Course SLO Assessment Report - 4-Column

El Camino College

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

Course SLOs 1 and ctu.unitid = 755	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
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. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) **Input Date:** 11/29/2013 **Course SLO Status:** Active	**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. **Assessment Method:** Project **Standard and Target for Success:** 80 percent of students will complete the project with at least 85% accuracy.	02/10/2015 - During the Fall, 2014 semester, section 7726, Thursday evening Nutrition 11 class, 60% (27 students) earned 90 or above on the final project. 7 students (16%) completed the project with a score of 85 -90. We barely hit the target. This was an early morning class, populated by advanced students beginning their health care studies, and young students who choose nutrition as an elective. The more experienced students complete this project easily. First year college students are confused and challenged. I wonder if we should offer a generic beginning nutrition for general interest, and another course that fulfills the requirements for transfer to university nursing/health care programs? This class did not receive our usual orientation/practice session, as at our appointed time in the computer lab,the program was 'down.' Hence, some were challenged about how to input their food intake and print out the nutrient data. The instructor must provide models of exemplary projects, instead of just a description. Many students are more visual than auditory learners. Perhaps this could be a peer collaboration project, although I hesitate to do this as it is their final (cumulative) project, demonstrating their acquisition of the course content. Several students miss significant points because they make generic recommendations, like 'need more calcium,' instead of making recommendations for the food source of the nutrient. This is telling, since the focus of this course is nutrition through whole foods. They are reminded to recommend foods, however, if they do not, it is because of a lack of content knowledge, and a good 'benchmark' for a final project. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) **Faculty Assessment Leader:** Sue Ellen Warren	
		12/13/2014 - This term I strategically chose my morning class for this analysis. I typically hold a	

Course SLOs 1 and ctu.unitid = 755	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
		practice, collaborative session in the ECC library computer lab, teaching the students to use Diet Analysis Plus and monitoring their progress. They also benefit from collaboration with peers as they put their three day intake into this program. This semester, we had a snafu because the program would not load, so the students missed the practice session. 45 students completed this project. Their scores were 100% - 11 students, 95% - 9 students, 94% - 1 student, 93% - 2 students, 90% - 4 students, 88% - 1 student, 85% - 6 students, 83% - 1 student, 80% - 4 students, 76% - 1 student, 75% - 2 students, 70% - 1 student, 60% - 1 student, and 57% - 1 student. Overall, 34 students (76%) met the target of scoring 85% or above, and 11 students (24%) missed the target. The very low scores (below 70% are a concern. The opinion of the instructor is that I did a better job of describing what is being asked for in each question (per the last SLO assessment) but that some students may have struggled obtaining the data needed to respond to the questions. **Standard Met? :** No **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)	04/15/2015 - I believe the practice session using Diet Analysis Plus is very helpful, especially for students who are not technologically savvy - - many of our adult students. It is also necessary to provide a clear description of the project, both written and orally, and be available online and before and after class to answer questions. **Action Category:** Teaching Strategies
		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. **Standard Met? :** No **Semester and Year Assessment Conducted:** 2013-14 (Fall 2013) **Faculty Assessment Leader:** Sue Ellen Warren **Faculty Contributing to Assessment:** Sue Ellen Warren	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. Sample paragraphs about the effects of nutrition on chronic disease should be provided for student critique. **Action Category:** Teaching Strategies
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,	**Assessment Method Description:** Students who choose the Case Study from a menu of projects evaluate their three day intake, by food groups, according to MyPlate	05/26/2014 - Of 49 students in the class, 28 (57%) chose to do the personal case study project. Six students (21%) scored 100%, three (11%) scored 95, eleven (39%) scored 90%, one (4%) scored 88%, one	

Course SLOs 1 and ctu.unitid = 755	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
using the online tool provided by MyPlate.gov. Specific, practical suggestions for improving the intake will be made. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2015-16 (Fall 2015) 2015-16 (Summer 2016) 2017-18 (Fall 2017) **Input Date:** 09/26/2014 **Course SLO Status:** Active	descriptors, and make suggestions to bring their intake closer to MyPlate recommendations. **Assessment Method:** Case Study **Standard and Target for Success:** 80% of students who conduct this personal case study will complete it with a grade of 80% or above.	scored 86%, one scored 85%, one scored 80%, one scored 76%, one scored 75%, and one scored 65%. This means that only 16% of students conducting the case study scored below 80%. The standard set by the instructor was met. Those who did not meet the standard did not select nutrient-dense foods recommended by MyPlate to replace the empty calorie items consumed during the intake. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** Sue Ellen Warren	
	Assessment Method Description: Students who choose the Case Study from a menu of projects evaluate their three day intake, by food groups, according to MyPlate descriptors, and make suggestions to bring their intake closer to MyPlate recommendations. **Assessment Method:** Case Study **Standard and Target for Success:** 80% of students who conduct this personal case study will complete it with a grade of 80% or above.		
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. **Course SLO Assessment Cycle:** 2013-14 (Summer 2014) 2014-15 (Spring 2015) 2016-17 (Fall 2016) 2016-17 (Summer 2017) **Input Date:** 11/29/2013 **Course SLO Status:** Active	**Assessment Method Description:** Students choose a canned or packaged food product which they frequently enjoy. The Nutrition Facts Panel and ingredient list are used to analyze the product for nutrient density and for percentages of energy from fat, carbohydrate, and protein. Data from the label is cited, and energy nutrient contribution is calculated. The student evaluates this product as a component of their usual diet plan. **Assessment Method:** Project **Standard and Target for Success:** It is expected that 85% of students who choose this project will complete it with 85% or above accuracy.	10/09/2014 - 44 students completed the Label Analysis during the Summer, 2014 term. (Projects are offered on a 'menu,' and students choose projects.) 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%. 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%. No students scored between 70-79%. One student scored 63%. 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 **Standard Met? :**	

Course SLOs 1 and ctu.unitid = 755	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
		Yes **Semester and Year Assessment Conducted:** 2013-14 (Summer 2014) **Faculty Assessment Leader:** Sue Ellen Warren	
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. **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) 2015-16 (Fall 2015) 2016-17 (Spring 2017) **Input Date:** 11/29/2013 **Course SLO Status:** Active	**Assessment Method Description:** 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. **Assessment Method:** Case Study **Standard and Target for Success:** It is expected that 80% of students who choose this Case Study will achieve with a score of 80% or above.	05/27/2014 - 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, 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. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** Sue Ellen Warren	