### Part 1: Contact & Program Identification

**Report Year and Contact Information:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Contact Person</th>
<th>Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>Lisa Gurule</td>
<td><a href="mailto:lisagurule@cnm.edu">lisagurule@cnm.edu</a></td>
<td>Ext 50229</td>
</tr>
</tbody>
</table>

**Subject of this Assessment Report:**

<table>
<thead>
<tr>
<th>Program: Nutrition</th>
<th>Gen Ed Area:</th>
<th>Discipline Area:</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>Certificate:</td>
<td>AA AS AAS</td>
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</table>

### Part 2: Evidence of Overall Program Effectiveness

**Summary of Program Successes:**

For the academic year 2014-2015, 6 students earned the AS in Nutrition degree, an increase of one over the previous academic year. There are currently 397 students with a declared nutrition major, 364 of those new for this academic year.

**Description and Evaluation of Recent Changes Made in Support of Student Learning:**

Beginning with the Fall 2014 term, adaptive learning using Cengage’s MindTap software for the book currently in use was incorporated for all sections.

### Part 3: Report on Recent Assessment of Student Learning

**Student Learning Outcome(s) Assessed:**

<table>
<thead>
<tr>
<th>Outcomes Assessed</th>
<th>Classes/Cohorts Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Demonstrate ability to locate, interpret, and evaluate professional literature.</td>
<td>NUTR 2110</td>
</tr>
<tr>
<td>4. Identify and use mathematical methods to calculate nutrient needs.</td>
<td>NUTR 2110</td>
</tr>
<tr>
<td>7. Identify cultural, behavioral, and social influences on food choices.</td>
<td>NUTR 2110</td>
</tr>
</tbody>
</table>
8. Demonstrate skills in critical thinking and problem solving.  

Measurement Tool(s) Used:  

<table>
<thead>
<tr>
<th>Internal</th>
<th>External</th>
<th>Direct</th>
<th>Indirect</th>
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<td>x</td>
<td>x</td>
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</table>

Initial Achievement Target or Expectation:  

Common exam questions  

Our goal is for 70% of students to correctly answer exam questions.

Assessment Findings:  

Students achieved the goal of 70% for all outcomes assessed this academic year. Specific results for each outcome assessed follow:  

- #2 (88.68% correctly answered questions related to this outcome)  
- #4 (74.64% correctly answered questions related to this outcome)  
- #7 (88.26% correctly answered questions related to this outcome)  
- #8 (83.01% correctly answered questions related to this outcome)  

Assessment questions Nutrition degree outcomes 2, 4, 7, 8 Fall 2014/Spring 2015  

1. Which of the following is recommended for clinical trials? SLO #2  
   - a. randomized unblinded  
   - b. randomized single blinded  
   - *c. randomized double blinded  
   - d. non-randomized double blinded  

2. Which of the following factors are important in nutrition-related trials? SLO #2  
   - a. sample size  
   - b. length of time of experiment  
   - c. replicability  
   - *d. all of the above  

3. In searching for a peer reviewed article on osteoporosis and calcium, which would be the best source? SLO #2  
   - a. the Albuquerque Journal
4. You have been asked to help a top nutrition researcher conduct human experiments on vitamin C. As the subjects walk into the laboratory, you distribute all the vitamin C pill bottles to the girls and all the placebo pill bottles to the boys. The researcher instantly informs you that there are **two** errors in your research practice. What steps should you have done differently? **SLO #2**

   a. Given all the boys the vitamin C and the girls the placebo, and told them what they were getting  
   b. Distributed the bottles randomly, randomized the subjects, and told them what they were getting  
   c. Told the subjects which group they were in, and prevented yourself from knowing the contents of the pill bottles  
   *d. Prevented yourself from knowing what was in the pill bottles, and distributed the bottles randomly to the subjects*

5. If the Daily Value for vitamin C is 60 mg, and the Nutrition Facts Label for 1 serving of orange juice states that vitamin C = 120%, how much vitamin C is in 1 serving of the orange juice? **SLO #4**

   a. 12 mg  
   b. 60 mg  
   *c. 72 mg*  
   d. 100 mg

6. If 1 serving of green chile stew has 12 grams of fat, 25 grams of carbohydrate, and 10 grams of protein, how many kcals are found in 1 serving? **SLO #4**

   a. 100 kcals  
   b. 150 kcals  
   c. 200 kcals  
   *d. 248 kcals*

7. A cup of whole milk contains 150 kcals, 8 g protein, 12 g carbohydrate, and 8 g fat. What percent of the total kcals are derived from fat? **SLO #4**

   a. 15  
   b. 30  
   c. 40  
   *d. 48
8. A person's strong dislike of soft boiled eggs for breakfast after being forced to eat them as a child is an example of: SLO #7

   a. reverse psychology
   b. positive association
   *c. negative association
   d. social interaction

9. A clinic nurse learns that her pregnant patient is eating Mexican clay to improve her pregnancy outcome. Such behavior is an eating practice known as: SLO #7

   a. bulimia nervosa
   b. pica
   *c. gluten intolerance
   d. phagocyte ingestion

10. A vegetarian lifestyle for the person who includes dairy foods is described as: SLO #7

    a. vegan
    *b. lactovegetarian
    c. ovovegetarian
    d. strict vegetarian

11. What is the chief reason people choose the foods they eat? SLO #7

    a. cost
    *b. taste
    c. convenience
    d. nutritional value

12. Which of the following cannot add fat to the body? SLO #8

    a. alcohol
    *b. inorganic nutrients
    c. proteins
    d. carbohydrates
13. Mike is a ten-year-old inactive child who weighs 150 pounds. He has come to your practice with his parents for help losing weight. What advice should be given to the parents?

**SLO #8**

- a. Discuss strategies for weight loss, including starting a regular running program and reducing his energy intake by 200 kcal per day
- b. Prepare a diet plan to limit his intake to 1000 kcals per day
- c. Encourage a weight loss goal of 5 lbs per month
- d. Discuss ways to slow the gain, such as portion control, healthy snacking and type of free-time activities

14. Your roommate has just come back from the doctor, where he was subjected to a blood lipid profile analysis. The doctor recommended he make dietary changes because the cholesterol results put him at increased risk for cardiovascular disease. Which of the following results is consistent with the diagnosis? **SLO #8**

- a. Low LDL and high HDL
- b. Low HDL and high LDL
- c. Low DLD and high DHD
- d. Low LDH and low HDL

15. Jenny is trying to lose weight by decreasing the fat in her diet. At the grocery store she is overwhelmed by all the claims on the food product labels, and finally chooses an expensive fat-free dessert. Which of the following would be an appropriate analysis of Jenny's decision? **SLO #8**

- a. Most frozen desserts are fat-free and she should not pay extra for one with a fat-free claim
- b. Since fats contribute 9 kcals per gram, she can eat twice as many kcals from this dessert and still lose weight
- c. As long as she makes sure to the the dessert before 9 p.m. it should not contribute much to her daily kcal intake
- d. Fat-free products typically have so much added sugar that the kcal count can be as high as in the regular-fat product

**Analysis and Interpretation of Assessment Findings:**

Students achieved well over the 70% threshold for outcomes 2, 4, and 7 which were assessed for the first time this year. Student achievement improved from 67.54% to 83.01% answering correctly for outcome #8 which we re-assessed this year due to a drop in achievement for that outcome in AY 2013-2014. The improvement in scores may be due to the use of online adaptive learning tools implemented in all sections beginning with the Fall 2014 term.

**Action Plan in Support of Student Learning:**

Continue the use of online adaptive learning in all sections.
Recommendations, Proposals, and/or Funding Requests:

NA

PART 4: EMBEDDED OUTCOMES

Critical Thinking and Life Skills/Teamwork Development within Programs:

a) Please describe how Critical Thinking assessment is embedded within your program assessment.

b) Please describe how Life Skills/Teamwork assessment is embedded within your program assessment.

a) Critical thinking skills are being addressed with Learning Outcome #8. Data for this outcome is presented above.

b) Students are required to work in groups on various projects. Additionally, attendance/tardiness is monitored.

PART 5: ASSESSMENT CYCLE PLAN (Copy and paste from original plan if unchanged)

<table>
<thead>
<tr>
<th>Cycle Years:</th>
<th>Plan Description:</th>
</tr>
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<tbody>
<tr>
<td>2012 - 2017</td>
<td>Our assessment plan is to measure a variety of outcomes determined to be necessary for success upon graduation. Common exam questions as well as performance on a Dietary Analysis project measuring how well students can apply new knowledge and skills will be used as assessment tools.</td>
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<table>
<thead>
<tr>
<th>Student Learning Outcomes/Exit Competencies:</th>
<th>When Measured:</th>
<th>Where Measured:</th>
<th>How Measured:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize, apply and critically analyze and evaluate concepts related to the science of nutrition.</td>
<td>Fall 2012 – Spring 2014</td>
<td>NUTR 2110</td>
<td>Direct measurement by instructors using the Dietary Analysis Project scored by a common rubric and/or common questions on exam</td>
</tr>
<tr>
<td>2. Demonstrate ability to locate, interpret, and evaluate professional literature.</td>
<td>Fall 2014 – Spring 2016</td>
<td>NUTR 2110</td>
<td>Common questions on exam</td>
</tr>
<tr>
<td>3. Demonstrate an understanding of the role of food and lifestyle choices and their relationship to health status.</td>
<td>Fall 2012 – Spring 2014</td>
<td>NUTR 2110</td>
<td>Direct measurement by instructors using the Dietary Analysis Project scored by a common rubric and/or common questions on exam</td>
</tr>
<tr>
<td>4. Identify and use mathematical methods to calculate nutrient needs.</td>
<td>Fall 2014 – Spring 2016</td>
<td>NUTR 2110</td>
<td>Common questions on exam or student activity</td>
</tr>
<tr>
<td>5. Demonstrate mastery of information literacy and the ability to recognize and use appropriate technologies.</td>
<td>Fall 2016 – Spring 2017</td>
<td>NUTR 2110</td>
<td>Direct measurement by instructors using the Dietary Analysis Project scored by a common</td>
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<tr>
<td>6.</td>
<td>Demonstrate effective communication.</td>
<td></td>
<td>Direct measurement by instructors using the Dietary Analysis</td>
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<td>Project scored by a common rubric and/or common questions on</td>
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<td>food choices.</td>
<td>2016</td>
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<td>Fall</td>
<td>Common questions on exam</td>
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<tr>
<td></td>
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<td>2012</td>
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