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FN225-Nutrition- Amanda Holdiman- Part B- Fall 2025

*** 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 Outcome #1, only 63% of students achieved 70%+. For Outcome #2, only 69% of students achieved a 70%+ for their Cooking Videos, while 88% of students achieved a 70%+ for their Chronic Disease research paper. For Outcome #3, 94% of students achieved a 70%+ for their Label/Ingredient List Video.

*One student was excluded due to non-attendance/participation in the class.

*** Outcome #1**

For Outcome #1, only 63% of students achieved 70%+.

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

63%

*** Outcome #2**

For Outcome #2, only 69% of students achieved a 70%+ for their Cooking Videos, while 88% of students achieved a 70%+ for their Chronic Disease research paper.

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

69% & 88%

*** Outcome #3**

For Outcome #3, 94% of students achieved a 70%+ for their Label/Ingredient List Video.

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

94%

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

First, this is a small sample size, which skews the data a bit and makes those students who did not participate fully outshine those who overall did really well. Also, the way that I worded the metrics in Part A, also doesn't allow for the successes of students to shine through -- not doing well on one assignment takes them out of the "successful students" category. Overall, students in this class did really well. Out of the 16 students included here, 9 out of 16 (56%) earned an A in the class; 5 out of 16 (31%) earned a B; only 1 student earned a C and 1 student earned an F.

*** 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.**

Those who completed the student evaluations reported learning a lot in class. I agree with them. From the feedback that I received from students personally, I believe that they learned a great deal of valuable information from the class that they will be able to use in their everyday lives.

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

No.

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

I am working on encouraging students to reach out to me with clarification questions regarding class assignment instructions.

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 has been an ongoing struggle with teaching courses online -- I feel as though student engagement with me (via email/office hours) has gradually increased.

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, 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: Intercultural Knowledge and Competence. 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. ILO#3 - Quantitative Literacy - "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 the Cronometer app where they analyze the nutrient profile of the meals they prepare for the Cooking Video assignments. Students also use the Cronometer app to determine an adequate 1-day diet for themselves and a hypothetical person.

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.