

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

INDUSTRY AND TECHNOLOGY DIVISION - NUTRITION AND FOODS

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: NFOO 11	Nutrition	SLO #2 Nutritional Intake	Following textbook study and familiarity with the MyPlate.gov website, students will analyze their nutritional intake by food groups, using the online tool provided by MyPlate.gov. Specific, practical suggestions for improving the intake will be made.
2013-14 (Spring 2014)	ECC: NFOO 15	Nutr Infant/Young Childrn	SLO #2 Food Intake of Young Child	Following lecture, class discussion, and becoming familiar with the website MyPlate.gov, students will use the descriptors in MyPlate to analyze the food intake of a young child.
2013-14 (Summer 2014)	ECC: NFOO 11	Nutrition	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.
2014-15 (Fall 2014)	ECC: NFOO 11	Nutrition	SLO #1 Three-Day Dietary Analysis	Using evidence gathered from the dietary analysis data (Intake vs. Goals, Fat Breakdown, My Pyramid Analysis, Intake Spread Sheet and Source Analysis) the student will assess personal risk factors for two self-selected chronic diseases. The student will analyze intakes of fat/trans- fat/saturated fat, alcohol, complex carbohydrate/fiber, vitamins and/or minerals, sugar, and sodium, and draw conclusions from the data. Non-diet risk factors, such as genetics, gender, age, lifestyle, ethnicity, smoking, stress and environmental contaminants will also be addressed. In a written response, students will identify evidence gathered and summarize conclusions in 15 statements that apply to their diet/lifestyle to their risk of the two diseases.
2014-15 (Fall 2014)	ECC: NFOO 15	Nutr Infant/Young Childrn	SLO #3 Nutrition Lesson	Following lecture, textbook reading, and peer collaboration, students will design and present a nutrition lesson for children or their parents, including objectives, materials needed, adaptations, instructional plan, reinforcement activities, and an assessment.
2014-15 (Spring 2015)	ECC: NFOO 11	Nutrition	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.
2014-15 (Spring 2015)	ECC: NFOO 15	Nutr Infant/Young Childrn	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

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2015-16 (Fall 2015)	ECC: NFOO 11	Nutrition	SLO #2 Nutritional Intake	<p>Following textbook study and familiarity with the MyPlate.gov website, students will analyze their nutritional intake by food groups, using the online tool provided by MyPlate.gov. Specific, practical suggestions for improving the intake will be made.</p>
2015-16 (Fall 2015)	ECC: NFOO 15	Nutr Infant/Young Childrn	SLO #2 Food Intake of Young Child	<p>Following lecture, class discussion, and becoming familiar with the website MyPlate.gov, students will use the descriptors in MyPlate to analyze the food intake of a young child.</p>
2015-16 (Spring 2016)	ECC: NFOO 11	Nutrition	SLO #1 Three-Day Dietary Analysis	<p>Using evidence gathered from the dietary analysis data (Intake vs. Goals, Fat Breakdown, My Pyramid Analysis, Intake Spread Sheet and Source Analysis) the student will assess personal risk factors for two self-selected chronic diseases. The student will analyze intakes of fat/trans- fat/saturated fat, alcohol, complex carbohydrate/fiber, vitamins and/or minerals, sugar, and sodium, and draw conclusions from the data. Non-diet risk factors, such as genetics, gender, age, lifestyle, ethnicity, smoking, stress and environmental contaminants will also be addressed. In a written response, students will identify evidence gathered and summarize conclusions in 15 statements that apply to their diet/lifestyle to their risk of the two diseases.</p>
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2016-17 (Fall 2016)	ECC: NFOO 11	Nutrition	SLO #3 Nutrient Density	<p>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>

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2017-18 (Fall 2017)	ECC: NFOO 11	Nutrition	SLO #2 Nutritional Intake	Following textbook study and familiarity with the MyPlate.gov website, students will analyze their nutritional intake by food groups, using the online tool provided by MyPlate.gov. Specific, practical suggestions for improving the intake will be made.
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