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| **2022 Self-Study Report**  **Dietetic Technician** | | | | | | | | | | | | | | |
| **Instructions**: The following pages will guide your submission of your Academic Program Review 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 and your Academic Dean by **September 22, 2022.**  **March 3,** **2022 September 22,** **2022 October 25,** **2022**  **Nov-Dec 2022 Every Fall from 2023-2026** | | | | | | | | | | | | | | |
| **Program Under Review** | | | | | | | | | | | | | | |
| **Degree:**   * Dietetic Technician AAS Degree * **Certificates** (stackable) in the updated Nutrition & Dietetic Technician AAS Degree as of 2021:   1.) Community Nutrition Worker  2.) Diabetes Care and Education  3.) Nutrition and Health Promotion | | **If the program has gone through accreditation in the past year, the information from the accreditation packet can be inserted into the corresponding areas on the self-study.** | | **Contact Information for lead on**  **Self-Study**  **Name:** Sheri Steincamp MS, RDN, CDCES  **Campus:** SPC  **Phone:** 520-494-5775  **Email:** sheri.steincamp@centralaz.edu  **Date of APR Completion:** 9/20/2022 | | | | | | | | **Date of Review: 11/20/2022** | | |
| Areas in **grey** are used by the peer review team to give feedback on your self-study and do not require your contribution.  **Peer Reviewers:**   1. Paul Mace – Professor of Manufacturing 2. Daniel Bush – Professor of Recording and Engineering 3. Sarah McLaughling – Professor of Art | | |
| **I. Program Description, Mission, Vision, & Equity Statement** | | | | | | | | | | | | | | | |
| **1. What is the description of the program as stated in the current CAC catalog:** (Should contain: description, program certifications, accreditations, awards, and skills attained.)  **For the NDTAAS Degree (65-70 credits):**  The NDTAAS degree is designed for highly motivated individuals who would like to work in healthcare, schools, and wellness. Students successfully completing the coursework and internship are eligible to take the National Registration Examination for Nutrition and Dietetic Technicians (NDT) offered by the Commission on Dietetic Registration, the credentialing agency for the Academy of Nutrition and Dietetics. Additionally, graduates are eligible to sit for the national Certified Dietary Manager, Certified Food Protection Professional credential offered by the Certifying Board for Dietary Mangers. This program is approved by the Accreditation Council for Education in Nutrition and Dietetics.  Students earn three certifications as they progress through the NDTAAS Degree: Community Nutrition Worker, Diabetes Care and Education, and Nutrition and Health Promotion. It is important to contact the NDT advisor at diettechadvisor@centralaz.edu for degree mapping. Note: Application for admission to the Nutrition Dietetic Technician Program is required.  **Skills attained:**   * **Occupation Insight Skill Demand Dashboard:** Microsoft Sway: [DEP APR 2022](https://sway.office.com/7ljJk5CxZmTX5bcI?ref=Link) * **Students must achieve at least entry-level in each NDT Program Internship to earn the NDTAAS degree and sit for the national exam:** [ACEND Competency for the Nutrition & Dietetic Technician (CNDT)](https://learnovation.com/online/2022-ACEND-Techs/content/index.html#/lessons/lB_JMTQlBWngR9J9wm7M5FkmSxxS3tj_) * [What is a Nutrition & Dietetic Technician Registered?](https://www.eatrightpro.org/about-us/what-is-an-rdn-and-dtr/what-is-a-nutrition-and-dietetics-technician-registered#:~:text=Nutrition%20and%20dietetics%20technicians%2C%20registered,and%20food%20service%20management%20teams.)   **For the Community Nutrition Worker Certificate (16 credits):**  The Community Nutrition Worker Certificate provides the opportunity for individuals to develop skills and competencies in the areas of food, nutrition, and health necessary for careers in public health nutrition. This certificate is embedded in the Nutrition and Dietetic Technician AAS Degree. Students interested in working towards this degree are encouraged to contact the Nutrition and Dietetic Technician advisor at diettechadvisor@centralaz.edu. It is specifically geared towards employees who work for WIC, the Special Supplemental Nutrition Program for Women, Infants, and Children. VENA competencies have been correlated with this curriculum.  **For the Diabetes Care and Education Certificate (14 credits):**  This program is not eligible for federal financial aid (Pell Grant and/or direct loans). The Diabetes Care and Education Certificate provides current training and information to paraprofessionals working with people at risk for developing diabetes or developing complications from diabetes. This certificate is embedded in the Nutrition and Dietetic Technician AAS Degree.  **For the Nutrition and Health Promotion Certificate (18 credits):**  The Nutrition and Health Promotion Certificate is designed to provide knowledge and training for people who are working with individuals who need education and coaching to lead a healthy lifestyle. This certificate is based on health promotion and disease prevention. This certificate is embedded in the Nutrition and Dietetic Technician AAS Degree. Students interested in working towards an NDTAAS degree are encouraged to contact the NDT advisor at [diettechadvisor@centralaz.edu](mailto:diettechadvisor@centralaz.edu). | | | | | | **Does the program description provide the following information? a) A synopsis of the program and curricular outcomes.** | | | | | | | **Peer Review Comments:** | | |
| Exemplary  3 | | Adequate 2 | Opportunity for Improvement 1 | | | |
| **Program certifications, accreditations, and awards.** | | | | | | |
| Exemplary  3 | | Adequate2 | Opportunity for Improvement 1 | | | |
| **The skills that graduate from the program will attain.** | | | | | | |
| Exemplary  3 | | Adequate2 | Opportunity for Improvement 1 | | | |
| **2. Does your program have a mission and/or a vision statement? If it does, please write them below and indicate where they appear.**  **NDTAAS Program:**  **Vision:** The leading choice for accredited online nutrition education and career excellence.  **Mission:** The Dietetic Technician Program at Central Arizona College serves as a **TRUE Learning** community by empowering our students to succeed.  **T**eaching evidence-based nutrition education for pre-professional students.  **R**eaching students with a passion to help improve the health of others with nutrition.  **U**nderstanding the importance of high-quality nutrition education and professional engagement.  **E**mpowering our students to succeed in becoming competent entry-level Nutrition and Dietetic Technicians, Registered.  **The mission appears in the following locations:**   * [CAC NDT web page](https://centralaz.edu/divisions-programs/nursing-health-emergency-careers/nutrition-and-dietetic-technician-aas/#tab-id-2) * Microsoft Sway: [New NDT Student Orientation](https://sway.office.com/8mWB9VhIMf0tdQbK?ref=Link) * Microsoft Sway: [Internship Preceptor Orientation](https://sway.office.com/xZiZDFl3VYlKnrby?ref=Link)  Typhon-[Student Tracking System for Health Education](https://typhongroup.com/)  * Adjunct faculty email signature blocks * Internship classes   The certificate programs do not have mission or vision statements. | | | | | | **Does the program have a mission and/or a vision statement? If so, are the program’s mission or vision statements clear and reflective of the program?** | | | | | | | **Do their certificates have a different purpose than the mission for the degrees? Can you clarify this? Include a statement clarifying this.** | | |
| Exemplary 3 | | Adequate2 | Opportunity for Improvement 1 | | | |
| **3. Describe how the program’s description, mission and/or vision aligns with the College’s Mission and Vision:**   |  |  |  | | --- | --- | --- | | **Mission, Vision, and Values Statements** | | | |  | ***Central Arizona College*** | ***Nutrition and Dietetic Technician Program*** | | ***Mission*** | *Central Arizona College serves as a* ***TRUE Learning*** *community by empowering our students and staff to succeed.*  ***Teaching. Reaching. Understanding. Empowering. Learning.*** | *The Nutrition and Dietetic Technician Program at Central Arizona College serves as a* ***TRUE Learning*** *community by empowering our students to succeed.*  ***T****eaching evidence-based nutrition education for pre-professional students.*  ***R****eaching students with a passion to help improve the health of others with nutrition.*  ***U****nderstanding the importance of high quality nutrition education and professional engagement.*  ***E****mpowering our students to succeed in becoming competent entry-level Nutrition and Dietetic Technicians, Registered* | | ***Vision*** | *Central Arizona’s premier choice in education and career excellence.* | *The leading choice for accredited online nutrition education and career excellence.* | | ***Values*** | ***A****ccountability*  ***C****ommunities*  ***T****rust* | ***A****wareness*  ***C****ommitment*  ***T****rust*  ***I****ntegrity*  ***V****ision*  ***E****xpertise* |   CAC’s mission and the Nutrition and Dietetic Technician (NDT) Program’s mission align. The College’s mission is to empower students and staff to succeed by “Teaching, Reaching, Understanding, Empowering (TRUE), and Learning.” CAC’s mission is broad while the NDT Program’s mission is specifically to Teach evidence-based nutrition education for pre-professional students, Reach students with a passion to help improve the health of others with nutrition, Understand the importance of high-quality nutrition education and professional engagement, and Empower its students to succeed in becoming competent entry-level Nutrition and Dietetic Technicians, Registered. | | | | | | **Is the program aligned with the college’s mission, vision, and strategic goals?** | | | | | | | **How does the program’s values align with the college’s? Specifically in relation to the communities (and possibly accountability)?**  **Could you provide a bit more clarity here?** | | |
| Exemplary 3 | | Adequate2 | Opportunity for Improvement 1 | | | |
| **4. Equity Statement and Evidence:** What efforts have been made to make the program more equitable? [**(Resources here)**](https://www.insidehighered.com/blogs/higher-ed-gamma/how-stand-equity-higher-education)  See the [**Nutrition & Dietetic Technician Program Policies and Procedures Section 6/Equitable Treatment ACEND Standard 8.1d**](https://sway.office.com/GyFPYGaFiBy7uXd9?ref=Link)**.** | | | | | | **Appropriate efforts have been made to make the program more equitable?** | | | | | | | **There are a few statements about equity, but does not go into specifics as to how the department enacts equity. Why aren’t pell grants or federal loans for all certificates?**  **There is an opportunity for improvement on this response.** | | |
| Exemplary 3 | | Adequate2 | Opportunity for Improvement 1 | | | |
| **II. Program Curriculum:** | | | | | | | | | | | | | | | |
| **1. When reviewing the curriculum for the certificate and/or degree, are there any courses that need to be added, deleted, or modified?**  To date, all suggested changes/feedback have been incorporated into the degree and courses. No courses need to be added, deleted or modified at this time.  The NDTAAS degree was recently modified to include three stackable certificates and modified to 65 credits. Per the Accreditation Council for Education in Nutrition and Dietetics (ACEND) the Nutrition and Dietetic Technician (NDT) Program is required to complete an Annual Program Evaluation Plan (PEP) and a Continuous Program Improvement Plan (CPIP). To complete the PEP and CPIP, the NDT team obtains feedback about courses throughout the year through course evaluations, proactive advising (each NDT student is contacted twice per semester), and the director facilitating internships. Although no courses need to be added, deleted or modified at this time, there are two sets of classes that have been combined and approved in ACRES. These classes will take effect in Fall 2023. All courses have been updated from the ACEND 2017 standards to the ACEND 2022 standards. | | | | | | **Was any information given as to possible revisions to the course description, articulation, additions, revisions, or deletions anticipated?** | | | | | | | | **Peer Review Feedback:** | |
| Exemplary  3 | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **III. Program Outcomes and Assessment** | | | | | | | | | | | | | | | |
| **1. What are the Program Learning Outcomes (PLOs) for the program degree or certificate as currently indicated in ACRES? If this program contains multiple degrees and/or certificates, the learning outcomes should be provided for each one.**  **For NDTAAS Degree**  Domain 1: (Evaluation) Evaluate and integrate evidence based scientific information and translate research into practice. (CSLO#2)  Domain 2: (Application) Practice and maintain the beliefs, values, attitudes and behaviors for the professional nutrition and dietetic technician level of practice. (CSLO#3)  Domain 3: (Synthesis) Develop and deliver information, products and services to individuals, groups and populations. (CSLO#1)  Domain 4: (Application) Strategically apply principles of management and systems in the provision of services to individuals and organizations. (CSLO#4)  **For Community Nutrition Worker Certificate:**  1. (Analysis Level) Recognize and distinguish the difference in nutrition throughout the lifecycle including pregnancy and lactation, infancy, childhood, adolescence, and adulthood. (CSLO 2) 2. (Evaluation Level) Assess nutritional status in the public health setting and apply nutrition education as appropriate. (CSLO 2) 3. (Analysis Level) Identify, locate, and discuss pertinent services and programs within a community. 4. (Application Level) Describe and demonstrate appropriate and effective communication skills, counseling skills and documentation techniques both in groups and in one-on-one settings. (CSLO 3) 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 nutritional attitudes, behaviors, and their impact on overall health. (CSLO 2) 7. (Synthesis Level) Summarize the nutritional needs of breastfeeding mothers and the nutritional needs and growth patterns of their infants.  **For Diabetes Care and Education Certificate:**  1. (Evaluating Level) Compare and contrast the types of diabetes mellitus describing the differences. (CSLO 2) 2. (Understanding Level) Describe strategies to effectively prevent and/or manage symptoms and/or complications of diabetes mellitus. (CSLO 2) 3. (Evaluating Level) Evaluate the application of lifestyle modifications and techniques that favor a lifestyle conducive to diabetes prevention and/or management. (CSLO 1) 4. (Analyzing Level) Outline three coping and communication skills required to promote a lifestyle conducive to diabetes prevention and/or management. (CSLO 4)  **For 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. (CSLO 1) 2. (Analysis Level) Distinguish specific techniques for discussing cultural issues. (CSLO 1) 3. (Synthesis Level) Create education scenarios and material which meet client nutrition goals. (CSLO 3) 4. (Knowledge Level) Select materials useful to a beginning nutrition counselor including procedures for handling difficult client behaviors and group counseling in community and clinical settings. (CSLO 3) 5. (Evaluation Level) Compare and contrast behavioral and non-behavioral approaches to weight management. (CSLO 4) 6. (Comprehension Level) Explain the recommended methodology with the importance of nutrition screening and assessment throughout the life cycle. (CSLO 2) | | | | | | **Are the Program Learning Outcomes (PLOs) for the program provided and are they relevant to the program’s goals?** | | | | | | | | **Peer Review Feedback:**  PLO’s appear thorough and complete. | |
| Exemplary 3 | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **2. Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Are there any available accreditations which the program does not have, but may benefit from seeking?**  **NDTAAS Degree Program**  NDTAAS Degree Program outcomes are determined and influenced by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND is the accrediting agency for education programs preparing students for careers as registered dietitian nutritionists or nutrition and dietetics technicians, registered. The NDTAAS Degree Program is required to complete an annual program evaluation plan which includes ACEND and program specific objectives, a continuous program improvement plan, student learning outcome assessment data, and a pass rate improvement plan if needed.  **Certificate Programs**  The outcomes of the certificate programs are not determined or influenced by any external organization, agency, or accreditor but are stackable within the degree.  **Available Accreditations**  The CAC Dietetic Education Program (DEP) team is interested in the NDTAAS Degree Program becoming a National Board for Health and Wellness Approved Training Program. This may mean a change of one of the stackable certificates. The benefit of this accreditation is graduates would be eligible to sit for the National Board-Certified Health & Wellness Coach certification which expands their job opportunities including working for insurance companies or having the option of having an insurance based private practice. | | | | | | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable. (NA)** | | | | | | | | The available National Board for Health and Wellness Approved Training Program accreditation for the NDTAAS sounds like a great item for the Action Plan. | |
| Exemplary  3 | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **3. Assessment Results: Use this Assessment Reporting Form to share your assessment results. Attach assessment data or rubrics as an appendix. Click on this link:** [**(Assessment Reporting Form)**](https://centralaz.sharepoint.com/:w:/s/ProgramAssessment/EbS2N_DXVe1IsMkWXWSysFEBq4N6gg2xLGe6eC0OlsKmZQ?e=09ZVNx) | | | | | | **The information in the Assessment Reporting Form should answer the following questions** | | | | | | | |  | |
| **A. What PLOs and/or MSLOs and CSLOs did you assess this year?** | | | | | | **Are the PLO’s or MSLOs that were assessed identified and the department/program strategies for assessing learning outcomes described and information provided on how assessment results are collected, analyzed, and discussed?** | | | | | | | |  | |
| Exemplary  3 | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **B. Describe the assessment method used and criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, research paper, performance exam, EAC, etc.)** | | | | | | **Was the assessment method and criteria identified?** | | | | | | | |  | |
| Exemplary  3 | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **C. How many students were proficient in the PLOs OR MSLOs and CSLOs and how many were not? What was determined to be proficient? (i.e., 70% = proficient)** | | | | | | **Was data provided on assessment results on how many students were proficient?** | | | | | | | |  | |
| Exemplary  3 | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **D. What changes/improvements were made or will be made in response to the outcomes of the assessment process?** | | | | | | I**s an explanation provided on how MSLO and CSLO assessment results have facilitated changes/improvements to the outcomes of the assessment process?** | | | | | | | |  | |
| Exemplary 3 | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **IV. Program Graduates** | | | | | | | | | | | | | | | |
| **1. Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.**  Microsoft Sway (MS): [DEP APR 2022](https://sway.office.com/7ljJk5CxZmTX5bcI?ref=Link)  The current average annual growth rate for Nutrition & Dietetic Technicians, Registered in Arizona is 4.98 percent with a 10-year projected growth rate of 49.84 percent (MS Table Dashboard 1). Arizona has the third highest projected annual average growth in the United States behind Vermont at 10.82 percent and Connecticut's 8.54 percent (MS Dashboard 2). Pinal County statistics are unavailable. Because the NDTAAS degree program is fully online the NDTAAS Degree Program can support the current and future needs of the job market in Arizona and across the United States. | | | | | | **Was information given on how the program supports current or future needs for the job market in Pinal County, the state and/or the United States?** | | | | | | | | **Peer Review Feedback:**  Not sure this fully addressed how the program supports the job market? No Pinal county statistics were given, but as stated they were unavailable. | |
| Exemplary 3 | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **2. For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer.**  Although there are no baccalaureate programs in Arizona that the NDTAAS Degree Program is suited to transfer to at this time, this is a future goal of the DEP team. Two barriers exist. Nutrition classes at a university are 300 and 400 level, and are therefore not easily transferable; and, as of 2023, a master’s degree is required to become a Registered Dietitian Nutritionist (RDN). One goal of the Dietetic Education Program is to identify suitable bachelor's degree programs outside of accredited nutrition programs (i.e., RDN) such as bachelor programs specializing in food service, health promotion, etc. | | | | | | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable (NA)** | | | | | | | |  | |
| Exemplary 3 | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **3. Indicate if there are any articulation agreements in place for degree graduates.**  Approximately eight in-state 2+2 BAS degree programs (many online) exist that NDT students can transfer to a couple of which specialize in food and nutrition. However, no articulation agreements are in place for degree graduates. Barriers include nutrition classes at university level are upper division, higher level science classes are required, and more than double the science classes are required. Additionally, not all science courses required for university transfer are available online at CAC. One goal of the Dietetic Education Program is to identify suitable bachelor's degree programs outside of accredited nutrition programs (i.e., RDN) such as bachelor programs specializing in food service, health promotion, etc. | | | | | | **Are articulation agreements in place for degree graduates?** | | | | | | | |  | |
| Exemplary 3 | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **4. Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.**  The curriculum is reviewed annually at the program’s advisory committee meeting. The advisory committee includes program faculty, administrators, preceptors, employers, current students, and graduates who review the program’s goals and objectives to determine strengths and areas for improvement. The program director, with support from adjunct faculty and the instructional specialist, gathers assessment data as indicated in the Program Evaluation Plan and Student Learning Assessment at least annually. Input from the advisory committee can also occur via email throughout the year. The dietetic education program team regularly attends the AZ Transfer Nutrition Articulation Task Force meetings. | | | | | | **Was information given on how the program gets feedback on its program and curriculum from external sources such as advisory boards, employers, articulation task forces, accreditors, etc.?** | | | | | | | | Should include the external accreditors in this section. | |
| Exemplary 3 | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **V. Program Specific Resources:**  *In this section, please focus on program specific resources. You may, but do not have to, discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* | | | | | | | | | | | | | | | |
| **1. Discuss the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students (i.e.: learning center, library) and student support (i.e.: advising) available to the program over the past 5 years:**  The resources available to online students are extensive, continually expanding, and adequate to meet the needs of the Nutrition and Dietetic Technician (NDT) Distance Education Program and to produce the desired outcomes. All students have equal access to faculty, advising, academic affairs, teaching and learning technology, student services, professional organizations, and library resources.  Financial Support  The College’s general operating budget funds NDT Program staff and adjunct faculty salaries, their professional development and related travel, and program supplies, as well as the staff, and facilities used by the program, including the offices, computer labs, technology equipment and support, and learning and student support. Nutrition classes have a minimum enrollment to support adjunct faculty and additional costs. The minimum enrollment is 15 students in the fall and spring semesters and ten students in the summer semester. If minimum enrollments are not met, adjunct faculty teach at a pro-rated amount. Maximum enrollment is 25-30 students for lecture classes, 25 students for internship classes.  Administrative Support  Administrative support for the NDT Degree Program is provided through the following arrangements:   * At least 20 percent of the program director’s time each semester is designated to covering program administrative functions. * The program director has a .175 FTE program assistant and a .50 FTE Instructional Specialist II for administrative support. * The program director and dean meet 1:1 monthly or as needed. * The dean and vice president of academic affairs are available to support, discuss and provide input on any aspect of the program, including staffing, student or budget concerns, improvements needed, and student and faculty successes and achievements. * The vice presidents who oversee student services, talent development/human resources, and finance, and departmental managers/supervisors (such as those for student support services, learning support resources, fiscal, instructional technology, and college safety) are also willing to assist and advise the NDT Program Director as needed. * The President of CAC has an open-door policy that allows the program director to meet and discuss issues and concerns (e.g., staffing, budgetary, facilities, new innovative ideas) with her.   Technical and IT Support  CAC’s Information Technology Services provides support for the network, phone systems, computers, email, distance learning technology, on-line learning technology, multimedia, and the library, which is used by NDT students. Within each Blackboard account, instructors and staff have access to instructor tutorials and FAQs as well as CAC employee resources. (Blackboard is an electronic learning management system deployed at CAC.)  Physical Facilities  The physical resources at CAC support the purpose of the NDT Program. The program is housed in the Wakefield building on the northwest corner of the Signal Peak Campus. The facility, renovated in 2012, now houses the program (director and program assistant) and several other offices for health care program directors. The renovation includes nine faculty offices, one nursing laboratory/simulation specialist office, a director suite, receptionist area, two classrooms, conference room, student commons area, and more. Faculty and director's offices are located past the receptionist area. Offices are equipped with individual computers, desks, filing cabinets, and bookshelves. A common printing and supply area is available for staff in the main corridor for easy access. Facilities staff clean the offices daily. Students applying to the online NDT Program sign the Nutrition and Dietetic Technician AAS Degree Online Learning Equipment and Skills Requirements checklist, confirming they have the equipment (a functioning computer and good internet connection) needed to be successful in the program.  Learning Resources  Learning resources include CAC’s library, learning support centers, computer commons, informational technology, and technology tools to support student success and learning. Online students have access to Live Synchronous Tutoring with or without an appointment Monday through Thursday from 8 AM to 7 PM, Friday and Saturday 9 AM to 6 PM and Asynchronous Online tutoring for Writing, Math and Science.  Online library services are also available. The library provides information literacy instruction and support as students acquire research skills. Librarians provide many other services, including individual instruction, research guides, assistance in ordering library resources to both students and faculty, faculty development workshops, and a “Chat with a Librarian” chat service. The CAC’s library’s collection has grown to 72,000 print, media, and electronic items; 10,000 electronic books; 18,000 streaming video and audio files; and thousands of magazines, journals, and newspaper subscriptions in print and electronic formats. Librarians review current databases with program directors and make changes as needed and that are within budgetary guidelines. Library resources are used by students and faculty throughout the curriculum to explore general nutrition and careers in nutrition/dietetics information; to help write research papers; and to provide information for oral and written presentations.  Previously, NDTR Exam study materials were provided to interns during the internship. Based on student feedback a change was made (fall 2021 implementation) to provide NDTR Exam study materials to students in the semester before the terminal internship (built into the first internship class) with additional resources provided to graduates. These include materials such as Visual Veggies and the CDR Exam Review. Graduates receive NDTR Exam study materials as a graduation gift and are encouraged to begin reviewing the materials while waiting for eligibility requirements to sit for the exam.  Student Support Services  Student Support Services facilitates all admissions, registration, financial aid, payment plans, transcript evaluation, graduation applications, veteran’s benefits, student accessibility services, new student orientation, and advising. College and student resources are included on the CAC Homepage at [www.centralaz.edu](http://www.centralaz.edu/). NDT students are also called twice per semester for NDT Success Coaching sessions (proactive advising). | | | | | | **Was the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students over the past 5 years evaluated?** | | | | | | | | **Peer Review Feedback:**  **Under Financial Support- maybe add the specifics of how it is funded?** | |
| Exemplary 3 | | Adequate 2 | | | Opportunity for Improvement 1 | | |
| **2. Does the program have sufficient resources to be effective and relevant? Explain?**  The program currently has sufficient resources to be effective and relevant. As noted, the program is supported by funds from CAC’s budget. The program director evaluates the budgetary needs tied to short-term and long-term strategies to achieve program goals and objectives on a yearly basis, and requests continuation and/or changes in funds allocated to the program during the academic year’s planning and budgeting process. The program director confers with the deans and/or vice presidents of academic affairs to determine annual budgetary needs and requests. The budget is completed by the finance office and the four vice presidents in late spring and is approved by the Governing Board for the fiscal year July 1st through June 30th of the next year. | | | | | | Sufficient Resources | | Insufficient Resources | | | No Response | | |  | |
| **3. What future goals does the program have? Will extra resources and funding be required to achieve it?**  The Dietetic Education Program (DEP) has two potential future goals:   1. Using Occupation Insight Job Growth Rate and Job Posting Trends Dashboards (Microsoft Sway: [DEP APR 2022](https://sway.office.com/7ljJk5CxZmTX5bcI?ref=Link)) and other pertinent data, DEP will partner with the CAC Director of Strategic Enrollment Management and Outreach to launch a national marketing campaign targeting hospital foodservice and clinical nutrition managers offering an opportunity to upskill employees. 2. Become a National Board for Health and Wellness Approved Training Program. 3. Articulation and transfer agreements.   DEP is evaluating if current resources are enough to meet future goals. The accrediting body has approved 25 first year and 25 second year CAC Nutrition and Dietetic Technician students. Program staff are evaluating established processes to assess scalability with current resources including standardizing processes and researching innovative technology. | | | | | | **Were future goals identified along with the extra resources and funding that would be required to achieve them?** | | | | | | | |  | |
| Exemplary  3 | | Adequate  2 | | | Opportunity for Improvement 1 | | |
| **4. Does the program have the resources to meet future goals? Explain:**  As stated above, the Dietetic Education Program is evaluating if current resources are enough to meet future goals. The accrediting body has approved 25 first year and 25 second year CAC Nutrition and Dietetic Technician students. Program staff are evaluating established processes to assess scalability with current resources including standardizing processes and researching innovative technology. | | | | | | Sufficient Resources | | Insufficient Resources | | | No Response | | | **MARY- We feel like this question is redundant and should be removed from this form in the future.** | |
| **VI. Program Alignment with Institutional Strategic Goals:** | | | | | | | | | | | | | | | |
| **1. How is the program directly or indirectly helping the College achieve its current strategic goals? Consider each strategic goal and provide a brief comment or description on how the program works to achieve it.**     |  |  | | --- | --- | | **CAC Strategic Goals:** | **Aligned Program Goals:** | | **Student Success**  *Ensure student success through retention, persistence, completion, and transfer* | **Nutrition and Dietetic Technician (NDT) Success Coach:** The program has implemented proactive advising. Each NDT student is contacted twice a semester. Proactive advising has been shown to impact colleges’ persistence and graduation rates. Proactive advising has also been valuable for the program to identify NDT students who are not continuously enrolled. If a student has not participated in the semester’s two coaching calls, then the director can research if the student is still enrolled or withdrew from classes.  **Counseling:** NDT student counseling occurs during NDT proactive advising coaching sessions. Occasionally, the program director is called upon to assist a student with social or emotional needs rather than ones of an educational nature. The instructional specialist or faculty contact the program director when they recognize that a student may need someone to reach out to them. Sometimes the director just needs to listen to the student. In some instances, the student needing assistance will be referred to other CAC support services. NDT student issues and/or needs are also discussed during weekly team meetings.  Examples of concerns that have been addressed:   1. undecided career goals - lack of direction 2. test anxiety 3. poor attendance 4. time management skills 5. sudden or unexpected drop in grades 6. personal issue(s) affecting the student (for emergency, health, and/or safety concerns please contact campus police or your local police department.) 7. tutoring recommendation   **Application Process:** No application process for the NDT program was in place before 2015. As of 2019, the program had many students who declared the DTAAS degree (previous degree name) in a catalog year that did not require them to apply to the program or take NTR163 Orientation to the DT Program.  **Commitment Letter:** Each student officially accepted into the NDT Program signs a commitment letter stating they agree to be continuously enrolled and maintain a C or better in all nutrition classes. These policies may have been in place before the application process as stated in the NDT Program Handbook and Policies and Procedures; however, by having students officially enrolled in the program and sign a commitment letter as well as take the NTR163 Orientation to the Program course as a group, the program is able to track NDT students officially enrolled in the program and more easily adhere to program policies and procedures. | | **Access**  *Ensure all Pinal County residents and others have access to high quality innovative post-secondary opportunities* | All nutrition classes are online and taught by experienced, masters level educated registered dietitian nutritionists or nutrition and dietetic technicians, registered. All instructors are certified to teach online through Blackboard, and courses are structured based on Quality Matters best practices. | | **Workforce**  *Ensure students acquire the skills necessary for job placement and that meet employer needs in Pinal County and Region* | **Skills attained:**   * **Occupation Insight Skill Demand Dashboard:** Microsoft Sway: [DEP APR 2022](https://sway.office.com/7ljJk5CxZmTX5bcI?ref=Link) | | **Community**  *Ensure Pinal County residents have access to lifelong learning and cultural enrichment* | All nutrition classes are available online ensuring Pinal County residents have access to lifelong learning and cultural enrichment. | | **Environment**  *Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students and employees*. | The Dietetic Education Program ensures a safe and sustainable environment that promotes learning, communication, diversity, and satisfaction among students and employees by following the CAC equity council suggestions, the CAC student handbook and the [Nutrition and Dietetic Technician Policies and Procedures](https://sway.office.com/GyFPYGaFiBy7uXd9?ref=Link). | | **Stewardship**  *Ensure optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community* | The Dietetic Education Program ensures optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community by supporting students with the resources needed to be successful in the program based on a zero-based budgeting model. | | **Infrastructure**  *Ensure a physical and technological infrastructure that supports changes in learning and working environment* | NA | | | | | | | **Was a description provided on how the program has directly or indirectly assisted the college in achieving its strategic goals.** | | | | | | | | **Peer Review Feedback:** | |
| Exemplary 3 | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **VII. Program Effectiveness for Graduates** | | | | | | | | | | | | | | | |
| **1. Describe how you measure the success of degree and certificate program graduates. For example, are graduate surveys conducted? Are surveys given to employers to determine satisfaction with program graduate employees?**  Graduate students provide information about the program through informal and formal feedback (e.g., program evaluation, advisory committee, NDT Success Coaching Sessions), job placement, results of NDTR exams, continuing education, additional degrees pursued, and employer information. The program does have an employer survey.  Students who graduate with a certificate only (not stacked within the degree) are not followed with graduate surveys. Their success is not measured. Many students who enroll in a nutrition certificate program are working in the field and are earning a certificate for continuing education credits. This information was obtained during recruitment calls. | | | | | | **Was information provided on how the program measures the success of the degree and certificate program graduates?** | | | | | | | | **Peer Review Feedback:**  Should some of those results be included here?  Possibly an institutional specific goal more than a departmental one. | |
| Exemplary 3 | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **VIII. Program Improvement Efforts** | | | | | | | | | | | | | | | |
| **1. Describe efforts made to improve the program during the past five years."** (For example, this can include professional development, curriculum revision, the purchase of equipment, using assessment to enhance instruction, etc.)  All instructors have been certified through Blackboard to teach online. Instructors work in the field and must accumulate continuing education hours to maintain their professional credentials.  The curriculum review process, including a timeframe and how input from students/interns is incorporated, varies. The comparability of educational experiences and consistency of learning outcomes is assessed and maintained by each of the following inputs. Outputs from each of the curriculum review processes mentioned below helps the Nutrition and Dietetic Technician (NDT) Program articulate strengths of the program, identify specific actions to address gaps within the academic program, improve teaching and learning practices, provide an opportunity for critical reflection of the program’s curriculum, and provide evidence to drive decision making within the program.  Stacking the three Dietetic Education Program Nutrition Certificates, which required removing the reading and computer competency degree requirements and adding seven credits (NTR127, NTR131, NTR134, NTR137, and NTR247) to the NDT curriculum, is one example that was discussed and approved at the advisory committee’s November 2019 annual meeting. It was agreed that the changes would positively impact the students and the program. Not only does stacking the nutrition certificates break the degree into smaller “steppingstone” awards but it also allows students to graduate with three certificates specializing in community nutrition, diabetes, and health. Finally, students unable to complete the internship graduate with three certificates without having to take additional classes. Proactive advising was discussed and supported by the advisory committee and has been implemented. It continues to be a valuable source of continuous quality improvement.    The program has implemented proactive advising. Each NDT student is contacted twice a semester. Proactive advising has been shown to impact colleges’ persistence and graduation rates. Proactive advising has also been valuable for the program to identify NDT students who are not continuously enrolled. If a student has not participated in the semester’s two coaching calls, then the director can research if the student is still enrolled or withdrew from classes.    The NDT Success Coach coaching sessions with NDT students have been invaluable to help the program strategize ways to improve pass rates. To continue to meet this objective and begin to trend upwards, the following has been implemented: remind students during coaching sessions (NTR163, NDT Success Coach) to keep textbooks as a resource for the internship and to study for the exam. Quality improvement strategies the program has implemented to support students, to continue to meet this goal, and to begin to trend upwards include the following: the director encouraging students to keep textbooks for reference during welcome meeting in the NTR163 Orientation to the Program course, test preparation built into the NTR157 - Foundations to Dietetic Internships course, and the NDT Success Coach Coaching Sessions extending to graduates one-year post graduation.  The curriculum is reviewed at least annually based on outcomes from the Program Evaluation Plan (PEP) and the Student Learning Outcomes (SLO) Assessment Plan. Patterns that emerge from the PEP and SLO are identified, evaluated, and acted upon if necessary to maintain or improve student/intern learning. The addition of proactive advising and revision of internship rubrics are examples of actions being taken based on PEP and SLO outcomes. Proactive advising was implemented, in part, to improve program length outcomes identified from the PEP. Revising internship rubric criteria to one better suited to assess learning outcomes is being implemented based on SLO outcomes. Another example of an action taken to improve student/intern learning is the continuous monitoring of CNDT 4.5. If outcomes do not improve, then all curriculum where budgeting is taught will be assessed.    The curriculum is also reviewed at least annually with input from the internship instructor and the interns. If more than one intern is struggling to meet minimum standards, then the internship instructor and the director will discuss the competency not being met on the first attempt. The program director then assesses the curriculum to ensure students are being trained appropriately to be competent entry-level nutrition and dietetic technicians and able to meet internship competencies on the first attempt. Students presenting PowerPoint presentations for the first time in the internship is one example of how the curriculum review process resulted in actions to improve student/intern learning. This was rectified in NTR123 by requiring students to present their PowerPoint to the class versus just submitting a PowerPoint. Feedback from the interns about the Nutrition Care Process (NCP) is another example of how the curriculum review process was used to improve student/intern learning. Interns informed the internship instructor that more training on the NCP was needed. The program director took that information and hired an instructor with not only extensive NCP experience, but experience with dietetic technicians and their use of the NCP. Finally, the NTR222 Nutrition Assessment and Medical Nutrition Therapy class was revamped to include more NCP application-level assignments.    Input is also received from the Arizona Dietetic Practicum Advisory Committee (AZDPAC). AZDPAC is comprised of Dietetic Education Program Directors in Arizona who also undergo a self-study and accreditation process; and, therefore, are willing to share ideas and resources that have positively impacted their program’s success.  **Monthly**  Input is also received from the monthly NDTR program director meetings comprised of dietetic technician program directors across the country who also undergo a self-study and accreditation process. They share approaches and resources that have positively impacted their program’s success. Program prerequisites and exam preparation strategies are examples of ideas that have been shared and implemented that have positively impacted the NDT Program.  **As Needed**  To implement a change in curriculum, it must go through the CAC curriculum process. The first step is for the program director to submit the curriculum/program modification to the curriculum committee. Once approved, it is reviewed and approved by the curriculum office director and specialist. The proposed curriculum is posted to a Share Point Curriculum page for review of any CAC staff member who can provide feedback to the curriculum owner. The proposal then routes to the academic dean, curriculum committee, and the vice president of academic services for final approval. It is then implemented by the program director. | | | | | | **Was a description provided of the ways the program has engaged in program improvement?** | | | | | | | |  | |
| Exemplary  3 | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **IX. Data and Trends** | | | | | | | | | | | | | | | |
| **Leave this section Blank for now. It will be inputted by IR. You will be asked to comment on the trends and information indicated by the data.** [**Click Here for Data Package**](https://centralaz-my.sharepoint.com/:x:/g/personal/mary_kieser_centralaz_edu/ESPq3TQRigFAnrZ98Z-KLgQBSlX5szeMQ_fUvo_Kj2Wwlw?e=n2uyv7) | | | | | | | | | | | | | | | |
| **1. Program enrollment data for the past 5 years**    **A. Discuss and explain the factors influencing the enrollment trends**:  NOTE: The data package reflects two degrees (see data package tabs) the Dietetic Technician AAS Degree (DTAAS) and the Nutrition and Dietetic Technician Degree (NDTAAS). The NDTAAS degree became effective in fall 2021. The three nutrition certificates are stackable within the updated NDTAAS degree. Comments on trends mostly reflect the old DTAAS degree.  **Program Enrollment**  CAC DTAAS degree enrollment declined by 79.0 percent from 2017 to 2021, which is 24.0 percent higher than the national average of 55.0 percent. (Microsoft Sway: [DEP APR 2022](https://sway.office.com/7ljJk5CxZmTX5bcI?ref=Link))  According to the CAC Student enrollment trends new student headcount, new student headcount was 20 in 2017 with a 15-student headcount increasing to 35 in 2018. New student headcount decreased from 35 in 2018 to 24 in 2019 and decreased again slightly with 22 new students enrolling in the program. Finally, in 2021 it is reported the DTAAS program had one new student. One new student was captured as the degree had changed to the NDTAAS degree and because the program admissions criteria changed, and the program requested students declare the community nutrition worker certificate first before they applied to the program. The certificate is now a part of the admissions process. Once students were accepted into the program, we requested they change their degree declaration to the NDTAAS degree. However, the program can no longer follow this process. Students are unable to receive the proper financial aid. We had to inform all the students from 2020 and 2021 to change their declaration from the community nutrition worker certificate to the NDTAAS Degree.  Students officially accepted into the program (internally) stayed consistent from 2020 to 2021 with 20 and 21 students officially enrolled in the program, respectively (see Accreditation Council for Education in Nutrition and Dietetics Annual Reports below).  Program enrollment data is impacted by two variables which include a change in degree name and the degree program accrediting body attempting to change the requirements to become a Nutrition and Dietetic Technician, Registered to a bachelor's degree.  **Reporting Change**  The program must report first and second year students by race and gender to the accrediting body. Before 2019, students were counted in the program if they declared the degree. In 2015, the accrediting body suggested the program implement a program application process. Not only was an application process implemented but a dietetic technician orientation class was approved. Students accepted into the program take an orientation class in fall. In 2019, the current program director started documenting this orientation class as the start date of the program because these were the students who applied and were officially accepted into the program. All other students are considered students taking nutrition classes. The Dietetic Education Program is tracking students officially internally this way and reporting these numbers to Accreditation Council for Education in Nutrition and Dietetics (ACEND). You will see these numbers more clearly in the ACEND annual race and gender report charts below.  **Bachelor's Degree Influence**  In 2012, the Academy of Nutrition & Dietetics released a report that many NDT directors across the country agree had a considerable influence on enrollment. In tandem with the discussions of the Registered Dietitian Nutritionist educational requirement being elevated to a master's degree as of 2023, it is clear from the report data that when information came out stating that the 2-year associate degree requirement for nutrition and dietetic technicians, registered (NDTR) was going to be eliminated and then again in 2017 the NDTR needing to be elevated to the bachelor's degree, this impacted dietetic technician program numbers across the country ([MS SWAY-Section IX-Data and Trends: NDTAAS Degree Program](https://sway.office.com/7ljJk5CxZmTX5bcI?ref=Link)). In each of these cases in the following years, all dietetic technician programs saw a great decrease and a handful of programs closed. After a few years of nutrition and dietetic technician bachelor’s degree programs opening under the ACEND future education model, they have since closed. ACEND is abandoning the nutrition and dietetic technician bachelor's degree model and, thanks to nutrition and dietetic technician directors' monthly meetings and advocating efforts (discussed below), ACEND is supporting associate degree programs. Many nutrition and dietetic technician programs have seen steady or increased enrollment in the past two years. Currently, the CAC NDTAAS Degree is one of three online programs. The CAC program is the most affordable and has three stackable certificates which attract students. As of fall 2022, the CAC NDTAAS Program officially has 16 students, seven first year students and nine second year students. ACEND has approved the CAC NDTAAS Program to enroll 25 first year students and 25 second year students.  **Associate Degree**  In 2021, a director of a nutrition and dietetic technician program initiated a meeting for all nutrition and dietetic technician program directors. This group has been meeting monthly since (excluding summers). In one year, this group has facilitated changes at the highest level of the key nutrition professional organizations, namely the Academy of Nutrition and Dietetics and ACEND. Changes include raising awareness of the NDTR credential by successfully securing a national [NDTR Day](https://www.eatrightpro.org/news-center/member-updates/from-our-leaders/starting-in-2023--academy-will-celebrate-ndtrs-during-national-nutrition-month) and working with the executive director of the accrediting body ACEND to present at an ACEND town hall about how the [NDTR can support the RDN](https://www.eatrightpro.org/-/media/eatrightpro-files/acend/public-notices-and-announcements/virtualtownhallmeetingminutes03292022.pdf?la=en&hash=1B5097D2834628C3452FE1D98B00EA0912D09AA2). The executive director of ACEND is also encouraging university registered dietitian nutritionist programs (RDN) to use the town hall resource to meet one of the RDN program competencies thereby educating future RDN’s.  **Student Enrollment by Gender**  **Students Self-Identifying as Male**  Student enrollment by gender has varied since 2017. Students identifying as male increased from 2017 to 2019. In 2017, 10 percent of students self-identified as male while the percentage increased by 10 percent in 2018 to 20 percent. In 2019, 31 percent of students identified as male. From 2019 to 2020, the program saw an 11 percent decrease in students identifying male (31 percent to 20 percent) and a 6 percent increase from 2020 to 2021 (20 percent to 26 percent).  **Students Self-Identifying as Female**  From 2017 to 2021, students self-identifying as female ranged from 90 percent to 69 percent. From 2017 to 2019, the percent of students identifying as female steadily decreased from 90 percent to 80 percent to 69 percent, respectively. From 2019 to 2020, the program saw an increase to 2018 levels of 80 percent with a decrease from 2020 of 6 percent to 74 percent students identifying as female in the 2021 academic year.  **Student Enrollment by Race/Ethnicity**  From 2017 to 2021 the NDTAAS program is mostly made-up by White students followed by Hispanic. Below is a detailed summary of student enrollment by race and gender for the 2020 and 2021 academic years.  **Student Enrollment by Race and Gender**  **Race and Gender**  ***ACEND 2020 Annual Repor****t*    The academic year 2020 included 20 self-identified female students and 3 self-identified male students. Six percent of female students identified as American Indian and Alaska Native, 12 percent identified as Black or African American, 35 percent identified as Hispanic/Latino of any race, 6 percent of females identified as Asian, 30 percent identified as White, and 6 percent reported two or more races. Six percent were not able to report their ethnic origin and no students identified as Native American and other Pacific Islander. Of the 3 male students in the 2020 academic year, 33 percent of students identified as Hispanic/Latino of any race while 67 percent identified as White.  **2021 Race and Gender**  **Race and Gender**  ***ACEND 2021 Annual Repor****t*    Academic year 2021 includes 19 self-identified female students and 2 self-identified male students. From 2020 to 2021, female students self-identified as American Indian and Alaska Native was steady at 5 percent while female students self-identified as Black or African American decreased from 12 percent in 2020 to 0 percent. Female Hispanic/Latino self-identifiers decreased slightly from 35 percent to 33 percent in 2021 while Asian female self-identifiers stayed steady at 5 percent. Female students self-identifying as White increased from 30 percent to 53 percent in 2021 while females reporting two or more races stayed steady at 5 percent. Six percent were not able to report their ethnic origin in 2020 and no students self-identified as Native American and other Pacific Islander.    **B. How has the program typically recruited students and marketed the program:**  The program has typically recruited students from the Academy of Nutrition & Dietetics and ACEND Accredited [Programs Directory](https://www.eatrightpro.org/acend/accredited-programs/accredited-programs-directory) local conferences, networking, and CAC social media including on campus TV promotion. | | | | | | **Has the program enrollment trends for the program increased, remained consistent or decreased?** | | | | | | | | **Peer Review Feedback:**  Total Student Enrollments and Total Student Credit appear to be diminishing over time. While this can be expected during the 2020–2022 timeframe due to the pandemic, it appears as this program has been losing total student headcount and total enrolled credits since 2018. You gave a good explanation on how ACEND’s focus on bachelorette degrees have impacted this. With the recent changes from ACEND that are now encouraging Associate Degrees, is there an expectation that enrollments will rise, or are they likely to continue their downward trend at CAC?  How can your program increase enrollment in the future?  This information only discusses the average salary for graduates. It does not address trends or efforts to help students achieve completion of their degrees or certificate(s)  MARY- questions do not align in both columns. | |
| Increasing 3 | Consistent 2 | | Decreasing 1 | | | | |
| **Were the factors influencing enrollment trends discussed?** | | | | | | | |
| Exemplary 3 | Adequate 2 | | No information was given 1 | | | | |
| **Was information given on how the program typically recruits students and markets the program?** | | | | | | | |
| Exemplary 3 | Adequate 2 | | No information was given 1 | | | | |
| **2. Program graduation rate trends for the past 5 years**    **A. Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion?**  According to the Student Outcomes chart above, graduation rates decreased from 2017 to 2018, increased from 2018 to 2020, and decreased from 2020 to 2021. Before this director was hired in 2019, approximately 10 students could not secure an internship and therefore could not finish the degree. This director and the DEP team were able to support them to secure an internship and finish their degree. This director also improved processes to secure internships. Since then, all students have been able to secure internships in a timely manner. In addition to improving processes to secure internships, the program has improved the criteria to apply to the program, implemented coaching session (proactive advising) twice per semester, and started to review the nutrition and dietetic technician program commitment letter in a face-to-face orientation with new students. | | | | | | **Have the graduation rates increased in the past 5 years?** | | | | | | | |
| Increasing 3 | Consistent 2 | | Decreasing 1 | | | | |
| **3. Students who enroll in a four-year college**  The number of program enrollees or graduates who studied at an in-state baccalaureate-level institution during the past five years stayed consistent. CAC Nutrition and Dietetic Technician Program (NDTAAS) graduates typically do not enroll in a four-year college after graduation.  Most CAC NDTAAS students have a bachelor or master's degree. Earning their NDTAAS degree at CAC is their second career and they do not have a desire to enroll in a four-year college.  If a potential student wants to become a registered dietitian nutritionist (RDN) during recruitment calls, we clearly state the CAC NDTAAS degree is not transferable to a four-year college. As mentioned previously, one goal of the Dietetic Education Program is to identify suitable bachelor's degree programs outside of accredited nutrition programs (i.e., RDN) such as bachelor programs specializing in food service, health promotion, etc.  **4. Can Students earn an external certification or licensure? If so, about how many do?**  a. Students who graduate from the program are eligible to sit for the Nutrition and Dietetic Technician, Registered (NDTR) national credential. Most students who graduate sit for the NDTR credential. However, numbers are not exact as not all students release their names when they take the national exam. Data is also tracked via graduate surveys but not all graduates complete and submit the survey. Below is data from the graduate surveys:   |  | | --- | | Objective 3 (ACEND Specific) |   “At least 50 percent of program graduates take the CDR credentialing exam for nutrition and dietetics technicians within 12 months of program completion”.   |  | | --- | | 2020-2021 2/2 (100%)  (5 graduates 2 surveys received)  2019-2020 4/7 (57%)  (6 graduates 2 surveys received plus Pearson Reports, some names not released)    **Three year rolling average:**  **2018-2020 5/9 (52%)**  2020-2021 5/5 (100%)  (Pearson Vue and Graduate Reports)  2019-2020 4/7 (57%)  (6 graduates 2 surveys received plus Pearson Reports, some names not released)  2018-2019 0/2 (0%)  (4 graduates 2 surveys received) | | **Three year rolling average:**  **2017-2019 5/8 (63%)**  2019-2020 2/2 (100%)  (6 graduates 2 surveys received)  2018-2019 0/2 (0%)  (4 graduates 2 surveys received)  2017-2018 3/4 (75%)  (19 graduates 4 surveys received) |   b. Students who graduate from the program can also sit for the Certified Dietary Manager, Certified Food Protection Professional and School Nutrition Specialist credentials national credentials if they are interested in a career in food service. Very few students sit for these exams soon after graduation. The CAC Dietetic Education Program does not track this information. | | | | | | **Has the number of program enrollees or graduates who studied at an in-state baccalaureate-level institution during the past 5 years increased, stayed consistent or decreased?** | | | | | | | |
| Increasing 3 | Consistent 2 | | Decreasing 1 | | | | |
| **5. Average Salary for Students and Graduates** | | | | | | **Were graduation trends and efforts to help students to achieve completion addressed?** | | | | | | | |
| Exemplary 3 | Adequate 2 | | No information was given 1 | | | | |
| **6. Data Summary:** Provide a summary of this section. Indicate trends observed in the data, identify areas of strengths, and areas for improvement.  New student enrollment has been consistent in the last couple of years. The program has a mix of students in the program including gender, race, and ethnicity. As mentioned previously, most students who are accepted into the program are graduating. Strengths relating to enrollment include movement towards marketing the program nationally. The program director has met with internal partners to market the program nationally and meets with other program directors across the country monthly to strategize raising awareness of the nutrition and dietetic technician, registered credential nationally. Another strength includes the many interventions implemented since 2019 to target retention and graduation rates. It is now time to see how those interventions make a difference and ensure they are scalable. Areas of improvement included identifying suitable transferable in-state degrees and exploring additional credentials to attract more students and make our graduates even more marketable. | | | | | | **Was a summary of the Program Enrollment and Graduation Trends provided and was there a reflection of areas of strengths and improvement for the program**. | | | | | | | |
| Exemplary 3 | Adequate 2 | | No information was given 1 | | | | |
| **X. Evaluation of Program Strengths, Viability and Areas for Improvement:** | | | | | | | | | | | | | | | |
| **1. After completing the APR Self Study, identify areas of strength and areas for improvement in the program. Is the program still a viable program? Discuss the next steps for the program and Action Plan Ideas.**  The following is an extensive analysis of the curriculum strengths, as well as areas of improvement for the program as a result of the formal curriculum review. Learning outcomes have been assessed and areas of improvement identified.    **Curriculum Strengths:**   * KNDT learning assessments identified and reflected on syllabi. * A variety of sites (i.e. long term care, acute care, schools, community facilities) used for supervised practice experience in Food Service, and MNT) * Curriculum is designed to build on the knowledge, skills, and abilities from the 100 to 200 level courses and to demonstrate competency at the end of the didactic coursework prior to the internship. The internship rubrics are designed so that the preceptors can objectively rather than subjectively evaluate the intern’s demonstration of competency. * All NDT students receive individualized advisement twice per semester and as needed via, phone, email or in-person vs. only general campus advisement. The instructional specialist is hired on a contractual basis. Responsibilities include, but are not limited to, conducting NDT Coaching Sessions twice per semester. All potential students receive individualized recruitment as needed via phone, email or in-person. * Some NTR courses are offered once per semester or once per academic year to ensure they meet minimum enrollment standards and do not have to be canceled. * Excellent qualifications of and consistency in adjunct faculty have improved the quality of instruction. * Free tutoring in general education core courses is provided to all students online. * Learning center resources and support are available at CAC. * Current course descriptions, the NDTAAS degree map, and details on the curriculum can easily be accessed by all students on the CAC Nutrition Program website. * Newsletters are sent to NDT students twice per year communicating successes, changes to the program, and more. * Library faculty/staff provide training to students on the use of library resources and research tools. * The program director and faculty work closely with the student accessibility services director and staff, as needed. The Student Accessibility Services department is exceptional. * Students are notified ahead when curriculum modifications are being made so they can prepare to adjust their schedules if needed. Students are advised to stay continuously enrolled if they wish to remain under their current catalog year for the program’s curriculum. * Students are required to apply for graduation the semester prior to their anticipated graduation date. This helps to ensure they have successfully completed all curriculum requirements prior to their last semester.   Areas of improvement included identifying suitable transferable in-state degrees and exploring additional credentials to make our graduates even more marketable.  The program is still viable especially considering the following: Arizona has the third highest projected annual average growth in the United States for NDTRs, key national nutrition organizations are elevating awareness of the NDTR credential, the CAC NDTAAS Program is one of three online programs and is the most affordable and has three stackable certificates, NDT directors are meeting monthly to advocate for the credential, and there is internal support to market the program nationally.  Next steps include:   1. Ensure current processes are standardized and scalable 2. Market the program nationwide 3. Continue to advocate for the NDTR credential 4. Identify suitable in-state transferable degrees 5. Assess feasibility of becoming an approved program for students to be eligible to sit for a national coaching certification | | | | | | **Were areas of strength and areas for improvement identified? Is an evaluation provided on whether the program is still viable? Were the next steps for the program and action plans identified?** | | | | | | | | **Peer Review Feedback:**  For the next steps how are you going to enact these things? What is your action plan(s)?  For areas of improvement how do you see your department putting these changes into effect?  Marketing and advertising the program should be a focus, as the NDTAAS program currently only enrolls 16 of 50 available per ACEND. Seeking nationwide enrollment is a good strategy. | |
| Exemplary 3 | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **XI. Overall Evaluation of the APR Self Study** | | | | | | | | | | | | | | |
| **Are key findings that arose from the analysis and review process clearly presented?** | | | | | **Peer Review Feedback: 85 total points before this section.91 points including this section.**  a “larger sample size” would be helpful in future assessments. | | | | | | | | | |
| Exemplary 3 | Adequate 2 | | Opportunity for Improvement 1 | |
| **Does the review provide a clear direction and vision for the program moving forward?** | | | | |  | | | | | | | | | |
| Exemplary 3 | Adequate 2 | | Opportunity for Improvement 1 | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Scoring Rubric**  **If all sections were applicable:** | | | |
| **Exemplary 99 - 84 (85% and above)** *If all sections were applicable:*  The program self-study fully addressed the core criteria in the self-study and review process. It discussed how goals and objectives are linked to the college mission and strategic goals. The program's student learning outcomes, curriculum comparison and assessment results have informed changes in curriculum, pedagogy, and instructional resources. Action Plans for improvement were identified based on the results of the self-study process. | **Good 83 - 69 (70 – 84%)**  *If all sections were applicable:*  The program self-study addressed the core criteria in their self-study and review process, but some information was missing. It discussed how goals and objectives are linked to the college mission and strategic goals, and included action plan strategies, but more data, statistics and specific goals could have been identified. The program's student learning outcomes, curriculum comparison and assessment were given but specific information on how it would affect pedagogy and instructional resources was not provided. | **Opportunity for Improvement 68 and less (69% and below)**  *If all sections were applicable:*  Not all the core criteria were addressed and there was information and statistics missing in many of the self-study areas. A reflection of how the self-study will lead to an Action Plan for improvement was not provided. | **Peer Review**  **Feedback:** |
| **If 2 of the sections were not applicable:** | | | |
| Exemplary 102 – 87 (85% and above) Same criteria as above | Good 86 - 71 (70 – 85%) Same criteria as above | Opportunity for Improvement 70 - Below (69% and below) Same criteria as above |  |
| **Identified Strengths and Recommendation for Program Action Plan:** | | | |
| **The reviewers noted the strengths of the program and would like to recommend the following actions to be considered when working with the dean to develop an action plan as a result of the Academic Program Review process.**  **Strengths:**  External accreditation, retention initiatives, and student support.  **Action Plan Recommendations:**  Needs improvement on Course-Level Assessment, a “larger sample size” would be helpful in future assessments.    Need to focus on national marketing to grow enrollment to meet ACEND allocation.    Can develop a tool to capture post-graduation student success data.    National Board for Health and Wellness Approved Training Program accreditation for the NDTAAS sounds like a great item for the Action Plan. | | | |
| **Academic Review Process Insight Statement**  Take moment to reflect how this process has helped guide the direction of your program. | | | |
| The academic review process has given the DEP team the opportunity to evaluate the status, effectiveness, and progress of the nutrition and dietetic technician program. This collegial process has resulted in a feeling of support for the future direction of the program. | | | |

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| **Instructions**: In this form, program directors along with the appropriate Dean should indicate any goals or action plans for program improvement over the next 5 years, which have been identified as a result of the academic program review process. | | |
| **Goal/Action 1:**  Increase application submissions to the NDT program by at least 5 each year for at least 15 NDT program application submissions per year. *(Note: the program is approved for 25 first year students and 25 second year students)*  Strategic Goals Associated:   * Strategize with internal partners (Director of strategic enrollment management and outreach, marketing, dean, advisory committee, etc.) target audience, processes, and marketing strategy. * Strategize and document processes with dietetic education program faculty and staff to ensure scalability success. | | |
| **Cost/Resource Implications:**  **Cost implications:** this will apply if the marketing strategy includes advertising.  **Resources:** employee time. | **Timeline for Achievement:**  2025 spring semester application season. | **Measure of Succes**s:  At least 15 application submissions per year from 2025 forward.   * **Spring 2024 Update:**   **Strategize with internal partners (Director of strategic enrollment management and outreach, marketing, dean, advisory committee, etc.) target audience, processes, and marketing strategy.**  *As of fall 2023 the first phase of the marketing strategy is complete, as evidenced by improved marketing language for students and employers and an Upskill button on the* [*DEP home page.*](https://centralaz.edu/divisions-programs/nursing-health-emergency-careers/nutrition-and-dietetic-technician-aas/) *The Upskill landing page* [*centralaz.edu/upskillndt*](https://centralaz.edu/upskillndt/) *includes information for employers about why it’s important to upskill employees, why the employer will benefit, why the students benefit, and why employers should choose our program. During this process, the DEP team secured a partnership with Tanner Healthcare who will exclusively send two students to our program every two years. We are also working with Maine Medical Center.*  *The second phase will begin this spring 2024 semester. The director will evaluate business to business (B2B) marketing platforms (e.g., Lusha, LinkedIn Sales Navigator). B2B marketing platforms allow businesses such as the CAC DEP NDT program to target the program to directors of food and nutrition services and other key positions interested in, and responsible for, upskilling employees to become nutrition and dietetic technicians, registered.*  **Strategize and document processes with dietetic education program faculty and staff to ensure scalability success.**  *A detailed process has been created and documented in OneNote. The DEP instructional specialist/advisor is now absorbing this process. In the future this director anticipates additional support needed (i.e. 5-10 hours per week) during key times of the year.* |
| **Goal/Action 2:**  Become a National Board for Health and Wellness Approved Training Program  Strategic Goals Associated:   * Research growth and trends of coaching industry   + [Precedence Research](https://www.precedenceresearch.com/health-coach-market#:~:text=The%20global%20health%20coach%20market,forecast%20period%202022%20to%202030)   + [Primal Health Coach Institute](https://www.primalhealthcoach.com/health-coaching-state-of-the-industry-2021-growth-trends-and-infographic/) * Research other community college approved training programs (credit hours, semesters, etc.) * Explore and strategize certificate and/or degree implementation with key adjunct faculty and advisory committee members. * Strategize with internal partners (Director of strategic enrollment management and outreach, marketing, advisory committee, etc.) target audience and marketing strategy. | | |
| **Cost/Resource Implications:**  Per the Executive Director of Career and Workforce Training, initial funding can be covered by Career and Workforce Training.  ***Application Fee* -** $899 Due in full at the time of application account creation  ***Approved Provider Fee* -** $700/year Paid at time of approval and annually thereafter  ***Administrative Fee* -** $200/year Paid at time of approval and annually thereafter (as applicable)  **Resources:** employee development time. | **Timeline for Achievement:**  Fall 2025 for fall 2026 implementation. | **Measure of Success:**  As of fall 2025 be approved as a national board for health and wellness training program.   * **Spring 2024 Update:**   *Research about the process was initiated. Due to the focus on marketing and aligning ACEND 2022 standards due December 2023 the DEP team will focus on this project in the summer of 2024.* |
| **Goal/Action 3:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 4:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **One Year Action Plan Update**  To be completed each December and submitted to appropriate Dean and Academic Program Review Coordinator | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2023 | | |
| **Two Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2024 | | |
| **Three Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2025 | | |
| **Four Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2026 | | |