

Assessment: Course Four Column

SPRING/SUMMER 2015



El Camino: Course SLOs (IND) - Nutrition and Foods

ECC: NFOO 11:Nutrition

| Course SLO | Assessment Method Description | Assessment Data & Analysis | Actions |
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| <p>SLO #3 Nutrient Density - Following textbook study, an audio-visual lesson, and instructor modeling, students will analyze the Nutrition Facts Panel from a frequently-consumed canned or packaged food. Data from the label will be cited, and percentages of fat, carbohydrate, and protein will be calculated. The student will also define nutrient density and describe how the product is/is not nutrient dense.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Summer 2014), 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p> | <p>Project - Students provide a label, including the Nutrition Facts Panel and the ingredient list, of a canned or packaged food they frequently enjoy. They record all nutrient data from the label, including the ingredients in order of prominence. They calculate percentages of energy nutrients, describe the nutrient density of the food product, comment on types of fat, and levels of sugar, and sodium, and describe why they will or will not continue to consume this product.</p> <p>Standard and Target for Success: It is expected that 85% of students who choose this project will complete it with 85% or above accuracy.</p> | <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>22 out of 36 students (61%) scored 85% or higher on this assignment. In semesters to come, it is the intention of our department to conduct an additional in-class group activity prior to assigning this assessment so that students get adequate exposure to the material and calculations needed for success. (05/27/2015)</p> <p>Faculty Assessment Leader: Jill Gray</p> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>35 students selected this project during Spring, 2015. All scored above 85%, except for one student. I completely changed the teaching of this concept. Following my usual expectation that the students read the chapter, giving the lecture, and a DVD lesson on Label Analysis, I conducted a demonstration on the overhead projector. I showed an example of a Nutrition Facts Panel, discussed the meaning of Daily Values, demonstrated the process of calculating the percentages of macronutrients, and reviewed the concept of Nutrient Density. (It seems repetitive to the instructor, but is obviously needed by the students.) (05/12/2015)</p> <p>Faculty Assessment Leader: Sue Ellen warren</p> | <p>null.courseAction: Incorporate a group activity during class where groups of 2-4 students work together to analyze a nutrition facts panel provided by the instructor. Groups will share and present their analysis to the class. (05/20/2016)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseAction: The instructor will introduce this project with all of the newly-created supports, or scaffolding, to insure student understanding of the facts and the math of a food label analysis. (05/12/2017)</p> <p>Action Category: Teaching Strategies</p> |

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| | | <p>Semester and Year Assessment Conducted: 2013-14 (Summer 2014)</p> <p>Standard Met? : Standard Met</p> <p>44 students completed the Label Analysis during the Summer, 2014 term. (Projects are offered on a 'menu,' and students choose projects.)</p> <p>16 students received a score of 100%, 6 scored 98%, 8 scored 96%, 2 scored 94%, 1 scored 91%, and 2 scored 90%, for 80% of students scoring between 90 and 100%.</p> <p>3 students scored 89%, one scored 88%, one scored 87%, one scored 85%, one scored 83%, and one scored 81%, for 18% total scoring between 80-89%.</p> <p>No students scored between 70-79%.</p> <p>One student scored 63%.</p> <p>The instructor has improved the presentation of this project. Students are encouraged to read the Food Label (Daily Values) descriptors in the textbook. A food label is projected on the screen using the document camera. The math portion of the project is demonstrated using the computer. A DVD lesson, "The new food label," plus a student response is used. This extra instruction probably accounts for most of the students scoring in the 80-100% range. The isolated 63% a student who is not paying attention in class, sitting in the back, coming in late, etc (10/09/2014)</p> <p>Faculty Assessment Leader: Sue Ellen Warren</p> | <p>courseAction: The instructor will continue to provide explicit instruction and practice, as described above. The textbook devotes several pages to food label information. The DVD and instructor-prepared worksheet complement the text information. The math demonstration is very helpful. A peer collaboration project with arbitrarily assigned food labels would solidify this learning. (08/13/2016)</p> <p>Action Category: Teaching Strategies</p> |

ECC: NFOO 15:Nutr Infant/Young Childrn

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| <p>SLO #1 Menus for Children - Following textbook study, direct instruction, and examination and analysis of typical preschool menus, students will create a one-week menu for children attending a preschool or day care program. This menu will be built with appropriate portions of nutrient-dense foods and varied selections, including vegetarian and culturally unique foods. A shopping list, including pack sizes, prices, and total cost projections will be included.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Spring 2015), 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p> | <p>Project - A menu for young children in a preschool setting will be scored for appropriate portion sizes, nutrient density, food safety, and inclusion of a vegetarian and an ethnic meal.</p> <p>Standard and Target for Success: 80% of students will achieve 85% or above on this project.</p> | <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>19 students completed the final project. The scores were 100% - 5 students, 99% - 2 students, and one student each for these scores: 98, 97, 95, 94, 92, 91, 86, 82, and 80. 74% of students scored 85% and above, 85% of students scored 80% and above, and 15% of students scored below 80%. Most students scored well on this project. The instructor attributes this to a change in teaching strategy adopted this semester; we had four 'practice sessions' on menu-writing, one for toddlers, one for preschoolers, one for an expectant mother, and one for an 8-year old child. This seemed to increase student application of knowledge; they read about, listened, made notes, and saw audio-visual presentations about appropriate foods and portions, and were able to translate this 'book knowledge' to an ability to create menus. The three students who scored below 85% included foods that are choking hazards, inappropriate foods, submitted the project after the due date, and/or did not complete the shopping list and price calculations. (05/12/2015)</p> <p>Faculty Assessment Leader: Sue Ellen Warren</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Not Met</p> <p>65% of students scored 85% or above on this project. This is below what is expected by the instructor. (However, 30% scored between 80 and 84, and 5% scored 77%, so 100% of students scored above 76%)</p> <p>Students typically 1.) did not list age-appropriate portion sizes, 2.) included inappropriate foods (not nutrient-dense, or a choking hazard), and 3.) did not include prices on the shopping list, or did not total the prices. (01/31/2014)</p> <p>Faculty Assessment Leader: Sue Ellen Warren</p> | <p>null.courseAction: The instructor will create four formal menu-writing peer collaboration projects, with a rubric for peer review. They will not be graded, just discussed. (10/17/2016)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: For this project, the practice sessions are vital. Students agree as they listen to the instructor, read the text, and watch the A/V presentations, about the components of nutrient-dense menus. But when they actually write menus, they don't apply this knowledge completely. It seems to take multiple "this is not for a grade" practice sessions to move the knowledge from the abstract to the practical. (10/17/2016)</p> <p>null.courseAction: The instructor should show examples or models of acceptable and inferior student work. Students could collaborate in a 'peer review' activity in evaluating sample student work with a scoring rubric. (01/31/2014)</p> <p>Action Category: Teaching Strategies</p> |

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Faculty Contributing to Assessment:

Sue Ellen Warren