

Course SLO Assessment Report - 4-Column

El Camino College

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

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (IND) - Nutrition and Foods - 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. (Created By El Camino: Course SLOs (IND) - Nutrition and Foods)</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014) 2014-15 (Summer 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students enter food intake data into a dietary analysis program, and analyze the results for nutrient adequacy and dietary risk factors for chronic disease.</p> <p>Assessment Method: Project</p> <p>Standard and Target for Success: 80 percent of students will complete the project with at least 85% accuracy.</p>	<p>01/31/2014 - 67% of students completed the Dietary Analysis project with an 85% or above. This is 18% lower than expected by the instructor. (49% of students scored 90 or above and 18% scored between 85 and 90.) Common weaknesses in the analysis included 1.) when making recommendations to correct nutrient deficiencies and excesses, students named the nutrient but not the food source, which does not help them understand dietary adjustments, and 2.) the 15+ sentences on risk factors for chronic disease were incomplete or cursory. More explicit teaching is needed - the instructor could use direct instruction and show both inferior and acceptable examples as models. Having students collaborate with peers may also help improve the student content knowledge and the scores.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Sue Ellen Warren</p> <p>Faculty Contributing to Assessment: Sue Ellen Warren</p>	<p>01/31/2014 - The instructor should provide direct instruction in using nutrient data to recommend diet changes. Both inferior and acceptable student work should be provided as examples. Students will also benefit from in-class peer collaboration using sample data, to recommend diet (food) changes based on nutrient status.</p> <p>Sample paragraphs about the effects of nutrition on chronic disease should be provided for student critique.</p> <p>Action Category: Teaching Strategies</p>
<p>El Camino: Course SLOs (IND) - Nutrition and Foods - 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 projections will be included. (Created By El Camino: Course SLOs (IND) - Nutrition and Foods)</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p>	<p>Assessment Method Description: 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>Assessment Method: Project</p> <p>Standard and Target for Success: 80% of students will achieve 85% or above on this project.</p>	<p>01/31/2014 - 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%) 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.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Sue Ellen Warren</p>	<p>01/31/2014 - 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.</p> <p>Action Category: Teaching Strategies</p>

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2016-17 (Fall 2016) 2017-18 (Fall 2017)		Faculty Contributing to Assessment: Sue Ellen Warren	
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