

**Department/Program Name:** Allied Health/Family and Consumer Studies

**Last Review:** 2008 - 2009

**Current Year:** 2015 - 2016

**Preparers' Names:** Peggy Gorbach

**Area Dean:** Antoinette Herrera

**Evergreen Valley College's Mission:**

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

**Strategic Initiatives:**

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:

- Access: Develop a balanced schedule of course offerings to better meet the needs of students
- Curriculum and programs: Establish quality curriculum and programs to support student achievement of educational goals.
- Services: Tailor services for a diverse student population to prepare and enable them to succeed academically and become global citizens.

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:

- Student Access: Completion of educational goals
- Employee development
- Transparent Infrastructure

**Summary of the Department/Program ("Program")**

**1. Provide a brief summary of your program. Assume the reader does not know anything about it. Your explanation should include a brief history and a discussion of any factors that have been important to the program's development. Please explain the purpose of your program, what students you serve, what services you provide, and why these services are valuable.**

***\*Note: For the following items, you may use Student Learning Outcomes (SLOs) and SLO assessments to gauge effectiveness. If so, you may wish to complete Part C, below, and then return to this section.***

The Family and Consumer Studies Department (FCS) has evolved over the years and has been a department at Evergreen Valley College since the colleges inception in 1975. The department, based on community need, has gone from multiple course offerings to the current three core general educational courses in lifelong learning. Historically, Nutrition was taught at the inception of the department in 1975, with Child Development beginning in 1978, and Life Management in 1993. Family and Consumers Studies Department has gone through many changes throughout the years and currently support students pursuing high education and general education pathways as well as those who desire personal educational growth. The department, at this time, includes courses in Nutrition, Life Management, and Child Development serving approximately 450 – 540 students per semester with 10 – 12 sections each semester (see: Program Review v7-3\_EVC\_FCS – attached).

## **2. How does your program define effectiveness, and what measures have you chosen to gauge it?**

The FCS faculty has focused on the development of Student Learning Outcomes (SLO's) including identifying the assessments, developing timelines, administering assessments, analyzing and creating plans to address low performing SLO's. Essays, quizzes, exams, and assignments are all utilized in the coursework within all FCS courses and are incorporated in assessments. All FCS courses have SLO's with plans of ongoing faculty assessment each semester. For Fall 2015, all FCS courses will have complete assessment data finished by the end of fall semester. Additional effort needs to be done and SLO's should to be modified in order to ensure relevance of the SLO in the course along with the assessment tools and timelines.

## **3. Please summarize the results of any measures you have applied. What do these results mean for your program?**

Student Learning Outcomes (SLO's) are applied to all courses. The results for Fall 2015 are still being analyzed and will be completed by the end of Fall semester. Overall, the students are meeting the standards set by the FCS department. All courses contain quizzes, exams, essays and class activities that develop the student's knowledge of the subject. In the SLO assessment, student assignments are designed to promote critical thinking by requiring students to analyze their personal information such as in Nutrition and Life Management. In the coursework, students evaluate their personal diet using a computerized program for all nutrients. Students analyze where their present diet is deficient or excessive of nutrients and what changes they can make by including or eliminating certain foods. Utilizing the online computer program,

allows students to develop a technology based life skill. Student Learning Outcomes are assessed and if necessary changes are adapted and re-evaluation is ongoing. The last analysis of the SLO for both Nutrition and Life Management indicated improvements could be made. Reevaluation was made the following semester with adjustments. The Nutrition and Life Management courses were taken to the Computer Lab for the assignment first stage. This allowed the student to log into the software with the aid of faculty. The SLO assessment identified that we are meeting the standards set in the curriculum throughout the FCS department and students are learning the necessary materials in all of the FCS courses.

#### **4. Where would you like your program to be three years from now?**

Development of an Online Life Management course will be included with the course revisions. FCS Faculty are in the process of identifying new courses to develop which may include: Introduction to Nutrition Science, Sports Nutrition, Women's Wellness, Gerontology, and a set of one-half to one unit "Healthy Lifestyle" course that can include: Stress Reduction, Assertiveness Training, and Managing Anger. Faculty is also analyzing the opportunity of an Associate Degree for Transfer in Nutrition with the creation of the Introduction to Nutrition Science. Allowing for student accessibility, course offering can be developed online and on weekends.

### **PART A: Overview of Program**

#### **1. Please state at least three recent accomplishments for your program, which show how it contributes to the College's success.**

- This semester work has been ongoing with the EVC Service-Learning Coordinator; implementation next semester is to include an option in the Nutrition course to work in the community at two different agencies; one is at the Eastside Neighborhood Center or The Eating Disorders Resource Center. These two locations would allow a student to work directly in the community with senior citizens or individuals with eating disorders. In Nutrition, an assignment is a Case Study (SLO#1, SLO#4, SLO#5, and SLO#6). The faculty would give a presentation to the members of the centers, and students will be able to have real life examples for the student's assignment. This alliance will have community engagement, develop partnerships, increase visibility, and have students not only succeed academically, but become civically responsible citizens. This collaboration will support the EVC Mission statement.
- Students in Life Management courses have an opportunity to participate in Service Learning they can choose a personal challenge or the service-learning component in the course. The students that choose service learning are working in a variety of agencies and feel that their service benefited the agency and they feel fulfilled by giving back and volunteering in real-world projects in the community. Students

develop cross cultural awareness and civic responsibility along with self-confidence, self-motivated and responsibility. This assignment aligns with the Evergreen Valley College Mission – to be civically responsible global citizens. The Strategic Initiatives of Community Engagement is directly linked with community partnership.

- In Child Development, the students do an observation of infants, toddlers, school age children, and adolescent age. These observations can be at day care centers, or individual homes. Students interact directly with the age group they are learning about and have first-hand knowledge of the growth and development of each period of growth. Through the assignments, there is increased visibility of Evergreen Valley College and its students.

**2. State the goals and focus of this department/program and explain how the program contributes to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District.**

The goal of the Family and Consumer Studies Department at EVC is to provide quality education and facilitate student's success in order for them to reach their personal educational goals. In all Family and Consumer Studies courses, faculty promote a learning environment that is supportive and accessible to all students regardless of race, ethnicity, culture, gender, language, disability, sexual orientation or religion. All FCS faculty are committed to ensure that every student enrolled in FCS courses have the opportunity to succeed. There are multiple sections of each core course each semester. Offering courses in FCS at different times throughout the daytime, night, weekend, and online allow accessibility to the students taking FCS courses at Evergreen Valley College. The offering of classes at various times supports the Strategic Initiative of Student Access and allowing students to complete their educational goals.

**3. (data) Identify current student demographics. If there are recent changes in student Demographics, explain how the program is addressing these changes.**

The demographics for FCS are not identified and need to be further developed from the district. In the previous program review, the student demographics showed limited variability. Evaluation of the demographics of the Evergreen students in Spring of 2015 indicate that:

- Majority of the students are female (52.72%).
- Average ages of the students are from 18 – 24 years.
- Greater amount of the students being Asian (39.90%) or Hispanic (37.60%).
- The common time of courses are taken by students are Daytime at 46.19% and Day and Evening courses at 37.12%
- Student academic load indicates that the majority of students take courses half time at 42.41% and full time load is at 31.39%

- Majority of students take course on Tuesday/Thursday at 33.53% or Monday/Wednesday 32.92%.

The FCS students reflect the overall students at Evergreen Valley College and no trends have been noted (see: Copy of Program Review v7-3\_EVC Entire Campus – Attached).

**(data) Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.**

The demographics for FCS are not identified and need to be further developed from the district.

**4. (data) Identify department/program productivity (WSCH/FTEF).**

The demographics for FCS are not identified and need to be further developed from the district.

**5. (data) Identify student success rate and patterns within the department/program paying particular attention to our college's target groups.**

The demographics for FCS are not identified and need to be further developed from the district.

**6. If the program utilizes advisory boards and/or professional organizations, describe their roles.**

Currently, the FCS department does not have an established advisory board. Departmental meetings occur, including adjunct faculty, who are in clinical practice and licensed.

## **PART B: Curriculum**

**1. Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).**

In Family and Consumer Studies, there are 3 stand-alone courses: FCS 019 Nutrition, FCS050 Life Management, and FCS070 Child Development. Students take the course to meet CSU G.E. Breadth Area E to transfer and for personal knowledge. Many students in this course plan to transfer or are currently enrolled at SJSU or other universities. Students learn the importance of the relationship between diet and health, as well as the impact of culture on food choices. There are three daytime Nutrition courses, one Nutrition course at night and one online Nutrition course. The course offerings reflect the student enrollment trends at EVC for Spring 2015.

Life Management is a CSU G.E. Breadth Area E course that aids the student in personal success and life skills necessary to be successful in education and the workforce. Many students who take the course are planning to transfer or for self-

development. Life Management is offered during the day, evening and weekends along with the development of an online course to meet the needs of interested students.

Child Development is a CSU G.E. Breadth Areas D9 and E along with being major requirement in the Associate in Science Early Childhood Education for transfer degree at San Jose City College. Students in this course earn credit for educational majors and this course is necessary course work required of childcare providers. At EVC, Child Development is offered at night and online to meet student needs.

**2. State how the program has remained current in the discipline(s).**

Nutrition curriculum was updated in 2012 to match current changes in the area. Life Management core curriculum is in the process of being updated to benefit the students and align the course with the student needs in Fall 2015. Child Development course stays relevant with the industry and was updated in 2013. Each professor in FCS remains current in their discipline through conferences, continued education and professional organizations. The professors meet informally throughout the year and confer on curriculum, needs, and new information.

**3. All course outlines in this program should be reviewed and revised every six years. If this has not occurred, please list the courses and present a plan for completing the process, including timelines and dates for each course.**

Nutrition was updated in 2012, Life Management is in the process of being updated currently and will be finished Fall 2015. Child Development was updated in 2013.

**4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

In Nutrition a major part is leaning and SLO#2 is the functions and needs of the necessary vitamins and minerals. A "BINGO" game for Vitamins and Minerals was developed that students play one day at the end of the chapters and before the exam. Student's work together when they hear the clue, first the students need to evaluate the clue and then determine which vitamin or mineral is the correct answer, and then see if it is on his or her card. Through this game, student knowledge of vitamins and minerals has increased; therefore, it has increased student grades on the exams and students know the significant information for Vitamins and Minerals throughout life.

In Life Management, students choose a personal challenge. This can be learning something new outside education (such as playing the piano, learning a foreign language or learning to drive), making choices to become healthier and working towards a goal of an event such as a half marathon, bike ride or many take part in the

Gloria Zufall run on campus. Students can also choose to volunteer through EVC Service Learning. With this challenge, students learn to set goals, communicate and resolve their problems, manage their time and become better prepared for success in the workplace. This project aligns with the Evergreen Valley College Mission: to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens. This assignment also applies to Strategic Initiatives: Community Engagement with the focus of increase visibility, develop strategic partnerships, and building campus community. This assignment is not a SLO assessment; however, it does relate to SLO#1, SLO#3, SLO#5, and SLO#8.

In the Nutrition and Life Management courses, students work on chooseMyPlate.gov website to use technology to analyze their diet (Nutrition SLO#1, SLO#4, SLO#5, and SLO#6; and Life Management SLO#5). Life Management students also go to the computer lab to do an online assessment of their Learning Style (SLO#7) on Eureka.org website. Next semester plans are to take the Life Management students to the EVC computer lab to utilize Excel software in budgeting of their Money Management assignment (SLO#4). Through these computerized assignments students integrate technology and combine a new approach for their education. Each assignment is personalized and applicable for the individual along with being a lifelong tool.

**5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use a Curriculum Mapping form as needed.**

Development of an Online Life Management course will be included with the course revisions. FCS Faculty are in the process of identifying new courses to develop which may include: Introduction to Nutrition Science, Sports Nutrition, Women's Wellness, Gerontology, and a set of one-half to one unit "Healthy Lifestyle" course which have been identified include: Stress Reduction, Assertiveness Training, and Managing Anger. Faculty is also analyzing the opportunity of an Associate Degree for Transfer in Nutrition with the creation of the Introduction to Nutrition Science.

The Associate in Science in Nutrition and Dietetics for Transfer Degree Transfer Model Curriculum have the required core course to include: Introduction to Nutrition Science, Introductory Psychology, General Chemistry with Lab for Science Majors, Microbiology with Lab, General Chemistry for Science Majors, Human Anatomy with Lab or Human Physiology with Lab, Introduction to Statistics, and other lower division course that would prepare one for a Nutrition and Dietetics major at a CSU can be identified. To implement this transfer degree, FCS would need to develop the Introduction to Nutrition Science course.

**6. Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)**

FCS has no articulation agreements with high schools. FCS-019, Nutrition – CSU G.E. Breadth Area E, FCS-050, Life Management – CSU G.E. Breadth Area E, FCS-070, Child Development – CSU G.E. Breadth Areas D9 and E. Nutrition and Child Development are also articulated as course-to-course with the universities.

**See Appendix A**

**7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

None required.

**PART C: Student Learning Outcomes and Assessment**

**1. On the program level, defined as a course of study leading to a degree or certificate, list the Program Learning Outcomes (PLO), if applicable. Please note, you may be completing this program review as a department or discipline and do not offer any degrees or certificates. In this instance, please disregard this question.**

Not applicable.

**2. List or describe all assessment mechanisms you are using to evaluate course and/or program student-learning outcomes. Please provide a link to all the course and/or program SLO assessment matrices.**

In Nutrition, assessment tools are: Assignments (Diet Analysis, Case Study, and Final Project of a Perfect Day), exam questions, in class worksheets. Life Management assessment tools include: Coat of Arms Assignment and Presentation, Goal Assignment, Exams, Effective Communication Worksheet and Discussion, Time Management Assignment, Money Management Assignment, My Plate Assignment, Stress Journal and Stress Assessment, Multiple Intelligence and Learning Styles Assessment. Course assessments in Child Development comprise of: Weekly Discussions; Observations (Infant, Preschool, School Age, and Adolescent), along with an Adolescent Interview.

**SLO Matrices Attached.**

Current SLO Matrices are attached. FCS Matrices for Fall 2015 are still being developed as some assessments have not been completed at this time. They will be completed after all grades are submitted and forwarded on to the committee.

**3. Since your last program review, summarize SLO assessment results at the course and program level (if applicable).**

SLO assessments are ongoing, but better work can be done with keeping them up-to-date. In Nutrition with the Diet Analysis and Case Study Assignments used in SLO#1, SLO#4, SLO#5, & SLO#6 in order to increase the percent of student's participating and passing the assignment along with an increase in student grades; since 2013, the initial stage of the assignment has been done in the EVC computer lab. Results have indicated an increase in participation in the assignment; although still not 100%, and an increase in the overall grades. Also in Nutrition SLO#2, in Fall 2012 a BINGO game was developed which increased student learning of the material and the students enjoyed the game. In Life Management, SLO#5, a MyPlate Assignment, was done in the EVC computer lab. Analysis of the assignment indicated low grades along with 23% of the student's not doing the assignment. In Fall of 2015, the assignments was done in three stages along with an assignment modification. The overall grades increased, and participation in the assignment also increased; however, there was still a small percent of students not doing the assignment. One-on-one conversations led to a few students doing the assignment late; however, some still did not do the assignment. Also in Life Management with SLO#7, the Learning Styles Assessment, a reevaluation plan was to not utilize the computer website for student analysis and doing the assessment on paper; however participation was increased by having only one assignment done on that day increasing the time in the computer lab. The Learning Styles Assessment is individualized and detailed on the Eureka website. Current analysis of Child Development SLO's indicated no changes at this time; however, discussion will be included in the Fall 2015 analysis.

#### **4. What plans for improvement have been implemented to your courses or program as a result of SLO assessment?**

As a result of analyzing the Nutrition Diet Analysis and Case Study assignments, the classes begin both assignments in the EVC Computer Lab. The assignment is introduced, and the students begin working with the computerized program to input their food intakes for one day. While the students are working the instructor is able help students wherever needed. This change was implemented due to wanting to increase the percentage of students completing the assignment and increase the grades of those finishing the assignments. Using the EVC Computer Lab has increased student grades and comprehension of the assignments that were turned in. There is still a small percent of students that do not complete and turn in the assignment even though they do attend class the day at the computer lab. The EVC Computer Lab is also utilized when the Life Management Students begin their work on the MyPlate Assignment. Using the EVC Computer Lab where the students can begin their assignment and work with the instructor has increased the grades; however, did not increase the percent of students not doing the assignment. Further analysis of the SLO led to a modification of the assignment leading to better

comprehension of how a student can change their diet and get all of the food groups in one day. This did encourage the students that they can eat healthy throughout the day. Students appreciated this modification in the assignment and were able to see the simple changes they could make to benefit their health.

**5. As a result of SLO assessment data, will you be requesting additional resources for your program or courses (i.e. additional faculty, equipment request, program personnel...)?**

With the SLO assessment, student understanding of serving size and the amounts eaten would increase with the purchase of Food Models for all face-to-face Nutrition classes. These Food Models would aid in the discussion of serving size and amounts needed for both the Diet Analysis and Case Studies Assignment. SLO #1, SLO #4, SLO #5, and SLO #6,

The Life Management courses could also aid in Food Models. SLO #3.

**PART D: Faculty and Staff**

**1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.**

**Peggy Gorbach**, Full time faculty teaches Nutrition and Life Management. Full time faculty distributes relevant information to adjunct faculty, writes curriculum, writes SLO's, and assess SLO's.

**Julie Bandy**, adjunct faculty teaches Life Management.

**Trudy Bonincontro**, adjunct faculty teaches Child Development and Life Management.

**Kathleen Cahill**, adjunct faculty teaches Nutrition.

**Renee Ryan**, adjunct faculty teaches Nutrition.

**Jessica Weiler**, adjunct faculty teaches Child Development and Life Management.

**2. List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.**

**Peggy Gorbach:** In the last 6 years many development activities have been completed to broaden instructional skills and growth. While preparing to teach the online course, HED003, Women's Health online was taken at Solano College in order to learn both the material and teaching strategies other faculty implemented online. While developing the online course in Nutrition, Introduction to Online Teaching and Learning was taken in June 2009. This course was to assist in development for a 16 week Nutrition course at @One. Two more courses through @one were taken to develop knowledge of Moodle Introduction to Teaching with Moodle in October 2009 and More about Moodle in November 2009. Classes through Nasreen Rahim were also taken for further development of Moodle as problems/questions arose. Spring 2012, EDIT 010 –

Computers & Digital Media at EVC. Through this course, knowledge of different online technology and tools for teaching an online course was learned. June 2012 attendance at a three-day Web/Online Conference was insightful to different teaching materials such as Merlot, CC Confer, Turnitin, and Dropbox. January – February 2013, a 6-week course on CERT training was completed. This is a comprehensive training class to certify one to become a Community Emergency Response Team member. The training prepares one for community safety and emergency preparedness in case of fire, earthquake, and emergency hazards following a disaster. Being prepared to respond during the critical period in an organized, effective way is essential. This training will help at home, in my home community, or at Evergreen Valley College in case of an emergency. Recently Thomas Morales, Chief of Police at San Jose/ Evergreen Community College District Police was contacted in order to volunteer for the EVC Emergency Response Team and my name was forwarded to the Securities Committee and waiting acceptance. July 2013, participated in an Online Teaching Conference at Evergreen Valley College. Though the weeklong conference online curriculum was updated and different ways to engage the online students were identified. The Educational Code and Title 5 pertinent to online teaching were presented. Fall 2014 – Spring 2015 a yearlong sabbatical was permitted. Course work focused on FCS curriculum was taken in various areas. On December 4, 2015, will attend the @One OEI Course Design Rubric Event to further design effective Rubric for the online Nutrition course. This Rubric development will aid in the State Online Exchange Program being developed at EVC. The Rubric development will benefit and all other face to face courses. In Spring 2016, plans are to attend the Annual Nutrition & Health Conference in Denver, Colorado on March 21 – 23. Also, I plan take Introduction to Teaching with Canvas through @One on April 4 – April 29th.

**Julie Bandy:**

**Trudy Bonincontro:** June 2012, attended a three-day Web/Online Conference. October 2012, Completed a Doctorate in Education with an emphasis in Counseling Psychology. The dissertation was on the topic of online doctorate students. July 2013, participated in a weeklong Online Teaching Conference at Evergreen Valley College. December 2015 will attend the @One OEI Course Design Rubric Event. Trudy will do the online certification program for instructors through @one in the spring.

**Kathleen Cahill:** Keeps current in her Registered Dietitian Credential by engaging in continuing professional education.

**Renee Ryan:**

**Jessica Weiler:** Attended various trainings including an on-line training to learn how to teach an on-line class. Also, has attended various faculty professional development days at Evergreen and Gavilan including faculty meetings, trainings about writing SLO's, effective teaching methods, etc.

### **3. Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation.**

Peggy Gorbach tenure review was last done in 2012, both peer and dean faculty evaluations.

Julie Bandy – peer and dean faculty evaluated in Fall 2015. Post Evaluation Meeting occurred in Fall 2015.

Trudy Bonincontro - peer and dean faculty evaluated in Fall 2015. Post Evaluation Meeting occurred in Fall 2015.

Kathleen Cahill - peer and dean faculty evaluated in Fall 2015. Post Evaluation Meeting occurred in Fall 2015.

Renee Ryan, will be evaluated in Spring 2016

Jessica Weiler - peer and dean faculty evaluated in Fall 2015. Post Evaluation Meeting occurred in Fall 2015.

No classified staff.

### **4. Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).**

When there is a new hire of an adjunct faculty, Full time faculty introduces them to the campus, including identifying key areas for information (Reprographics, Admissions and Records, etc.). The full time faculty provides all needed materials for the course such as: syllabus, handouts, assignments, exams, lectures, online curriculum; whatever they need in order to be successful teaching their assigned course at EVC. Throughout the semester, there is communication with the adjuncts, reminding them of deadlines, answering questions, and letting them know they can reach the full time faculty if they need anything. The FCS Department holds meetings two times per semester to collaborate with instructional materials and communicate student needs. In FCS there are two tutors for the Nutrition course and one for Life Management (one of the Nutrition tutors) all of these students were approached to become tutors after successfully completing the course and identifying themselves as one to help others. At the beginning of the semester, tutors meet with the full time professor and all assignments are reviewed to aid student questions. When utilizing new software, tutors are asked to familiarize themselves with the software ask any questions or identify any problems. At the end of the semester, a follow up is also done with all tutors. The full time faculty keeps a good report with all tutors and they e-mail questions or problems when they arise.

## **PART E: Facilities, Equipment, Materials and Maintenance**

### **1. Identify and discuss the facilities, equipment, equipment maintenance, and materials allocated to the program. Identify and explain additional facility needs and rationale.**

The full-time faculty has an office in R2-315. This office has a computer, printer and file cabinets. Family and Consumer Studies courses do not have any facilities, equipment or materials allocated to the program. Most classes are held, whenever scheduling permits. It would be helpful if all faculty could teach in the same room if there is not an overlap in the schedule (currently, the only overlap is on Wednesday evenings). This common classroom would allow shared material in a central location, a cabinet would be necessary for course materials to be placed and shared; walls could have course related posters, along with times of tutors, etc. A room located where FCS courses are taught would allow all access to materials and a place to store the materials. Such a classroom would need to have access to a computer with projector, internet access, audio capabilities, and enough seats to fit at least 45 students at a time. With 10-12 sections a semester, at times when not in use, other departments and courses could use the room, but it should be identified as an FCS classroom for students to identify the FCS Department.

**2. Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.**

Nutrition and Life Management courses utilize online software in course assignments, projects and coursework. The students are taken to the EVC Computer Lab in the Learning Center to access these programs with demonstrations and students have time to work on assignments; however, outside work is necessary to complete the assignments. Needs of the projects would include Food Models to aid in student comprehension of serving size (Nutrition SLO#1, SLO#4, SLO#5, & SLO#6 and Life Management SLO#5) .

**3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

There is no outside support of the department.

**PART F: Future Needs**

**1. Current Budget**

**A. Identify the budget currently allocated for the department/program through the division budget (fund 10). Discuss its adequacy in meeting your program's needs.**

Currently there is no budget in FCS. A supply budget would be helpful as of now, all faculty use their own money for any needed supplies. A budget to purchase needed materials would benefit the students for food models (Nutrition SLO#1, SLO#4, SLO#5, & SLO#6 and Life Management SLO#5), posters, calculators, etc.

**B. Identify any external (fund 17) funding the department/program receives, and describe its primary use.**

There is no external funding for the department.

**C. Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.**

There are no grants or other external funding sources for the department.

**2. Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?**

Not aware of any sources of funding for program.

**3. Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's outcomes?**

A supply budget would be helpful as of now, all faculty use their own money for any needed supplies. A budget to purchase needed materials would benefit the students for food models, posters, calculators, etc. These items would be beneficial in meeting the SLO's in Nutrition and Life Management.

Nutrition:

- SLO#1 - Evaluate the role each nutrient in the body and determine nutrient amounts required for healthy persons at various life stages
- SLO#4 - Distinguish physiological and environmental factors influencing food choices and dietary behaviors.
- SLO#5 - Evaluate the effect of macronutrients on metabolism and health.
- SLO #6 - Analyze food fads and fallacies based on nutrition facts

Life Management:

- SLO#5 - Identify and evaluate health and wellness strategies to improve daily lifestyles for: diet, nutrition, sleep, exercise, STDs, alcohol and drugs.

A classroom for FCS would assist in faculty sharing materials and allowing a FCS visibility on campus. This classroom would need to be equipped as a "smart classroom" with computer, projector, internet access, audio capabilities and a storage cabinet.

**4. What faculty positions will be needed in the next six years in order to maintain or build the department? Please explain. What staff positions will be needed in the next six years in order to maintain or build the department? Please explain.**

With the development of an Associate Degree for Transfer in Nutrition, the creation of an Introduction to Nutrition Science course will be needed, current faculty are qualified to teach the course. The transfer degree would include other courses currently on campus: Psychology, General Chemistry with Lab, Microbiology, Organic Chemistry, Human Anatomy with Lab, Statistics and other lower division course that would prepare one for a Nutrition and Dietetics major at a CSU can be identified. Other courses that may be developed would utilize the current faculty. With one full-time faculty and five adjunct faculty, there may be a need to hire more adjunct to accommodate the extra courses.

**5. Does your program require any additional facilities, equipment, and/or supplies over the next six years (above and beyond the program’s current budget)?**

A common classroom for all FCS courses equipped with storage cabinet, computer with projector, internet access, audio capabilities would benefit all FCS courses. Having no identity on campus, along with some classrooms not equipped with audio limits some students leaning styles being addressed. Most students in FCS are visual learners (results of Life management SLO# 7), and a classroom equipped with sound would allow different teaching strategies to be addressed and developed.

**PART G: Additional Information**

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

**PART H: Annual Assessment: Program Faculty and PR Committee**

***Please attach copies of any Annual Reviews that you have completed in the last six years (if applicable)***

Will have the Annual Reviews sent to the committee.

**PART I: Resource Allocation Table**

Program Reviews provide a valuable source of information for the College as it makes decisions on resource allocation, both in terms of funding and cuts. The following information, in table format, will be used by the College Budget Committee to help inform EVC’s Budget and Planning Process.

Item Title	Response
------------	----------

Productivity (WSCH/FTEF) –	Most recent Academic year, averaging Fall and Spring. At this time the WSCH/FTEF are not identified and need to be further developed from the district.
Student Success Rate (Retention Rate)	Most recent Academic year, averaging Fall and Spring. At this time the Student Success is not identified and need to be further developed from the district.
Number of class sections offered by your program	Most recent academic year – Spring 2015 -11 sections and Fall 2015 – 11 sections
Changes in enrollment	Most recent academic year vs. three years ago (e.g. +3%, -1%) At this time any changes in enrollment are not identified and need to be further developed from the district.
Your Program’s Current Budget (from Fund 10)	Most recent Fiscal Year – FCS does not have a budget.
Current External Funding (from Fund 17)	Most recent Fiscal Year – there is on external funding in FCS.
Future Needs: Faculty (Estimated Additional Cost)	Annual cost* additional adjunct faculty will be necessary.
Future Needs: Staff (Estimated Additional Cost)	Annual cost* - no staff will be needed.
Future Needs: Facilities (Estimated Additional Cost)	Total cost over useful life of facilities* - a classroom with cabinet, computer, projector, internet, and audio. Approximate cost of classroom \$1,000.
Future Needs: Supplies (Estimated Additional Cost)	<p>Total cost* Supplies of Food Models can be purchased over time. Initial purchase Initial purchase of:</p> <p>My Plate Kit = 294.50 Great Food Kit = 348.00 642.50</p> <p>Approximate tax and shipping= 61.04 taxes – shipping approximate 25.00 Total: 642.50+61.04+25=710.54 711.00 - SLO#1, SLO#4, SLO#5, &amp; SLO#6 Posters 20.00 each 2 @ 40.00 tax 3.80, shipping 10 total 53.08 Calculators for exams: 40 calculators at 5.00 each, = 200.00 tax 19.00 plus 10.00 shipping</p> <p>Total for all items: \$1993.00</p>

More food models can be purchased over time. see Appendix B for a list and cost.

- ***Do your program's future needs assume that your program's enrollment will remain stable or do they depend upon enrollment growth? If they depend on growth, please explain the growth projections on which you are basing your assumptions. You may attach any supporting documentation to explain or support assumptions.***

Future needs have been assumed with enrollment remaining stable. However, growth plans along with need of additional faculty is based on enrollment increasing with the implementation of additional courses in the FCS Department along with an Associate Degree for Transfer in Nutrition.

### Appendix - A Articulation Summary

Nutrition and Child Development are articulated as course-to-course with the following universities:

FCS-019	FCS-070
<b>Cal Poly Pomona</b> FN 235 Nutrition	<b>Cal Poly Pomona</b> PSY 206 Child Psychology for Educators
<b>Bakersfield</b> BIOL 270 Principles of Nutrition	<b>Chico</b> CHLD 250 Child Development or CHLD 252 Child Development
<b>Chico</b> NFSC 100 Basic Nutrition	<b>Long Beach</b> CDFS 111 Preschool Child
<b>East Bay</b> NURS 2010 Principles of Nutrition and Medical Nutrition Therapy	<b>Monterey Bay</b> HDEV 260 Introduction to Child Development
<b>Long Beach</b> NUTR 132 Introductory Nutrition	<b>Northridge</b> CADV 150 Foundations of Child and Adolescent Development
<b>Northridge</b> FCS 207 Nutrition for Life	<b>Sacramento</b>

	CHDV 35 CHILD AND ADOLESCENT DEVELOPMENT
<b>Sacramento</b> FACS 10 NUTRITION AND WELLNESS	<b>San Bernardino</b> HD 240 Introduction to Child Development Or PSYC 240 Introduction to Child Development
<b>Humboldt</b> HED 231 Basic Human Nutrition	<b>Humboldt</b> CD 253 Prenatal and Infant Development or CD 255 Early Childhood Development
<b>San Francisco State</b> DFM 253 Nutrition in Health and Disease	<b>San Francisco State</b> CAD 210 Introduction to Applied Child and Adolescent Development
<b>San Jose State</b> NUFS 8 Nutrition for the Health Professions	<b>San Jose State</b> CHAD 60 Child Development
<b>UC Berkeley</b> NUSCTX 10 Introduction to Human Nutrition	<b>UC Santa Cruz</b> PSYC 10 Introduction to Developmental Psychology
<b>UC Davis</b> NUTR 10 Discoveries and Concepts	
<b>UC Riverside</b> BCH 10 Intro to Nutrition	

### Appendix - A Supplies Needs Budget

**Food Models:**

Dairy Kit 44.00  
 Vegetarian Kit 175.00  
 My Plate Kit 294.50  
 Asian food set 196.00  
 1 cup vegetables 4.20  
 almonds 6.70  
 asparagus 1 c 8.95  
 protein kit 70.50

oil 4.7  
margarine/butte 1 T 4.20  
tortilla 6" – 10.90  
cake 7.70  
**great food kit – 348.00**  
apple 11.60  
milk kit 62.00  
raw vegetables 289.00  
favorite foods. 225.00  
digestion game 28.00  
white rice 5.05  
10cup cereal 13.65  
cheese pizza. 16.70  
avocado 6.95  
diabetes toss ball 12.00  
red wine 25,25  
common meals 194.00  
romaine lettuce 9.55  
ttl 2,0741.00

Initial purchase of:

My Plate Kit =	294.50
Great Food Kit =	348.00
	642.50

Approximate tax and shipping= 61.04 taxes – shipping approximate 25.00

Total: 642.50+61.04+25=710.54 711.00

food label poster 20.00

healthy food poster 20.00

Hand held solar calculators \$5.00 each – need minimum 40 for exams.