

**INSTITUTIONAL PROGRAM REVIEW 2015 – 2016**  
**Program Efficacy Phase: Instruction**  
**DUE: March 30, 2016**

**Purpose of Institutional Program Review:** Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review each spring of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

*It is the writer's responsibility to be sure the Committee receives the forms on time.*

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:  
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:  
<http://scorecard.cccco.edu/scorecard.aspx>

**Program Efficacy**

## 2015 – 2016

Complete this cover sheet as the first page of your report.

**Program Being Evaluated**

Food & Nutrition

**Name of Division**

Applied Technology, Transportation and Culinary Arts

**Name of Person Preparing this Report**

Stacy Meyer

**Extension**

8695

**Names of Department Members Consulted**

Aleida Gordon

**Names of Reviewers (names will be sent to you after the committee meets on February 19)**

Christi Gabriel, David Smith, Marc Donnhauser

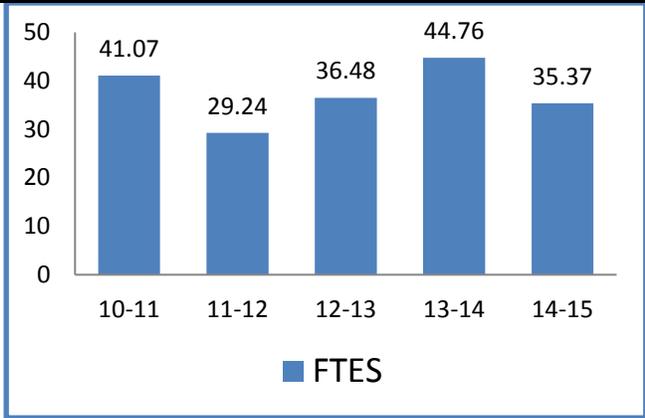
Work Flow	Date Submitted
Initial meeting with department	March 7 <sup>th</sup> , 2016
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	<b>by midnight on March 30, 2016</b>

**Staffing**

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers			
Faculty			2
Classified Staff			
<b>Total</b>	0	0	2

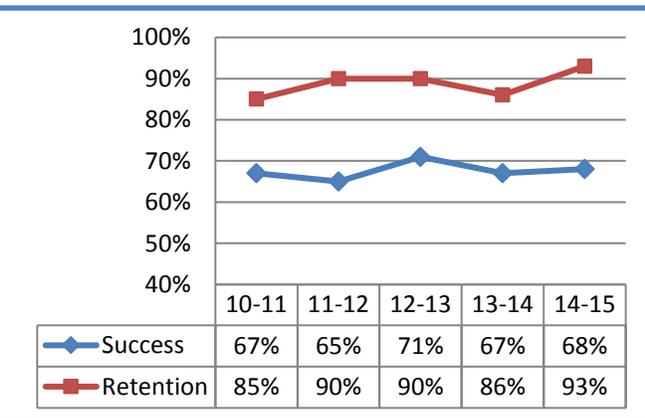
**PROGRAM: INSERT YOUR RECENT EMP FROM FALL 2015**



**Description:**  
 This department is teaches food and nutrition, modified diets and health care and special diets. The students gain a certificate in dietary supervisor, which can lead to a job working in a hospital, retirement homes, spas, and school districts.  
 This industry is growing; we just need to revamp the program in order to gain students.

	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	411	278	354	443	353
FTEF	1.60	1.20	1.80	2.20	2.20
WSCH per FTEF	770	731	608	610	482

**Assessment:**  
 Although the interest in the program is high enrollment is low.  
 13-14 enrollment was at its highest. The department chair thought about discontinuing the program however the student body uses basic nutrition course for general education requirements.  
 14-15 enrollment is down from last year however the program needs some major changes.  
 This department has two adjunct instructors and no full time instructors. With only 2 adjunct instructors the WSCH per FTEF is not being met.



Student success is down within the program because of low enrollment the courses continue to be canceled.  
 Retention is high due to the department chair. The department chair works to retain each student within the program due to the overlap within the department curriculum.

- Department Goals:**
1. To revamp the program and articulate with a local university.
  2. Offer updated certificates
  3. Hire more adjunct faculty to offer more courses within the discipline.

	10-11	11-12	12-13	13-14	14-15	<b>Challenges &amp; Opportunities:</b>	
Sections	11	6	9	11	11		<ol style="list-style-type: none"> <li>1. The challenge is that the department chair is extremely busy with her own department and does not really have time to give the Food and Nutrition Department.</li> <li>2. Finding qualified instructors to teach the courses.</li> <li>3. Articulating with a university</li> <li>4. Creating updated certificates</li> <li>5. Increase enrollment by advertising to local school districts.</li> <li>6. Dietetic Aide, Certificate is one of the unapproved programs that have to be resubmitted to the state for approval.</li> </ol>
% of online enrollment	0%	0%	0%	0%	0%		
Degrees awarded	N/A	N/A	N/A	N/A	N/A		
Certificates awarded	12	1	0	2	2		
TOP Code: 130620 Award Source: <a href="http://datamart.cccco.edu/Outcomes/Program_Awards.aspx">http://datamart.cccco.edu/Outcomes/Program_Awards.aspx</a>							
						<b>Action Plan:</b>	
						<ol style="list-style-type: none"> <li>1. To speak with the articulation officer to find out what colleges run the courses.</li> <li>2. Scout for adjuncts.</li> <li>3. Work with adjunct faculty to improve courses and draw more students into the program.</li> <li>4. Advertise the program</li> </ol>	

## Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.  If warranted, plans or activities are in place to meet a broader range of needs.

**INSERT DEMOGRAPHIC DATA (PROGRAM & CAMPUS)** Program Review Committee will provide this on or before February 26.

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Program: Food & Nutrition	Campus-wide
Asian	4.6%	4.9%
African-American	17.1%	13.4%
Hispanic	56.6%	61.8%
Native American	0.4%	0.3%
Pacific Islander	0.3%	0.4%
White	11.4%	15.4%
Unknown	9.6%	0.6%

Female	64.5%	55.1%
Male	35.5%	44.7%
Disability	4.4%	5.6%
Age Min:	17	15
Age Max:	68	83
Age Mean:	27	27

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The majority of students enrolling in Food and Nutrition with the goal of earning a certificate will seek employment students assisting dieticians in the provision of food service and nutritional programs and in courses departments of health care, community care, school food services, county health and community directed programs. Food and Nutrition courses are also required for the Culinary Arts degree.

The program has a higher population of women the campus average. This is representative of trends in the culinary industry. The Bureau of Labor Statics Current Population Survey, 2014 shows that the majority of workers in the food preparation industry are women [http://www.bls.gov/cps/cp\\_saat09.pdf](http://www.bls.gov/cps/cp_saat09.pdf).

Parallel to the campus demographics Hispanics students are the largest ethnic group enrolled in Food and Nutrition courses. There are 5.2% fewer Hispanics and African American population is almost 4 % higher than the campus population. The Asian, Native American, Caucasian, Pacific Islander, and Filipino, populations are represented but at a lower percentage than the campus percentage and the Unknown population is higher. The Food and Nutrition program does not see these variations in percentage as an issue or concern.

The department chair has noticed that males that come into the Food and Nutrition courses are usually body builders wanting to understand more of the nutrition aspect in order to teach their clients how to eat better. The Female students are in the program to become Dieticians which requires them to transfer. Currently the program is articulated with Cal-Poly Pomona.

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Patterns of Service for this department have to work around the adjuncts schedules.

Food and Nutrition Courses are offered during day and evening times. As only one or two sections of each course may be offered per semester, day and evening times are rotated each semester. FN162 which is also required for the Culinary Arts degree is offered more frequently.

## Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part II: Student Success – Rubric</b>		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

The student success rate for Food and Nutrition is low. It is theorized that this is because students seeking dietetic certificates or culinary arts degrees are successful, and students not in these disciplines are unsuccessful. FN162 meets the Category 1 requirement for Associate's Degrees and the Area D requirement for California State University Breadth Requirements, non-discipline and transfer students enroll in FN 162 seeking an 'easy' course to meet degree and transfer requirement and are unprepared for the rigors of the course.

Retention is high, the Culinary Arts department chair to retain each student within the program due to the overlap between Culinary Arts and Food and Nutrition curriculum.

Food and Nutrition issues very few certificates. One certificate, Dietetic Technician, is one of the 'unapproved' certificates discovered by Financial Aid in FA15. The curriculum is being resubmitted to the state for approval.

### Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

#### Job Outlook

The Bureau of Labor Statistics does not create a detailed report for Dietetic Aide. The information provided does show greater than average growth. <http://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm>

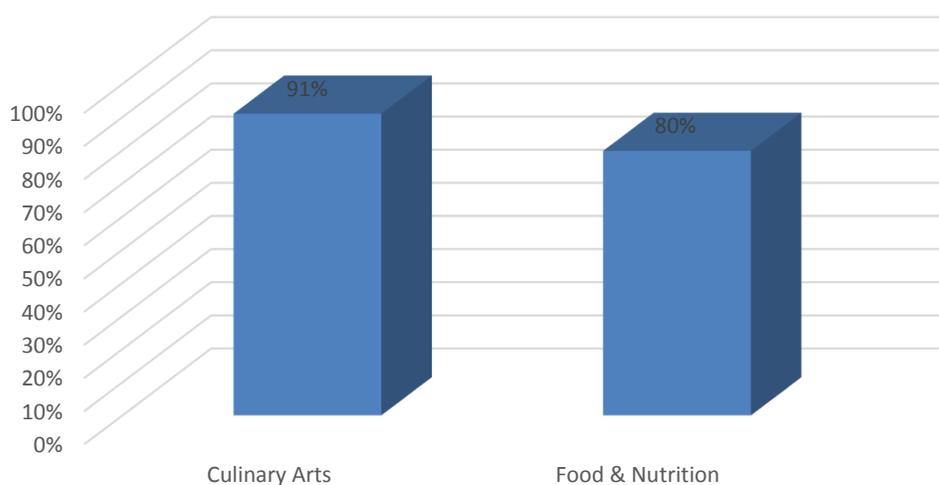
The Bureau of Labor Statistics does not include Dietary Supervisor. Food Service Manager requires similar entry level skills and job duties. Employment growth for Food Service Managers is projected at 5%. <http://www.bls.gov/ooh/management/food-service-managers.htm#tab-6>

### Student Learning Outcomes

**Course SLOs.** Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See [Strategic Goal 2.11](#)

### Percent of Students Assessed who met SLOs



All Food and Nutrition courses are collecting and reporting data in the SLOCloud. The percent of students assessed who meet SLOs in all Food and Nutrition courses is acceptable. When each course is viewed individually FN064, which has only been offered and assessed once in SP15 since the SLOCloud was implemented, has an unexpectedly low percentage of students assessed who met SLOs (see attached report). The reflections noted that the course had not been taught in several years. FN064 is being offered this semester and SLO results will be examined and compared to earlier results to see if any trends emerge.

Food and Nutrition needs to complete Summary 3-Year Evaluation Reports for FN060 and FN162. Summary 3 Year Course Evaluation reports will take place in SP16. Reports will be submitted when they are due in October 16. FN064 is also due for a Summary 3-Year Evaluation Reports, but the department will postpone the report until SP17 so there will be three years of assessment data for evaluation.

**Program Level Outcomes:** If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

**(INSERT COURSE MAP IF AVAILABLE)**—Contact Dr. Celia Huston if you need assistance.

See [Strategic Goal 2.11](#)

Both certificates are up to date. PLOs were mapped and completed 3-Year Program Summary Evaluation reports in 14-15 (Program map and 3-Year Evaluations attached). The programs do not officially need to be evaluated again until FA17. The results of the mapping and evaluation processes were similar. Courses and PLOs did not well aligned and the curriculum map doesn't create a good foundation for assessment. PLOs will need to be rewritten to reflect the outcomes expected of students once they complete the program. Currently, PLOs tend to reflect outcomes expected of students when they complete a course.

The program evaluation forms show FA15 as the target date for the next program evaluation because the department chair chose to remap and reevaluated programs once course SLOs have been revised. The department chair anticipated that this work would be completed by FA15, but the restructure of Food and Nutrition program and courses is taking longer than anticipated.

The program mapping process identified the methodology or future assessment for Dietetic Technicians and Dietetic Service Supervisor which will be based on an exit project completed in CULART 275 which is the capstone course for both certificates.

### Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part III: Institutional Effectiveness – Rubric</b>		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

#### Mission and Purpose:

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement or purpose of the program?

Food and Nutrition faculty provide the technical skills, experiences and diverse learning platform needed to be a successful student and qualify for an entry level position in diet and nutrition.

How does this purpose relate to the college mission?

The Food and Nutrition mission statement and the mission statement of the college share common goals. Faculty experts in diet and nutrition are providing a quality educational experience for each student. Student's study dietary habits and food cultures from around the world. The knowledge gained by students assist them with discussion nutrition and diet needs of ethnically diverse patients in a health care environment.

## Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

FTEs vary widely from semester to semester. 2011-2012 and 2012-2013 show low FTEs due to sections that were cancelled due to low enrollment. More sections filled in 2013-2014 so that year shows higher FTEs. Enrollment dropped in 2014-2015 even though sections offered remained the same as 2013-2014. Enrollment fluctuates because of the uneven demand for FN162. There is always a steady core of food and nutrition/culinary arts majors who enroll in FN162 to meet degree and certificate requirements. Non-discipline students who enroll in FN162 to meet degree or transfer requirement based on scheduling convenience and availability, skew enrollment and demand numbers from semester to semester.

FTEF has steadily risen over the years. Currently there is load for 2 FT faculty, but courses are taught by 2 adjunct faculty. WSCH over FTEF has steadily declined at FTEF has risen.

## Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Food and Nutrition curriculum is currently up to date. FN060 has been launched in Curricunet for updating, FN064, FN 222, and FN067 will be launched prior to the October 2016 deadline.

**CURRICUNET REPORT IS PROVIDED**

<b>Applied Technology, Transportation &amp; Culinary Arts</b>				
<b>Foods and Nutrition</b>				
	<b>Course</b>	<b>Status</b>	<b>Last Content Review</b>	<b>Next Review Date</b>
	FN060 Modified Diets	Active	12/06/2010	12/06/2016
	FN064 Nutrition Management	Active	12/06/2012	12/06/2018
	FN066 Nutrition Care	Active	12/06/2010	12/06/2016
	FN067 Nutrition Care Internship	Active	12/06/2010	12/06/2016
	FN162 Nutrition	Active	12/06/2012	12/06/2018
	FN222 Independent Study in Foods and Nutrition	Active	12/06/2010	12/06/2016
	FN064 Nutrition Management	Historical		
	FN162 Nutrition	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC
All 100 courses or higher transfer to Cal Poly Pomona		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

## Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

All courses in Curricunet are listed in the catalog with the correct course descriptions, prerequisites and co-requisites.

## Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part IV: Planning - Rubric</b>		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The new trend in the field of Nutrition is Personal Trainers. These trainers educate themselves in Nutrition and can open their own business.

Also trending right now in Nutrition is Gluten Free eating, souping, sprouted grains, sugar free items using natural sweeteners, full fat milk, sustainability and Genetically Modified Foods.

The program includes these topics currently, however new information that comes out needs to be purchased or acquired. The program gets funding from Perkins Grant and general funding. These trends will not impact the program planning.

## Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Food and Nutrition is a growing industry. Our planning had addressed this by developing the program is restructuring curriculum and certificates to better align with industry needs. Curriculum approval for a new certificate has been approved at the local level and is now at the Desert Regional Level for approval, before coming back to the college and being forwarded to the State. It is anticipated that the new certificate can be offered in 2017.

A real strength of Food and Nutrition is that we have two good adjunct instructors that have been carrying the program now for 12 years. Food and Nutrition plans to advocate for a full time position through the Needs Assessment process.

Many students major in a Food and Nutrition program with the goal of transferring to a university to complete a Bachelor's degree. Food and Nutrition articulates with surrounding colleges so students have a choices of which college they would like to attend.

## Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

The department chair is planning on hiring 2 more adjunct faculty in order to meet the needs of the new program. It is difficult to find adjunct faculty that meet the minimum qualifications that are able to meet the scheduling needs of the program.

Dietetic Aide, Certificate is one of the unapproved programs that have to be resubmitted to the state for approval. Food and Nutrition is working with the Dean, VPI, and Curriculum committee to resolve this problem.

Inconsistent enrollment is a challenge. The department plan to market the program certificates in the local school districts to encourage high school graduates and food service employees to obtain a certificate.

## V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part V: Technology, Partnerships &amp; Campus Climate</b>		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Without full time faculty or staff it is difficult for Food and Nutrition to build many partnerships. Food and Nutrition does piggyback on to some of the events and partnerships that Culinary Arts participates in. Certificates available in Food and Nutrition will be presented with Culinary Arts at the High School Counselor’s Forum in April. 2017. Food and Nutrition also partners with the Culinary Arts program to align curriculum and course offerings to meet the needs of both disciplines.

Food and Nutrition students are active in the Culinary Arts Club which hosts Taco Tuesday, cooking demonstrations and participates in the SkillsUSA competition.

Food and Nutrition was previously partnered with City Schools and some area hospitals for student internships but the state licensing ran out and has not been renewed. Food and Nutrition will be renewing the state license and seeking to reestablishing partnerships with area schools and hospitals and building an internship program for the new certificate program that will be offered in 2017.

### **VI: Previous Does Not Meets Categories**

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

First time participating in efficacy review.

## Course Summary Report

Year

Period

Division

Dept

Course

Tools

### Course SLOs

**Note:** [Course SLO Summary Evaluation Form is available.](#)

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Demonstrate a basic knowledge of lines of authority and levels of responsibility in food serve	11	5	45.45%
2	Demonstrate an understanding of the process of receiving food from deliver through preparation to service	11	5	45.45%

### 1 Assessment Methods & Criteria

- Development of an organizational chart, presentation and exams (FN-064-01 for 2015SP)

### 1 Reflection(s)

- This class was taught a couple of years ago. Will continue using worksheets with different scenarios. Will like to change the student learning objectives for this course. (FN-064-01 for 2015SP)