

CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15



PART 1: REPORT INFORMATION

Report Year and Contact Information			
<u>2017-2018</u> Academic Year	<u>Lisa Gurule</u> Contact Person	<u>lisagurule@cnm.edu</u> CNM Email	<u>50229</u> CNM Office Extension

Subject of this Report
MSE--NUTR_AS--Nutrition Degree

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes
<p>(Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx (access restricted to CNM employees) and other reports at https://www.cnm.edu/depts/opie.)</p> <p>This year it became evident that CNM Nutrition degree students were running into a problem applying to the UNM Dietetics program because UNM's application deadlines come in either March or October. Additionally, application eligibility included a required completion of 1 term at UNM. This resulted in CNM students hoping to transfer to UNM's Dietetic program being forced to "lose" a semester. An agreement with UNM's Dietetic Program Director resulted in a waiver of the residency requirement for CNM students graduating with an AS in Nutrition, and eligibility to meet the March and October deadlines with the inclusion of a graduation expectation letter from CNM nutrition faculty. This has helped to increase CNM student acceptance into the UNM Dietetic program.</p> <p>Declared Nutrition majors for the Fall 2017 term total 181, with 107 newly declared. Spring 2018 term declared Nutrition majors is 213, with 93 newly declared. Fifteen Nutrition AS degrees were awarded for the 2017/2018 year, with 8 of those transferring to a 4-year college.</p>

Changes Implemented During the Past Year in Support of Student Learning
Instructors were given the option of using Dietary Analysis software included in the publisher software, or software available for free from the USDA to use in the assigned Diet Analysis project. No differences were seen in the scores based on software versions.

PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING

Assessment Method	Type of Assessment Tool	Population or Course(s) Assessed	Graduate Learning Outcome(s) Assessed	Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	Targeted % Achieving Mastery	Outcome
Direct measurement by instructors using the Dietary Analysis Project scored by a common rubric	Direct & Internal	NUTR 2110	5. Demonstrate mastery of information literacy and the ability to recognize and use appropriate technologies.	Minimum score of 75%	95%	Target met
Direct measurement by instructors using the Dietary Analysis Project scored by a common rubric	Direct & Internal	NUTR 2110	6. Demonstrate effective communication.	Minimum score of 75%	92%	N/A

Summary of Assessment Findings

Students achieved well over the goal of 75% outcome # 5. For outcome #6, it was determined that the assignment used for the Fall 2017 term did not meet our needs, so we did not use it for the Spring 2018 term. Data was not collected for spring, and instead we dedicated efforts to designing a new assignment/rubric more conducive to collecting meaningful data.

Interpretation of Assessment Findings

It's clear that our students are adept at using technology by their success (95% accuracy) at using Diet Analysis software.

Action Plan in Support of Student Learning (Describe changes to be made that are based at least in part on the assessment interpretation. If the assessment did not yield useful information, describe changes to be made in the assessment methodology and/or criteria.)

Continue use of diet analysis software in meeting program outcomes for the Nutrition degree as well as meeting course outcomes related to assessing personal dietary intake for adequacy. The assignment used measured whether or not students could successfully enter a 3-day food intake into the software program, and generate appropriate reports for assignment submission. Future assessments could be designed that will target the interpretation of information contained in the various reports, which would give us a clearer picture of students' mastery of the learning outcome.

The free USDA analysis software has been discontinued, so for the next reporting year, ALL sections will use the publisher provided software program.

Please select all of the following that characterize the types of changes described in the above action plan:

- Assessment criteria revision
- Budgetary reallocation
- Curricular Revision
- Assessment methodology revision
- Change in teaching approach
- Faculty training/development
- Assignment revision
- Course content revision
- Process revision

Recommendations, Proposals, and/or Funding Requests	Budget Needed
None.	

PART 4: REMAINING YEARS IN CURRENT ASSESSMENT CYCLE PLAN (including any revisions) – **OR -- UPCOMING ASSESSMENT CYCLE PLAN** (if this was the final year)

Years of Full Cycle	Next Year's Assessment Focus (Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.)
Fall 2016 – Spring 2021	We plan to reassess outcome #5 with the changes to the assignment described above in the summary of findings. We plan to reassess outcome #6 using a Hot Topics paper assignment and a common rubric which was designed collaboratively.

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
1. Recognize, apply and critically analyze and evaluate concepts related to the science of nutrition.	Fall 2019 – Spring 2021	NUTR 2110	Direct measurement by instructors using the Dietary Analysis Project scored by a common rubric and/or common questions on exam
2. Demonstrate ability to locate, interpret, and evaluate professional literature.	Fall 2016 – Spring 2017	NUTR 2110	Common questions on exam
3. Demonstrate an understanding of the role of food and lifestyle choices and their relationship to health status	Fall 2019 – Spring 2021	NUTR 2110	Direct measurement by instructors using the Dietary Analysis Project scored by a common rubric and/or common questions on exam
4. Identify and use mathematical methods to calculate nutrient needs.	Fall 2016– Spring 2017	NUTR 2110	Common questions on exam
5. Demonstrate mastery of information literacy and the ability to recognize and use appropriate technologies.	Fall 2017 – Spring 2019	NUTR 2110	Direct measurement by instructors using the Dietary Analysis Project scored by a common rubric and/or common questions on exam
6. Demonstrate effective communication.	Fall 2017 – Spring 2019	NUTR 2110	Direct measurement by instructors using the Dietary Analysis Project scored by a common rubric and/or common questions on exam
7. Identify cultural, behavioral, and social influences on food choices.	Fall 2016 – Spring 2017	NUTR 2110	Common questions on exam
8. Demonstrate skills in critical thinking and problem solving.	Fall 2019 – Spring 2021	NUTR 2110	Common questions on exam