

Program Review 2021-2022

Nutrition

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General Information (Program Review 2021-2022)

2021/22 Program Review

2021/22 PROGRAM REVIEW FORM

Form: 2021/2022 Program Review (See appendix)

Reference Section

MESA2030 COMPREHENSIVE MASTER PLAN

ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026

MESA DATA DASHBOARDS

Requests Forms

REQUEST PORTAL

Appendix

A. **2021/2022 Program Review (Form)**

Form: "2021/2022 Program Review"

Created with : Taskstream

Participating Area: Nutrition

Date submitted: 12/04/2021 9:34 pm (PDT)

2021/2022 Program Review

(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor

Lead Writer: Professor Christine DuPraw

Manager: Dean Tina Recalde

(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.

Changing to an online modality, impacted our student success and equity in our Nutrition program in the following ways:

- In March of 2020, when Covid caused all classes to immediately move online, this threw many students into chaos. Many students who were computer savy, quickly adapted and learned how to navigate Canvas successfully. But for DSPS students, students struggling with the English language and those uncomfortable with computers and navigating Canvas, these groups experienced more trouble as evidenced in their emails, attrition rates and grades.
- In our Nutrition program, data shows we have the largest equity gap amongst African-American students. Looking at our many, cornerstone Nutrition 150 classes the data shows some surprises when comparing the on-campus fall, 2019 classes (just before Covid lockdown) to the all online, asynchronous spring, 2021 Nutrition 150 classes. For African-American students, we found:
 - --We cut our equity gap in half from -24% in fall 2019 to -12% in spring, 2021
 - --We had an increase in Valid Enrollment from 10 to 17 in spring, 2021
 - --The Student Success Rate went from 48% to 70% for this group in spring, 2021
- The second largest equity gap currently exists amongst Latinx students. Using our Nutrition 150 classes and the same timeframe of fall, 2019 (on-campus) compared to spring, 2021 (online, asynchronous) we found the following:
 - --We cut our equity gap from -16.7 in fall 2019 to -6.2% in spring, 2021
 - --We had an increase in Valid Enrollment from 92 to 124 in spring, 2021
 - --The Student Success Rate went from 52% to 78.2% in spring, 2021
- In terms of overall Student Success in our program, before March, 2020, most of our classes were on-campus, with many being 16 weeks long. Then, after this date everything moved online and most of the classes were 8 weeks in duration, this continued through spring 2021. Looking over the data, I was surprised to see that Student Success and retention was directly correlated to the modality and length of the course:

- --The majority of our Nutrition classes that were offered on-campus, for 16 weeks had the lowest Course Success Rate ($\sim .65$) as compared to the 8 week, WEB, classes ($\sim .81$) once Covid hit.
- --As for Intersession, 2021 the 4 week, WEB Nutr 150 and 153 classes had the best Retention Rates ($.93$ and $.98$ respectively) and the highest Student Success Rates ($.87$ and $.95$ respectively) of any 8 week or 16 week WEB class we have offered.

Looking at this data, provides justification to schedule more short-term, online classes so as to not only improve all student success but also to close the equity gap among African-American and Latinx students. Nevertheless, we will still want to have a few of our Nutrition 150 and 153 classes on-campus for 16 weeks to meet the needs of students who want face to face instruction, DSPS and English as a second language students and those not wanting an accelerated class.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.

Since our Student Success and reducing our Equity Gap has improved with short term, WEB classes, we would like to continue in this direction. This fall, 2021, we have started a Nutrition Pilot project to test offering 4 week long, intensive Nutrition classes during the fall and spring semesters.

Both the Vice-President of Instruction, Isabel O'Connor and Dean Tina Recalde encouraged us to try this intensive, modality for students who only want to take 1 course/month and really concentrate on it alone, students with variable work schedules, military deployments, needing a course to transfer.... The results from our first 4 week long, Nutr 150 course during the fall semester were that the class met its cap of 50 students with a very good success & retention rate. In spring, 2022, we will be expanding these 4 week classes to include Nutr 150, Nutr 153 in the first 8 weeks and Nutr 170 in the second 8 weeks. These intensive classes will be offered alongside our regularly scheduled classes.

We see that it is important to offer a small number of 16 week, on-campus classes for the students mentioned above who had more trouble with short term, WEB classes. However, we will watch enrollments between our online and on-campus course offerings since our informal student polling indicates the majority of students want the flexibility of online classes more than on-campus. If we cut too many of our online classes, we may find our enrollment drops as students will go to Miramar or City colleges to get online classes.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.

Our last Nutrition Program Review was back in fall, 2019, we skipped fall, 2020 due to Covid. After looking at the data before and after Covid, it is clear that in our Nutrition program we have higher rates of Student Success, Retention and a reduction in the Equity Gap by offering both 4 and 8 week length courses in a WEB modality. Not every Nutrition course should be put into this abbreviated course format, e.g. Advanced Nutrition 155, but many can. So, we would like to see continued growth of short term, online Nutrition classes and to reduce the large number of oncampus, 16 week classes since we now know Student Success is higher and Equity Gap is lower in short term, online courses.

(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.

The college-wide practice of changing to completely online classes during Covid started off in chaos but gradually many students who were originally apprehensive of enrolling in online classes learned how to navigate Canvas and are now finding the flexibility of online classes to fit their changing work schedules, childcare....Online classes may not work well for certain complex, advanced courses but for our mostly introductory classes, it does. By polling our students, we find that many have told us they wouldn't be able to take any classes if they weren't online. As evidenced in previous questions, we now know our Nutrition students have greater Student Success and we've narrowed our Equity Gap.

A college-wide practice of having laptops available for students when our classes were all online, affected our program positively.