

Academic Program Review: 2009-2014

Self-Study: CNW – Diabetes – NHP Certificates

Instructions: The following pages will guide your submission of your comprehensive self-study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator by September 1.

Program Under Review		
Degree(s): N/A		
Certificate(s):	Major Code	Required Credits
Community Nutrition Worker Certificate	1309	16
Diabetes Care & Education Certificate	1307	16
Nutrition and Health Promotion Certificate	1325	25
Contact Information for lead on Self-Study:		
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Program Mission
<p>What is the mission of the program:</p> <p>The Dietetic Education Program (DEP) at Central Arizona College engages our diverse communities in quality education for lifelong success by providing accessible, economic, cultural, and personal growth opportunities in Nutrition, Dietetics and Wellness.</p> <p>The Dietetic Education Program at Central Arizona College is the leader of innovative learner success and the center for educational opportunities for our diverse communities in Nutrition, Dietetics and Wellness.</p>
<p>Describe how the program mission aligns with the College’s Mission:</p> <p>The CAC and DEP mission statements align specifically in the areas of diversity, quality and accessibility. Our students come from diverse backgrounds, tuition is affordable and online/distance course delivery provides accessibility across the nation. The major area of strength of these certificates is that they do accomplish the mission of CAC.</p>
<p>What are the outcomes for the degree or certificate:</p> <p><u>Community Nutrition Worker Certificate</u></p> <ol style="list-style-type: none"> 1. (Analysis Level) Recognize and distinguish the difference in nutrition throughout the lifecycle including pregnancy and lactation, infancy, childhood, adolescence and adulthood. 2. (Evaluation Level) Assess nutritional status in the public health setting and apply nutrition education as appropriate. 3. (Analysis Level) Identify, locate, and discuss pertinent services and programs within a community. 4. (Evaluation Level) Describe and demonstrate appropriate and effective communication skills, counseling skills and documentation techniques both in groups and one-on-one settings. 5. (Analysis Level) Illustrate key strategies for effective human relations, leadership, communication and organizational change. 6. (Evaluation Level) Compare and contrast the science of nutrition with nutrition attitudes, behaviors and their impact on overall health. 7. (Analysis Level) Summarize the nutritional needs of breastfeeding mothers and the nutritional needs and growth patterns of their infants.

Diabetes Care & Education Certificate

1. (Evaluation Level) Compare and contrast the types of diabetes mellitus describing the differences.
2. (Comprehension Level) Describe strategies to effectively prevent and/or manage symptoms and/or complications of diabetes mellitus.
3. (Evaluation Level) Evaluate the application of lifestyle modifications and techniques that favor a lifestyle conducive to diabetes prevention and/or management.
4. (Analysis Level) Outline three coping and communication skills required to promote a lifestyle conducive to diabetes prevention and/or management.

Nutrition and Health Promotion Certificate

1. (Synthesis Level) Explain nutrition intake, biochemical, physical and fitness/lifestyle data as it relates to oneself and global nutrition issues.
2. (Knowledge Level) Identify methods of reducing food-borne illness and contaminants.
3. (Analysis Level) Distinguish specific techniques for discussing cultural issues.
4. (Synthesis Level) Create education scenarios and material which meet client nutrition goals.
5. (Knowledge Level) Select materials useful to a beginning nutrition counselor including procedures for handling difficult client behaviors and group counseling.
6. (Analysis Level) Compare and contrast behavioral and non-behavioral approaches to weight management.
7. (Comprehension Level) Explain the recommended methodology with the importance of nutrition screening and assessment throughout the lifecycle.

Who is responsible for reviewing and updating the outcomes:

Lisa Koehring, MS, RD, CDM, CFPP, SNS Dietetic Education Program Director Lisa Koehring, MS, RDN, CDM, CFPP, SNS reviews and updates the measurable student learning outcomes using the CAC curriculum process.

Program Enrollment and Graduation Trends

Summarize the program enrollment trends for the past 3 years:

Academic Year	Declared Majors		
	Community Nutrition Worker Certificate	Diabetes Care and Education Certificate	Nutrition and Health Promotion Certificate New in 2012
2009-2010	14	10	N/A
2010-2011	15	13	N/A
2011-2012	15	14	N/A
2012-2013	5	14	1
2013-2014	7	7	1

What factors are influencing enrollment trends:

The enrollments in these certificates have been fairly steady over the last 5 years. Over the past 10 years the enrollments ebb and flow. Factors influencing the enrollment trends are:

1. High unemployment rates
2. Availability of financial aid
3. Online/Distance format for all three of these certificates.

How has the program typically recruited students:

1. In Arizona, the new student referrals come from Registered Dietitian Nutritionists and Administrators working in healthcare settings.
2. CAC DEP Website: www.centralaz.edu/nutrition

Discuss the program graduation rate trends for the past 3 years:

The trends in graduation are lower than the annual enrollments. Even though these certificates can be completed part-time in three semesters students often take longer. As the enrollments continue to increase so will the graduation rates.

Academic Year	Graduates		
	Community Nutrition Worker Certificate	Diabetes Care and Education Certificate	Nutrition and Health Promotion Certificate (New in 2012)
2009-2010	27	4	N/A
2010-2011	6	4	N/A
2011-2012	11	7	N/A
2012-2013	9	6	0
2013-2014	5	5	0

Program Curriculum

Discuss the strengths and weaknesses of the current program curriculum for each degree/certificate. Compare the CAC program to three other similar programs (ideally a program in Arizona, but out of state if necessary).

There are no comparison certificate programs to compare these certificate programs in the state of Arizona. The Community Nutrition Worker Certificate is a unique program in Arizona. It began in 1975 through a partnership between the Arizona Department of Health Services and DEP.

Diabetes Care and Education Certificate is a unique program in Arizona. It began in 1990 through a grant partnership between Gila River and DEP.

The Nutrition and Health Promotion Certificate is similar to a few other certificate programs in Arizona. Maricopa Community Colleges have Nutrition for Fitness & Wellness Certificate. It is focused on sports nutrition and exercise science. The CAC certificate will be the only Nutrition and Health Promotion Certificate in Arizona. Nationally, there are a few non-accredited commercial companies offering nutrition certificates using self-study DVDs.

Discuss how the program gets feedback on its program and curriculum from external **sources, such** as advisory boards or employers.

The Dietetic Education Program Advisory Committee meets twice a year. The members represent internal and external constituency groups including past and present students. Most employer data is gathered from personal contact between the DEP Director and the employer. Employers rate their satisfaction with the graduates from these certificates very high.

Discuss any external accreditations which the program has. Are there any available accreditations which the program does not have, but may benefit from seeking?

No

Discuss how the program meets current or future needs for the job market in the county or state of Arizona:

Community Nutrition Worker Certificate

The Community Nutrition Worker Certificate is designed to develop skills and competencies in the area of food, nutrition and wellness for public health. It is specifically geared towards employees working for WIC, the Special Supplemental Nutrition Program for Women, Infants, and Children.

Diabetes Care and Education Certificate

Most students enrolling in the Diabetes Care and Education Certificate are:

- Nutrition professionals seeking continuing education opportunities in diabetes
- Health professionals who need current knowledge about diabetes
- Paraprofessionals in healthcare, public health and community settings
- Individuals with diabetes, working or in contact with someone with diabetes

The Nutrition and Health Promotion Certificate

Designed for individuals working in fitness centers, health food stores, weight loss centers, wellness centers, school foodservice, Certified Nursing Assistants, continuing education for allied health and paraprofessionals.

Graduation rate trends for the past 5 years: 2009-2014

DEP Certificates	Community Nutrition Worker Certificate	Diabetes Care and Education Certificate	Nutrition and Health Promotion Certificate New in 2012
Total Student Graduates	58	26	0
Arizona Residents	44 (10 Pinal county)	13 (3 Pinal county)	0
Out of State	14	13	0

If your degree is a transfer degree please answer the following question:

Identify specific baccalaureate programs for which this program is intended for transfer to:

N/A

Program Resources

Discuss the adequacy of the financial and budgetary resources available to the program over the past 3 years:

The DEP budget covers all of three of these certificates. The budget has increased from \$424,193.00 in 2008-2009 to \$501,547.00 in 2014-2015, an 18% increase over the last seven years. The budget currently supports a full-time staff of three and 22 adjunct faculty. The full-time positions include the Director, Preceptor and Program Assistant. Funds are available for professional development travel including attendance to national conferences. Excluding full-time budgeted salaries and benefits, the director manages an annual budget in excess of \$300,000. The budget is for adjunct faculty, part-time staff, office supplies, travel, and lab and instructional supplies.

Discuss the adequacy of the human resources available to the program over the past 3 years:

These are three of the four certificates and one degree offering in the Dietetic Education Program. Full-time staff for all DEP offerings includes the Program Director, Preceptor and Program Assistant. DEP program has sufficient adjunct faculty so that each instructor teaches only those courses that are in his or her primary area of expertise. This is consistent with the DEP goal of providing student-centered learning and supports the goal of preparing competent graduates. If multiple sections of a course are needed, the content expert in that area usually teaches both sections. Over the past 5-years the program adjunct faculty teaching the courses has remained consistent.

Discuss the adequacy of the technological resources available to the program over the past 3 years:

Blackboard and an email helpdesk are available to assist students. Students may access the Helpdesk services by telephone, email or by coming to the on-campus offices district-wide. The Blackboard Learning Management System staff helps students, train faculty and employ new Blackboard technologies, such as Collaborate. Blackboard Collaborate combines the capabilities of industry leaders like Wimba and Elluminate. Blackboard Collaborate provides a comprehensive online learning and collaboration platform designed specifically for education.

Discuss the adequacy of the physical (building space, classrooms, labs, etc.) resources available to the program over the past 3 years:

Courses are offered in a variety of modalities: classroom, online, interactive television and fast paced college classes.

Discuss the adequacy of the academic support resources available to the program and its students over the past 3 years:

The resources available to online students are extensive and ever expanding. Of particular interest are the Online 24/7, Free Tutoring and the online library services. Students requesting tutoring services are contacted within 48 hours.

Discuss the adequacy of the student support resources available to the program and its students over the past 3 years:

Student Affairs has implemented many changes over the last few years. Some of which are; students can now register, order books and obtain final grades online. The implementation of online registration and other student-centered services has positively affected these three certificate programs allowing students to select classes, register and order books 24/7.

Program Effectiveness

Describe how well degree program graduates achieve the college's general education outcomes during the past 3 years:

The certificate graduates have all demonstrated the college's general education outcomes at entry-level. The CAC Common Student Learning Outcomes are aligned with the Program Measurable Student Learning Outcomes discussed earlier in this Program Review report.

Describe how you measure the success of degree and certificate program graduates in achieving the program outcomes and how well students have achieved these outcomes during the past 3 years.

DEP uses the CAC CSLO process to measure program graduates in achieving the program outcomes. As reported in the CSLO review documents students perform at a proficient level.

If your degree is a transfer degree please answer the following questions:

What percentage of the program enrollees transfer to a baccalaureate level institution?

N/A

Describe the level of success programs students achieve at transfer institutions.

N/A

Describe the success of students who do not transfer to baccalaureate level institution in obtaining a job in the field of study upon graduation:

N/A

If your degree or certificate leads directly in to the work place please answer the following questions:

Describe the success of students in obtaining a job in the field of study upon graduation:

Information not available.

How many certificate completers continue their studies at CAC:

Information not available.

How many degree completers continue their studies another institution:

Information not available.

Program Continuous Quality Improvement

Discuss how the program has used learning outcome assessment results to improve instruction over the past 3 years:

In fall 2014 these certificates were reevaluated and new courses were added to the curriculum; NTR219 Community Nutrition, NTR 255 Nutrition Medical Terminology, Labs and food Drug Interactions. These modified certificates were approved by the curriculum committee and will be in effect for the 2015-2016 academic year.

Discuss how the program has used operational planning goals to achieve quality improvement over the past 3 years:

The adoption of the Quality Matters Higher Education Rubric 2011-2013 Edition provides the framework for the implementation of the measurable student learning outcomes. Specifically, the Quality Matters General Standard 2 states, "Learning objectives are measurable and clearly stated." Data and feedback collected are evaluated by the Director, Preceptor, Program Assistant and Adjunct Faculty. Changes are implemented to complete the continuous quality improvement cycle.

Describe other ways the program has engaged in continuous quality improvement:

The certificate curriculum is reviewed annually by the Director, Preceptor, and adjunct faculty. Revisions are a result of the accumulation of ideas, changes in accreditation standards, innovations, student evaluations, market changes and trends and stakeholders including the Advisory Committee Members.

Program Alignment with Institutional Goals

Describe how the program has directly or indirectly is helping the College achieve each of its current strategic goals. If you believe the goal is inapplicable to the program indicate so.

Strategic Goal 1: Ensure broad access to high-quality innovative educational programs, services and training opportunities for Pinal County residents:

Courses are offered online.

Strategic Goal 2: Improve student retention, persistence, completion and job placement:

There is a positive relationship between recruitment, retention, and completion and student success. Students and their communities benefit when individuals are able to enroll and complete, in a timely fashion.

Strategic Goal 3: Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students, faculty and staff:

The certificate coursework uses innovative online technology, such as the Blackboard Learning System, has revolutionized the way in which education is delivered. DMTP courses are offered online in a semester-based format. Students can complete their coursework from their home or office.

Strategic Goal 4: Enhance our physical and technological infrastructure to support changes in the learning and work environment:

N/A

Strategic Goal 5: Expand partnerships with Universities to provide advanced degrees to Pinal County residents:

N/A

Strategic Goal 6: Obtain approval from the state and regional accreditation body to offer baccalaureate degrees at CAC:

N/A

Strategic Goal 7: Optimize fiscal resources that support the needs and expectations of students and the community:

These certificates focus on acquiring, building and maintaining relationships with food and nutrition professionals across the country. Preserving these associations enables us to provide the students with the latest developments and information in nutrition. These professional contacts often refer students to these programs.

Strategic Goal 8: Contribute to the economic vitality, workforce development, and job training needs of Pinal County and surrounding region:

These programs are promoted to individuals who are working or would like to work in a variety of settings. The objective is to have more post-secondary professionals working in retirement facilities, skilled nursing, hospitals, restaurants, residential care, WIC and fitness/wellness centers.