Foods and Nutrition and Dietary Manager Program Review

Cindy Francois
Martha Hirsch
Kate Malone
Radha Moghe
Teresa Weir

1/11/2012
1. Program/Discipline Overview

Foods and Nutrition (FN) Lower Division Collegiate

Dietary Manager (DM) Career Technical Education

A. Educational Goals and Objectives

Nutrition: The science of foods and the nutrients and other substance they contain, and their actions within the body (including ingestion, digestion, absorption, transport, metabolism and excretion). A broader definition includes the social, economic, cultural, environmental and psychological implications of food and eating. (Rolfes, 2011, 2008).

Two courses are offered at this time: Foods and Nutrition (FN 225) and Personal Nutrition (FN 110). In December 2012, the state granted final approval for a new short-term certificate in Dietary Management. This CTE certificate and its corresponding courses are temporarily part of the FN Subject Area Committee (SAC).

B. Changes since last program review.

The last program review for Foods and Nutrition was completed in 1996. Key developments are listed in bullets below; more details will be highlighted throughout the program review.

• FN 270 and FN 225X were inactivated
• FN 110 Personal Nutrition activated in 2007 and later converted from two to three credits
• FN 225 was developed as an online course in Desire2Learn format
• Dietary Manager Certificate was approved in 2012 and will be implemented Fall 2013
• FN 110 currently offered as an evening class at Willow Creek Center

C. No notable changes have been made as a result of the last program review.
2. Outcomes and Assessment

PCC offers two lower-division collegiate courses in Foods and Nutrition. The goal of Foods and Nutrition at PCC is to provide students with the opportunity to learn about how diet affects health and to support nutrition science and personal nutrition inquiry.

A. Course Level Outcomes:

Historically, course level outcomes have not been specifically addressed in Foods and Nutrition. At this time, the SAC is updating this process as it works to address college core outcomes. Please see more information in section 2B.

The following table is populated from http://www.pcc.edu/ccog/

<table>
<thead>
<tr>
<th>Course Name and Prefix</th>
<th>Course Description</th>
<th>Intended Outcomes for the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 110</td>
<td>Personal Nutrition explores personal food habits and beliefs. Emphasizes practical application of nutrition knowledge to enhance general health. Analyze present diet and evaluate it according to latest nutritional guidelines. Basic nutrition course for students with little or no science background.</td>
<td>Develop and follow a food budget; purchase fewer processed foods and increase healthier choices Understand major functions, characteristics and food sources of nutrients and make pertinent connections between an individual’s lifestyle and diet in order to choose foods that will provide a varied, adequate diet.</td>
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<tr>
<td>FN 225</td>
<td>Introduces components of an adequate diet, nutrient availability and utilization. Analyze dietary intake and compare to current scientific guidelines. Examines peripheral factors influencing diet such as global and local issues, cultural environment, and elements of food safety. Strong background in life sciences recommended. Prerequisite: WR 121, MTH 60 or higher; and BI 231 or FT 131. Audit available.</td>
<td>Use knowledge of nutrient functions, characteristics and food sources to (1) improve food choices and (2) reduce incidence of health problems associated with current American diet Avoid nutritional quackery in the marketplace by using credible sources of nutrition information.</td>
</tr>
</tbody>
</table>
B. How each of the College Core Outcomes are addressed in FN courses

Critical Thinking and Problem Solving:

The Foods and Nutrition subject area encourages critical thinking and problem solving. For example, students learn to think “beyond the food label” to determine whether sugars are naturally occurring or added. Understanding how to assess the entire food label, including the nutrition facts and ingredients list, can help the consumer decide the source of sugar. A core assignment in both FN classes is the Diet Analysis. Throughout this semester-long project, students critically analyze their food intake and compare it with Dietary Reference Intakes.

Self reflection:

Studying nutrition provides myriad opportunities for self-reflection regarding dietary intake and related lifestyle factors. Students also reflect upon their own misbeliefs and identify more appropriate sources of information. Most students report relaying nutrition information learned in class to family, peers and colleagues. How media portrays nutrition information is discussed.

Community and Environmental Responsibility:

Some instructors may emphasize the role of the food system (food production, processing, distribution, access, consumption, waste management) in nutrition studies. How we produce, transform, transport, source, consume and repurpose food impacts our environment, economy, social structure, and culture. A sustainable food system is one in which all sectors of the foods system support environment soundness, social justice, and economic viability. Responsibility and reflection related to food choices has gained momentum in US popular culture in recent years. For example, local food sourcing has gained a foothold in many communities.

Cultural Awareness:

Food choices are cultural. Food and Nutrition attracts a richly diverse student population. Food and Nutrition courses provide an unbiased environment in which students critically assess and become more aware of their own food culture via classroom discussions and assignments.

ii. Core outcome mapping matrix remains unchanged (see copy in Appendix I).

C. Assessment of College Core Outcomes (for Lower-Division Collegiate)

i. Strategies used to determine how well students are meeting outcomes

The Food and Nutrition department faculty uses a wide range of methods and techniques to monitor and assess student progress toward college course outcomes, including assignments, interactive class activities, multiple-choice testing, nutrient research and oral presentations, along with in-depth, student interactive discussions relating how course content relates to current nutrition topics in
domestic and world health. These tools provide qualitative and quantitative feedback to both the teacher and the student, allowing for any necessary redirection and/or further explanation of concepts before moving on to more complicated topics, especially when cumulative knowledge is required.

Faculty have chosen to give students a take-home final exam. This is done for several reasons. One reason is that a large percentage of content covered on the final includes vitamins and minerals – more than 30 individual nutrients, each performing a myriad of complicated functions in the body, and found in foods not necessarily with much in common (i.e. foods high in magnesium include seafood, nuts and broccoli). The faculty consensus is that the students not memorize such lengthy detail, but rather identify and properly utilize best possible (and authoritative) resources. Moreover, when a student seeks the correct answer on a take-home exam, content (prioritized by instructors) is repeatedly reviewed and researched, maximizing depth of processing and understanding. Some faculty also allow students to work collaboratively on the final, which can enhance learning (core outcomes) on many levels (Colbeck, CL; Journal of Higher Education, Vol 71, No 1, 2000)

PCC nutrition courses include social and political science components. This allows faculty to assess student understanding of specific nutrition facts, while using questions and tools that cover a bigger picture of how society and politics influence food choice, and vice versa.

ii. Results of Assessment

In the Fall 2011, faculty utilized two questions to assess critical thinking and problem-solving and found that the level of critical thinking and problem solving was below an optimal level. However, the assessment as a whole was very informative.

iii. Assessment Driven Changes

Due to the results of the assessment of the critical thinking and problems solving college core outcome, most instructors made specific changes to the question component of the Diet Analysis. For example, instead of asking, “How did your eating behavior change during the study?”, the question was changed to: “How did your eating habits change from your normal intake during the three days that you recorded your food intake? For example, people tend to eat healthier as a result of recording their intake. Please be specific; do not just say “I ate healthier these three days.”

Regarding the second question “Do you feel that the three days are typical of how you tend to eat most of the time? If not, why? (were you sick, stressed, short on
time, etc.? Explain how your situation affected your food choices.”, instructors added more open ended components as well as directing statements that can lead to critical thinking such as: “Do you feel that the three days are typical of how you tend to eat most of the time? If not, why (were you sick, stressed, short on time, etc.)? Either way, explain how your culture, living situation, habits, etc. affected the way you ate during those three days.”

Other questions were also reworded and improved by adding comments such as “For example..”, “please give details..”, and “compare and discuss..”. Most instructors also request a “summary” for the final question on the assignment. Some instructors worded the question open-endedly: “What do you think you will do with the information from this assignment? And “What did you learn?” Other instructors asked for more in-depth and detailed answers with such questions as, “Will you start working towards making these changes now? If yes, what is your plan? If no, what barriers do you have in achieving this positive dietary or behavior change?”

It is important to note that per the assessment peer review report, all faculty must adopt the same changes and use the same questions for more accurate assessment results and outcomes.

C Part Two for Career and Technical Education Programs

Dietary Manager Certificate Program  Degree and Certificate Outcome

i. Degree and Certificate Outcomes

<table>
<thead>
<tr>
<th>Certificate Outcome</th>
<th>Core Outcome</th>
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<tbody>
<tr>
<td>Students who complete this certificate should be able to:</td>
<td></td>
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<tr>
<td>Apply processes and educate staff to ensure safe food handling principles from purchasing, preparing, handling and storage to prevent food borne illness in the facility.</td>
<td>Professional Competence</td>
</tr>
<tr>
<td>Evaluate, plan and execute menus that meet facility population needs that include patient preferences and ensure nutritional adequacy.</td>
<td>Professional Competence Cultural Awareness</td>
</tr>
<tr>
<td>Screen and assess clients’ nutritional status and adjust menus for clients with special diets and evaluate the effectiveness of menu adjustments.</td>
<td>Professional Competence Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td>Manage a food service facility that delivers appropriate nutrition intervention therapy in a profit generating or financially prudent manner.</td>
<td>Professional Competence</td>
</tr>
<tr>
<td>Recruit, train, evaluate and continually educate kitchen staff as to how to create a food service facility menu that meets nutritional adequacy and is safe from food</td>
<td>Professional Competence</td>
</tr>
</tbody>
</table>
Professionally communicate facility and clients’ needs with staff and other care providers to ensure an effective and efficient kitchen.

ii. The strategies used to determine where students have met the outcomes will be successful completion of the national certification exam administered by the Association of Foodservice and Nutrition professionals.

iii. At this time no students have been enrolled to assess.

iv. As above.

3. Other Curricular Issues

A. Distance Modality

FN
At this time FN 110 and 225 are offered online. A new updated version of FN 225 was developed last winter and introduced summer 2012 with two classes. Our department has offered a telecourse version of FN 225 until summer of 2012, when it transitioned to a Desire2Learn format. It has always been a very popular class with high enrollment. We have consistently been able to fill three classes each quarter. The new version of the course uses the Desire to Learn Program which PCC encourages for most distance learning courses. It was reviewed using a modified version of the Quality Matters Rubric and recommended for approval by DTL personnel in May 2012. The previous online class was WEB based featuring online power point lectures and a DVD that could be viewed on channel 27 or purchased for home viewing. Orientation and testing was done on campus. The current D2L format features online written lectures and PowerPoint presentations. There also are assignments that are sent in and graded using the drop box. All testing is done online using multiple choice questions. There also are weekly online discussions. We also determined that the demand for online courses was growing tremendously, and Cindy Francois developed an online version of the course to be taught in Desire2Learn. We now offer 3 online classes of FN110 concurrently, as the classes and wait lists fill up every term.

DM
At this time DM classes will not be offered online as this is a format that is currently available. Discussion with industry revealed that a face-to-face format would best serve the population of students likely to enroll in the program. These are students who might benefit from a more structured environment and support from peers.

B. The SAC has not adopted or explored education initiatives.

C. Significant curricular changes since the last review
1. FN 110 Personal Nutrition was reintroduced to PCC, after a several year hiatus, in 2007. At that time, we decided that FN225 and FN270 (which were targeted to nursing, dental hygiene, and other health professions students) did not meet the needs of the students who wanted to take a basic nutrition class as an elective, without the rigorous science in the 200 level nutrition courses. It began as a 2-credit class at that time. In 2010, it was determined that two credits was inadequate to teach the volume of information and that other community colleges in the area were offering basic nutrition classes as 3 credit courses. FN 110 has been added as a face to face class for Winter 2013 at Willow Creek and, at time of writing, has 30 students enrolled.

2. Adoption of short term Dietary Manager Certificate

4. Needs of Students and the Community

A. Instruction for FN 225 has been primarily to serve the nursing prerequisite population. FN 110 attracts a broad student demographic; the instructor adapts the teaching style to reach a broad variety of students.

B. No notable changes due to demographics since the last review.

C. For FN 225 it is likely that the student demographic will remain fairly consistent. It is important to note that most students enrolled in FN 225 are completing a prerequisite for nursing, a highly competitive program. Additionally, students must complete BIO 231 (first sequence of Anatomy and Physiology). For these reasons FN 225 enrolls high-caliber students, regardless of demographics and background. Comparatively, FN 110 enrol students with a wider range of abilities and preparedness. The SAC anticipates that DM students will represent a broad range of demographics.

D. There are no specific strategies to facilitate access and diversity in FN.

For DM, the department will develop marketing strategies designed to target students who may not otherwise have considered a career in dietary management. Examples include outreach to high school students and care facilities.

E. The only curricular change in FN was to inactivate FN 270 and FN 225X due to changes in the nursing curriculum.

The DM program will continually consult its advisory board and national accrediting agency (Association of Foodservice and Nutrition Professionals ANFP) to assist and guide for curricular changes.

5. Faculty

A. Faculty Information

I. For over ten years the program has had one full time faculty and two to three part time faculty that were based at Sylvania. In spring of 2010 Rock Creek created a temporary full-time Foods and Nutrition Faculty for the 2010-2011 academic year. In 2010 Rock Creek Campus also added an additional part time faculty. One of the goals of the position was to continue to explore the development of the Dietary Manager Program
and create the necessary advisory board. Additionally, in Spring 2011 Southeast Campus hired a part time nutrition faculty.

For the Dietary Manager Certificate program there will be a need for a program director and possibly additional part-time faculty to meet the needs of expanded class offerings. Having only two full-time faculty (one whose concentration has been on certificate development) has impacted the quality and timeliness of assessment and program review. College core outcome assessment for FN are behind schedule and still in the developmental process. Finalization of the program review has been done by one full-time faculty due to illness leave by another full-time faculty.

II. In the last three years FN has gained one full-time faculty and four part-time faculty. Additionally, two of the part-time faculty have decided to pursue other career options. It is anticipated that PCC will need to hire more part-time faculty to teach DM sections. In academic year 2009-2010, 70% of all FN courses were taught by part-time faculty. In 2011-2012, despite adding a full-time faculty, the percentage of part-time faculty went up to 73% due to 20% increase in sections offered.

III. Diversity of Faculty – The FN faculty is comprised of females of varying ages, one Hispanic and one Indian. This reflects the professional data that registered dietitians are primarily white females.

B. Changes made to instructor qualifications are pending and attached as Appendix 3. The reason for the change was in part due to the addition of the dietary manager program and to update as the last qualifications were written in 2004

C. Four of the six FN faculty are registered dietitians who must complete seventy-five hours of continuing education every five years that is approved by Academy of Nutrition and Dietetic Professionals. The field of nutrition like many others can have many interest areas below is a list of interest and study areas of the current faculty pool.

Professional Interest Areas

• Cardiovascular Health
• Community & Public Health Nutrition
• Culinary Arts & Food Product Development
• Food Science
• Food Sensitivities
• International Health
• Lipid Disorders
• Maternal & Child Nutrition
• Medical Nutrition Therapy (heart disease, diabetes, obesity)
• Nutrition Education
• Small Business Operations & Marketing
• Sports Nutrition
• Sustainable Food Systems
• Weight Management/Childhood Obesity
• Wellness & Disease Prevention

**Continuing Education**
Annual Conferences
SCAN (Sports, Cardiovascular and Wellness Nutrition)
OAND

**Certifications**
Certified Specialist in Sport Nutrition (CSSD)
Level 1 and Level II Certificate in Training in Adult Weight Management
American Council on Exercise Group Fitness Certification
American Council on Exercise Personal Trainer Certification
Certified Lactation Counselor

**Professional/Self Study**
Counseling
Dietary Guidelines & Food Labeling
Eating Disorders & Sports Nutrition
Food Safety
Food Science
Nutrition Education Theories & Techniques
Oncology Nutrition
Public Policy
School Food & Gardens
Small Business Management & Marketing

**Section 6 Facilities and Support**

**FN**

A. Our courses are taught in a variety of classrooms across all PCC campuses. Most classrooms are appropriate for instructor lecture situations, but may not work as well when the class is divided into groups to work collaboratively on class activities (at least every other week in most classes). This is especially true when classrooms are too small, and furniture cannot be moved to accommodate the desired student-student interactions. Some faculty are concerned about classrooms that are much wider compared to their depth – this limits the students’ visibility of the screen and/or white board, and the instructor must move either very close, or too far away from the students, especially those on either end.

The podiums included in most rooms have been user-friendly, and technical problems with computers, access to the internet, projector and sound (all audio-visual components) have been minimal. New instructors have suggested that short training sessions on the use of all audio-visual equipment available could be useful.
Several instructors have concerns regarding the lighting in one particular classroom on Sylvania campus. The lighting cannot be dimmed, and when on, is too bright to view images on the screen, and when off, too dark to take notes, etc.

B. Library resources are rarely used for either course.

C. Clerical, technical, and administrative support are excellent district wide. However, tutoring support specific to FN does not exist. There are basic science tutors who could potentially help students however they have limited hours. Most tutorial support is provided by the instructor during office hours.

D. Student services: Given the relatively advanced level of content offered in FN 225, the department added a Biology 231 as a prerequisite two years ago. Since this addition, student success has improved dramatically. However, there are a number of students who try to register for the class that appear to be confused about the prerequisite, or report that they want to try and take the course without the prerequisite. For the most part, if the student is in the pre-nursing program, most faculty deny the override, and require Bio 231 (or course equivalent) to be completed before registration in FN 225 (many students want to take the courses at the same time). Some students who are not in the pre-nursing tract ask for the override, and on occasion it’s granted. From experience, however, these students often do not perform as well. Lastly, some unprepared students take FN 225 before completing the prerequisites and often receive lower grades.

The faculty would like advisors to better understand the rationale for the prerequisite, and guide students accordingly. There may be less time for the instructor than an advisor to research a student’s background (e.g. prior science courses taken, other college/university systems). Also, some faculty have received student comments that their advisor did not understand the justification for the prerequisite. Whether or not these students feel compelled to complete as many courses in a short time because of financial strain, or other life stresses, it is to their disadvantage to be unprepared for the class.

DM

Students Services and advisors will require training for the new certificate and student placement within the program.

E. Current patterns of scheduling:

FN 225, a 4-credit, 11-week course, scheduled most often on MW or TTh for 1 hour and 50 minutes. Class size ranges from 20 – 35 students. FN 110 is primarily an online course. The majority of students enrolled in FN 225 are in the pre-nursing tract. FN 225 is a required course for pre-nursing at PCC. Thus, the curriculum and discussions may have additional emphasis in the clinical health field. In contrast, FN 110, is a personal nutrition course. Other FN 225 students often seek other health-related degrees, such as dental hygiene, dental assistant, and
radiology technician. Each term, there are a handful of students who take this course for personal growth, as an elective science, and/or to enhance their nutrition-related knowledge of the culinary industry.

DM

The current plan is to offer late afternoon or evening courses to accommodate working student schedules. There is flexibility in the learning curve on how to best accommodate the incoming students.

Section 7

A. The impact of the advisory board has been immense in the development of the certificate. One of the driving forces to make the program a face-to-face format was in large part due to the input of the board. Currently, there are multiple online out-of-state programs a person could do to complete the educational requirements in order to take the national exam by the Association of Nutrition and Foodservice Professionals (ANFP). These programs require the student to find field experience and mentors and are generally for those already employed in the setting. This can limit what a student is able to learn because they are not receiving the benefit of learning how other facilities do similar jobs. Also, student enrolled in online course often lack camaraderie with fellow students. According to industry, the students we are likely to encounter will not have enjoyed success in educational settings or will have negative preconceived notions about college.

See Minutes from Advisory Committee meetings in Appendix 2.

B. Students will be selected based upon self-enrollment. The prerequisites are WR 90 and MTH 20. It will be recommended that interested students first meet with the program director who will guide them through the process of placement exams and enrollment and into prerequisites if needed.

C. There is no job placement data as the program has not yet started.

Forecast for future employment is based primarily on the advisory board’s input of a growing need for qualified individuals. Most dietary managers are working in a hospital, skilled nursing facility, assisted living facility and, more rarely, school food service. There is no job code that is specific to those industries of food service. It is expected that the demand for qualified well trained dietary managers will increase as the population ages.

D. Barriers to degree completion may be the nature of the students we anticipate. We anticipate that likely DM students will already be working a full time job in the hospital or other food service setting. Another barrier to entry might be cost of education.

E. No program review for the current dietary manager program has been completed.

Section 8
Highlight indicates what we should be addressing per the review outline

Recommendations

A. Identify recommendations related to teaching and learning that derive from results of the assessment of student learning outcomes (course, degree, certificate and/or College Core Outcomes).

The upcoming Spring 2013 assessment plan will drive recommendations related to teaching and learning.

B. Identify recommendations relevant to areas such as maintaining a current curriculum, professional development, access and success for students, obtaining needed resources and being responsive to community needs. For recommendations that require additional funding, present them in priority order.

• Continued need for two full-time FN faculty. FN has added the DM Certificate which requires a program director. This position will be fulfilled by a full-time FN instructor who also teaches two FN 225 courses per term.

• Expanded FN course offerings. Student and industry demand necessitate the addition of additional Foods and Nutrition courses. For example, Lane Community College offers Sports Nutrition and Family Food and Nutrition in addition to Nutrition and Personal Nutrition. Chemeketa Community College offers Nutrition in the Lifecycle.

• Food and Nutrition Lab at Rock Creek Campus. A food and nutrition lab will serve as a critical, hands-on learning space for the Dietary Manager Certificate program and other current FN offerings. It will also support the growth of future course offerings. Thirdly, it will provide a vehicle for interdepartmental collaboration. Equipment needs for lab include: refrigerator, range/hood, storage pantry, sink with disposal, technology/multimedia station (computer, projector).

• Additional Current Course Offering and Expanded Course Modalities. Additional online FN 225 sections. Additional online and face-to-face FN 110 sections.

• Instructor Training for Online Courses.
## Core Outcomes Mapping

0 Not Applicable.

1 Limited demonstration or application of knowledge and skills.

2 Basic demonstration and application of knowledge and skills.

3 Demonstrated comprehension and is able to apply essential knowledge and skills.

4 Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

### Core Outcomes:

1. Communication.
2. Community and Environmental Responsibility.
5. Professional Competence.

<table>
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<tr>
<th>Course #</th>
<th>Course Name</th>
<th>CO1</th>
<th>CO2</th>
<th>CO3</th>
<th>CO4</th>
<th>CO5</th>
<th>CO6</th>
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<tr>
<td>FN 110</td>
<td>Personal Nutrition</td>
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<td>FN 270</td>
<td>Normal &amp; Clinical Nutrition</td>
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<td>3</td>
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**Exploration of Dietary Manager Certificate Program for Portland Community College**

*Authored by Dr. Susanne Christopher Health, Allied Health and Nutrition Chair Rock Creek and Tess Weir MPH RD, Foods and Nutrition Instructor Rock Creek*

*Fall 2010*

**Introduction**

The following is a report of the Dietary Manager Exploratory Meeting held October 29, 2010. The purpose of the meeting was to discuss with industry the need for a Dietary Manager Certificate program in the Portland Metro area. There is no stand-alone program in the state of Oregon. Lane and Central Oregon Community Colleges provide Dietary Manager Programs embedded in the Culinary Arts degree. Both schools are in support of a stand-alone program in the Portland area.

Meeting attendees were

Karen Sanders, Dean of Social Sciences, Health, PE and College Prep

Susanne Christopher, Health Allied Health and Nutrition Chair

Mary Banfe, Previous Director of the Dietetic Technicians Programs PCC

Nuha Rice, Instructor of Nutrition PCC

Tess Weir, Instructor of Nutrition PCC

Karen Santos, Prestige Care

Susan Huffman, Prestige Care

Mark Dougherty, Mirabella and DMA

Sean Carey, Cedar Sinai

Sandra G Kelly, Kaiser Permanente

Cindy Hielman, Higher Standards and ADA

**Summary of Meeting**

Cultural changes are creating “perfect” storm for the need for an onsite local DM program. Client expectations are changing and this is informing agencies, such as retirement and skilled nursing homes. Current work force doesn’t seem to have the foundational knowledge of food preparation that past generations had. There is an increasing recognition and acknowledgement around food safety in institutional settings.
As food safety becomes a growing concern and an aging population that will soon be living in assisted living facilities grows it is a natural progression that qualified kitchen staff will be in greater demand. This allows for some an option in the healthcare field that might not be recognized. Marketing of a dietary program could help to bring attention to another route in the health care industry.

According to Industry to fill a position for dietary managers traditionally has been from a person who has worked their way into the position. However current workers typically come with no experience and lack skills. This would make graduates from a dietary program highly employable.

Many industry partners feel that they would like an opportunity to grow dietary professionals from the current work force. Dietary professionals are Registered Dietitians (RD) Dietetic Technician Registered (DTR) and Certified Dietary Manager Dietitian. Education is bachelor’s degree, Associate Degree or one-year certificate respectively. According to industry partners, much of the current dietary workforce would be new to college, a career pathway degree seems to best fit their needs. All of the above require passing of an examination and continuing education to keep credentials.

In addition, one of the courses for the Dietary Manager Program, Sanitation and Food Safety (FN A) will use industry standard curriculum, ServSafe certification, and can also be taken a stand alone course. It is also used as continuing education as it keeps up to date with current regulation changes. There are currently no Portland Metro Area locations for this course. Industry partners feel that some staff may take the online work but may not be fully retaining the information due to quick study format. Industry states that they would easily send many staff to this course if it were taught as face to face course. This one credit course can be scheduled in a manner that works best for industry partners.

We discussed what industry and professional organizations need to continue to do

- Push for HR salary structure that compensates for CDM
- Advocate for ‘upskill’ development among employees
- Financial support to employee to take courses

Potential industry partners were enthusiastic about a potential, local, on-the-ground program. In their initial discussion they identified **four potential student groups**

1. High school seniors, who through PAV-TEC, can begin taking courses
2. Recent HS graduates
3. Current employees who are in positions that require or desire this certification
4. Current employees who would take coursework and certification exam as a professional development opportunity

*Additionally, we have identified another potential group; students who are currently studying for jobs in the health care filed who could use the certificate as a pathway job while working on their education.*

*Needs in a program:*
• Primarily F2F with flexible scheduling
• 12 credits to prepare to sit for certifying examination
• Have on-going courses for continued upgrade
• Integrate food preparation/kitchen skills into the course
• Teach students how to study

Issues identified by Marie Banfe that were a challenge in the 1990’s PCC program

• Students making it to class
• Preceptor identification and compensation
• Student transportation issues
• Money to pay for the courses.

Summary and Potential Next Steps

Indicators continue to be strong for a DM certificate program. Industry partners are supportive and willing to partner with PCC in its development. It is recommended that PCC continue the process to develop a dietary manager certificate program. Expected resource need follows.

1. Full time faculty to carry out the potential next steps
2. Review of curriculum by Dietary Manager’s Association $150 (at time of writing)
3. Annual Maintenance Fee for DMA $100 (at time of writing)
4. Purchase of new DMA curriculum expected in Fall 2011 $600 (at time of writing)

Potential next steps and timeline is listed below.

Winter/Spring 2011
1. Finalize DM course work and begin initial approval process.
2. Meet with industry partners to establish field experience sites.
3. Clarify PCC’s preceptor role and functions.
4. Develop ServSafe course as FN 199.

Fall 2011-Spring 2012
1. One year temporary faculty for FN and DM complete internal and external approval process for catalog 2012-2013 inclusion.
Meeting Summary March 2011

Attendees:  Sean Carey, Cedar Sinai;  Michelle Kerr, Kaiser Permanente; Cindy Hielman, Higher Standards;  Marie Banfe  PCC Faculty Emeritus; Tess Weir, Faculty PCC; Karen Sanders PCC Dean

Meeting Discussion

1.  Industry partners were informed of the addition of the ServSafe experimental course that is offered Spring 2011 term.
2.  Industry partners were informed of the estimated cost breakdown for a student to complete a certificate at PCC.  Below is a breakdown of what was presented.  Industry partners feel that this would be a feasible cost for a person wanting to go into the field of dietary manager.  The following was shared:

Tuition Costs

Cost of Tuition 15 Credits @ $76 per Credit = $1140.00

Textbook Costs

Dietary Manager Training Workbook $90 (through college bookstore)

Medical Nutrition Training Text $90

ServSafe Essentials + answer sheet $93

Fees

Not known at this time

Estimate Total = $1413

3. Information was supplied that PCC would begin curriculum development for a dietary manager program.
4. Continued support and enthusiasm for a new program was shared.
5. Tess Weir agreed to do site visits of some facilities.
Summary of DMA Advisory Board for November 2012

Attendees:

• Tonya Booker Division Dean PCC
• Michael Meagher Department Chair PCC
• Tess Weir Faculty PCC
• Mary Banfe
• Cindy Hielman Higher Standards
• Sandra Kelly Kaiser Permanente
• Michelle Kerr Kaiser Permanente
• Karen Santos Prestige Care

DMA Meeting Summary

Industry representatives willing to be internship sites:

Kaiser (multiple sites)

Prestige (multiple sites)

Maryville (one site)

Advisory Board Commitment:

All of the attendees in addition to Liz Fochtman (Maryville) and Mark Dougherty (Prestige Care) with industry have agreed to be part of the advisory commitment per ANFP guidelines and meet twice per year.

Concerns of Industry

Industry partners mentioned concern about prerequisites being a possible to student entrance or desire to begin the process. PCC to investigate ideas for potential ways to help students who desire to apply find ways to be more assisted during placement exams and followed if needing to take prerequisites.

The possibility of a Spring 2013 DM 105 sections for Westside Kaiser new hires will be investigated.
Appendix 3
**FN Instructor Qualifications**

**FN Courses**

Master of Science in Nutrition  
**OR**  
Master’s degree in related health field such as, but not limited to: Public Health, Community Health Education, Exercise Physiology, Physical Education, Social Sciences and a Bachelor’s degree in Nutrition and 30 quarter hours of graduate credit in the subject area

*Instructors who teach Foods and Nutrition courses may also teach Dietary Manager (DM) courses if they meet the Dietary Manager Instructor Qualifications.*

**DM Instructor Qualifications**

**DM 119 DM 139**

Master of Science in Nutrition  
**OR**  
Master’s degree in related health field such as, but not limited to: Public Health, Community Health Education, Exercise Physiology, Physical Education, Social Sciences* and a Bachelor’s degree in Nutrition and 30 quarter hours of graduate credit in the subject area.  
**OR**  
Bachelor’s degree in Nutrition and at least one year full-time equivalent experience working in nutrition services

**DM 129**

Master of Science in Nutrition  
**OR**  
Master’s degree in related health field such as, but not limited to: Public Health, Community Health Education, Exercise Physiology, Physical Education, Social Sciences* and a Bachelor’s degree in Nutrition and 30 quarter hours of graduate credit in the subject area.  
**OR**  
Bachelor’s degree in Nutrition and at least one year full time equivalent experience working in nutrition services.  
**OR**  
Association of Nutrition and Foodservice Professionals (ANFP) Certified Dietary Manager (current) with at least two years’ full time equivalent experience as a dietary manager or teaching experience.
DM 105
Certified ServSafe Instructor/Proctor (current)

*These lists of subject and related areas may not be inclusive as there are other degree titles that may be appropriate. The Division Dean, in consultation with the Faculty Department Chair, will make the final determination about the applicability of a particular degree that is outside the scope of these lists.