

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).

FN 225-Nutrition- Amanda Holdiman- Fall 2023

**\* 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.

For this review, I included 15 students from Fall 2023 FN225. These are the results for those students:

3 day food journal: 100% of students earned 70% or above  
Analyzed food journal: 93% of students earned 70% or above  
Cooking Video Assignments #1-5: 85% of students earned 70% or above  
Chronic Disease Research Paper: 93% of students earned 70% or above  
Label/Ingredient List Video Assignment: 87% of students earned 70% or above

### \* Outcome #1

Analyze and critique a personal 3-day diet survey and modify food intake to meet recommended guidelines. Assignments: 3-day Food Journal & Analyzed Food Journal

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

100% & 93%

### \* Outcome #2

Describe the nutrient and non-nutrient recommendations for reducing the risk of major diseases where diet is a significant risk factor. Assignments: Cooking Video Assignments & Chronic Disease research paper

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

85% & 93%

### \* Outcome #3

Analyze the "Nutrition Facts" panel of a food label and calculate nutrient content. Assignment: Label/Ingredient List Video Assignment

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

87%

---

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

---

11/15 students completed the course with an A. I believe the resources, readings, lectures, and the clear assignment instructions enabled the students to learn the material and be able to apply that knowledge in real-life, contributing to excellent grades.

**\* 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.**

---

Unfortunately, only 3 students took this survey. Of those three students, it appears as though 2 out of 3 felt as though they increased their understanding of the subject matter.

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

---

Yes.

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

---

From the feedback here, I am going to reexamine and revise some of the due dates for assignments.

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

---

None

**\* 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.**

---

This is my first assessment for this course.

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

---

In this course, we will be learning about macro and micronutrients, the role of the gut microbiome in health, how the digestive system works, as well as how nutritional needs change throughout the lifecycle. You will also learn how nutrition plays an important role in chronic disease risk, how to manage energy balance (including examination of your current diet), as well as read and understand nutrition labels and ingredient list in order to determine if a food is a healthy item. There will be five opportunities (Cooking Videos) for you to experiment with building healthy plates and to showcase your knowledge of the class material.

**10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

---

I have not made any changes, but this is how I supported students in achieving the CGCC ILO's in Fall 2023:

ILO #1 - Communication: This is advanced through the weekly Discussion Forums where students are expected to effectively convey ideas related to a posed question. This includes doing outside research and communicating the findings to the class, as well as engaging with each other in meaningful ways.

ILO #2 - Critical Thinking/Problem Solving: This is advanced through the weekly Discussion Forums where students need to research a topic and communicate those findings to the class. There is also a chronic disease paper that requires them to seek out resources and use the findings to discuss how chronic disease risk can be reduced.

ILO #3- Quantitative Literacy: This is advanced through the use of their food journals and the Cronometer app where they analyze their current nutrient intake and develop methods of finding nutrient balance through food. Students also use the Cronometer app to determine an adequate 1-day diet for a hypothetical person, as well as analyze their Cooking Video meal's nutritional density.

ILO #4- Cultural Awareness: This is achieved through readings, lectures, and cooking assignments where students can showcase meals that they have created, which are often culturally diverse.

ILO #5- Community and Environmental Responsibility: This is achieved during week 9 in their readings, lectures, and Discussion Forum when we discuss the Social Determinants of Health.