

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes of the Nutrition Program:</p> <ol style="list-style-type: none"> 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

		<p>SDSU. It will help our Nutrition transfer students as well as current SDSU Nutrition majors.</p> <p>Challenges:</p> <ol style="list-style-type: none"> 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.
<p>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.</p>	<p>Optional</p>	<p>There have been no major curricular changes since our last review.</p>
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p>We have had no new resources in our program for several years.</p>
<p>Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.</p>	<p>Select One</p>	<p><input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support</p>
<p><i>Data Reflection</i></p>		

Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	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 you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	<p>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%).</p> <p>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%).</p> <p>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.</p>
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting	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.

	this section.	
<i>Practice Reflection</i>		
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Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	<ol style="list-style-type: none"> 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?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	<ol style="list-style-type: none"> 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. 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 Nutrition 150 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.
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response

Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Hire a new tenured-track faculty to replace a retiree Goal 2: Develop and implement a Dietary Manager certificate Goal 3: Develop a course to articulate to SDSU for Nutrition majors at both Mesa and SDSU.
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	Goal 1: SO: Pathways & Partnerships SO: Stewardship Goal 2: SO: Pathways & Partnerships SO: Completion Goal 3: SO: Completion SO: Pathways & Partnerships
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	Goal 1 1. Apply again (FHP) to replace tenured-track faculty 2. Revise need to replace tenure-track faculty Goal 2 1. Hire new tenured-track faculty 2. New faculty will develop and implement the new certificate. 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.
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Christine DuPraw	
Name of Program/Unit	Nutrition	
Manager Name	Acting Dean Cassandra Storey	

Submission Date of Program Review Draft to Manager for feedback	May 12, 2023
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	May 24 th , 2023