

Course Assessment– Part B: Your Results & Analysis

#408

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FN 225 – Nutrition – 1094644 – Jack Brook – Fall 2019

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, 10 out of 17 students earned 2 out of 2 points in Nutrient Density using the Nutrition Facts panel from two separate food labels to determine which product would be the best for nutrient content.

Outcome 2: Assignment: 11 out of 16 students earned 12 out of 15 points in using their 3-Day food intake data to calculate and determine Total, Saturated, Polyunsaturated, and Monounsaturated fat.

Outcome 3: Exam: 8 out of 16 students earned 3 out of 4 points in listing three nutritional anti-promoters of Cancer and explain why/how they anti-promote.

Outcome #1

*

Analyze the "Nutrition Facts" panel of a food label and calculate the nutrient content.

Exam 1: 10 out of 17 students earned 2 out of 2 points in Nutrient Density using the Nutrition Facts panel from two separate food labels to determine which product would be the best for nutrient content.

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

58.8%

Outcome #2 *

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

Assignment: 11 out of 16 students earned 12 out of 15 points in using their 3-Day food intake data to calculate and determine Total, Saturated, Polyunsaturated, and Monounsaturated fat.

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

68.8%

Outcome #3 *

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

Exam: 8 out of 16 students earned 3 out of 4 points in listing three nutritional anti-promoters of Cancer and explain why/how they anti-promote.

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

50%

ANALYSIS

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

Outcome 1: 58.8% of the students achieved 100% the points for the Exam 1. This question involved a lot of math and the students who were not successful were unable to set up the formula correctly. 80% were able to define Nutrient Density, but fell short in the calculation.

Outcome 2: Student outcomes were 68.8% for the students who actually completed the assignment. There were 2 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 not understand how to determine a 1/3 ratio based on a 30% intake. Students were able to identify what their intake should be overall, but to break it down to 10% ratios was difficult. Again, math seemed to be the issue.

Outcome 3: Only 50% of students were not able to explain nutritional anti-promoters for reducing nutritional risk of cancer. 75% were able to list anti-promoters, but were not able to explain what they do. This cancer section seems to be an issue as a similar question related to promoters 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 continued evaluation 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 seem to be an issue with understanding how to calculate nutrient density. Students understand what Nutrient Density is, but emphasis on the calculation piece will need to be addressed to help students.

Outcome 2: There does seem to be an issue with understanding how to set up the calculations for ratios. So in addition to the use of PowerPoints, more examples need to be added to clarify what is expected.

Outcome 3: 25% of students were not able to list three Nutritional anti-promoters recommendations that would reduce the risk of cancer and 50% were not able to give a reason why they are anti-promoters. I am still 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, Anti-promoters, and Initiators. Based on the last assessment, I tried to emphasize that section with the final exam study guide, announcements, and messages, but, obviously, it is not being learned. I guess back to the drawing board for next term to see if I can get it across. I will assess this again in the Spring.

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

No. None of the outcomes chosen met the goals.

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

More examples for Math skills and more input on knowing nutrient risks for health issues.

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

None. Just more input.

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

Nothing that I tried seemed to make a difference.

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

The outcomes are in the syllabus and each lesson on Moodle 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:

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"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

I have added a Chapter Quiz and LearnSmart related to the Food Supply which includes information on Environmental Contaminants, and Food and Water Safety,

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