

# Course Assessment– Part B: Your Results & Analysis

#323

Your Email \*

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## Part B: Your Results

### Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

Outcome 1: Exam: On Exam 1, 23 out of 28 students earned 2 out of 2 points in calculating the % Calories from fat using the Nutrition Facts panel from two separate food labels to determine which product would be the best for a low fat diet.

Outcome 2: Assignment: 15 out of 23 students earned 12 out of 15 points in using their 3-Day food intake data to determine Insoluble vs Soluble intake related to the standard ratio of 3 Insoluble to 1 Soluble when meeting the DRI goal for Total Fiber.

Outcome 3: Exam: 7 out of 23 students earned 3 out of 3 points in listing three promoter nutrients or non-nutrients then explaining why they are listed in that category in relationship to Cancer.

### Outcome #1

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Analyze the "Nutrition Facts" panel of a food label and calculate % Calories from Fat.

Exam 1: 23 out of 28 students earned 2 out of 2 points in calculating the % Calories from fat using the Nutrition Facts panel from two separate food labels to determine which product would be the best for a low fat diet.

% of students who successfully achieved the outcome (C or above) \* 82%

### Outcome #2 \*

Analyze and critique a personal 3-Day diet survey and modify food intake to meet recommended guidelines:

Assignment: 18 out of 20 students earned 12 out of 15 points in using their 3-Day food intake data to determine Insoluble vs Soluble intake related to the standard ratio of 3 Insoluble to 1 Soluble when meeting the DRI goal for Total Fiber.

% of students who successfully achieved the outcome (C or above) \* 90%

### Outcome #3 \*

Describe the nutrient and non-nutrient recommendations for reducing the risk of major diseases where diet is a significant risk factor

Exam: 7 out of 23 students earned 3 out of 3 points in listing three promoter

nutrients or non-nutrients then explaining why they are listed in that category in relationship to Cancer.

**% of students who successfully achieved the outcome (C or above) \*** 30%

## ANALYSIS

### 3. What contributed to student success and/or lack of success? \*

Outcome 1: 82% of the students achieved 100% the points for the Exam 1. Improvements were made to the Video for the course which contributed to success.

Outcome 2: Student outcomes were 90 % for the students who actually completed the assignment. There were 3 students who chose not to submit a written diet analysis even though they were given an opportunity to turn it in after the due date. This indicates that students did understand how to calculate and determine the 3:1 ratio of Insoluble to Soluble levels in their diet. The ones who did not earn full points for the exam had problems mainly with the calculations or did not complete the calculations. I do not believe it was a matter of not understanding what was expected.

Outcome 3: Only 30% of students were able to list and explain 3 nutritional promoters for determining nutritional risk of cancer. This cancer section seems to be an issue as a similar question in the last assessment did not meet the criteria. Additional efforts were made to address this during the term as emphasis was reflected on the study guide, final exam announcement, and online messages. So once again, this needs to be evaluated for next term.

### 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. \*

Outcome 1: There does not seem to be an issue with understanding how to calculate %Calories from fat as the improvement of presenting the material has been updated due to past assessment outcomes for other food label calculations. Emphasis will continue to help students retain information.

Outcome 2: There does not seem to be an issue with understanding how to determine a 3:1 ratio of Insoluble to Soluble. So the use of PowerPoints and example analysis seems to be working.

Outcome 3: 70% of students were not able to list three Nutritional recommendations that would promote (cancer enhancing) risk and giving a reason why. I am not sure if the issue is because this material is presented in the last week of the term when students are busy and they do not spend the time viewing the information. I feel like the material is clearly presented and information is categorized as Promoters, Antipromoters, and Initiators. I need to ponder how to emphasize this part more as, obviously, it is not being learned.

### 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) \*

Outcome 1: Yes Outcome 2: Yes Outcome 3: No. The outcome did not meet the 80% goal.

### 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? \*

Outcome 1: There does not seem to be an issue with calculating the % Calories from Fat for the majority of the students. No adjustments warranted.

Outcome 2: There does not seem to be an issue with understanding how to determine Insoluble vs Soluble fiber in foods. No changes are needed for this outcome.

Outcome 3: This will be something I need to ponder before the next class. I have tried to encourage students to spend time differentiating between cancer Promoters, Antipromoters, and Initiators through the study guide, announcements, and messages, but that does not seem to be enough. I do not believe it is an issue with the video presentation.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

No additional resources would be required make the improvements. Just adding emphasis and clarity should suffice.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. \*

1) Videos have been redone with more emphasis on topics that are important to the students in health care careers. This has helped in most areas from exams to assignments. However, it seems that the material in the last two weeks of class have not improved as reflected on the Final Exam. I am not sure if students do not have as much time to spend on this material due to last of term papers or assignments from this course or other courses.

9. Describe how you explain information about course outcomes and their relevance to your students.

The outcomes are in the syllabus and each lesson module has the list of course outcomes to be addressed in the module. Being an online course, I have not recorded a video going over the course outcomes.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

I made no changes to instruction to meet these outcomes this term.

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

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