



# Evidence of Assessment Implementation

## Spring 2013 (Due March 8<sup>th</sup>, 2013)

Division: Math/Science

Course/Service: Nutritional Science (Human Nutrition NS 15)

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Date: February 25<sup>th</sup>, 2012

SLO	2011- 2012 Assessment Results	Use of Results: Formative: (F) used for improvement or Summative (S) used to summarize overall value to the college?	What collective dialogue has occurred as a result of the assessment activity? Specifically, what discussions have faculty within the program/service engaged in regarding how well students are learning in their courses or after services as a whole? What dialogue has taken place about how to improve student learning?	Did the dialogue lead/contribute to the development or revision of a Program Review Goal? What changes or improvements were made to the course/service?
<p>Given a nutrition topic, the student will be able to access and reference a minimum of 3 reliable sources of information.</p>	<p>73% of the students in 3 sections were able to complete the assignment with 80% accuracy on their first attempt. After second attempt was given, 80% of the students completed with &gt;80% accuracy.</p>	<p><b>F</b></p>	<p>As a result of discussing SLOs as a department, we created a repository of assignments within ANGEL for all Nutritional Science instructors. This way we can share assignments used to measure this SLO. Most of us felt that some students achieved this SLO easily, while those with little experience researching in the library, found it more difficult.</p>	<p>Last year the library created a tutorial to help students with the SLO. It demonstrates how to use the library databases. Still, some students struggle with this task. We will continue to work with the library to improve Instruction on databases. We added a library question and answer forum to support the students as they move through the assignment</p>

			We would like for students to obtain this skill on the first try rather than the second.	related to this SLO. Librarians also came to do a live demo of the databases in the lecture sections.
Students will be able to complete a food record, analyze the results, and describe in writing at least 5 ways their diet meets or does not meet their physiological needs.	5 sections of students were assessed with 95% of the students completing the project with a minimum score of 80%.	<b>S</b>	In a Department meeting, we discussed the use of our current nutrition software used to analyze the diet. We have some issues with the current software and will look for other software possibilities.	After realizing that several of the instructors were unhappy with the nutrition analysis software, we decided to conduct a search of new software. The current software was donated to MC, but it has some limitations with the data. The goal is to use a free database. Instructors will come back with suggestions for the next academic year.
Students will be able to place foods and their quantities into the correct category of the food guide pyramid.	The students in 5 sections of the course were able to complete the assignment with average of 90% accuracy.	<b>S</b>	The department feels this is the easiest SLO to achieve. We shared our assignments related to this SLO and discussed the use of food models to help students place foods into the correct categories. The new food models have helped students identify a wider variety of foods.	No department goals or changes were made as a result of this SLO.
<b>SLO</b>	<b>2011- 2012 Assessment Results</b>	<b>Use of Results: Formative: (F) used for improvement or Summative (S) used to summarize overall value to the college?</b>	<b>What collective dialogue has occurred as a result of the assessment activity? Specifically, what discussions have faculty within the program/service engaged in regarding how well students are learning in their courses or after services as a whole? What dialogue has taken place about how to improve student learning?</b>	<b>Did the dialogue lead/contribute to the development or revision of a Program Review Goal? What changes or improvements were made to the course/service?</b>
