

Program Review (SP11)

1. Enrollment Patterns	2. Achievement Data	3. Staffing /Resources	4. SLOs	5. Goals
Data provided by Institutional Effectiveness and Academic Services	Data provided by Institutional Effectiveness and Academic Services	Data Provided by HR	Data provided by Department Faculty	Department Plan Goals
<p>6. College Wide Overall – How does this information fit with the College Wide Goals?</p>				

Program Review (SP11)

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s)' value to the college and community.

The questions below are designed to help you create, a narrative review (roughly 5-10 pages) for each department "program". Each curriculum guide (AA or Certificate) within your department represents a "program" and requires a separate program review report. Any data included should be interpreted, not simply "plugged in"; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).

It is important to note that while "Program Plans" are really "Department Plans" (yearly), you need to create a separate "Program Review" (3-year cycle) document for each program (curriculum guide) within your department.

Program Review Questions (Use form boxes, they will automatically expand.)

1. – 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/ Resources) as they relate to your program.

Enrollment pattern in 2008/2009 were at 625 Student FTE. In 2009/2010 Student FTE declined to 500 student FTE. This was due to funding cutbacks that did not allow us to offer as many course sections and therefore increase student enrollment.

Achievement Pattern

F_N: for Food and Nutrition ranges from 100% to a low of 46% based on an overall view of all food and nutrition program courses. Overall however, it appears that over the course of the three academic years being examined, that the success rate is improving by approximately 15%.

Retention Rate:

F_N Retention rate for all Food and Nutrition courses ranges from a high of 100% to a low of 74%.

Completion Rates:

F_N Completion rate in Food and Nutrition course for three year cycle range (2007-2011) from a high of 100% to a low of 62%.

GPA's of 3.0 is required in order for a student to be awarded a certificate in Dietetics. Therefore, across the board, GPA's in this program tend to group around 3.0's.

When the GPA's drop below the 3.0 minimum several factors are involved: 1) students who do not withdraw from class by deadline often receive a failing grade of F, which lowers the overall GPA.

2) Students taking F & N courses for personal interest and who are not interested in receiving a certificate are not motivated to receive a grade higher than 3.0.

Program Review (SP11)

Staffing Resources

From 2006 at 15.75 Faculty FTE's declined to 9.5 faculty FTE's in 2010. This was due to funding cut backs that did not allow us to offer as many course sections to hourly faculty. Tenured full time faculty was unchanged at 5 FTE's.

(This data reflects the entire department of FACS). Food and Nutrition continues to maintain its two full time faculty.

4. SLOs – a) Summarize the collected program data

Summary of collected program data:

1a) Clinical Nutrition Care: The first program SLO was: to “Synthesize the theory and principle of clinical nutrition care.” It was measured using a four-level rubric for the majority of elements. A comprehensive patient case study report was used as the assessment tool. Findings were that 100% of all students successfully completed the patient case study report at a level 2 or higher. This met the benchmark.

1b) Dietetics program faculty examined SLO data and determined that clinical nutrition care SLO's are appropriate. Data assessment verified that students are successful in case study preparation. As a result students will be well prepared for subsequent higher-level case study development. Dietetic program faculty will continue to utilize this SLO assessment at a course level and program level.

2a) Food service Management: Manage a Healthcare kitchen to industry standards. A Food Production Management notebook which includes menu-planning, procurement and staffing will be the capstone project. This project will be graded using a four level rubric. Expected level of achievement will be that 70% of the students will achieve at a level of 2 or higher on the rubric.

Findings were that 100% of all students successfully scored a level 2 or high on the rubric. This met the benchmark.

2b) Dietetics program faculty examined SLO data and determined that the Food Production Management SLO is appropriate. Data assessment verified that students are successful in acquiring competencies necessary to manage a Healthcare kitchen to industry standards. These competencies included menu-planning, procurement and staffing. As a result students will be well prepared to supervise a healthcare foodservice kitchen.

Dietetic faculty will continue to utilize this SLO assessment at a course and program level.

3a) Community Nutrition Education:

Program Review (SP11)

The third Program SLO was to “Develop and conduct a nutrition presentation within a community agency”. It was measured using a four-level rubric for the majority of elements. 100% of the students surveyed achieved a level 2 or higher on the rubric. This exceeded the benchmark of 70%.

3b)

Dietetics program faculty assessed this community nutrition SLO and determined that this outcome is an appropriate measure for this competency area.

Based on this ASLO result dietetics faculty determined that they will continue to utilize this SLO assessment at a course level and program level.

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?

See above narrative.

- Summarize how the program has responded to SLO assessment results.

See above narrative.

- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

See above narrative.

5. Goals -

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

Program Review (SP11)

Goals

a) Assessment results of our Dietetic outcomes confirm that our Department Goal: Student Competency Success Goal, is being met at a high level.

The dietetic program goals have continued to develop and respond to needs of industry and students.

Dietetics goals have been impacted by external agencies such as the Commission on Accreditation of Dietetics Education of the American Dietetic Association. Successful accreditation was awarded. A second external agency that impacted dietetics program goals is the California State Department of Public Health - Licensing and Certification Division. The state awarded continued Dietetic Program approval.

A third external agency that impacted dietetic program goals is the LBCC Dietetics Program Advisory Committee. The committee advised that our program conduct a survey of Southern California dietetic healthcare operations pertaining to hiring practices and required professional certification.

Results of this survey were evaluated by the Dietetics Program Advisory Committee. They were:

- 1) Local healthcare facilities have changed the title of Dietetic Technician to Nutrition Assistant.
- 2) Program competencies were to remain unchanged.
- 3) The Dietetics Program curriculum guide would be changed to reflect this name change. Marketing materials were to be changed as well.

Please refer to section C for listing of Dietetic Program Goals.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

See narrative above in section a.

c) Based on the new data collected (4), what are your plans for change in the future?

Plans for future change will be based on new data collected from Program SLO assessment:

1) Clinical Nutrition Care - Dietetics program faculty examined SLO data and determined that clinical nutrition care SLO's are appropriate.

Food Service Management - Dietetic faculty will continue to utilize this SLO assessment at a course and program level.

Community Nutrition Education - Based on ASLO results dietetics faculty determined that they will continue to utilize this SLO assessment at a course level and program level.

4) Future change will also be driven by changes in the field of Dietetics, Advisory Committee input and other external forces such as California Department of Public Health – Licensing and certification, American Dietetic Association, Diabetes Association, Heart Association, Cancer Institute etc.

Program Review (SP11)

Dietetics Program goals within the FACS Department Goal pertaining to Student Competency Success have been addressed as well.

- 1) "Provide a quality education that will prepare students to become entry-level dietetic professionals": Our findings are that the LBCC dietetics program continues to maintain high quality education as evidenced through SLO achievement and external agency review.

- 2) "Prepare students to become successfully employed in the healthcare and foodservice industry": Data collection confirms students are successfully placed in employment or higher education. Employer surveys indicate satisfaction with graduate performance. Data from 2009-2010 indicates DSS placement 60% continued into higher education and 40% employed in dietetics field, 2nd year Dietetic Technician/Nutrition Assistant placement was 50% continued into higher education (Registered Dietitian four-year pathway) and 50% employed in appropriate dietetics positions in healthcare.

- 3) "Increase the use of technology in dietetics training": Technology continues to be an integral factor across the curriculum in all facets of dietetic student training.

- 4) "Promote the pursuit of higher education in the field of dietetics": Data from 2009-2010 graduates indicates DSS placement 60% continued into higher education and 50% of all A.A. degree graduates (Dietetic Technician/Nutrition Assistant) continued into higher education (Registered Dietitian four-year pathway).

6. College Wide –

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Professional Development and student competency are the two main goals for the Dietetics program and FACS department plan. These two goals align with the overall college institutional goals and initiatives. It is the goal of the Dietetics program to prepare students for transfer and professional employment. The FACS department plan, Dietetics program review, resources and efforts all lead to this overall direction.

Program Review (SP11)

9/29/11