

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Health Science	138	HSC 138 11/20/2020- General and Therapeutic Nutrition
College	Division	Department
Health Sciences	Health Sciences	Health Science
Faculty Preparer		Hiralal Dedhia
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Describe and explain general nutrition concepts across the life span.

- Assessment Plan
 - Assessment Tool: Four (4) unit tests-multiple-choice, short answer
 - Assessment Date: Spring/Summer 2010
 - Course section(s)/other population: all sections
 - Number students to be assessed: all students enrolled in HSC 138 (approximately 150)
 - How the assessment will be scored: The four (4) unit tests will be scored using an answer sheet and a departmentally-developed rubric.

- Standard of success to be used for this assessment: 90% of students taking all four tests will have an overall average of 70% or higher
- Who will score and analyze the data: Instructors who teach the course will score and analyze the assessment data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
		2020

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
43	42

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There was one student who withdrew from the course, leaving 42 to be assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All sections of the course were DL.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All tests (total of four exams) were examined to measure this outcome as general nutrition concept knowledge is measured in each one of the four exams. Each exam is worth between 30-40 points and has a variety of questions to measure the student's knowledge. In addition, a sample of 10 questions related to this outcome from across all four exams was selected and evaluated to assess this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
 The standard of success for this outcome was that 90% of students taking all four exams would score an overall average of 70%.

We used the standard that 90% of students taking all four exams would score higher than 70% on their exams. 98% (41/42) of students achieved greater than 70% on each one of the four unit exams.

A sample of the assessed questions on the test matching this learning outcome is attached. At least 95% of students (40/42) answered each sample question correctly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The areas of strength in student achievement for this particular learning outcome would be problem solving, critical thinking, and analysis. Of the 10 test questions evaluated across four different unit exams for this outcome, at least 95% of students answered each question correctly.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students met the standard of success, so our plans for continuous improvement of this learning outcome would be to continue to ask students questions that improve their problem solving, critical thinking, analysis and reading comprehension skills.

Outcome 2: Apply general nutrition concepts and knowledge of common disease states to describe the therapeutic nutritional needs used for diet therapy.

- Assessment Plan
 - Assessment Tool: Four (4) unit tests-multiple-choice, short answer
 - Assessment Date: Spring/Summer 2010
 - Course section(s)/other population: all sections
 - Number students to be assessed: all students enrolled in HSC 138 (approximately 150)
 - How the assessment will be scored: The four (4) unit tests will be scored using an answer sheet and a departmentally-developed rubric.
 - Standard of success to be used for this assessment: 90% of students taking all four tests will have an overall average of 70% or higher
 - Who will score and analyze the data: Instructors who teach the course will score and analyze the assessment data.

- 1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
		2020

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
43	42

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student withdrew from the course; all other students were included in the assessment for a total of 42 students assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All sections were taught in a DL format.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All 42 students completed a total of four unit exams in this course, where the objective of applying general nutrition concepts to diet therapy for diseases was measured. Each one of the exams contained a few questions that measured the student's knowledge for how to apply general nutrition concepts towards diet therapy specific for disease states. In addition, a sample of 10 specific questions related to this outcome from across all four exams were selected and evaluated as part of this outcome measurement.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success was to have 90% of students taking all four exams score an overall average of 70% or higher.

We used the standard that 90% of students would score 70% or higher on their exams. 98% (41/42) of students achieved the standard of success.

A sample of the test questions that measure this outcome is attached. At least 95% of the students (40/42) answered each of these corresponding sample questions correctly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Based upon the assessment results, the strengths that were displayed in the achievement of this outcome would be problem solving, critical thinking, analysis and researching. Students did very well on their tests applying the general nutrition concepts towards specific diet therapies to display clinical results. From the 10 questions that were measured for this outcome across exams, at least 95% of students answered the questions correctly.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students met the outcome, so the standard for success that will continue to be measured would be assessing students in a way that derived their problem solving, critical thinking, and analysis skills to be brought forward and displayed.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

This course has never been assessed.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course is absolutely meeting student learning outcomes and helping students to achieve their outcomes, practice their critical learning and problem solving skills to carry them into their profession.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The results will be shared at a department faculty meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
1st Day Handout	We are going to revise the Master Syllabus to better align to a more updated evaluation approach of measurement and ensure that course material delivered to students is as up-to-date as possible.	The current master syllabus being utilized for the course hasn't been updated in many years, so by doing this, it will ensure we are delivering the best educational information to our students as possible and continuing to evaluate their learning to the highest quality standards.	2022

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

- [HSC 138 Exam 4 Item Analysis- Becky](#)
- [HSC 138 Exam 4 Item Analysis- Susan](#)
- [HSC 138 Master Syllabus](#)
- [HSC 138 Exam 1 Item Analysis- Becky](#)
- [HSC 138 Course Test Question Results](#)
- [HSC 138 Exam 1 Item Analysis-Susan](#)
- [HSC 138 Exam 2 Item Analysis- Becky](#)
- [HSC 138 Exam 2 Item Analysis- Becky](#)
- [HSC 138 Exam 2 Item Analysis- Susan](#)
- [HSC 138 Exam 3 Item Analysis-Becky](#)
- [HSC 138 Exam 3 Item Analysis- Susan](#)

Faculty/Preparer: Hiralal Dedhia **Date:** 10/13/2022
Department Chair: Rene Stark **Date:** 10/14/2022
Dean: Shari Lambert **Date:** 11/03/2022
Assessment Committee Chair: Shawn Deron **Date:** 03/17/2023

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Health Science	138	HSC 138 09/23/2013- General and Therapeutic Nutrition
Division	Department	Faculty Preparer
Math, Science and Health	Nursing & Health Science	Hiralal Dedhia
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Describe and explain general nutrition concepts across the life span.

- Assessment Plan
 - Assessment Tool: Four (4) unit tests-multiple-choice, short answer
 - Assessment Date: Spring/Summer 2010
 - Course section(s)/other population: all sections
 - Number students to be assessed: all students enrolled in HSC 138 (approximately 150)
 - How the assessment will be scored: The four (4) unit tests will be scored using an answer sheet and a departmentally-developed rubric.
 - Standard of success to be used for this assessment: 90% of students taking all four tests will have an overall average of 70% or higher
 - Who will score and analyze the data: Instructors who teach the course will score and analyze the assessment data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
162	136

3. If the number of students assessed differs from the number of students enrolled,

please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Twenty-six students did not take all four tests. This is the reason they were not assessed. Some students were absent on test days and did not make up the tests. These students were given the opportunity to make up but chose not to take the missed tests. Some students stopped coming to class and chose not to participate.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

DL & F2F were included

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All the students took the same departmental exams. DL exams were given on Blackboard. DL exams were scored by Bb.

Face-to-face students were given paper exams and scored by hand.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

91% of students met this outcome.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did very well with nutritional concepts through the life span. Students were able to identify the six major nutrients. Students were able to identify reliable sources of nutrition. Students did very well in objectives of outcome 1.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students who took all four exams did very well in this course. There were some students who did not take all four exams. Students' absences negatively affected their test scores. Some students lack of participation affected their comprehension of basic objectives of the class.

Outcome 2: Apply general nutrition concepts and knowledge of common disease states to describe the therapeutic nutritional needs used for diet therapy.

- Assessment Plan

- Assessment Tool: Four (4) unit tests-multiple-choice, short answer
- Assessment Date: Spring/Summer 2010
- Course section(s)/other population: all sections
- Number students to be assessed: all students enrolled in HSC 138 (approximately 150)
- How the assessment will be scored: The four (4) unit tests will be scored using an answer sheet and a departmentally-developed rubric.
- Standard of success to be used for this assessment: 90% of students taking all four tests will have an overall average of 70% or higher
- Who will score and analyze the data: Instructors who teach the course will score and analyze the assessment data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
162	136

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Twenty-six students did not take all four tests. This is the reason they were not assessed. Some students were absent on test days and did not make up the tests. These students were given the opportunity to make up, but chose not to take the missed tests. Some students stopped coming to class and chose not to participate. Five students withdrew from the class.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

DL & F2F were included

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All the students took the same departmental exams. DL exams were given on Blackboard. DL exams were scored by Bb.

Face-to-face students were given paper exams and scored by hand.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

91% of the students scored 70% or better.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to describe common causes of eating disorders. Students were able to discuss what often triggers eating disorders and describe the treatment.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students who took all four exams did very well in this course. There were some students who did not take all four exams. Students' absences negatively affected their test scores. Some students lack of participation affected their comprehension of basic objectives of the class.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Students who take all four exams are successful in this course. This course meets the needs of students.

Instructors will increase emphasis and verbal reminders on the importance of class participation, attendance and taking all four exams to all students throughout the course of the semester.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

In a department meeting

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

4. Is there anything that you would like to mention that was not already captured?
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III. Attached Files

[HSC 138 Exam questions](#)

[HSC 138 results](#)

Faculty/Preparer: Hiralal Dedhia **Date:** 11/06/2013
Department Chair: Dr. Vickie Salter **Date:** 11/07/2013
Dean: Martha Showalter **Date:** 11/14/2013
Assessment Committee Chair: Michelle Garey **Date:** 01/14/2014