

Long Beach City College

Program Review 2015-2016 - Dietetics

1. **PR 2A - Enrollment Data:** The Dietetics program is under the School of Career Technical Education. It offers two very successful certificate programs: the Dietetic Service Supervisor certificate and the Nutrition Assistant certificate. The students can also complete the remaining units to fulfill an Associates of Arts degree for transfer. The dietetic program supports Long Beach City College's mission in many ways. Our introductory course to Nutrition serves as a general education requirement needed for transfer. We offer two programs, the first year Dietary Service Supervisor certificate prepares students for immediate employment to run hospital food service kitchens in long term and acute care facilities. This program is accredited program by the State of California Public Health Department and is renewed for approval every 5 years. The second year program prepares students for Nutrition Assistant positions in acute care hospital settings, community sites and weight loss and fitness programs. In addition to this we offer an additional certificate of achievement for Formula Room Technician, specific to acute care hospitals in preparation of tube feeding formulas. The program is currently establishing an associates degree for transfer (ADT) in Nutrition. (Pending)

The data collected shows an increase in enrollment over the three-year period. Starting from a baseline of 1276 in 2012/13, unduplicated enrollment increased from 1276 to 1583 in 2013-2014, and from 1583 to 1785 in year 2014/15. This shows a gradual increase in enrollment over the past three years. This department has shown an increase in enrollment from the previous review cycle that was severely affected by college wide budget cuts, program discontinuance and decreased number of course section offerings in the 2009-2011 cycle. The previous cycle showed 625 in 2008/2009, and 500 in 2009/2010.

Enrollment by gender shows a greater number of females enrolled than males. The average enrollment for females is at 67% and this remains consistent. Male student enrollment also has a consistent enrollment average of 33% for the three-year cycle by year and by term.

Ethnic distribution shows an average of 47% as Hispanic origin over the three-year period and this appears to be consistent. The second highest group is the Black/African American at 19% over the previous three-year cycle. American Indian/Alaskan native is at .4%, Asian at an average of 13%, and White at 19% over the three-year cycle. The ethnic enrollment pattern is very consistent for each year for each ethnicity.

In summary enrollment for the past three years demonstrates a continuous growth in enrollment numbers and a recovery from previous years. Ethnic data appears consistent over time with very little variation and is not affected by the term year.

The number of course offerings has increased from 46 in 2012/13 to 57 in 2013/14 to 67 in 2014/15. This shows an increase of 21 course offerings in three years. This is due partially to the increased number of F_N 20 Nutrition and Life sections. This course fits the general education requirement for area E.

Another area of focus is the enrollment patterns by mode of instruction. Enrollment is highest for the classroom sections and shows an average of 1616 students. In the web courses annual enrollment averages at 341 students in a 3-year cycle. 2014/2015 showed the highest enrollment at 399 students. The number of web course offerings has increased from 8 to 11 from 2012-2015. Program load (FTE) shows the following results:

2013 – 658

2014 – 597

2015 – 577.

The FTE are generally high due to the large number of general education FN 20 Nutrition and Life course offerings. The drop of FTES could be explained by the fact that during the 2013 year the class average size was higher due to the fewer number of course offerings. So fewer course offerings increases the normal average class counts. As we offer a greater number of courses the class average size will drop. Hopefully, this will improve student success by having small class counts and improve the instructor to student ratio.

2013_– Class average size 37 and the number of courses equaled 30

2014_– Class average size 34 and the number of courses equaled 30

2015 = Class average size 33 and the number of courses equaled 25

2. **PR 2B - Achievement Data:**

Data shows an average retention rate in Food and Nutrition to be at 87% with a variance of 2%. Success rate however is at an 81% average and shows a gradual 1-2% decrease per year. The levels are consistent without too much variation, but we may want to track this to see that the numbers begin to return to their higher levels.

Success rate by term goes from a high of 79% to a low 73%. Retention rates range from a high of 90% to a low of 85%.

Awards data recorded between 2012 and 2014 shows the number of awards ranging from a high of 42 awards to a low of 29 awards for 2014. Highest area is found in certificate awards and the lowest in Associate of Art awards. The changes in faculty awards could be attributed to a number of factors including: faculty changes, program changes a move from dietetic technician to nutrition assistant, a misunderstanding of associate of art degree requirements, teaching strategies with new faculty. A few ways to increase award rates will be to pay closer attention to success in the classroom, greater utilization of classroom assessment techniques and the promotion of career advisement to encourage student success. The dietetics program is currently working on establishing an associate degree transfer in Nutrition. This department has gone through a series of transitions with changes in full time faculty and adjunct instructors. Two new full-time hires are on board and plans are to promote the completion of both certificate programs and the associates of arts as a career ladder for transfer to the CSU system. Retention and success rates by CTE indicator shows:

2012-13 89% retention and 79% success rate

2013-14 85% retention and 77% success rate

2014-15 87% retention and 75% success rate

Retention showing a 87% average and success rate 77% average.

3. **PR 2C - HR (Staffing) Data:** The number of full time faculty has increased from 2011 and was at a high of 4 FTE and now has gone down to 3 FTE due to a recent faculty retirement. The number of adjunct faculty was at a high in 2011 of 8 to now a low of 4 adjunct positions. With the increased number of general education course offerings of F_N 20, the department has increased the hiring efforts to replace lost adjunct faculty due to retirement or other reasons. This coming year the number of adjunct will increase to 7.

The department has reflected on this and determined that over approximately 46% of the

courses are taught by full time faculty (1 tenured) and 54% by part time/adjunct faculty. More importantly the number of adjunct has to increase because currently three of these adjunct faculty are carrying the maximum 9-unit load. This clearly demonstrates the need for more adjunct positions and also a full time track. The department has submitted a hiring priority need for this area and was recently approved for a new hire in 2016. We have also brought on three more adjunct positions and will continue to seek adjunct faculty so that an adequate pool is maintained.

PR 3A - SLO - summary of collected program data: Summary of collected program data:

1a) Clinical Nutrition Care:

The first program SLO was to “synthesize the theory and principle of nutrition care”. It was measured using a four level rubric for the majority of elements. A comprehensive patient case study report was used as an assessment tool. Findings were that 100% of 26 students completing the course with a CR completed the patient case study report at a level 2 or higher. This met the benchmark goal of at least 80% of students completing the course with a CR should score a minimum of 2 out of 4 on the rubric. This SLO’s is vital to assessing students ability to synthesize the principles of nutrition care. This is measured by their understanding and completion of patient case studies. A variety of patient case studies are provided in the clinical field experience course. A student’s pass rate is determined by completion of clinical hours and completion of patient case studies. Students must be able to score at the minimum of 2 out of 4 on a rubric scale.

4.

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

2a) Food Service Management: Manage a Healthcare kitchen to industry standards.

A food production management notebook which includes menu-planning, recipe adjustments, procurement and staffing will be a 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 90% of all students completing the course successfully scored a level 2 or higher on the rubric. This met the benchmark of 80% of students passing with a C or better. This would have been 100% but three students dropped the course after the withdrawal date.

2b) Dietetics program faculty examined SLO data and determined that the Food Production Management SLO is an appropriate assessment tool.

Data assessment verified that students are successful in acquiring competencies necessary to manage a health care kitchen to industry standards. These competencies include menu planning, procurement, recipe development, production scheduling and staffing. As a result students will be well prepared to supervise a kitchen in a healthcare setting and pass State of California Health department surveys.

Dietetic faculty will continue to use this effective SLO Assessment tool because it can accurately measure a student’s ability to pass the Dietetic Service Supervisor (DSS) competency exam given at the end of their program. Students that complete this project accurately will successfully pass the DSS competency exam

3a) Community Education: “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%. 26 students enrolled in the Clinical Field Experience course where this data is collected met the benchmark and the 2 out of 4 on the rubric.

3b)

Dietetics program faculty assessed this community nutrition SLO and determined that this outcome is an appropriate measure for this competency area and will continue to be used at a course level and program level. Students are evaluated on their ability to conduct a nutrition presentation within a community agency. This SLO accurately measure a student's ability to synthesize nutrition knowledge and ability to develop a nutrition presentation and present the topic successfully. Students must be able to plan and implement a nutrition presentation.

5. PR 3B - SLO - uses in program improvement : Faculty have met and discussed the assessment results and continue to revise class assignments and instruction accordingly. We have also added measures to improve student study skills resulting in better retention and persistence. From the Food Service Management SLO it was identified that students experienced difficulty in completing assignments for the capstone project that require math skills. A supplemental learning activity (curriculum driven) was added to the Food Production Management course to improve students math skill sets with recipe modification, reviewing measure needed in the food-service industry, costing of recipes and forecasting.
Faculty will continue to analyze the ASLO's and modify curriculum as needed.
6. PR 3C - SLO - action/ change based on results: Faculty will continue to meet to review data collection at the end of each semester for individual program courses to identify if assessment tools are appropriate and measure correctly student success in the course. Rubric's used to assess the SLO have been shown to be effective since student completing the course also must pass a competency based exam at the end of their program. Student success on these competency exams further supports that the SLO/ASLO are effective tools.
Program-level SLO's: The Dietetics program at LBCC is providing students with discipline related competency skills, communicate and training skills required in the foods service industry, as well as the ability to think critically.
7. PR 4A - Projects/ Strategies-development & change: 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 food-service 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).
ADT in Nutrition is currently in development.

The Dietetics program offers a variety of clinical field experience sites to prepare students in the foods service area, sanitation areas, and patient nutrition care. These

clinical sites are difficult to maintain and program staff continue to work diligently to maintain professional contacts with these various community agencies including but not limited to: acute care hospitals, community nutrition organizations like meals on wheels and women, infant and children programs (WIC), child nutrition programs and long term care.

Dietetic competencies are always reviewed and supported by advisory input and reflects the most current needs in the dietetic industry. As changes have occurred in the "scope of practice" for the DSS and NA positions revisions to the dietetic competencies have been made and the curriculum reflects these changes.

As more and more sections of the basic nutrition course are being offered this has identified a need to more adjunct and full time faculty.

8. PR 4B - Projects/ Strategies - results: Dietetic competencies have been updated in both clinical notebook curriculum sections. F_N 230 Clinical Field Experience #1 and F_N 240 Clinical Field Experience #2. These recommendations on competencies were addressed in advisory meetings by clinical field experience preceptors and or other professionals in the field.

Dietetic competencies for Dietetic Service Supervisor (DSS) were recently review and revised during the 5 year cycle of review by the State of California Department of Public Health in 2012. Program was approved for another 5 year cycle and will be up for review again in 2017.

9. PR 4C - Projects/ Strategies - future plans: Increase the number of clinical site locations to vary the experience.

Hire one new full time Food and Nutrition Professional

Continue to broaden the pool of adjunct professors competent in nutrition care and or food service management.

Expand and develop curriculum based on industry updates and changes. For example new software systems are being implemented in various healthcare service areas that incorporate diet analysis, menu generation, recipe generation, diet orders, special diets and ties it with meal service.

10. PR 5 - Dept - how does it fit into 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 will continue to lead in this overall direction.