

# Assessment: Course Four Column

FALL 2016



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

### ECC: NFOO 15:Nutr Infant/Young Childrn

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #1 Menus for Children -</b> 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><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2013-14 (Fall 2013), 2014-15 (Spring 2015), 2015-16 (Fall 2015) <b>Input Date:</b> 11/29/2013 <b>Inactive Date:</b> <b>Comments:</b></p>	<p><b>Project -</b> 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><b>Standard and Target for Success:</b> 80% of students will achieve 85% or above on this project.</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015) <b>Standard Met?</b> : Standard Met 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) <b>% of Success for this SLO:</b> <b>Faculty Assessment Leader:</b> Sue Ellen Warren <b>Faculty Contributing to Assessment:</b></p>	<p><b>Action:</b> 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) <b>Action Category:</b> Teaching Strategies</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall</p>	<p><b>Action:</b> The instructor should</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p><b>Project</b> - Students create a Breakfast, lunch, and two snack meal plan for 25 preschool children in a preschool or childcare setting. The menu must be nutrient dense, include one ethnic food and one vegetarian meal, be free of choking hazards, state appropriate serving sizes, and be non-repetitive. A shopping list including pack sizes, amounts needed, and current prices, including a projected cost for the week is included.</p> <p><b>Standard and Target for Success:</b> It is expected that 80% or the students will complete this project with a score of 80% or above.</p> <p><b>Additional Information:</b></p>	<p>2013)</p> <p><b>Standard Met?</b> : 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><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Sue Ellen Warren</p> <p><b>Faculty Contributing to Assessment:</b> Sue Ellen Warren</p> <p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>35 students completed this project. 24 scored between 95-100 (69%). 8 scored between 90-95% (23%). 3 scored between 85-89% (9%) Nobody scored lower than 85%. These scores are much better than previous semesters. This is probably because the instructor has embedded menu-writing collaborative sessions into the semester. (12/09/2015)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Sue Ellen Warren</p> <p><b>Faculty Contributing to Assessment:</b></p>	<p>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><b>Action Category:</b> Teaching Strategies</p> <p><b>Action:</b> Continue to have students collaborate in menu writing exercises (12/09/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p><b>SLO #2 Food Intake of Young Child</b> - 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> <p><b>Course SLO Status:</b> Active</p>	<p><b>Case Study</b> - The student will take a three-day intake for a young child, then classify the foods by food groups (MyPlate) then write paragraphs for each food group. The paragraphs state how many servings of that food type (vegetables, for example) the child had on an</p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>During the Spring, 2017 section of Nutrition for Infants and Young Children, 7 of 18 students completed the Case Study as one of their four projects. Five students earned 100% and two earned 87%. This excellent achievement may be attributed to 1.) The instructor projected an exemplary</p>	<p><b>Action:</b> Continue to focus on increasing student familiarity with CACFP and MyPlate standards for feeding young children with increased reading material and direct lecture. (09/07/2018)</p> <p><b>Action Category:</b> Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
<p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Fall 2016), 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p>average, over three days, what MyPlate recommends, and how the child's intake can be made closer to MyPlate recommendations. There is also one paragraph on life-style factors that affect the child's nutrient intake.</p> <p><b>Standard and Target for Success:</b> It is expected that 80% of students who choose this Case Study will achieve with a score of 80% or above.</p> <p><b>Additional Information:</b></p>	<p>Case Study on the document camera, and provided a detailed explanation to the whole class prior to students choosing projects. 2.) Having a choice of projects allows students with young children at home, or with friends who are parents of young children to choose this project, so there is a keen interest in the results. This probably accounts for the careful work. 3.) Students were asked to go to MyPlate.gov for an overview of children's food needs, and were given a booklet from the Dairy Council on Preschool nutrition. (Scores and achievement on this project have significantly improved as the instructor analyzed the work and made adjustments/additions to the delivery of content.) (09/06/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Sue Ellen Warren</p> <p><b>Faculty Contributing to Assessment:</b></p> <hr/> <p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Fall 2016)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Eight students chose the case study. Three scored 100%, one scored 98, one scored 95, one scored 83, one scored 80, and one scored 72%. Scores have improved since the last time this project was assessed. The instructor believes it is because a more clear description was presented to the students, including a model. (02/06/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Sue Ellen Warren</p> <p><b>Faculty Contributing to Assessment:</b></p> <hr/> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>My students choose their projects from a project menu. During Spring, 2014, 18 (60%) students chose this Case Study. Of these, 11 Students (61%) scored from 90-100. 5 Students (28%) scored from 80-85%. Two students (11%) scored in the D and F range. Most students grasp the concept of nutrient dense foods and a food-group plan for eating. Students who do not achieve need more direct instruction and hands-on guidance with the website,</p>	<p><b>Action:</b> The rubric can be improved for clarity.</p> <p>The students have to be more familiar with CACFP and MyPlate standards for feeding young children. This will take more reading on their part and more direct instruction from the instructor. (05/24/2018)</p> <p><b>Action Category:</b> Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p><b>Case Study</b> - The student will take a three-day intake for a young child, then classify the foods by food groups (MyPlate) then write paragraphs for each food group. The paragraphs state how many servings of that food type (vegetables, for example) the child had on an average, over three days, what MyPlate recommends, and how the child's intake can be made closer to MyPlate recommendations. There is also one paragraph on life-style factors that affect the child's nutrient intake. (Active)</p> <p><b>Standard and Target for Success:</b> It is expected that 80% of students who choose this project will create a case study that scores 80% or above, based on the published rubric.</p> <p><b>Additional Information:</b></p>	<p>MyPlate.gov, and help with constructing paragraphs about their findings. This might be achieved by individual work sessions, although students are reticent to come in any time but class time. This could be addressed electronically, with samples provided. (05/27/2014)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Sue Ellen Warren</p> <p><b>Faculty Contributing to Assessment:</b></p>	
<p><b>SLO #3 Nutrition Lesson</b> - 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.</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Project</b> - Students choose one concept discussed in class, and create a lesson plan to teach this concept to young children or to parents of young children. The lesson plan includes learning goals, a description of the learners, materials needed, the procedure, an assessment, and follow-up activities. Lessons are presented in class by</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>During the Fall, 2014 semester of Nutrition 15, section 7735, 10 students chose the Lesson Plan assignment. (I offer a menu of projects from which students choose.) Eight completed the project with scores of 90-100 (80%) and one earned 85 (10%). One student earned 49%.</p> <p>This project is very easily completed and presented by Child</p>	<p><b>Action:</b> During the Spring, 2015 semester, the instructor will conduct several lesson planning practice sessions, offering guidance and advice. (02/10/2015)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> TESTING to see if this Follow-Up works...got to this screen from Notification Area.</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014), 2018-19 (Fall 2018) <b>Input Date:</b> 11/29/2013 <b>Inactive Date:</b> <b>Comments::</b>	student choice. <b>Standard and Target for Success:</b> It is expected that 80% of students who choose this project will complete it with 80% or higher accuracy. <b>Additional Information:</b>	Development majors who have been taught lesson planning, and by students who are working in child care as teacher assistants. Challenges for beginning students are the 'description of learners,' where they are to describe their intended audience for the lesson and how they learn best. Another challenge is the assessment (how will they know the learners have mastered their objectives) and the follow-up (what reinforcement activities will re-visit this topic). Since many of our Nutrition 15 students will work with children and their parents, and in child-serving public agencies, the ability to teach others basic nutrition for young children is vital. The instructor must continue to encourage Nutrition 15 students to become 'teachers' of basic nutrition. An effective strategy would be to work in pairs to create sample lessons with the instructor's guidance. (This strategy has helped in another area of challenge in this course.) (02/10/2015) <b>% of Success for this SLO:</b> <b>Faculty Assessment Leader:</b> Sue Ellen Warren <b>Faculty Contributing to Assessment:</b>	(03/11/2016)