



# Fullerton College

## Self-study for Nutrition and Foods/Health Education Program

2025

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### Section 1: Introduction

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1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

**The Nutrition and Foods Department plays an integral role in fulfilling the Fullerton College mission of advancing student learning and achievement by empowering a diverse community of learners. Our program offers flexible pathways through three certificates, an AA degree, and an AS-T degree to meet varied educational and career goals.**

**We continually expand our offerings to meet workforce demands and student interests with three new certificates and two degrees planned in the coming years, including a collaborative AS-T degree with the Health Education Department. Courses are delivered on-campus, online, and in hybrid formats with dual enrollment options facilitating early college access.**

**The Nutrition and Foods Department is housed within the Natural Sciences Division, and it includes three full-time faculty and seven adjunct faculty.**

Lecture courses are typically held in the 400 building with laboratory courses taking place in the foods lab in the 1000 building. In addition, the department is currently overseeing the Health Education Department, which is supported by one adjunct faculty member following the retirement of its full-time faculty.

Our department fully supports the college mission, values, and goals of increasing student success, reducing the achievement gaps, and strengthening connections with the community. Through this self-study, our faculty have identified both strengths and opportunities for growth. Our Strategic Action Plans prioritize expanding high-quality internship opportunities, increasing overall enrollment in nutrition, foods, and health education, including early college learning pathways, and increasing the adoption of Zero Textbook Cost (ZTC) materials. These initiatives align directly with the College's commitment to equity, accessibility, and student achievement.

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## **Section 2: Students**

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### **2.1 Student Demographics and Enrollment Trends**

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

**The Nutrition and Foods Department serves a diverse student demographic. Our program's student population continues to closely align with the campus-wide population with most of the students our department serves identifying as Latinx (56-62%), White (12-16%), Asian (10-13%), Two or More Races (7-10%) and Black or African American (3-5%). We do not see any underrepresented groups in terms of ethnicity and the ethnic profile has not significantly changed over the past 5 years.**

**Female students comprise the majority of enrollments in the Nutrition and Foods program accounting for 55-58%. Male students are underrepresented in the program compared to females. Our data reflect college and national trends showing lower male enrollment rates in higher education. In nutrition and dietetics education, males account for 11-12% of students, which highlights their continued underrepresentation in this predominantly female discipline.**

**The Health Education Department's student population also closely aligns with**

**the campus-wide population with most of the students identifying as Latinx (52-58%), White (12-17%), Asian (6-10%), Two or More Races (6-10%) and Black or African American (8-13%). Asian students are slightly underrepresented.**

**Female students compose the majority of enrollments in the Health Education Department accounting for 56-58%. Male students are underrepresented in the program compared to females.**

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

**Overall enrollment in the Nutrition and Foods program is about the same as it was 5 years ago (~1550 students per year). It decreased a little (~1300 students per year) between 2021-2023 and now we are back up to ~1550 students per year. We attribute the enrollment decrease to the COVID-19 pandemic and the subsequent disruptions it caused. The recent increase is credited to the introduction of new courses and programs, including the Dietary Manager Certificate, offering courses at convenient times and in various formats (in-person, online, and hybrid), as well as expanding dual enrollment options.**

**Human Nutrition (NUTR 210) has consistently been our highest-enrolled course, averaging about 1,000 students annually. While enrollment declined during the pandemic, it has steadily rebounded since 2023 with expanded course modalities and dual enrollment options. However, overall enrollment remains approximately 200 students below the level from five years ago. This decline may be impacted by Cypress College's new Nutrition and Dietetics ADT program, launched in Fall 2023, which includes a comparable course and dual enrollment options that compete with our current offerings.**

**Enrollment in NUTR 210H has grown from 27 to 46 students over the past five years. Offering the course online after the pandemic more effectively accommodated Honors Program students' scheduling needs.**

**Enrollment in Introduction to Foods (Food 102) declined over the past five years due to the pandemic. Recovery has begun with in-person sessions resuming, and enrollment is growing. Starting in Spring 2025, a second hybrid afternoon section was added and is well enrolled.**

**Enrollment in Food Safety and Sanitation (FOOD 110) has been trending upward, with 30 students in 2020-2021 and 90 in 2024-2025. We attribute this**

**increase to offering the course in the 8-week format, which is a popular format for students. In addition, we have seen increased enrollment of students who are interested in starting their own food business. We are working on curriculum for a Food and Nutrition Entrepreneurship Certificate, which will include this course. We expect enrollment in FOOD 110 to further increase after we start offering this certificate.**

**Cultural Aspects of Food (FOOD 130) was offered online only during the pandemic but has returned to in-person instruction with enrollment trending upward over the last two years.**

**Enrollment in Foods for Fitness (FOOD 160) and Vegetarian Cooking and Nutrition (FOOD 170) has been low over the past 5 years, but we expect enrollment to increase. We will be offering two new certificates that include these courses. We started offering a Sports Nutrition Certificate in fall 2025 and we anticipate offering a Plant-Based Nutrition and Sustainable Horticulture Certificate in fall 2026.**

**Overall enrollment in the Health Education program, which consists of the HED 140 Health Science course, declined from 482 students 5 years ago to 249 in 2022–2023, then rebounded to 365 students in 2024–2025. This fluctuation may be attributed to the pandemic as well as program’s shift in course delivery from only online sections to a blend of in-person and online sections. We plan to hire a full-time faculty member to replace the faculty member who retired, and we expect this increased stability in the Health Education Department to improve enrollment in the course.**

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students’ needs are being met?

**The Nutrition and Foods Department faculty are sensitive to the needs of our students. We look at our enrollment and student success data, conduct in-class surveys, and informally ask students about their needs. In addition, we actively seek and incorporate feedback from various departments, programs, and committees, including counseling, dual enrollment, the honors program, and the distance education advisory committee. We have increased the variety of course modalities we offer to meet the wide range of student needs. We offer courses at a variety of days and times in both in-person and hybrid formats. In addition, we offer online courses as full-semester, first 8-week, and second 8-week sessions to accommodate varying student scheduling needs.**

**The Health Education Department also considers student needs and success rates when determining course scheduling. In-person sections are offered to support students who prefer face-to-face learning. Online sections are also provided to accommodate students requiring flexible options, such as those who work full-time, have family responsibilities, or live outside the local area.**

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## **2.2 Student Achievement**

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

**The Nutrition and Foods Department course success rates are high, at 73-78% overall over the past 5 years. When looking at the totals for individual courses over the past 5 years, all of the courses were above the Institutional Set Standard of 62%, with the exception of FOOD 120, which was at 61%. This is a new course with only 2 years of data. Our highest enrollment course (NUTR 210) had an overall success rate of 77% for the standard course and 89% for the honors course.**

**Over the past 5-year period, the Nutrition and Foods Department awarded a total of 73 degrees and certificates (48 degrees and 25 certificates). This is a 100% increase from the prior 5-year period when we awarded a total of 36 degrees and certificates.**

**On average over the past 5 years, 53% of our students transferred after completing their degree. Some of our students complete the transfer requirements and transfer without applying for an AA or AS-T degree. In addition, Cal State Long Beach accepts our AS-T, but Cal Poly Pomona does not, which discourages some students from completing or applying for the AS-T prior to transferring.**

**The Health Education Department's course success rates have ranged from 51% to 57% over the past 5 years, which remains below the Institutional Set Standard of 62%. However, there has been a steady improvement in success rates over the last three years, indicating positive progress toward meeting institutional goals.**

**The Health Education Department currently does not offer any certificates or degrees. However, there are plans to introduce a Public Health transfer degree starting in Fall 2027.**

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

**For the Nutrition and Foods courses over the past 5 years, the student group whose course success rate was below the institution-set standard of 62% was the Black or African American group at 54% on average. More recently, this group has been trending upward and they were above the institutional-set standard at 63% in 2024-2025. This upward trend could be due to our courses being consistently designed with equity in mind. For example, we offer several ZTC and LTC courses, utilize early intervention strategies by using Starfish or e-mail, employ early, low-stakes assessments, offer exam study guides and review sessions, and implement multiple methods of assessment (written work, group assignments, exams, in-class activities). In addition, some department faculty have modified grading policies to allow for late work submissions and eliminate extra credit to better align with equitable grading practices.**

**For the Health Department course, the student groups whose course success rate were consistently below the institution-set standard of 62% were the American Indian or Alaskan Native (0-50%), Black or African American (10-26%), and Latinx (49-59%). For American Indian or Alaskan Native students, low enrollment numbers (only 2 students in 2020-21 and 2 in 2024-25) make it difficult to achieve stable success rate data. The high cost of the required textbook can significantly impact student success by creating a financial barrier that prevents students from obtaining required course materials. Converting to ZTC materials can help alleviate these burdens and support equitable access to learning resources and improve student outcomes. In addition, most Health Education sections are offered online, where student success rates tend to be lower (49-51%) compared to in-person courses (72-89%). The online students will benefit from targeted strategies to enhance learning in online courses, which will help close the achievement gap and promote higher success rates for online students.**

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

**Most of the students over the past 5 years who completed a degree or certificate in the Nutrition and Foods Department identified as Latinx (37 students), White (14 students), and Asian (11 students). These are also the groups with the highest enrollment in our courses. The Black or African American group was**

**underrepresented, with no students in this group earning a degree or certificate in Nutrition and Foods, despite the fact that 3-5% of our students identified as Black or African American.**

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

**Most of our students take 3-5 years to complete our degree, with an overall average of 5.3 years. On average male students are taking longer than female students at 6.42 years for male students and 4.85 years for female students. In addition, Latinx students and White students are taking longer than average at 5.95 years and 6.27 years respectively.**

**To improve time to completion we participate in program mapping, share the maps with our students, refer students to the STEM counselor for guidance, advise students during office hours and Nutrition Club meetings, and encourage students to utilize campus resources, such as Hornets Tutoring and the Writing Center.**

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### **2.3 Student Learning Outcomes**

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

**Our program faculty collaboratively establish CSLOs using a backward design process to ensure that they align with PSLOs and ISLOs. The CSLOs specify what students will know and be able to do upon completing each course. We assess CSLOs annually, alternating semesters to focus on nutrition courses in the fall and foods courses in the spring. Our department faculty assess CSLOs through standardized exam questions, assignments, or projects. Our faculty analyze and discuss assessment data during department meetings, and we share ideas about how to enhance teaching methods, course content, and assessment design to better support student achievement of CSLOs.**

**At the program level, faculty collaboratively develop PSLOs using a backward design approach aligned with ISLOs and industry standards. These PSLOs describe the knowledge, skills, and abilities students must demonstrate upon**

**program completion. An emphasis is placed on higher-order thinking and real-world application. PSLOs are reviewed and updated as needed with faculty input and advisory committee feedback. We assess PSLOs through various methods across courses and discuss results during regular department meetings to identify strengths and areas for improvement. These insights guide curriculum revisions, teaching strategies, and resource allocation that supports continuous program improvement aligned with evolving professional and educational needs.**

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?
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### **Section 3: Other Areas of Program Effectiveness**

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1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

**The Nutrition and Foods Department continues to grow and make significant strides in curriculum development. We hold advisory committee meetings every semester and actively use feedback from diverse stakeholders, including industry professionals, alumni, faculty, and transfer university representatives, to inform and guide curriculum decisions. This collaboration ensures our program remains current, relevant, and aligned with workforce needs.**

**In fall 2022, we added a Dietary Manager Certificate that provides students with an efficient pathway into nutrition and foodservice roles that offer strong earning potential. It serves as an alternative for students who want to work in these fields but prefer not to pursue the longer Registered Dietitian Nutritionist (RDN) path, which now requires a master's degree. Additionally, the program supports working professionals in healthcare facilities seeking career advancement through specialized training.**

**In fall 2025 we started offering a Sports Nutrition Certificate in collaboration with the PE Department and NUTR 240 - The Science of Weight Management and Eating Disorders. Our Advisory Committee members identified strong student interest in sports nutrition electives and credentials focused on athlete nutrition. Additionally, the program supports related professionals, such as**

**personal trainers and coaches, seeking cross-training opportunities to enhance their expertise in this growing field.**

**In fall 2026, we will offer a Plant-Based Nutrition and Sustainable Horticulture Certificate in collaboration with Horticulture to address growing student and industry demand for education on healthful, environmentally sustainable diets and food systems. Advisory Committee members strongly supported this addition to meet emerging workforce needs and align with health and sustainability trends.**

**We are working on curriculum for a Food Science AS degree, Food Science Certificate, and Foods and Nutrition Entrepreneurship Certificate, with anticipated start dates of fall 2026 for food science and fall 2027 for the entrepreneurship certificate. Student interest in food science and entrepreneurship and advisory committee support to meet industry demands and growing opportunities in these fields prompted this addition to our curriculum.**

**We are also developing two Nutrition and Health Coach Certificates to meet demand for National Board Certified Health and Wellness Coaches (NBC-HWC) in healthcare. The 10-unit track will serve experienced health professionals seeking career advancement, while the comprehensive 20-22 unit track prepares first-time students for entry-level roles. One full-time faculty member is completing NBC-HWC training to meet program approval standards. Graduates will be eligible to sit for the NBC-HWC certifying exam.**

**Human Nutrition 210 (NUTR 210) accounts for the largest segment of student enrollment in the Nutrition and Foods Department. This course meets the GE requirement for the AA in Area B1 Natural Sciences and it is a CSU and UC transferrable course. We recently applied for and anticipate approval for Cal-GETC Area 5B for fall 2027.**

**The Health Education Department currently offers one course (HED 140 - Health Science). We are in the process of writing curriculum for one new health education course (HED 201 - Introduction to Public Health) and a transfer degree in public health. This transfer degree will offer another pathway for nutrition students, nursing students, and students preparing for physician assistant school. We're working with Cal State Fullerton and Cal State Long Beach to design a streamlined path for our nutrition students to transfer to CSUF for Public Health Nutrition and then apply for the CSULB combined Masters and Dietetic Internship program to become Registered Dietitian Nutritionists.**

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

**Students engage in multiple experiential learning opportunities intentionally embedded within the program to deepen their knowledge and skills. These include project-based assignments that encourage individual and collaborative inquiry, internships offering real-world professional experience, group projects fostering communication and teamwork, and interactive activities such as simulations or gamified learning experiences. Through this variety of modalities, students apply theoretical knowledge in practical settings, develop critical thinking and problem-solving abilities, and cultivate professionalism and career readiness.**

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

**Starting January 2024, a master's degree is required to take the Registered Dietitian Nutritionist (RDN) exam, which impacts undergraduate pathways. Enrollment in related programs has declined.**

**In Fall 2023, Cypress College introduced a Nutrition and Dietetics AST program and has since expanded Nutrition course sections, and increased dual enrollment offerings of their Nutrition course at Fullerton College's feeder schools. Consequently, our dual enrollment Human Nutrition courses experienced a decline. These developments may also influence enrollment in our existing Nutrition and Dietetics ADT program.**

**The transition to Cal-GETC resulted in the removal of NUTR 210 and HED 140 for CSU Area E Lifelong Learning and Self-Development. This change diminished NUTR 210 and HED 140's applicability for transfer students under the previous CSU GE pattern. Both courses continue to be included in the Area 5 Natural Sciences for the local Associate's Degree GE pattern. We have also revised NUTR 210 to meet Cal-GETC Area 5B (Biological Science), which we plan to offer by Fall 2027.**

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## Section 4: Faculty and Staff

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### 4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

**The Nutrition and Foods Department's staff shows some alignment with the student population, as 80% of faculty are female compared to 55-60% of students who are female. This reflects broader trends where approximately 90-95% of registered dietitians are female. Having two male faculty provides important role models for male students and reflects the interest of men in the nutrition, dietetics, and foods professions.**

**There is an underrepresentation of Hispanic/Latinx faculty relative to the 40-60% of Hispanic/Latinx students who earn degrees and certificates, with only 10-20% of faculty identifying as Hispanic/Latinx. The ethnic diversity among faculty indicates an opportunity to enhance recruitment and retention of Hispanic/Latinx educators to better reflect our program's student population.**

**The Health Education Department has only 2-3 faculty members with a gender distribution of approximately 50-67% female and 33-50% male, which is somewhat reflective of the program's student population. Ethnically, faculty are about 50% White and 50% Hispanic/Latinx while the student population is more diverse. Given the small faculty size, achieving full demographic representation is challenging, but efforts continue to better reflect the program's student population.**

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2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

**One of the full-time faculty members in the Nutrition and Foods Department retired in spring 2022, which was 1 year earlier than anticipated. This unanticipated gap highlights a strong need for approval of a tenure track position to maintain program stability, uphold instructional quality, and support expansion aligned with student demand and strategic goals. It is difficult to find qualified part-time faculty as RDNs are preferred due to their level and breadth of education and experience. Many work in food service or medical facilities where their full time job hours conflict with teaching day time classes. In addition, many who have careers where they have concentrated in**

**clinical or community nutrition may lack the skills and knowledge to teach specialized courses like food labs. By hiring a full-time tenure track instructor to replace the retiree, we can be assured that we have consistent availability of a skilled instructor capable of meeting departmental teaching needs across nutrition and food lecture and lab courses.**

**The full-time faculty member in charge of the Health Education Department retired in spring 2025. This led to a drop in course offerings with only 3 sections being taught in fall 2025 by an adjunct instructor. By hiring a full-time tenure track instructor to replace the retiree, we can meet student needs and support department growth.**

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## **4.2 Staff Support and Professional Development**

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

**Our faculty regularly engage in discussions about equitable grading, attendance, late work, and extra credit policies, and other strategies that support equitable student success during monthly department meetings. These conversations involve sharing experiences and exploring various equitable practices aimed at supporting student success.**

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

**A significant strategy the Nutrition and Foods Department employs in promoting equity is to offer zero textbook cost (ZTC) courses. We currently offer Human Nutrition/Honors Human Nutrition (NUTR 210/210H), Sports Nutrition (NUTR 220), Careers in Foods and Nutrition (NUTR 100), and Food Safety and Sanitation (FOOD 110), as ZTC courses. In addition, we are in the process of purchasing textbooks for our Introduction to Foods course (FOOD 102) so we can start offering it as a ZTC course next semester. Other courses in our department (FOOD 160 and FOOD 170) utilize low-cost (<\$40) textbook options and most faculty regularly allow students to utilize older versions of textbooks to further reduce material costs.**

**Typically one or two of our in-person sections of NUTR 210 have embedded tutors (formerly Supplemental Instruction) who support students in their**

**academic achievement. A few years ago we had a Nutrition Tutor in the tutoring center, which is something we plan to revisit to provide students with additional academic support.**

**Our courses are consistently designed with equity in mind. For example, we employ early, low-stakes assessments, exam study guides and review sessions, and multiple methods of assessment (written work, group assignments, exams, in-class activities). In addition, some department faculty have modified grading policies to allow for late work submissions and eliminate extra credit to better align with equitable grading practices.**

**Since we recently assumed responsibility for the Health Education department, no action has been taken yet to address these issues. We plan to assess current needs and implement appropriate strategies moving forward.**

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3. What additional areas of professional development could help your faculty and staff engage in this work?

**An additional way our department can move toward more equitable and inclusive practices is to continue to become better educated on strategies and policies which support equity in the classroom. Our faculty have participated in several professional learning opportunities focused on equity, inclusion, and promoting student achievement, and we will continue to do so. In addition, we will continue to encourage the adjunct faculty in the Nutrition and Foods Department and the Health Education Department to participate in professional development opportunities focused on equity and inclusion.**

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## **Section 5: Program Planning**

### **5.1 Progress on Previous Strategic Action Plans**

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

**The first Nutrition and Foods SAP from our last self-study was to hire one full time tenure track faculty. We continue to apply every year to hire a full-time faculty member to replace the faculty member who retired in spring 2023.**

**The second Nutrition and Foods SAP from our last self-study was for the new**

**STEM building or STEM Vocational Center. One of our faculty members is currently serving on the building user group (BUG) committee to start planning for this building.**

**The third Nutrition and Foods SAP from our last self-study was to increase degree and certificate awards and shrink the achievement gap. As mentioned previously, the number of degrees and certificates we award has significantly increased when comparing the previous 5-year cycle and this 5-year cycle.**

**The SAP from the last self-study for the Health Education Department was to develop a transfer degree for public health. We have made progress by working on curriculum for the public health transfer degree, to be offered in fall 2027.**

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

**When we completed the program review update form last year, we requested professional expert (PE) pay for the Dietary Manager Certificate Program Faculty Advisor position. As an ANFP-Approved program, we are required to designate a faculty member to act as the program coordinator. These funds were not allocated to us and the lack of funds puts our status as an ANFP-Approved program at risk. This position requires a lot of work and these hours are outside of the faculty members' regular contract, including over the summer.**

**In addition, we requested a student worker and promotional materials to help with outreach. These funds were not allocated to us and the lack of funding impacts our programs. Our department is small, which limits our ability to participate in outreach opportunities and without promotional materials the marketing efforts are not as effective.**

**Other departments within our division requested personnel and software for tracking degrees and certificates and these funds were not allocated in the last review cycle. A significant number of students earn degrees or certificates each year, but without an automated milestone tracking system, monitoring and recording completions is labor intensive and error prone. This can result in students missing credentials they have earned and underreporting of awards, which is problematic under funding models that tie resources to the number of degrees and certificates issued. Other institutions have successfully improved outcomes with such systems. Biotech's recent pilot with Admissions & Records (A&R) confirmed the feasibility and positive impact, which led to a five-year high in certificates awarded. However, the effort remains unfunded and**

**unsustainable without dedicated staff and software. We request District support for centralized certificate/degree tracking and evaluation resources to streamline processes, improve accuracy, and ensure all departments and students receive appropriate recognition for earned credentials. This will also create a consistent, transparent application experience for students campus wide.**

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## **SAPs**

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### **Increase Overall Enrollment in Nutrition, Foods, and Health Education, Including Early College Learning Pathways**

**Short Description:**

Collaborate with local high schools and educational partners to develop and promote comprehensive early college learning pathways that include dual enrollment courses, guided academic planning, and career exploration in nutrition, foods and health education Participate in on-campus and off-campus outreach events and develop and revise marketing materials to promote degrees and certificates Post on Nutrition and Foods social media accounts to keep students informed about degrees, certificates, and important events Create and update e-mail lists of students working toward Nutrition and Foods degrees and certificates and send e-mail communications to Nutrition and Foods students to keep them informed about degrees, certificates, and important events

**Measurable Outcomes:**

Enrollment has been trending upward but has been inconsistent for dual enrollment. Enrollment varied between 133-220 students per year over the past 5 years. As a result of our plan/project, we expect dual enrollment to increase by 5-10% per year over the next 5 years and overall enrollment to increase by 3-5% per year over the next 5 years.

**College Goals:**

1.5 Outreach strategies for prospective students/family

**SAP Phase:**

New

### **Resource Requests**

#### **Nutrition and Foods Ambassador**

**Enhancement:**

The Nutrition and Foods Ambassador will represent the Nutrition and Foods Department at on-campus outreach events to promote degrees and certificates, develop and revise marketing

materials as needed, posting on the Nutrition and Foods social media accounts, create and update e-mail lists of students working toward Nutrition and Foods degrees and certificates, send e-mail communications to Nutrition and Foods students to keep them informed about important events.

**Personnel-Related:**

The Nutrition and Foods Department is requesting resource allocation toward personnel needs. This short-term hourly position will allow us to more effectively complete the planned activities for this SAP. Our department is small, which limits our ability to participate in outreach opportunities, create marketing materials, etc. In addition, an ambassador will connect with students more readily and create a sense of belonging.

**Resource Category:**

Non-Faculty Personnel

**Quantity:**

1280

**Unit Cost:**

\$22.00

**Total Cost:**

\$28,160.00

## **Nutrition and Foods Full-time Faculty**

**Enhancement:**

The Nutrition and Foods Full-time Faculty is a tenure-track position in the Natural Sciences Division.

**Personnel-Related:**

The Nutrition and Foods Department is requesting resource allocation toward personnel needs. This position will allow us to more effectively complete the planned activities for this SAP. One of the nutrition and foods full-time faculty members retired in Spring 2022, which was 1 year earlier than anticipated. This unanticipated gap highlights a strong need for approval of a tenure track position to maintain program stability, uphold instructional quality, and support expansion aligned with student demand and strategic goals.

**Resource Category:**

Full-time Faculty

**Quantity:**

1

**Unit Cost:**

\$0.00

**TotalCost:**

\$0.00

**Health Education Full-time Faculty****Enhancement:**

The Health Education Full-time Faculty is a tenure-track position in the Natural Sciences Division.

**Personnel-Related:**

The Health Education Department is requesting resource allocation toward personnel needs. This position will allow us to more effectively complete the planned activities for this SAP. The health education full-time faculty member retired in spring 2025. This gap highlights a strong need for approval of a tenure track position to maintain department stability, uphold instructional quality, and support expansion aligned with student demand and strategic goals.

**Resource Category:**

Full-time Faculty

**Quantity:**

1

**Unit Cost:**

\$0.00

**TotalCost:**

\$0.00

**Promotional Materials****Enhancement:**

The Nutrition and Foods Department is requesting resource allocation toward promotional materials. These will be used to advertise our department and programs. The promotional items, such as pens and stickers, will have the department names and/or logos printed on them. We are requesting 6,000 individual units of promotional items and on average the promotional items cost \$1 per unit.

**Personnel-Related:**

N/A

**Resource Category:**

Other

**Quantity:**

6000

**Unit Cost:**

\$1.00

**TotalCost:**

\$6,000.00

**Promotional Videos****Enhancement:**

The promotional videos will provide all current students and prospective students with information about academic pathways that support successful transfer to universities for baccalaureate degree completion or for entry-level careers in nutrition and foods. We will be using the approved vendor for promotional videos for Fullerton College.

**Personnel-Related:**

N/A

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$15,000.00

**TotalCost:**

\$15,000.00

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## **Expand and Integrate High-Quality ZTC Materials**

**Short Description:**

Purchase textbooks for nutrition and foods courses and health education courses and have them available in the library through the Hornets Lending Program. This will increase access to course materials to improve student success.

**Measurable Outcomes:**

We currently use ZTC materials for 4 of the Nutrition and Foods courses and we don't use any ZTC material in the Health Education course. As a result of our plan/project, we expect the number of courses using ZTC materials to increase by at least 50% over the next 4 years, with at least 2 more courses in Nutrition and Foods and 1 more course in Health Education using ZTC materials.

**College Goals:**

2.3 Increase access to affordable course materials

**SAP Phase:**

New

**Resource Requests****Purchasing Textbooks for the Hornets Lending Program****Enhancement:**

Textbooks will be purchased for in-person courses that don't have a high-quality OER option available. These textbooks will be available in the library for students to borrow through the Hornets Lending Program. With the money from our last program review update we were able to purchase textbooks for FOOD 102. The books cost twice as much as anticipated because we now offer two sections of FOOD 102 each semester. After this purchase, we didn't have any money left to buy the textbooks for the other courses. As a result, we are requesting funds for some of our other courses. The other courses include FOOD 120 (35 textbooks), FOOD 130 (20 textbooks), NUTR 230 (35 textbooks), NUTR 240 (35 textbooks), and HED 140 (45 textbooks). The total number of textbooks is 170 and the average cost per textbook is \$188.

**Personnel-Related:**

N/A

**Resource Category:**

Supplies

**Quantity:**

170

**Unit Cost:**

\$188.00

**TotalCost:**

\$31,960.00

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**Increase Participation in High-Quality Internship Opportunities****Short Description:**

Establish partnerships with industry and community organizations to develop internship opportunities targeting underrepresented populations Conducting targeted outreach and marketing campaigns to raise awareness among prospective students, including creation and distribution of brochures, flyers, videos, and social media content. Plan and host advisory committee meeting each semester Develop and update field experience materials for the dietary manager internship (e.g., activity tracking forms, evaluation forms, etc.) Communication with prospective/current students

**Measurable Outcomes:**

Enrollment has been trending upward for the nutrition and foods internship (NUTR 295) course since we started offering the course in spring 2023. During the 2024-2025 academic year, 7 students enrolled in the course. As a result of our plan/project, we expect enrollment to increase by 15-20% per year over the next 5 years.

**College Goals:**

1.2. Increase equitable usage of apprenticeship/internship

**SAP Phase:**

New

**Resource Requests****Dietary Manager Certificate Program Faculty Advisor****Enhancement:**

The Dietary Manager Certificate Program Faculty Advisor will establish partnerships with industry and community organizations to develop internship opportunities targeting underrepresented populations. They will develop, gather, and share resources to support student success. In addition, they will market to and recruit students into the internship course and related programs. Lastly, they will look at enrollment data, gather feedback from industry partners, and survey students to ensure high standards and quality internship experiences.

**Personnel-Related:**

The Nutrition and Foods Department is requesting resource allocation toward personnel needs. Our department offers a Career Technical Education (CTE) Dietary Manager Certificate Program. This program is approved by the Association of Nutrition and Foodservice Professionals (ANFP). As such, we are required to designate a faculty member to coordinate and manage program requirements. The roles and responsibilities of the Dietary Manager Certificate Program Faculty Advisor fall outside the regular contract workload for full-time faculty. This dedicated position plays a critical role in expanding and maintaining high quality internship experiences for our students and will support growth of all programs in our department.

**Resource Category:**

Non-Faculty Personnel

**Quantity:**

110

**Unit Cost:**

\$59.76

**Total Cost:**

\$6,573.60

## Nutrition and Foods Full-time Faculty

**Enhancement:**

The Nutrition and Foods Full-time Faculty is a tenure-track position in the Natural Sciences Division.

**Personnel-Related:**

The Nutrition and Foods Department is requesting resource allocation toward personnel needs. This position will allow us to more effectively complete the planned activities for this SAP. One of the nutrition and foods full-time faculty members retired in Spring 2022, which was 1 year earlier than anticipated. This unanticipated gap highlights a strong need for approval of a tenure track position to maintain program stability, uphold instructional quality, and support expansion aligned with student demand and strategic goals.

**Resource Category:**

Full-time Faculty

**Quantity:**

1

**Unit Cost:**

\$0.00

**TotalCost:**

\$0.00

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## Resource Requests

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### CDM Credentialing Exam Prep Flashcards

**Enhancement:**

These are flashcards from the Association of Nutrition and Foodservice Professionals (ANFP) program and they will be placed in the library so students can borrow them when they're studying for the Certified Dietary Manager (CDM) exam. Having access to these materials will ensure that our curriculum supports students in preparing for student success on the CDM exam.

**Personnel-Related:**

N/A

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$45.00

**TotalCost:**

\$45.00

## **CDM Credentialing Math Workbook**

**Enhancement:**

This is a math workbook from the Association of Nutrition and Foodservice Professionals (ANFP) program and it will be placed in the library so students can borrow it when they're studying for the Certified Dietary Manager (CDM) exam. Having access to these materials will ensure that our curriculum supports students in preparing for student success on the CDM exam.

**Personnel-Related:**

N/A

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$35.00

**TotalCost:**

\$35.00

## **CDM Credentialing Exam Study Guide**

**Enhancement:**

This is a study guide from the Association of Nutrition and Foodservice Professionals (ANFP) program and it will be placed in the library so students can borrow it when they're studying for the Certified Dietary Manager (CDM) exam. Having access to these materials will ensure that our curriculum supports students in preparing for student success on the CDM exam.

**Personnel-Related:**

N/A

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$104.00

**TotalCost:**

\$104.00

**Markers for In-class Activities****Enhancement:**

We use markers for in-class activities during our in-person and hybrid courses, and over time the markers dry out and need to be replaced. In-class activities improve student success by increasing understanding and enhances retention of the material covered in class.

**Personnel-Related:**

N/A

**Resource Category:**

Supplies

**Quantity:**

8

**Unit Cost:**

\$5.00

**TotalCost:**

\$40.00

**Easel Pads for In-class Activities****Enhancement:**

We use easel pads for in-class activities during our in-person and hybrid courses. In-class activities improve student success by increasing understanding and enhances retention of the material covered in class.

**Personnel-Related:**

N/A

**Resource Category:**

Supplies

**Quantity:**

8

**Unit Cost:**

\$18.00

**TotalCost:**

\$144.00

**Lab Safety Training****Enhancement:**

We have our faculty complete 4 online classes related to safety in the food laboratory. We currently have 5 faculty teaching the food laboratory courses and they need updated training. This training will help ensure our faculty keep students safe during the laboratory courses.

**Personnel-Related:**

N/A

**Resource Category:**

Other

**Quantity:**

5

**Unit Cost:**

\$50.00

**TotalCost:**

\$250.00

**Centralized Certificate and Degree Tracking Personnel and Software for All Divisions****Enhancement:**

We request District support for centralized certificate and degree tracking personnel and software to benefit all divisions. Currently, certificate application procedures vary by division, which creates confusion and barriers for students. Degree applications are processed centrally by A & R, but certificates are not, resulting in inconsistencies and inefficiencies. A streamlined process for both credentials is needed to ensure equitable, accurate, and accessible completion pathways for students.

**Personnel-Related:**

A recent year-long pilot with Biotech and A & R resulted in the evaluation of four certificates, demonstrating both the feasibility and positive student outcomes of centralizing certificate processing. The pilot also revealed the need for two additional full-time evaluators to manage the workload. The pilot resulted in the highest biotech certificate awards in five years. This issue impacts all campus departments, so we request funding for required staff and equipment to support college-wide certificate evaluation and recording through A & R.

**Resource Category:**

Non-Faculty Personnel

**Quantity:**

2

**Unit Cost:**

\$0.00

**TotalCost:**

\$0.00

## **Ice Cream Makers for Food Laboratory Courses**

**Enhancement:**

This is necessary equipment for the recipes and experiments completed in the food laboratory courses. The ice cream makers we currently have are outdated. This updated equipment will give students a chance to learn on more modern kitchen appliances.

**Personnel-Related:**

N/A

**Resource Category:**

Equipment

**Quantity:**

2

**Unit Cost:**

\$130.00

**TotalCost:**

\$260.00

## **Air Fryers for Food Laboratory Courses**

**Enhancement:**

This is necessary equipment for the recipes and experiments completed in the food laboratory courses. We currently have one air fryer and it is an older model. This updated equipment will give students a chance to learn on more modern kitchen appliances, and having more than one air fryers will allow more of the laboratory units to practice with the equipment.

**Personnel-Related:**

N/A

**Resource Category:**

Equipment

**Quantity:**

2

**Unit Cost:**

\$150.00

**TotalCost:**

\$300.00

**Instant Pots for Food Laboratory Courses****Enhancement:**

This is necessary equipment for the recipes and experiments completed in the food laboratory courses. This updated equipment will give students a chance to learn on more modern kitchen appliances.

**Personnel-Related:**

N/A

**Resource Category:**

Equipment

**Quantity:**

2

**Unit Cost:**

\$160.00

**TotalCost:**

\$320.00

**Electric Deep Fryers for Food Laboratory Courses****Enhancement:**

This is necessary equipment for the recipes and experiments completed in the food laboratory courses. We currently have air fryers with no temperature regulator so students have to unplug them and plug them back in multiple times to regulate the temperature. This updated equipment will give students a chance to learn on more modern kitchen appliances, and it will be safer because students won't have to unplug them and plug them back in multiple times.

**Personnel-Related:**

N/A

**Resource Category:**

Equipment

**Quantity:**

8

**Unit Cost:**

\$65.00

**TotalCost:**

\$520.00

### **Saucepans with Lids with No Steam Vent for Food Laboratory Courses**

**Enhancement:**

This is necessary equipment for the recipes and experiments completed in the food laboratory courses. Most of the saucepans we currently have in the lab have steam vents, so the students have to try to block the vent during the water evaporation experiment. These saucepans would allow students to get more accurate measurements for this experiment.

**Personnel-Related:**

N/A

**Resource Category:**

Equipment

**Quantity:**

4

**Unit Cost:**

\$25.00

**TotalCost:**

\$100.00

### **Frying Pan Lid with Adjustable Steam Vent for Food Laboratory Courses**

**Enhancement:**

This is necessary equipment for the recipes and experiments completed in the food laboratory courses. The lid we have for our frying pan has a steam vent that can't be closed, so the students have to try to block the vent during the water evaporation experiment. This lid will allow the students using the frying pan to get a more accurate measurement for this experiment.

**Personnel-Related:**

N/A

**Resource Category:**

Equipment

**Quantity:**

1

**Unit Cost:**

\$25.00

**TotalCost:**

\$25.00

**Apple Peeler/Corer for Food Laboratory Courses**

**Enhancement:**

This is necessary equipment for the recipes and experiments completed in the food laboratory courses.

**Personnel-Related:**

N/A

**Resource Category:**

Equipment

**Quantity:**

1

**Unit Cost:**

\$25.00

**TotalCost:**

\$25.00