SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Nutrition (NUTR)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

Successes of the Nutrition Program since the last comprehensive review:
1. We have been participating in a year long (2022-2023), pilot project of running back-to-back, 4 week Nutr 150 and 153 classes to help students move through our program faster. For several years we've successfully offered these classes during the 4 week Intersession and now they are available during the semester. These 4 week, classes average a fill rate of 98-100%, 84% pass rate (compared to a 75% pass rate for 8 week classes) and 90% retention. There is only a negative 4.5% equity gap for African American students and a 0% equity gap for Latin X students. These 4 week, accelerated classes continue to be a strong source of students for our program and help close the equity gap.
2. We will be starting the process of adding a new Nutrition class that will articulate with the Nutrition department at SDSU. It will help our Nutrition transfer students as well as current SDSU Nutrition majors.

Challenges:
1. As both Miramar and City colleges offer more and more Nutrition classes it has contributed to a decline in enrollment in our classes; however, we still maintain the larger Nutrition program in the District.
2. In scheduling, we need to continue offering most of our classes online to keep our enrollments up; otherwise, students will take online classes at Miramar or City and "kill" our program. Clearly, the data supports that in our program, students prefer asynchronous online classes to on-campus classes. Currently, our highest productivity is 18.42 in our asynchronous online classes as opposed to our lowest in on-campus hybrid courses of 11.34. Our 18.42 productivity is well above the 17.5 productivity goal for the campus. The Nutrition program at Mesa has a productivity 3.68 higher than the Nutrition program at City college and 2.52 higher than at Miramar college.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
For the 2025-2026 Update:

We changed the name of Nutrition 150 course from "Nutrition" to "Nutrition Science & Global Food Issues". We are also awaiting the final approval of the course description and revised course outline which was required to be considered as a GE science transfer course. This change will strengthen the enrollment and demand of our Nutrition program.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
Nothing at this time.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.

Our asynchronous, online classes continue to provide the bulk of our enrollment. In fall, 2022 we offered 2 hybrid, on-campus classes but they each had fewer than 20 students/class. This spring, 2023 we had to cancel one of our hybrid classes because it only had 11 students; whereas, most of our online classes had 40-50 students/class. For this past year, our on-campus enrollments have had a fill rate of about 35% compared to 80-98% fill rates in our online classes.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

Again, data provided by the college show that since the bulk of our classes are online, we have been able to continue to decrease the equity gap for African American and Latin X students. Overall, among our African American students the equity gap in spring 2021 of negative 12% dropped to negative 9.2% in spring 2022. In 2022, this group of 121 students had a retention rate of 83.5% and success rate of 62.8%. We also found that these students had a higher success rate in our 4 week classes (82%) than 8 week classes (62%).

Among Latin X students, there was a negative 6.2% in spring 2021 which dropped to negative 4.9% in fall 2021. In 2022, our group of 598 students had no equity gap and instead scored a positive 9.8%. Their retention was 86.6% and success rate was 72.6%. We also found that these students had a higher success rate in our 4 week classes (77%) than in our 8 week classes (71%).

Once again, the data supports both the retention and success rate as well as decreasing the equity gap is better in the 4 week classes than the 8 week classes.

As of December 4, 2023, there are no new updates. The data is most current at this time, through the spring 2023 semester.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

As the DOC for Nutrition, I have discussed our learning outcome results with the adjuncts. The adjuncts had participated in gathering data. All CLO’s, SLO’s and PLO’s have been assessed and reviewed by faculty.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

1. The one change that has created the largest impact in reducing our equity gap with African American and Latin X students was when all our classes went online due to Covid. Our data supports a continuing reduction in the equity gap (see above) for both these groups. The reason for this is perhaps the anonymity asynchronous, online classes provide.

2. Since we have expanded 4 week classes each semester, the student desire for these classes will further strengthen our enrollment numbers. Studies done by the VPI’s office have shown students prefer short term,

asynchronous online classes and we have seen these are the ones students enroll in.

What other factors (internal or external) might also impact the above data trends and equity gaps?

1. External changes that might impact our data trends would be if Area E Lifelong Learning is dropped from GE transfer. We get many students enrolling in Nutrition 150 who might not if this occurs.

Update: At this time Area E apparently will be dropped. So, unless we are able to find another way to increase student enrollment, we may likely see a decline. December 4, 2023.

2. I have worked with Mesa's articulation officer to get committee approval for Nutrition 150 to be accepted under Biology as a transfer GE class. As of this date, we have not heard the outcome but if it is approved there should be a positive effect on our data trends. Unfortunately, on May 19, 2023, I was just notified our Nurition150 class was not accepted in the transfer pattern due to lack of more biological coverage in the course. To accommodate this, we would either need to spend more time on the science or add a prerequisite. Either way, we'd lose students.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
See the notations above.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
See the notations above.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
See the notations above.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
Added #3 under Successes: 3. I've added Goal #4 this year and I'm pleased to say that our Nutrition Resolution has passed both our local Area D Academic Senates and the state-wide plenary Academic Senates. It will be a huge success for our Nutrition program if we succeed at the upcoming meetings to have Nutrition accepted into category 5B of the Cal-GETC transfer pattern. I am collaborating with fellow Nutrition professors at Palomar, Miramar and City colleges to achieve this success.

Added #3 under Challenges: 3. Since Area E of our current transfer pattern is going away and this is where our Nutrition 150 class resides, my colleagues and I expect a large drop in enrollment. That is why I added Goal #4 to make a strong push to have Nutrition move to category 5B of Cal-GETC where it'll be recognized as a science.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Latin X and African American have been the 2 groups with the largest equity gaps. Comparing equity gap data from fall 2021 to the most current data of fall 2022, Latin X started with a negative 4.9% and it has recently improved to a negative 1%. Relatively, for African-American students they started in spring 2022 with a negative 9.2% and recently have improved this to a negative 6% in fall 2023. Over these same time periods, the Success Rate increased by 2.4% to 75% for Latin X students and increased for African-American students by 7.2% to 70%. With both groups experiencing a lower equity gap and higher success rates, we are encouraged.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

All our SLO's are directly related to each course's CLO's. All course assessments will be completed by the end of the spring semester, 2025.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

Addition: Since spring 2023, when we were denied to be a science transfer class, I've collaborated with my Nutrition colleagues at several other community colleges to draft a Nutrition Resolution and try a different approach to get Nutrition placed in category 5B of the Cal--GETC transfer pattern. If we are successful, we'll likely find all our enrollments greatly increase.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Successes:

During the past year, I have been working with my colleagues at Palomar, Miramar and City colleges to have our cornerstone Nutrition 150 class be approved as a science transfer class for GE credit and to be included under Biology 5B of the Cal-GETC transfer pattern. We hope to have official approval and to implement this in the fall of 2026, we should hear shortly. This is a very major curricular move for our Nutr 150. It will now be considered an acknowledged science. We can expect more students will enroll in the course as a science transfer course. Beginning fall 2025, my colleagues and I have agreed on changing the name of our Nutrition 150 class to: Nutrition Science & Global Food Issues, in preparation on becoming a science transfer class. We also have updated the course outline and course description to reflect this emphasis.

Challenges:

With the loss of Area E on the old transfer pattern, we have a dire need to move our Nutrition 150 class under the Cal-GETC transfer pattern under Biology 5B. This is where the class should be housed as the science it is.

The current Productivity of all our Nutrition classes is 21.02. This is a big increase over our last year Productivity of 18.42 and well above the campus goal of 17.5.
Our current Fill Rate is 85%. Our total FTES is 189.2, with an adjunct FTEF of 9.00.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

The biggest surprise this fall 2025, is the full enrollment (45 students) in my hybrid Nutr 150 class. The past semesters had barely half this amount. It'll be interesting to see their data at the end of this semester.
Current Success Rate overall for all Nutrition classes is 74.7%. The Completion Rate is 93.5% and the course average GPA is 2.82.
In terms of the Equity Gap, for both Latin X and Black students it has decreased to negative 5.7% and negative 6.9%, respectively. However, I see Filipino students now having an equity gap of negative 8.2%, this is higher than either Latin X and Black students.

Summary and Reflection

Review Outcomes Report. Review the unit’s outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

I am also the DOC for Nutrition. By the end of the spring 2025 semester, all Nutrition faculty assessed their course CLO's and all classes met their target pass rate. In the spring 2026, we found we need to delete an CLO in our Nutr 180 class which is no longer relevant.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

There are no new edits nor updates of the previous prompt.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit’s outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Hire a new tenured-track faculty to replace a retiree.

Unit Goal: Goal 1: Hire a new tenured-track faculty to replace a retiree.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Unit Goals, Action Plans, and Updates

- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 1 1. Apply again (FHP) to replace tenured-track faculty 2. Revise need to replace tenure-track faculty **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/20/2025 **Action Plan Update**: Still working on getting the funding. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/30/2024 **Action Plan Update**: We will be trying again by submitting an FHP in the Resource section of this year's program review with updated data. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/02/2023 **Action Plan Update**: Keep applying to get a contract faculty to replace a retiree of 5 years ago. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Goal 2: Develop and implement a Dietary Manager certificate.

Unit Goal: Goal 2: Develop and implement a Dietary Manager certificate.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)

Unit Goals, Action Plans, and Updates

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 2 1. Hire new tenured-track faculty 2. New faculty will develop and implement the new certificate. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/20/2025 **Action Plan Update**: This goal is dependant on hiring a new contract faculty **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 11/30/2024 **Action Plan Update**: Barriers have been encountered in achieving this goal since it is dependent on Goal #1 **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/02/2023 **Action Plan Update**: There has been no change to this goal since it is contingent on hiring a new contract faculty --see Goal 1 **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Goal 3: Develop a course to articulate to SDSU for Nutrition majors at both Mesa and SDSU.

Unit Goal: Goal 3: Develop a course to articulate to SDSU for Nutrition majors at both Mesa and SDSU.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically

minoritized groups, and inclusion. (✓)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 3 1. Discuss what is needed to develop & articulate a new course with SDSU. 2. Work with my colleague at SDSU in developing the course outline. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 11/30/2024 **Action Plan Update**: This goal continues to be worked upon. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 12/02/2023 **Action Plan Update**: Continue working with the Nutrition program at SDSU **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Goal 4: Nutrition Transfer

Unit Goal: Inclusion of Nutrition in Cal-GETC Science category B2

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Unit Goals, Action Plans, and Updates

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
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- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
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- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Unit Goals, Action Plans, and Updates

- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Contract Nutrition faculty in San Diego to write a resolution to be approved by our local Academic Senates and at the Plenary meeting. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/20/2025 **Action Plan Update**: We should hear soon by the end of the fall 2025 semester if this goal has been completed **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track