

LDC Program Review – Annual Discipline Update for 2021-2022

PART A

SECTION 1: BASIC PROGRAM/DISCIPLINE INFORMATION

SAC Name: **Foods and Nutrition**

Disciplines included in this SAC:

SAC Chair(s): Amanda Margonlin, Heather Garza

Faculty Department Chair(s): Deb Lippoldt

Program Dean/ SAC Administrative Liaison: Janeen Hull

Pathway Dean: Janeen Hull

Please highlight where your classes are offered.

Classes/Services offered at: CA / RC / SE / SY / NB / HC / WCC / Metro / CLIMB

Other:

SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year enrollment review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A.Enrollment (SFTE) per year; Location (where course is taught); Modality

2018-2019: 106.1

2019-2020: 102.4

2020-2021: 110.5

Notes: 5% growth over 3 years with slight dip likely related to COVID in 2020, overall SFTE trend at PCC -3-5%

	2018-2019	2019-2020	2020-2021
Sylvania	64.9	62.7	67.3
Cascade	2.4	3.8	6.2
Rock Creek	23.4	24.9	24.3
Southeast	15.4	11.6	12.6

Notes: Sylvania has 65% of SFTE and rising in 2020 due to shift to online course offerings. Cascade increasing while Rock Creek is stable, and SE variable.

2A1. Does this data suggest any questions that the SAC would like to pursue?

Not at this time.

-Adding FTE in 2022 may address rising enrollment

2A2. Do the data suggest adjustments be made in your discipline, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with in the upcoming academic year?

Not at this time.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the SAC/discipline?
Not at this time.

2A4. Is your program aware of any external influences that strongly affect recent enrollment? For example, state requirements, transferability challenges, other university policies, etc. Please explain.

With the recent increase in pursuing health care professions, and as FN 225 is a prerequisite for several of these programs, this likely has increased the increase in enrollment.

Concordia-transferability, influx of healthcare related students.

Recent GenEd status of FN 110 may have increased enrollment.

COVID-paused ability to offer FN 113 (lab, in-person), course has not been offered since Winter 2019-2020.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

	onsite	remote	online
FN 110	79%	73.6%	83.4%
FN 225	94	91.5	94.6
FN 113	89.5	NA	NA
FN 211	NA	NA	71.5 (48% 2018 (?), 86.4% 2019, 80.4% 2020)

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

FN 225 - highest average, constant, ~94% likely related to competitive post-PCC programs

FN 110- lowest average, constant, ~78%

FN 113-only available onsite for 3 terms and not in 2020-2021

FN 211-outlier data point, offered for 3 terms

Overall, students are the most successful online, less so onsite, and experience the least success via remote courses.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

Higher success rate online (83%) vs onsite (74%) and remote (74%) offerings.
Note-limited data on onsite related to transition to online/remote in Spring 2020.
Online with most data, newer students may be more comfortable with online classes
Opportunity to optimize remote student success via quality, access, OER?

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Course marketing (instructors market courses at the end of each term)
Marketing for teaching kitchen at rock creek for lab course of FN 113
Obtaining approval for FN 110 to be listed as ged ed

2021-2022: OER implementation in FN 110 and FN 225 to address equity and inclusion, culturally responsive teaching, student-centered education, engagement, application vs testing.

Goal:

ALL FN 110 sections to utilize OER shell starting Winter 2022, including remote
FN 225 revision ongoing with ALL sections using revised OER shell by Winter 2021/22.

Enrollment and % Passing By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Avg yearly Enrollment and Gender and % Success Rate from 2018-2021

Male enrollment:	Male Success Rate	Female Enrollment	Female Success Rate
332	82.5%	972	88.4%

Average yearly %success rate and race 2018-2021

	Native American	Asian	Black	Latinx	NHoPI	Int'l	White	Multi	Unknown
# race enrolled	7	115	72.7	170.7	11.3	76	769.7	115.7	69.3
%success rate	95	92.6	77.3	84.5	85.9	89.5	87.7	83.9	85.9

Avg Yearly Pell enrollment and % success rate 2018-2021

	Offered enrollment	%success rate	Not offered enrollment	% success rate
Avg per year	469	81.4	888.3	89.7

Average yearly enrollment 2018-2021: 1,357.7

- 34% of our students are male-identifying, 65% female-identifying, and 1% non-binary
- 57% of our students consider their race white, 13% Latinx, 8% multiracial, 8% Asian, 5% unknown, 5% black, 5% are International students, <1% NHoPI and Native American.

- Our Black students have the least success in our course: 77.3% vs avg of 86.9%, a 11% difference, with the next group achieving 6.3% higher success rate
- Our students offered Pell have a 5.5% reduction in their success rate compared to those students not offered the Pell.

Course material selection: OER for all FN 110 sections (online, remote, onsite) so students do not have the burden of text purchasing and optimizing access and inclusivity.

Content/curriculum: equity and inclusion with graphics/nutrition recommendations, culturally responsive teaching, offering PCC resources at start of term with reminder(s) mid-way via announcements.

Goal: ALL FN 110 sections to utilize OER shell starting Winter 2022, including remote. FN 225 revision ongoing with ALL sections using revised OER shell by Winter 2021/22.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

Compare male-identifying students' enrollment to other health profession pathway enrollment statistics-explore any significant differences that exist.

Compare Black students' success rates with other health profession pathways, and perhaps to other PCC courses-analyze data to explore opportunities to support student success.

Data report: a way to track student pathways in each section to determine how best to market?

Transportation modality and campus locations

Wifi access/availability and campus locations

Houselessness and campus locations

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A. Assessment Reports

Please note: The following questions link directly to your Annual Learning Assessment Reports for the Learning Assessment Council. Feel free to cut and paste between this document and your other assessment documentation.

3A1. Which student learning outcomes from your SAC's available courses will you assess this year and will you use direct assessment strategies?

(These can be larger, program-level outcomes or course-level outcomes from your CCOGs).

We are directly assessing this course outcome: Apply science-based nutrition principles to create and follow a healthy and sustainable eating plan. We are assessing the meal plan creation portion of the final project and will score the students' meal plans.

3A2. Which courses do you plan to assess this year; how and why will your SAC choose the sections?

FN 110 Winter sections utilizing the OER shell. The meal plan component of the final project is only offered in the new OER course shell. This course is newly developed and this assessment will help guide changes we may need to make for future terms.

3A3. In general terms, describe the assessment project for the year from implementation to data collection. What steps will you take in carrying out the project?

1. FN 110 Winter sections will be evaluated for this assessment. All sections will have the same final project assignment.
2. One students submit their final projects, all identifying markers (such as names) will be removed before the projects are given to other faculty to score.
3. During the spring SAC meeting, the SAC (1 FT instructor and 6 PT instructor) will engage in a norming session. The strategy that will be used to reach agreement on how the dimension of the rubric will be scored will be to have each member of the SAC score 1 or 2 artifacts on their own prior to the meeting or at the beginning of the meeting. In the meeting, these test artifacts will be reviewed, compared and discussed. This strategy will provide an opportunity to make sure that any differences of opinion about scoring are identified early and a consensus reached before the rest of the artifacts are scored.
4. The results of the assessment will inform the SAC if students are scoring consistently higher and

lower in this specific dimension (meal plan chart) of the rubric. These results will help the SAC evaluate if and where methods of instruction might be improved.

3B. Response to LAC Assessment Question

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: Your assessment process is well-thought-out and implements many best practices around norming. You are asking many of the most important questions, such as what level of benchmark attainment makes most sense for your discipline. Thank you for your diligent work during this exceptionally stressful year.

Suggestions: It may be useful to the SAC to ask members of their Advisory Committee for feedback on how many of their students are an appropriate number to be reaching the benchmark. Are there any industry standards that would help here? As this submission is a reassessment, it is recommended that the SAC move on to a new outcome for next year. The SAC will want to continue to improve the signature assignment, but doesn't have to assess it every year.

Question: The reviewers are curious to see how your SAC chooses to move forward on the question of benchmark attainment. There are various philosophies around this question. What will be the best for your students? Will you reassess one more time, or move to a new assessment & return to this outcome at a later time?

SAC Response:

For 2021-2022, our SAC will be doing a new learning assessment report, as the 2020-2021 was a reassessment, The benchmark was met for the first five dimensions of the QR rubric. The sixth rubric was met by 72% of the students.

PCC Benchmark is "2" or "Developing" for each dimension of the Quantitative Reasoning (QR) rubric.

FN Goal: at least 80% of students score Level 2 for each of the six Quantitative Reasoning dimensions.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

Stable/slightly rising enrollment across all courses (except 113-in-person lab)

1 FTE to be added to faculty in Spring 2022 to address increasing enrollment and administrative needs.

4B. Are there any challenges not described above that you would like to note here?

None at this time.

4C. Do you see any opportunities in the near or long term that you would like to share?

Growing field of nutrition and health - opportunities to offer more sections of FN 225 to support the prerequisite needs of healthcare professionals (nursing and dental hygiene students)