

Administrative Response to Program Review

Foods & Nutrition Program

December 2017

On December 8, 2017, the Foods & Nutrition SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. The presentation was informative and thought provoking. It provided an opportunity for engagement with those in attendance through an informative and interactive dialogue. The presentation provided history and context, while highlighting the needs and current state of the program.

This Administrative Response will: A) note particular highlights of the Foods & Nutrition program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

Noteworthy Efforts or Achievements

- An engaging program review presentation that demonstrated the talent and commitment of our faculty to the program and student success.
- The small group interactive information sessions were thoughtfully engaging and reflected the importance of Foods & Nutrition curricula pertaining to personal health nutrition, our food systems carbon footprint and the realities of what SNAP benefits means in terms of food choices, healthy diets and chronic disease.
- The work towards accommodations for students with eating disorders and the SAC partnering with Kaela Parks to discuss and implement a universal design process into the structure of the curriculum.
- Partnership with PSU to adapt their Harvest for Healthy kids' curriculum and the Farm to Preschool Nutrition course.
- Use of team teaching approach for onboarding part-time faculty into teaching a distance learning class.
- Incorporation of student voices regarding the use of the Food Lab and FN 110.
- The SACs consideration of their connection to YESS, the reality of nutrition and poverty with the SNAP challenge and the social justice lens to food access and affordability.
- The challenge the health of our population faces and how nutrition impacts chronic disease, our food systems and climate change.
- Strong curricular collaborations with other PCC departments (Health, Exercise Science, Early Childhood)
- Multiple attempts to engage k-12 partners, four-year partners and community partners in how to meet the needs of our community in regard to Foods & Nutrition curricula.
- Leadership in many events relating to nutrition and food issues for students and the community (Food Insecurity Task Force, Foods & Nutrition Gen Z Symposium, etc.)
- Strong engagement of PT faculty throughout the district.

Observations and Recommendations

- Description of assessment was exceedingly brief, and the responses to the questions did not include enough information about what was being assessed, how it was done, what results were obtained and what action, if any the SAC took. For example, the response to a question about one of the best assessment projects over last 5 years cites an assessment carried out 5 years ago and focuses only on the clarity of the assessment prompt and specificity of the student responses, with no mention of whether the subsequent assessment revealed anything about what students had learned. The evidence that changes made were effective was from a different assessment but offered neither description nor evidence relating to the primary finding (that student did not meet the benchmark at first assessment) but did reveal that some instructors were not covering the topics, which was an important thing to learn. Performance evidently improved after the instructors were given more background materials, but again, the nature of the assessment and the results were not included in the description.

A review of recent annual reports (prompted by our curiosity about what assessments had indeed been carried) suggested that the approach has been to use two T/F or multiple-choice questions. While it is good that this approach can be applied relatively easily across many courses and sections, we question whether the results are really a meaningful reflection student mastery of the Core Outcomes in questions, and further, whether they provide results that would inform instructional changes. We understand that assessment can be challenging, especially when most of the faculty are PT, but given FN has just a few courses to focus on, we expect to see stronger attention to the development and reporting of assessment of student learning in the future.

- As with any opportunity to explore a new program, please refer to the Preliminary Approval for New Programs, Disciplines and Certificates form listed on the Academic & Student Affairs website.
- We support exploring the creation of an advisory group with industry and educational partners. This might help clarify opportunities for future curricular alignments or career pathways.
- We appreciate the Foods & Nutrition SAC's efforts to include courses across the district.
- We acknowledge the challenges that SACs with only one full-time faculty face and note the efforts that have been made to engage part-time faculty in SAC related efforts.

We are pleased with the efforts you have made to provide thoughtful advocacy and support to the Foods & Nutrition program and its students. The program has seen some transitions since the last program review and we appreciate that the program has continued to evolve and improve its curricular offerings. We urge the Foods & Nutrition SAC to continue its commitment to evolving the program and engagement in the YESS work to support equitable student success.

Administrative Response to Recommendations & Resources

Recommendations:

- 1. Expand student elective options by corrected classification of FN 110 and FN 113 as LDC rather than CTE courses. Market the courses.**

Please work with your Division Dean to actualize these plans and consider consultation with Community Relations managers on the respective campuses for brainstorming around marketing strategies and approaches.

- 2. Advocate for at least one FN course in the Gen Ed offerings, possibly as an interdisciplinary partnership with HE, ES and PE as well as external partner Moore Institute for Nutrition and Wellness.**

We appreciate your interest in creating coursework to meet PCC Gen Ed goals, and encourage your participation in the Science, Computer Science and Math Discipline Studies Committee for Gen Ed and Core Outcomes. The work of all of these groups is likely to reset the basis of approval for the Gen Ed list in the near future.

- 3. Assess PCC role in ACEND vision to create Nutrition and Dietetics Associate.**

Please work with your Division Dean to determine if this seems like a viable degree pathway. If it is determined that you will pursue this degree option, you will need to go through the Preliminary Approval for New Programs, Disciplines, Degrees and Certificates process. You can find the document on the Academic and Student Affairs website.

- 4. Demonstrate efficacy of reinstating the second FT F&N Faculty position.**

We understand the need for more full-time faculty. The second full-time faculty position was originally tied to the Dietary Manager program. If a new Foods & Nutrition program emerges, the need for full-time faculty could be re-evaluated.

- 5. Continue to expand course offerings to other campuses as warranted.**

We support the scheduling decisions that you, our Deans and FDCs across the district make in order to meet student needs.

- 6. Pilot and develop OER courses. FN 225 planned by Spring 2018.**

We commend and support your effort to bring an OER option to FN 225. As a strong, science-based course that serves as a major prerequisite for many health professions programs, an OER option would continue to demonstrate that OER courses can have the instructional resources that meet the rigor of the course.

- 7. Establish a Foods & Nutrition professional/community partner advisory group to identify opportunities for F&N engagement and expansion as warranted.**

This would be a necessary step if you are thinking of pursuing the ACEND option. It may be worth doing as part of the study to determine if the ACEND program is in alignment with our community and industry needs. Please work with your Division Dean to determine the overall need

8. Participate in YESS/ATD by utilizing data to improve outcomes and address social disparities. Expand student elective options by corrected classification of FN 110 and FN 113 as LDC rather than CTE courses. Market the courses.

We recommend that you use your learning assessment work in combination with the college's YESS work to improve outcomes in your courses. Please make sure you follow the process to changing your FN 110 and FN 113 courses to LDC. This is a technicality but needs to be followed through with the Curriculum office. As noted before, the marketing plan needs to be planned with your Division Dean and potentially the CRMs at the different campuses. Advisors district-wide should also be notified of this change, when appropriate.

Financial Resource Requests

1. Re-establish second FT F&N faculty position to support recent 9.2% student FTE growth and anticipated future student FTE growth.

We are experiencing a budget shortfall for this biennium along with a drop in overall college enrollment and as a result are not able to honor this request at this time. Please communicate your needs for more full-time Foods & Nutrition faculty to the Division Deans at each campus, so they are aware of this request when the timing of the budget shortfall is resolved. The priorities for new faculty positions will be evaluated at a campus and district level.

2. Provide faculty reassignment time and administrative support to investigate ACEND Nutrition and Dietetics Associate Degree applicability for PCC for 2019-2020 or earliest ACEND cohort application opening.

Faculty release would happen if it is identified as a need and the program has been approved through the New Preliminary Approval for New Programs, Disciplines, Degrees and Certificates process. Prior to program approval, you would work with your Division Dean to determine your workload and if this investigation would serve as your college service work. Your Division Dean would also be responsible for determining access to administrative support.

3. Consider options to require/enable increased PT faculty non-classroom responsibilities.

At this time, we don't have a district funding structure to access for funding outside of what our Professional and Organizational Development offers. At a campus level, this should be discussed with the Division Dean that supports Foods & Nutrition to see if there are any funds available for non-classroom responsibilities.

4. Upgrade PCC SE Community Kitchen to accommodate FN 113 offerings. We are currently assessing the existing facility to determine what changes are required versus optimal. Please see APPENDIX TEN for a sample of research articles that support the value of teaching kitchens in effective nutrition education.

There are currently no monies available in the general fund budget to support an upgrade to the SE Community Kitchen. There may be an opportunity to engage with industry partners

and community education to create a synergy that would allow us to make some upgrades and support FN 113 offerings.

Non-Financial Resource Requests

- 1. Establish district-wide best practices/guidance to ensure academic integrity for DL courses. For example, a revision to the “What Works Well in Online Teaching at PCC” that addresses and updates technologies that students may use that compromise academic integrity. The F&N SAC believes that websites such as “Quizlet” and others are not well known to many faculty and greater attention to ongoing course revision and updating is necessary to ensure the highest academic integrity in online education.**

Faculty may consult with staff in Online Learning to inquire about specific technologies, concerns or interests with regard to maintaining academic integrity in courses. Several resources around instructional best practices include the [instructional best practices blog](#) with an archive, a [past resource](#) regarding academic integrity, and consultation with your [online learning mentor](#). The department has found the blog effective in sharing relevant information in a timely manner. Faculty members may also consult with media, accessibility, technology, and course quality staff in the department. The department also maintains a subscription to the Online Learning Classroom newsletter available within Brightspace. For further information, contact Greg Kaminski. Should it be needed, instructors may also access [proctoring information](#) on the Distance Education website.

- 2. Continue to provide support for OER development and incorporation into courses- F&N SAC intends to offer at least one pilot OER section for FN 225 by end of Spring 2018. Support to assist faculty in assessing the academic impact of this pilot will be helpful.**

Please work with your Division Dean and the Library to locate existing resources to build on. Consider applying for Open Oregon grant funding when these funds become available (winter/spring 2018). Communicate with the OER Steering Committee as well as the PCC Assessment Coaches and Institutional Effectiveness to align assessment methods of academic impact with work that is already being done at the college.

- 3. Provide PCC Web staff to support redesign of F&N homepage to increase marketing and outreach effectiveness.**

You and your Division Dean can request this as a project to be placed on the IT Project Intake and Prioritization committee’s agenda. This is a committee that prioritizes the IT based needs of the college stakeholders and assigns a team as well as resources once it is determined that IT can support the project. We also recommend that you engage your campus Community Relations Manager to assist with the marketing of the website.

- 4. Support SY F&N efforts to promote food literacy through partnerships with ASPCC and other interested parties to secure grant funds to build multi- purpose teaching kitchen laboratory as part of HT renovations. (If we fund it...agree to build it!)**

The HT Building remodel will provide a unique opportunity to build for programming needs of the future at the Sylvania campus. There will be a group of campus and district

administration involved on the project. Please make sure the Foods & Nutrition SAC's ideas about programming and partnerships are reflected in the design process that engages stakeholders in the visioning of the building's needs in the future. It is a rare opportunity to reimagine and update our structures to meet our programming needs.

Closing

In closing, we want to thank the Foods & Nutrition SAC for sharing the results of your program review with us. We are pleased with your success in developing and maintaining a rigorous curriculum that centers around the health and wellness of our students. We enjoyed learning more about the discipline, your successes and plans for the future. We look forward to supporting your ongoing work on continuous program improvement.

Administrative Response submitted by Jennifer Piper, on behalf of the Deans of Instruction and Dean of Academic Affairs.

Kendra Cawley, Dean of Academic Affairs
Jen Piper, Interim Dean of Instruction Southeast Campus
Karen Paez, Interim Dean of Instruction Sylvania Campus
Cheryl Scott, Dean of Instruction Rock Creek Campus
Kurt Simonds, Dean of Instruction Cascade Campus