

# Course Assessment– Part B: Your Results & Analysis

#56

Your Email \*

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FN 225 Nutrition – Brook

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. \*

Outcome 1: Exam: 12 out of 15 earned 80% or higher in calculating Energy Density from the Nutrition Facts panel or two different food labels.

Outcome 2: Assignment: 11 out of 15 earned 80% or higher in determining fiber content and making adjustments to meet the recommended goal.

Outcome 3: Exam: 10 out of 15 earned 80% or higher when listing three recommendations for nutrient intakes to reduce the risk of Osteoporosis.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Analyze the "Nutrition Facts" panel of a food label and calculate nutrient content:

Exam: 12 out of 15 earned 80% or higher in calculating Energy Density from the Nutrition Facts panel or two different food labels.

### Outcome #1 \*

% of students who successfully achieved the outcome: \*

80

### Outcome #2 \*

Analyze and critique a personal 3-Day diet survey and modify food intake to meet recommended guidelines:  
Assignment: 11 out of 15 earned 80% or higher in determining fiber content and making adjustments to meet the recommended goal.

% of students who successfully achieved the outcome: \*

73.3

### Outcome #3 \*

Describe the nutrient and non-nutrient recommendations for reducing the risk of major diseases where diet is a significant risk factor:

Exam: 10 out of 15 earned 80% or higher when listing three recommendations for nutrient intakes to reduce the risk of Osteoporosis.

% of students who successfully achieved the outcome: \*

66.6

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. \*

Outcome 1: 80% of the students achieved 100% the points for the exam question. Half of the other students who did not get the question correct did not set up the formula correctly even though they understood what Energy

Density was and used the correct numbers. Based on student evaluations, understanding of the food label improved from a weighted average of 2.4 to 3.87.

Outcome 2: Student outcomes were only 73.3% which did not meet the goal of 80%. Those who were not able to determine the fiber content of their diet seemed to be confused about the math. Students were not confused about how to find the Soluble/Insoluble fiber or how to add or delete foods as needed. Determining the % of fiber in their diet and then determining the grams needed to meet the goal seemed to be an issue. Overall, students seemed to have learned from the Diet Study as student evaluations showed an increase of understanding from a weighted average of 2 at the beginning to a 3.87 at the end.

Outcome 3: Only 66.7% of students were able to list 3 nutritional recommendations for reducing the risk of Osteoporosis. One issue may be in understanding the question. Several students listed reduction of smoking, alcohol or increasing weight bearing exercise as recommendations. These recommendations, although good, are not based on nutrition so could not be counted as being correct. Overall, students ability to understand the recommendations for reducing risk of nutrition related diseases improved based on student evaluations which showed improved understanding from 2.33 to 3.80.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? \*

Outcome 1: There does not seem to be an issue with understanding what Nutrient Density is, but with some of the basic formula set up. More emphasis was made in this regard since the Spring, 2015 assessment and there was an improvement from a 61% success rate to the current 80%. Emphasis should be continued.

Outcome 2: There does not seem to be an issue with understanding how to find fiber in foods or determining which foods have Soluble and/or Insoluble fiber. Once again the issue seems to be in setting up formulas to determine percentages and averages. The assignment does include PowerPoints, an audio explanation, and an example student paper showing and explaining how to do the calculations. Students have 6 weeks to complete the evaluation, but some wait until the last moment to start and finish it. One issue may be that determining fiber is the last section of the paper and if left until a last moment may not allow time to ask questions dealing with issues. One adjustment could be to put the fiber section towards the beginning of the evaluation so that students see it sooner, but also emphasizing to students in the beginning that it is a difficult section and to seek help sooner. Other than that, students should have the math skills to be successful.

Outcome 3: Making sure that the term Nutritional is understood still seems to be an issue with risk factor questions as it was with the assessment from Spring, 2015. New audios that were implemented did emphasize not using alcohol, smoking and exercise as nutritional recommendations. I plan to add that emphasis to the study guide this next Spring. I truly believe that the students could list three nutritional recommendations, but the three non-nutritional recommendations are very common connections to disease so may be the first ones that come to students minds.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? \*

No additional resources would be required make the improvements. Just adding emphasis and clarity should suffice.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Yes.  
1) As a consumer, reading food labels and interpreting them for health reasons is important. Overall students

improved from Spring term and evaluations showed a better understanding.

2) Except for math related issues, students did show improvement in the understanding of their food intake as indicated by student evaluations. Students were able to analyze their food intake and see what changes could be made to improve nutrient intakes.

3) I don't think this assessment showed what students really knew. Emphasizing "Nutritional" would have shown a different outcome.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

Reading food labels has improved since last Spring which is an indication that the more emphasis on calculations has improved outcomes. Wording and math issues still seem to be areas where emphasis needs to be improved.

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