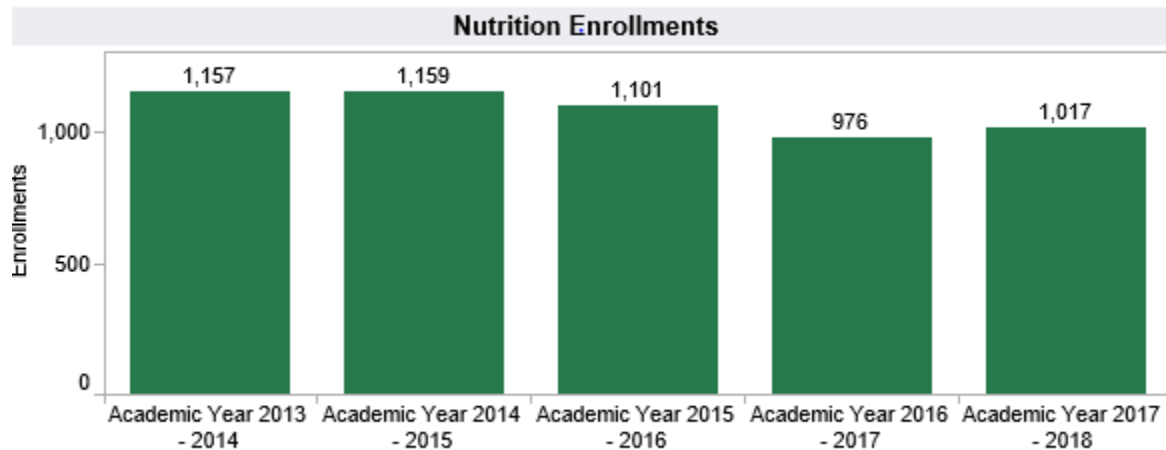
## ILO 6. Technical and Informational Fluency

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

### III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

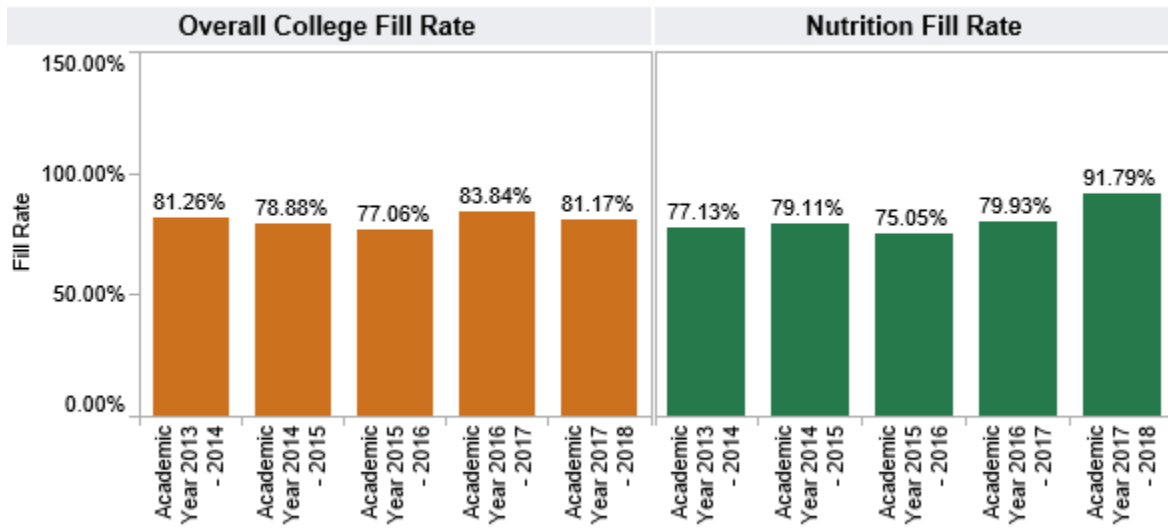
The data components are hyperlinked below.

#### [General Enrollment](#)



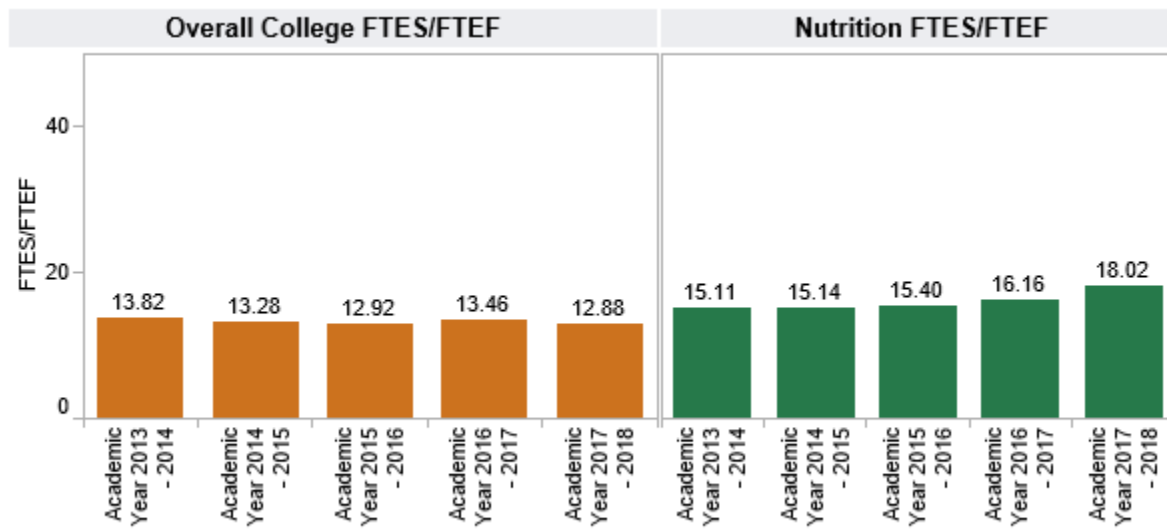
- 210 has dropped (possibly from Science taking Nutrition out of Liberal Arts?)
- 211 increased (offered twice a year)
- 213 added (60 at CMC)
- 218 up (full likely from addition in Pre-nursing degree)
- 222 up (full likely because it is required in ADT)
- 230 up (online does better)
- 232 up (required in ADT)

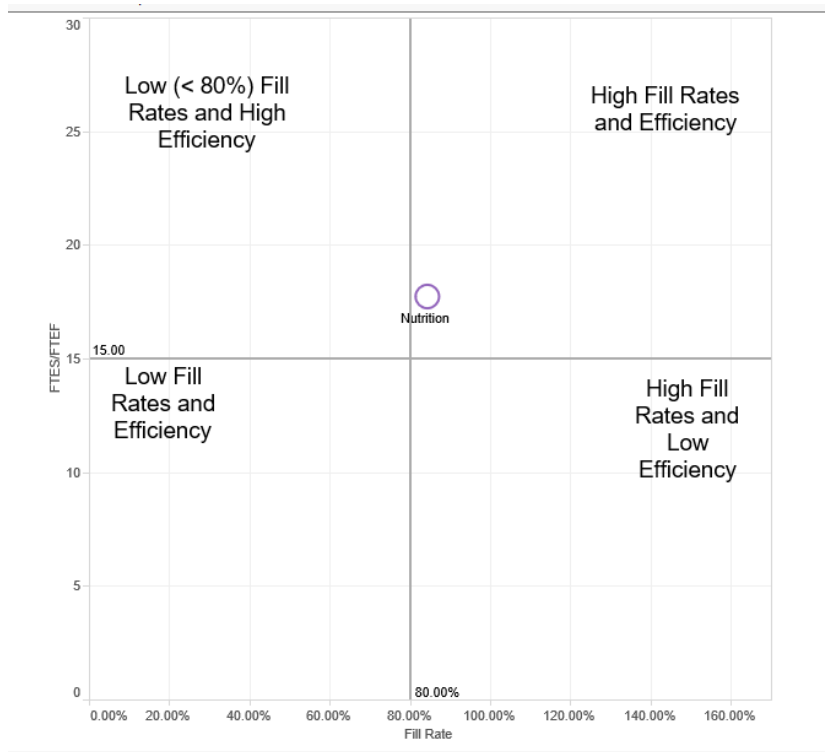
[General Student Demand \(Fill Rate\)](#)



Fills rates in Nutrition courses are excellent.

[General Efficiency \(FTES/FTEF\)](#)





### **Nutrition Department Efficiency Summary:**

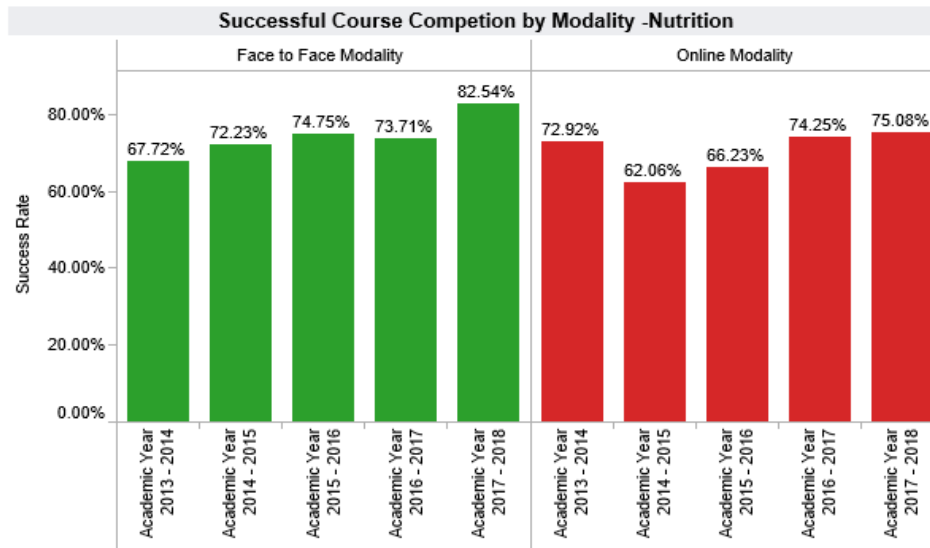
Nutrition has been and still is one of the most efficient programs (usually # 1 to # 5) at Cuesta College. Although Nutrition is extremely efficient, NUTR 213 at the prison (60 students a year) is 7.91 efficiency and this brings the efficiency down although the classes are full.

**The entire division (highlights are Nutrition) has been doing the following for efficiency (as sent to Dr. Deb Wulff per Workload Committee Request Fall 2018):**

- 1) Offer late start courses after full-term courses have filled
- 2) Add additional sections of courses when there are large waitlists (although this may mean one section is lower such as our added Capstone ECE class this Spring to allow 20 more students to graduate).
- 3) Schedule courses based on student need for times and days
- 4) Work with other faculty, possibly in other divisions, to reduce course conflicts (just did this with Elem Ed-required classes)
- 5) Convert-low enrolled FTF courses to DE where possible/offer courses as DE where there is a demand (doing this a lot in our division)
- 6) Cancel low-enrolled courses early enough to allow students to enroll in other courses (did this previous two semesters)

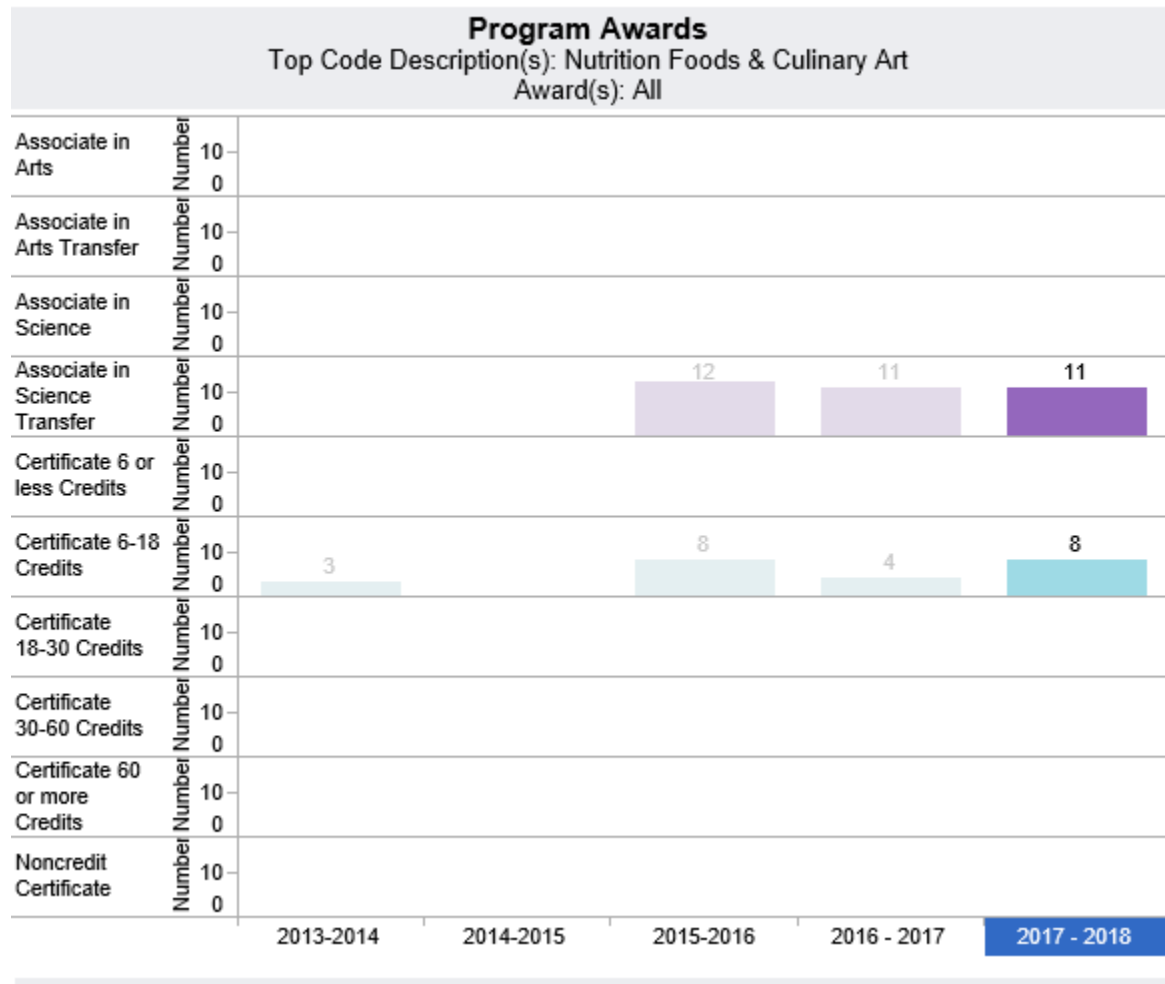
- 7) Schedule courses on a rotation, especially for low-cap, low-enrolled courses (currently making this shift throughout division)
- 8) Reduce duplicate courses that meet the same requirements. (We do this for the Nutrition ADT requirement of 232 or 222 by offering just one in Fall and one in Spring)
- 9) Assess seat availability and reduce sections that consistently have open seats (Have been doing this across division)
- 10) Cross-list courses to maximize enrollments (been doing this some in HDHS and ECE)
- 11) Ensure all units and courses are necessary for degree and certificate completion (Been doing this across Division recently and reporting in CPPR)
- 12) Determine if the number of times class meets per week maximizes course efficiency and adjust the meeting days accordingly (already did this moving away from MWF 50 min. classes)
- 13) Discuss retention strategies in your department, such as Early Alert messaging and referring students to campus resources (Discussed this since August with Division faculty)
- 14) Consider enrolling over the Enrollment Maximum so that with drops courses will end up with the Enrollment Maximum (Discussed this since August with Division faculty)
- 15) Consider ways in which you may promote your department, program, and courses (Discussed this since August with Division faculty; faculty help a lot with this)
- 16) Consider reaching out to students who are slow to get started in a DE course instead of dropping them (Discussed this since August with Division faculty)

## Student Success—Course Modality



**NUTR 222 and 230 are more successful online; 210 is more successful face-to-face.**

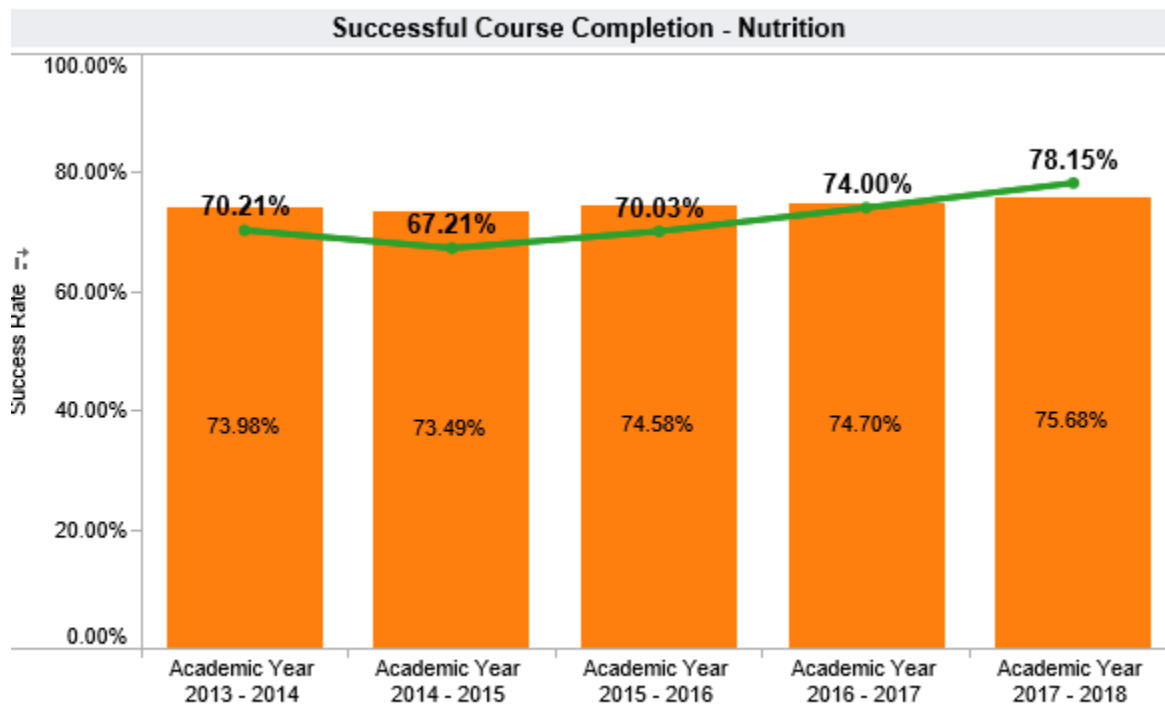
Degrees and Certificates Awarded



**Last year 11 students earned ADTs and 8 earned certificates. Chemistry is one barrier to students completing their ADT degrees.**



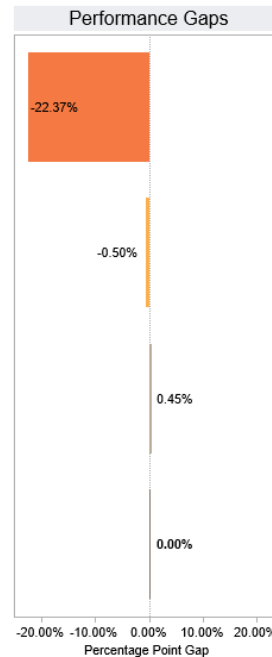
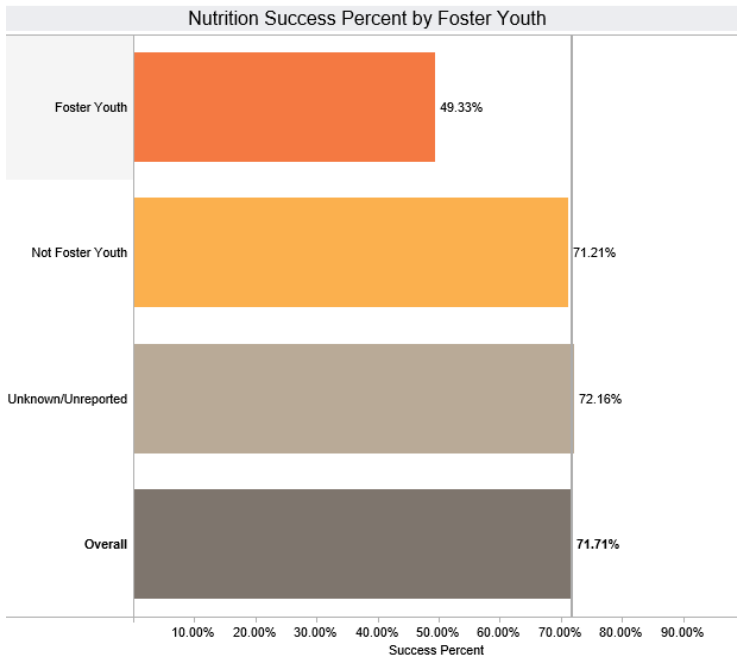
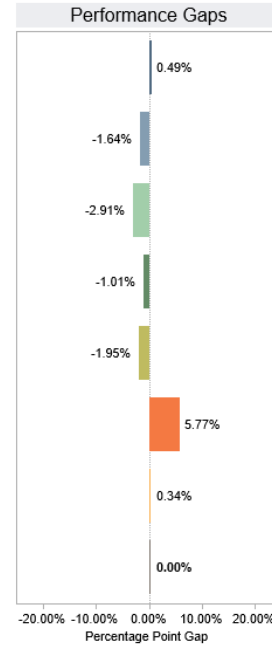
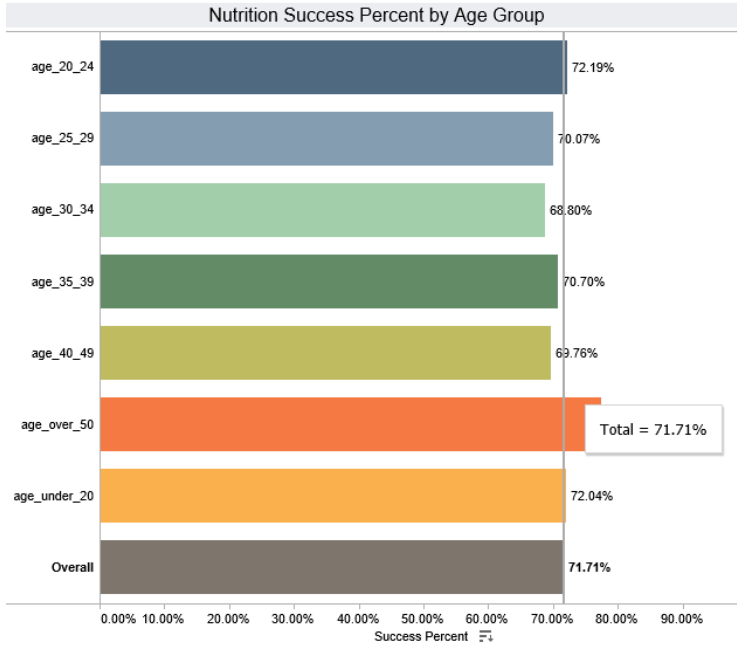
General Student Success – Course Completion



**NUTR 232 (90.48% success rate) and NUTR 222 (93.18% success rate) have the highest success rates of the Nutrition classes, likely because these are the two capstone courses for Nutrition ADT majors.**

## Disaggregated Student Success

SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT



Nutrition success for the foster youth seems to be significantly lower.

#### IV. 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:

#### CURRICULUM REVIEW GUIDE and WORKSHEET Courses and Programs

Current Review Date February 27, 2019

##### 1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
NUTR 210	yes / no	no / yes: date	no / yes: August 2017	no / yes: date	no / yes: date
NUTR 211	yes / no	no / yes: date	no / yes: August 2017	no / yes: date	no / yes: date
NUTR 218	yes / no	no / yes: date	no / yes: August 2017	no / yes: date	no / yes: date
NUTR 222	yes / no	no / yes: date	no / yes: March 2017	no / yes: date	no / yes: date
NUTR 224	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NUTR 230	yes / no	no / yes: date	no / yes: May 2017	no / yes: date	no / yes: date
NUTR 232	yes / no	no / yes: date	no / yes: August 2017	no / yes: date	no / yes: date
(NUTR 213) Will be CUL 213	yes / no	no / yes: date	no / yes: December 2018	no / yes: date	no / yes: date

## 2. Course Review

Course Number	210	211	218	230
1. Effective term listed on COR	Date: August 2017	Date: August 2017	Date: August 2017	Date: May 2017
2. Catalog / schedule description is appropriate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>
4. "Approved as Distance Education" is accurate	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
5. Grading Method is accurate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
6. Repeatability is zero	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
7. Class Size is accurate	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>
8. Objectives are aligned with methods of evaluation	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
9. Topics / scope are aligned with objectives	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
10. Assignments are aligned with objectives	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
11. Methods of evaluation are appropriate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
12. Texts, readings, materials are dated within last 5 years	yes / no <sup>3</sup>	yes / no <sup>3</sup>	yes / no <sup>3</sup>	yes / no <sup>3</sup>
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
14. Degree / Certificate information (if applicable) is correct	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
15. Library materials are adequate and current *	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>

<sup>1</sup> If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

<sup>2</sup> If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

<sup>3</sup> If no, a minor modification is needed in the current term.

<sup>4</sup> If no, contact the Curriculum Chair or Curriculum Specialist.

\*Note: Item #15 is not displayed in CurricUNET and must be reviewed separately.

Course Number	222	224	232
16. Effective term listed on COR	Date: March 2017	Date: Will be modifying to one unit class	Date: August 2017
17. Catalog / schedule description is appropriate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
18.			
19. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>
20. "Approved as Distance Education" is accurate	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
21. Grading Method is accurate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
22. Repeatability is zero	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
23. Class Size is accurate	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>
24. Objectives are aligned with methods of evaluation	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
25. Topics / scope are aligned with objectives	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
26. Assignments are aligned with objectives	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
27. Methods of evaluation are appropriate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
28. Texts, readings, materials are dated within last 5 years	yes / no <sup>3</sup>	yes / no <sup>3</sup>	yes / no <sup>3</sup>
29. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
30. Degree / Certificate information (if applicable) is correct	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
31. Library materials are adequate and current *	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>

### 3. Programs

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Nutrition Cert	yes / no	no / yes: date	no / yes: Fall 2018	no / yes: date
Nutrition ADT	yes / no	no / yes: s15	no / yes: date	no / yes: date

**Certificate Changes for next catalog year (now a 16 unit certificate):**

**Proposed For: 2019-2020**

**NUTRITION EDUCATION/COACHING Certificate of Achievement**

The Cuesta College Nutrition certificate program offers students a variety of interesting and challenging courses for students to learn about chemicals and nutrients 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 as an impact on society as a whole. Select Cuesta College Nutrition courses meet college requirements in GE, Liberal Arts, and Diversity and are offered in both face-to-face and Distance Education modalities. Select Nutrition courses are also a part of 10 degrees and certificates at Cuesta College. Students finishing this certificate will be better prepared to educate and coach peers one-on-one, give practical advice on nutrition when combined with personal training certifications, and work for community partners in nutrition education entry level jobs.

**Core Courses (4 credits)**

NUTR 210	NUTRITION	3
	<b>or</b>	
NUTR 211	INTRODUCTION TO NUTRITION FOR HEALTH PROFESSIONALS	3
NUTR 252	WORK EXPERIENCE IN NUTRITION	1 - 4

**Specialty courses (12 credits)**

NUTR 218	MATERNAL AND CHILD NUTRITION	3
NUTR 222	CULTURAL ASPECTS OF FOOD	3
NUTR 230	NUTRITION FOR FITNESS AND SPORT	3
NUTR 232	PRINCIPLES OF FOOD WITH LAB	3

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**Total Units** **16 - 19**

## V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

Nutrition Program Assessment Calendar								
	Fall 2018	Sp 2019	Fall 2019	Sp 2020	Fall 2020	Sp 2021	Fall 2021	Sp 2022
SLO Assessment Data Collection & eLumin Input	NUTR 211	NUTR 222	NUTR 210	NUTR 230	NUTR 218	NUTR 232	NUTR 211	NUTR 230
Complete Inputting; Analyze Results & Plan Improvements	NUTR 230	NUTR 211	NUTR 222	NUTR 210	NUTR 230	NUTR 218	NUTR 232	NUTR 211

213 will be added back in the culinary program

# Program Outcome Report for NUTRITION

## A: Outcome

Explain the basis of the scientific method as it is used in developing hypotheses and theories, then apply the scientific method-based research, such as in peer-reviewed intervention, epidemiological, lab, and case studies, to the critical evaluation of nutrition-related literature and media, thus differentiating between proven scientific based research and myth.

### Assessment

Student self assessment surveys and scientific method quiz (standardized for all classes)

## B: Outcome

Examine the basic chemical structures of the six classes of nutrients and the substances therein; their action, interaction, and balance in relation to health and disease.

### Assessment

Student self assessment surveys and macronutrient testing methods within Connect and midterms

## C: Outcome

Examine the process by which the human body ingests, digests, absorbs, transports, utilizes and excretes food substances.

### Assessment

Student self assessment surveys and the human body chapter testing methods within Connect and midterms

## D: Outcome

Judge the effect of nutrition, hydration, and lifestyle factors that contribute to chronic diseases, assess one's own diet for nutritional adequacy, and establish goals personally and practically to apply lifestyle changes, based on health status, body weight differences and goals, optimal sports performance, differing lifecycle stages, and differing environmental conditions.

### Assessment

Student self assessment surveys and "Diet Analysis Projects"

## E: Outcome

Evaluate food customs of a specific culture and incorporate sources based on reliability and credibility; Assess the stigmatization, prejudice and/or discrimination experienced by individuals or groups who choose to adhere to non Western and/or non dominant food practices and recommend strategies to facilitate their acceptance.

### Assessment

Food and culture class project

## Program Intended Outcomes: Nutrition ADT and Certificate of Specialization Mapping Document

	Program Learning Outcome #1	Program Learning Outcome #2	Program Learning Outcome #3	Program Learning Outcome #4
NUTR 210	•	•	•	
NUTR 211	•	•	•	
NUTR 218	•	•	•	
NUTR 222	•			•
NUTR 224		•	•	
NUTR 230	•	•	•	
NUTR 232		•		

The Nutrition faculty had discussed that Program Learning Outcome number 1 could have a standardized direct assessment method that all nutrition instructors would administer in Nutrition 210. The nutrition faculty developed this assessment for this scientific method learning outcome, and have analyzed the results since the last CPPR.



**Recommend changes and updates to program funding based on assessment of SLOs.**

The Nutrition Department believes that the college would benefit greatly from a second full-time Nutrition instructor or a Nutrition/Culinary Arts combined FT instructor.

**Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.**

The Nutrition Department requests money for:

Conferences

Food for promotional and children's events

Combined department (NUTR and CUL) food truck.

## VI. PROGRAM DEVELOPMENT

The Nutrition program clearly supports the Institutional Goals, Objectives, and Outcomes, as described in detail in the preceding report.

The department partnered with the California Conservation Corps to teach the lab portion of Nutrition 232 (Principles of Food). This led to a Culinary Arts partnership as well.

Staffing projections include a need for another full-time tenure track position in Nutrition. Nutrition is the third largest department, according to enrollment, out of the entire three-division/twenty-four-department cluster, behind Business and ECE.

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. This needs to be promoted more. The department has already made formally mentioned adjustments, continuing to increase efficiency.

## VII. 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.

**VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.**

## 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.

**Student Services and Administrative Services 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.)

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Division Chair/Director 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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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:

[https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED\\_Prioritization\\_Process\\_Handbook\\_9\\_2016.pdf#search=faculty%20prioritization%20handbook](https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook)

#### APPLICABLE SIGNATURES:

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**Vice President/Dean**

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**Date**

---

**Division Chair/Director/Designee**

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**Date**

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**Other (when applicable)**

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**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.