

Annual Assessment 2018-2019

The purpose of SAC-level assessment at PCC is to identify the levels of student achievement of course- or program-level outcomes in the name of improving those levels of achievement. The second part of that process is the reassessment of an outcome that has been assessed in a previous year.

In an initial assessment of an outcome, a SAC should identify any areas of student achievement of an outcome that could be improved. The SAC should then target those areas with a teaching strategy appropriate to its discipline during the reassessment year. The reassessment of the outcome then determines if the strategy was effective by measuring any changes to student achievement.

This process, of assessing, analyzing, creating a teaching strategy, and reassessing, is called "closing the loop." It is how assessment can be useful for instructors and, by extension, for students.

On completing the form, please e-mail it to learningassessment@pcc.edu.

Note that questions marked with an asterisk* indicate that the accompanying help document includes information relevant to that question.

The planning section that follows is to be completed and submitted Fall Term. If your SAC is unable to complete it in fall, please fill out the planning section when completing the final report in spring.*

Planning Section: To be completed and submitted in Fall Term

SAC Assessment Contact:

<i>Name</i>	<i>e-mail</i>
Amanda Margolin	Amanda.margolin@pcc.edu

1. What SAC do you represent?

Foods and Nutrition

2. What outcome(s) do you plan to assess?

Problem Solving and Critical Thinking

3. What course(s) will your assessment focus on?

FN 110 and FN 225

4a. How will you sample student work?*

Students enrolled both online and face to face in FN 110 and FN 225 will be surveyed as part of the dietary assessment assignment that is assigned in both courses. The sample consists of all students completing the assignment and survey.

4b. Will the student work be part of the regular graded assignments for the course(s)?*

Yes.

5. How will you redact student work (i.e. make it anonymous)?*

The survey will be administered via each course Brightspace platform. We will ask OL to export the surveys as excel files and our Exec. Admin will assign ID numbers and remove student names and faculty names.

6. Will your project be a direct or indirect assessment of student work? (Include an explanation if relevant.)*

The project will be a direct assessment of student responses.

7. In what term(s) will you collect student work?

Winter 2019

8. Briefly describe the purpose or goal of this project. In other words, what are you hoping to learn?

Our goal is to learn about the impact and relevance that the Food, Physical Activity and Lifestyle Project have on students in our FN 110 and FN 225 course sections. By using a survey method, we hope to uncover additional insight from students regarding this particular assignment and if they find the assignment useful and relevant. Generally, students provide rave reviews about the assignment. However, after the USDA discontinued the free, online dietary assessment program, we have had to utilize a free app that is not nearly as robust, yet students really like the program. As faculty, we are interested in understanding what students think they are getting out of the assignment and determine if we are able to accomplish the type of critical assessment that is intended from the assignment.

9. In general terms, describe the assessment project for the year. What steps will you take in carrying out the project?*

We will be assessing the impact of the dietary analysis project for FN 110 and FN 225. We would like to determine both the impact and relevance that this project has on our students in addition to understanding how effective the dietary analysis tool is for students from their perspective. We will administer a survey to both online and face to face FN 110 and FN 225 students in Winter 2019 after they have completed their dietary analysis project. The questions for the survey will be a combination of multiple choice, Likert scale and open ended questions related to the project as well as the dietary assessment tool that will be used. Members of the SAC team will then score and analyze the returned surveys in order to draw conclusions regarding this project.

10a. What are the benchmarks (minimum acceptable level of student outcome achievement)?*

The purpose of this analysis is to understand the impact and relevance of the assignment on students. As such, it is different from other outcome analyses as we have no pre-conceived notion or expectation. This is a 'fact-finding' assessment. We expect all students will complete the survey. If students place inaccurate weight on the accuracy of the MyFitnessPal results, for example, we will need to consider how to improve our assignment and instruction so that they understand the limitations more fully. Or perhaps we will decide there is value in have a paid dietary analysis program for future. We will determine next steps based on results.

10b. What percentage or frequency of students do you hope to see achieve the benchmarks?*

At least 90% of all students will complete the survey.

11. Describe the tools (e.g. rubrics, checklists, standardized exams) you will use in the project to evaluate student work.

We will be using a survey in order to evaluate the impact of the dietary analysis project on course outcomes as well as the direct student impact the project has. The survey will consist of 10-15 Likert scale and multiple choice questions. We will also include 1-2 open ended questions in order to elicit responses that represent the students as a whole.

12. Describe how the SAC will ensure that the evaluation of student work is consistent (e.g. norming rubrics, verifying inter-rater reliability.)*

N/A since we are using a survey, not the work assignment itself.

13. If the results of the project indicate a need for additional instruction on the outcome in the future (i.e. during the reassessment year), what are possible steps the SAC might take to help students improve outcome achievement?*

We will be focusing on assessing if the food, physical activity and lifestyle project has increased students' knowledge of characteristics of food sources and health problems associated with the standard American diet in addition to the impact the project has on improving overall food choices. We will also be assessing the impact of the project in general for students in order to determine how useful this project is and any changes we should make to the design of the project. If results indicate a need for additional instruction on the outcome in the future as a SAC we can create additional in class activities as well as online discussion forums in order to provide more information related to the specific outcome topics. We could

also consider including relevant TED talks and documentaries into the course curriculum in order to enhance knowledge gained from the course. We anticipate learning student critical thinking application of the specific online dietary assessment tools “MyFitnessPal” and the USDA MyPlate checklist to determine student ability to accurately identify appropriate level of accuracy and appropriate uses of these types of dietary assessment tools.

14. Different SACs and individuals have different training in assessment. Your LAC coach is available to help with any step. What might you need help with moving forward?

We may need assistance with question design for our survey as well as creating this survey within D2L for the online sections.

Please submit the completed planning section (leaving the following end-of-year report section blank) to learningassessment@pcc.edu by the November deadline.

Annual Assessment Report 2018-2019

The purpose of SAC-level assessment at PCC is to identify the levels of student achievement of course- or program-level outcomes in the name of improving those levels of achievement. The first part of that process is the initial assessment of an outcome.

If this is a reassessment of an outcome that your SAC assessed previously, please use the Annual Reassessment Report instead.

On completing the form, please e-mail it to learningassessment@pcc.edu.

Note that questions marked with an asterisk* indicate that the accompanying help document includes information relevant to that question.

If your SAC was unable to complete the planning section, above, during Fall Term, please fill that section out before completing the following end-of-year report.

15. Were any changes made to the assessment plan submitted in Fall Term? If so, please briefly describe them.

Survey was administered Week Ten of Spring 2019 term rather than during Winter term.

16. Please provide an executive summary of your results; include only key data points and your overall findings regarding student learning.

Our survey was administered to both FN 110 and FN 225 course sections during the spring term 2019. Our sample consisted of 96% of students who were currently enrolled in FN 225 courses and 62% of students who were currently enrolled in FN 110 courses during the spring term.

When students were asked to select two statements that best reflect their own assessment of the results from their 3-day computerized dietary analysis, 85% of students responded that the results are dependent upon accuracy of amounts of foods and activity recorded, databases used, and how representative the three days are of overall patterns, while 61% responded that the results are easily translated into recommended food choices to improve nutritional intake. From these selections we can conclude that students are aware that the accuracy of the information generated from the analysis is dependent on how accurate their own recording was. We can also infer that the generated results of the assignment were clear so that students were then able to make dietary changes based on their own results from the project.

When students were asked if they had made any food and/or lifestyle changes as a result of the dietary analysis assignment, 80% of students responded "yes". Students were then asked to describe these changes. Some of the responses include: "Eating more veggies, being more aware of the amount I'm eating", "More veggies and more active", "I have limited my portions and started to eat more vegetables", "I am more careful of the foods I eat and how well I balance my meals", "I have added an additional veggie snack (dry peppers) to my daily eating routine along with an additional serving of fruit (apple or clementine) and have begun

to incorporate grilled white chicken breast into my lunch and dinners. I have substituted “fancy” coffee drinks with simple drip coffee a few times to cut down on empty sugar”, to name a few. From these responses we can conclude that this project provides value to students in terms of highlighting areas of their diet that they should work on improving while also highlighting areas of their diet that are adequate.

We also asked students what insights they gained about their dietary intake patterns as a result of the assignment. Responses included: “The importance of moderation and excess consumption of fat, carbohydrates, proteins...”, “lack of sleep lead to poor food choices”, “that I need to take care of my body starting with healthy habits and the food I put in my body as well”, just to name a few. From these responses we can conclude that this assignment is not only relevant but it helps students gain insight regarding their current dietary choices and how their choices can impact their overall health.

17a. What were the benchmarks levels (minimum acceptable level of student achievement of the outcome) for the project?*

At least 90% of all students will complete the survey.

17b. What percentage or frequency of students achieved the benchmark levels?*

79% completed the survey- this is less than our goal of 90% completion.

18. Please accompany your report with the actual results of your project as an appendix (i.e. along with this report, send the project results themselves as a spreadsheet or document) if possible. If that is not possible, please explain.*

Report is attached.

19. How was student work redacted (i.e. made anonymous)?*

The survey was administered via each course Brightspace platform. We asked OL to export the surveys as excel files and our Exec. Admin assigned ID numbers and removed student names and faculty names.

20. In general terms, describe the level of SAC involvement in the project (e.g. were both PT and FT faculty involved in contributing and/or scoring student work? Did all instructors or a representative sample of instructors contribute student work to be evaluated?) Identify any barriers to participation within the SAC.

Both PT and FT faculty SAC members were involved in creating questions for the survey that was administered to students. The SAC members were asked to provide feedback to the survey lead on how various questions read. Each SAC member with an FN 110 or FN 225 course administered the survey to their students during the spring term. The only barrier related to participation within the SAC is for those members who were not instructing FN 110/225 for the spring term, those members therefore did not administer the survey but they were included in the question creation and revision process.

21. Were potential benefits to student learning identified as a result of the assessment project? How will the SAC use the information during the reassessment of the outcome in the future (i.e. "closing the loop.")*

Yes, students were asked open-ended questions:
Have you made any food and/or lifestyle changes as a result of the dietary analysis assignment?
If you responded YES to the question above please describe your changes. If you responded NO to the question above please explain.
What insights did you gain about your dietary intake patterns as a result of the dietary analysis assignment?

22. Please explain how results have been shared, or will be shared, with members of your SAC.

Since the surveys were not administered until Spring term, the results will be shared with FN faculty over the summer and discussed at FALL SAC meeting.

23. Please comment briefly on any changes to the assessment process that would lead to more meaningful results.

This will be discussed with the full SAC faculty. There are a number of things that may be considered including: whether to continue to use MyFitnessPal versus another dietary assessment program; how to better instruct students on the benefits and challenges to accurate dietary analysis, as students appear generally to think that the results are more accurate than they really are.

24. Based on your experience with assessment this year, are there any areas that you might want help with from your LAC coach?

25. Is there anything else you want to share with reviewers about your assessment project that has not been captured in the form?

We will be assessing the results based on separating the FN 110 student responses from the FN 225 responses over the summer so that we can also compare possible differences. In addition, some sections of FN 225 used a different dietary analysis program and it will be useful to compare their responses. The open-ended comments from students need further review and consideration by SAC faculty to understand impacts of the assignment and student take aways. Our SAC is small and comprised of all PT faculty with one FT faculty, so, our capacity to quickly review the data collected is limited. We appreciate the additional time PT FN faculty member Amanda Margolin committed to carry out the analysis this far.

Please submit your report to learningassessment@pcc.edu by the June deadline.