

## Foods and Nutrition (FN) Critical Thinking Assessment Report

### **Assessment Process**

On October 26, 2011 the following FN faculty performed the below assessment: Cindy Francois, Martha Hirsch, Nuha Rice, Jody Taylor, Andrea Vintro, and Tess Weir.

The original plan stated the following as an assessment plan.

*Instructors will utilize the Diet Analysis Assignment to assess the students' ability to think critically and problem solve. In the Diet Analysis Assignment, students analyze their diets using a computer nutrition analysis program or nutrient composition tables and complete a written response that demonstrates their ability to analyze their present diet, evaluate it in comparison to an adequate diet, and determine appropriate dietary changes.*

However, each instructor has different questions that apply to the diet analysis assignment. After reviewing the different questions the following two seemed most common and could both use one rubric for identifying level of critical thinking.

*How did your eating behavior change during the study?*

**and**

*Do you feel that the three days are typical of how you tend to eat most of the time? If not, why (were you sick, stressed, short on time, etc? Explain how your situation affected your food choices.*

Once the questions to analyze were identified a rubric was created. The rubric was normed by reading through five sample responses as a group and finding consensus on what level the response would be given.

The following rubric was created and used to perform the assessment.

Level 1	Answers question with simplistic "yes or no" response without examples of behaviors.
Level 2	Gives non-specific examples to support the position. Example: "Mostly yes, Sundays I wake up super late and most of the time I only have 1 meal and they can be from healthy to pretty unhealthy."
Level 3	Gives specific examples with cause and effect support. Example "My fruit and vegetable intake was low because I have not made it to the grocery store in two weeks. Normally, I try to have fresh fruits and vegetables available."

The next step was each reviewer assessed 4-5 actual student responses and identified the levels. These results were then tallied and are listed in the table below.

Total number of students across thirteen sections of FN 225 and FN 100 (online and face to face) is 291 for **Fall** term 2011. Of these 291, 38 responses were randomly selected (4-5 per section) to be assessed using the rubric. Results are listed in the table below.

Level 1	11
Level 2	18
Level 3	9

### ***Discussion of Results***

The SAC unanimously agreed that the results are not optimal. Additionally, the SAC felt that the exercise as a whole was informative.

### ***Actions***

What the SAC will take away with this information is to make the question more specific as to induce more critical thinking responses. Some instructors will provide the rubric to the students along with the assignment. Each instructor is allowed to decide what method for improvement will be done.