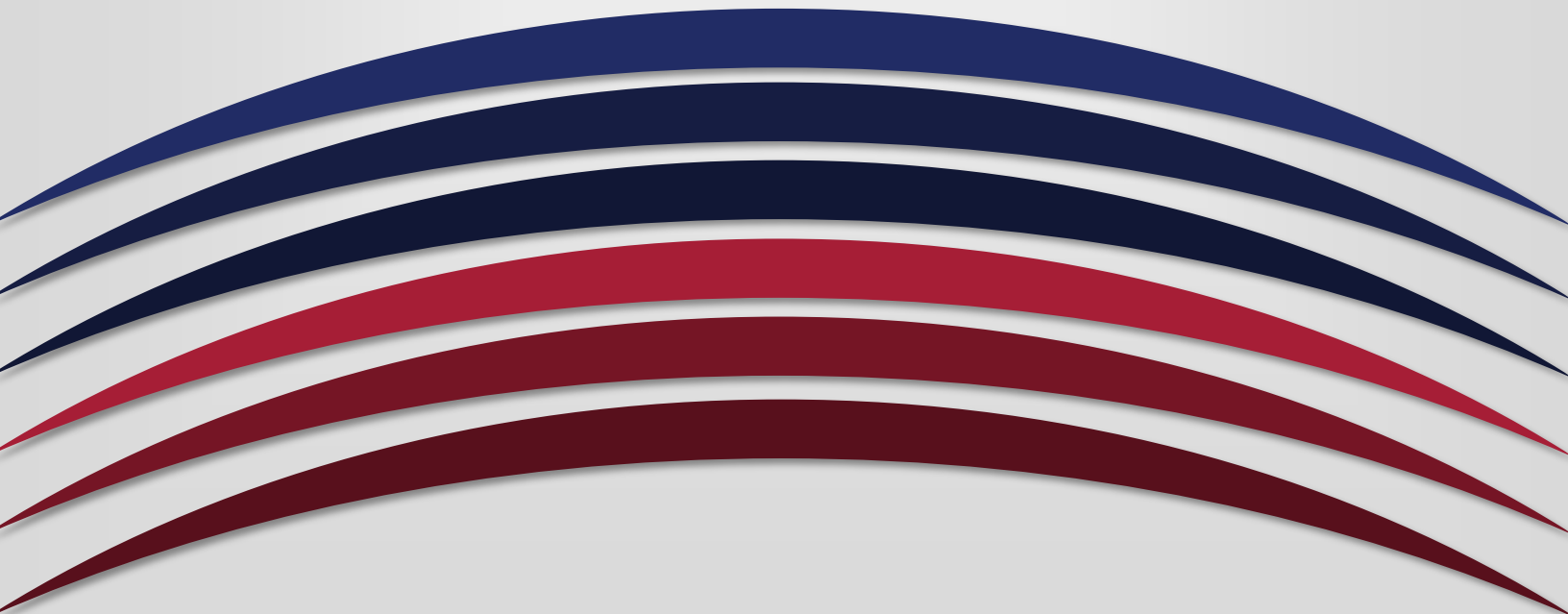




UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020:
HLSC 2300 Nutrition



1. Name of individual compiling report: Shannon Wilcox

2. Date of submission: 10/1/2020

3. Is the assessment plan

☐ an initial plan for the
program

☒ a revision of an old plan

☐ unaltered from
previous year

Course-Level Learning Outcomes-

1. What are the Course-Level Outcomes (CLOs)?

1. Students will be able to identify and explain nutrients, meal planning, and nutrition related anatomy and physiology.
2. Students will be able to interpret nutrition and health related information in order to develop goals that address nutrition related health conditions.
3. Students will be able to apply knowledge related to energy metabolism, body composition, weight management, and fitness.

2. Which CLOs were addressed for this academic year? (2019-2020)

Students will be able to identify and explain nutrients, meal planning, and nutrition related anatomy and physiology.

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

Students will be able to identify and explain nutrients, meal planning, and nutrition related anatomy and physiology.

4. Explain the assessment cycle.

We will assess the same two assignments for 3 years (3 Fall semesters and 3 Spring Semesters) adjusting after each term based on findings and data analysis, striving to meet/exceed the goals. After 3 years of data collection and edits, we will move on to formally assessing a different CLO. This assessment cycle began in the Spring 2019 semester.

5. What are the assessment methods? Are they direct or indirect?

Digestive Anatomy and Physiology Assessment- Direct Assessment: Students identify major anatomical parts and answer questions related to the physiology of the gastrointestinal tract in an interactive digital format. The assignment includes animations, calculations, and questions that promote critical thinking.

Meal Planning assessment- Direct Assessment: Students plan a well-balanced meal implementing knowledge obtained through course activities. Students fill in a table form on a document to plan a well-balanced, nutrient dense meal, including meal preparation information and serving size details.

6. What are the assessment goal(s)?

The assessment goal of the HLSC sub department is that 70% of students will demonstrate success by achieving “meets expectations” by scoring (70%) or above on assessment assignments. Data will be collected and reviewed prior to the end of each semester.

7. What were the findings for this academic year? (2019-2020)

Digestion Fall 2019

of Traditional Students Assessed 60

of Traditional Students Who Successfully Completed Assessment 60

of Online Students Assessed 130

of Online Students Who Successfully Completed Assessment 130

of Hybrid Students Assessed 0

of Hybrid Students Who Successfully Completed Assessment 0

of Concurrent Students Assessed 0

of Concurrent Students Who Successfully Completed Assessment 0

Digestion Spring 2020

of Traditional Students Assessed 54

of Traditional Students Who Successfully Completed Assessment 54

of Online Students Assessed 118

of Online Students Who Successfully Completed Assessment 118

of Hybrid Students Assessed 0

of Hybrid Students Who Successfully Completed Assessment 0

of Concurrent Students Assessed 0

of Concurrent Students Who Successfully Completed Assessment 0

Meal Planning Fall 2019

of Traditional Students Assessed 28

of Traditional Students Who Successfully Completed Assessment 28

of Online Students Assessed 56

of Online Students Who Successfully Completed Assessment 56

of Hybrid Students Assessed 0

of Hybrid Students Who Successfully Completed Assessment 0

of Concurrent Students Assessed

of Concurrent Students Who Successfully Completed Assessment

Meal Planning Spring 2020

of Traditional Students Assessed 35

of Traditional Students Who Successfully Completed Assessment 35

of Online Students Assessed 68

of Online Students Who Successfully Completed Assessment 68

of Hybrid Students Assessed 0

of Hybrid Students Who Successfully Completed Assessment 0

of Concurrent Students Assessed 0

of Concurrent Students Who Successfully Completed Assessment 0

8. What is your analysis of the findings?

Analysis of Results Fall 2019: Digestion 90/168, 53.6% of total students assessed met the goal of 70% proficiency on the assessment assignment. This includes 48%% of traditional students, 56.5% of online students assessed. There were no hybrid or concurrent students this semester.

Analysis of Results Spring 2020: Digestion 93/172, 54%, of total students assessed met the goal of 70% proficiency on the assessment assignment. This includes 55.5% of traditional students, 53% of online students. There were no hybrid or concurrent students this semester.

The HLSC team adjusted the assessment assignment for Digestive Anatomy and Physiology in the previous academic year (18-19). The assessment assignment is now the required chapter assessment, is supported on our publisher content through Cengage/MindTap and is linked through the associated chapter in Blackboard. The assignment includes labeling, animations, calculations, and questions that promote critical thinking.

During the previous academic year, the assignment allowed multiple attempts, this academic year we limited the assignment to one attempt to get a truer assessment of knowledge. Faculty think this change impacted scores, since nearly 80% of students achieved the 70% goal last year and only 54% achieved that mark this year.

There were no issues or concerns with the overall format and delivery of the assessment tool this academic year. The assessment goal of 70 % of students scoring 70% or greater was not met either semester. The labeling portion of the activity was well received across all modalities; however, spelling must be correct to earn any points on each question on that portion of the assignment. The critical thinking questions were determined to be challenging per the assessment wrapper feedback. We will continue the digestion assignment through the remainder of the assessment cycle but will use a grading tool to check answers for spelling to see if that is a significant factor negatively affecting student scores. Correct spelling is not a critical factor for this assessment.

This summer (2020), the HLSC team is volunteering to participate in the pilot program of the Follett day one Access textbook program. All students in HLSC classes will have access to Cengage/MindTap and their e-textbook on day one of the semester. By the time the course gets to chapter 3, where digestion is covered, students should be familiar with the format and we hope for participation and performance to improve.

Meal Planning Fall 2019 LIVE classes

28 students completed the assignment

Balance- 100% of the respondents preformed at the highest level according to criteria in rubric.

Food Item- 93% of the respondents preformed at the highest level according to criteria in rubric.

Food Preparation- 93% of the respondents preformed at the highest level according to criteria in rubric.

Serving Size- 46% of the respondents preformed at the highest level according to criteria in rubric.

Meal Planning Fall 2019 ONLINE classes

56 students completed the assignment

Balance- 79% of the respondents preformed at the highest level according to criteria in rubric.

Food Item- 54% of the respondents preformed at the highest level according to criteria in rubric.

Food Preparation- 73% of the respondents preformed at the highest level according to criteria in rubric.

Serving Size- 32% of the respondents preformed at the highest level according to criteria in rubric.

Meal Planning Fall 2020 LIVE classes

35 students completed the assignment

Balance- 97% of the respondents preformed at the highest level according to criteria in rubric.

Food Item- 82% of the respondents preformed at the highest level according to criteria in rubric.

Food Preparation- 89% of the respondents preformed at the highest level according to criteria in rubric.

Serving Size- 36% of the respondents preformed at the highest level according to criteria in rubric.

Meal Planning Fall 2020 ONLINE classes

68 students completed the assignment

Balance- 97% of the respondents preformed at the highest level according to criteria in rubric.

Food Item- 53% of the respondents preformed at the highest level according to criteria in rubric.

Food Preparation- 74% of the respondents preformed at the highest level according to criteria in rubric.

Serving Size- 31% of the respondents preformed at the highest level according to criteria in rubric.

HLSC continue to use a grading rubric programmed in Blackboard for the Meal Planning assignment. This allows for consistency in our grading across the department. By using the rubric, we can obtain information about how students/classes perform on different parts of the assignment. The rubric is broken down into 4 major categories: Balance, Food item (nutrient density/kcal control), Food preparation (nutrient density/kcal control) and Serving size (moderation).

Referencing the data obtained from the rubric report we continue to find that serving sizes are more difficult for our students to identify correctly than the other portions of the assignment. As dietitians, we know this information is difficult for people to have a good understanding of based on clinical observations, professional articles, and conferences. We see evidence of the confusion in classroom discussions and assignments. The data also indicates students are not scoring as high on the Food item (nutrient density) portion of the assignment. Student's food choices were varied and often did not include the healthiest food items for each food group category.

There are so many food options and sources of information that lend to the confusion. The HLSC faculty continue to strive to improve our students understanding of this concept in their daily lives and continue to meet with stakeholders in the community to fine tune our practice regarding this information. In addition to current efforts, we will be recording a video reviewing diet planning principles, including serving size/moderation, that will be available to our students.

Subjectivity of the information may be a point of interest regarding grading. The HLSC team wants to ensure grading is consistent and will continue to have norming workshops prior to grading. We have decided that full time faculty will grade the meal planning assessments together to ensure even more consistency and standardization of the assignment.

9. What is the action plan for the next academic year? (2020-2021) Explain.

Action Plan for Digestion: There were no issues or concerns with the format and delivery of the assessment tool this academic year. The assessment goal of 70 % of students scoring 70% or greater was not met either semester. The labeling portion of the activity was well received across all modalities; however, spelling must be correct to earn any points on each question on that portion of the assignment. The critical thinking questions were determined to be challenging per the assessment wrapper feedback. We will continue the digestion assignment through the remainder of the assessment cycle but will use a grading tool to check answers for spelling to see if that is a significant factor negatively affecting student scores. HLSC faculty will also upload additional resources including a video lecture of digestion anatomy and physiology to make sure all students, regardless of modality, have 24 hour access to the information prior to the assessment and will monitor the number of views to the video to determine its usefulness in the process.

The HLSC sub department will participate in the Follett day one Access textbook program. All students in HLSC classes will have access to Cengage/MindTap and their e-textbook on day one of the semester. By the time the course gets to chapter 3, where digestion is covered, students should be familiar with the format and we hope for participation and performance to increase even more.

Action Plan for Meal Planning:

HLSC faculty will continue to consult with stakeholders about current trends and standards to improve instruction in this area. We will continue with the assignment in its current format. The current method of assignment presentation includes previous recommendations from stakeholders. We did not make modifications to the rubric but are still considering that as an option.

Subjectivity of meal planning information may be a point of interest regarding grading. The HLSC team wants to ensure we are grading consistently and will continue to have norming workshops prior to grading. We will grade the Meal Planning assignment together as a department to ensure even more consistency and standardization of the assignment and to limit variability of opinion across instructors. This can be done via an online group meeting format for convenience.

HLSC sub department will be recording and posting a video reviewing diet planning principles, including balance, nutrient density, and moderation (serving sizes) for students.

We encountered a challenge with an adjunct faculty member in the Spring 2020 semester. COVID19 interrupted the semester. Students completed the assignment; however, the rubric was not utilized, and data could not be collected for this assignment. Going forward, instructions for faculty will be uploaded in the Blackboard course shell to make sure all faculty understand how to grade with the rubric and run the necessary reports.

The HLSC sub department will include information and instructions in the Blackboard course shell for the Meal Planning assignment to make sure all faculty understand how to grade with the rubric and run the necessary reports.