Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: Health (HEA) 102 - Nutrition **Date: 1/13/15**
This comprehensive, introductory course is designed to give the student practical information about nutrition. Emphasis will be on the application of nutritional principles to personal eating habits. The course will also focus on preparing the student to deal with lifelong process of nutrition management as it relates to disease prevention and the promotion of a healthy lifestyle.

Course/Program Team: Thomas Burge, Shannon Cameron, Kristina Martin, Bernard A. Johnson

Expected Learning Outcomes: Student will be able to:

- Understand and demonstrate the relationship of diet to individual health.
- Identify and analyze pros and cons of various types of dieting methods.
- Analyze and interpret nutritional data collected from a five day personal nutrition diary.
- Calculate total caloric intake and basic percentages of macro-nutrient recommendations for daily diet and compare with credible resources provided within the course.
- Research**,** analyze, and reflect on commonly reviewed nutritional topics related to those covered in the course.

Assessment (How do or will students demonstrate achievement of each outcome?)

- Students will attain 70 percent proficiency on a written exam and reaction essay covering nutrition, fitness, and health throughout the life cycle.
- Students will use instructor-designed assessment to identify and analyze diets.
- Students will use instructor-designed assessment to personalize daily nutritional needs.
- Students will utilize standard mathematical computation skills to calculate caloric intake using conversion scales, measuring serving sizes, determining energy needs and expenditure to specifically compare dietary needs.
- Students will utilize MLA format and demonstrate correct citations based on the Humanities scoring rubric.

Validation (What methods have you used or will you use to validate your assessment?)

- Collect data as to the percentage of students who are successful in meeting those standards at a 70 percent proficiency.
- Examine the scoring rubric for skill proficiency and its accuracy at the conclusion of each semester
- Number of students who correctly utilize MLA manuscript format (cross-disciplinary connections).

- Collaborate with a member of the Humanities Division to determine if the MLA scoring rubric is being used appropriately.
- Collaborate with a member of the STEM Division to share our data as to students' readiness for compute the various formulas used in the HPELS Division.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

- We anticipate the data will show a high rate of student success in both knowledge and writing proficiency.
- Data collection will begin at the conclusion of the Spring 2012 semester and be ongoing.

Follow-up (How have you used or how will you use the data to improve student learning?)

- Instructors who will meet with their peers at the conclusion of each semester to evaluate the need for pedagogical changes to improve student learning.

Budget Justification (What resources are necessary to improve student learning?)

- Continued funding of professional development for all HPELS instructors

Table 1

Course Assessment	Pre-Test		Post-Test	
	Right	Wrong	Right	Wrong
Six Essential Nutrients	6	37	32	11
15% of 1800	24	19	36	7
45% of 2300	14	29	36	7
Macronutrient distribution				
Nutrient dense foods	11	32	24	19
Cholesterol is produced in this organ	20	23	26	17
Proteins can be found in this food	27	16	29	14
Glucose and Fructose	22	21	28	15
Glucose Hormones	25	18	33	10
Soluble and Insoluble Fiber	20	23	28	15
Daily H2O				
80 kg in pounds	13	30	26	17
Daily exercise	18	25	23	20
Most nutrient dense vegetable	8	36	31	12
Best Diet	12	31	21	22

Need to reinforce specific learning outcomes throughout the semester and not just during a particular chapter. These are shown in the highlighted rows.

Proficiency in questions highlighted is not up to 70% of the class. Need to embed questions within tests and on cumulative exam to make sure they understand the material better.

ONLINE COURSE
Kristina Davis
Nutrition – Online 15 week
Test #1 – 22 participants
Average score – 83%

Question #	Correct	Incorrect
1	22	0
10	9	13
20	8	15
30	17	5
40	20	2

Test #2 - 22 participants
Average score – 87%

Question #	Correct	Incorrect
1	22	0
10	15	7
20	22	0
30	16	6
40	19	3

Test #3 - 21 participants
Average score – 88%

Question #	Correct	Incorrect
1	20	1
10	20	1
20	18	3
30	19	1
40	21	0

Summary:
Online Nutrition (HEA 102) Fall 2014
Random questions were pulled from each exam. The above graphs show how many students had the question correct and incorrect. I have also listed the average score for each exam. The average test score increased throughout the semester. I believe the improving test scores show students continued to have a better understanding of nutrition and how to live a healthier lifestyle throughout the semester.