NCA Self Study
Criterion 4 Documents

Eastern Illinois University Year 2014

Nutrition 101 Fall 2013
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Eastern Illinois University
Vice President of Student Affairs

Date: FY 2013, Quarter 2
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Statement Mission

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

The Division of Student Affairs is committed to the development and growth of the whole student through a comprehensive network of high quality professional services and programs which facilitate formal, informal, and collaborative learning. We strive to create a healthy and responsive community in which students learn to work together, develop relationships, broaden concerns for the welfare of others, and appreciate individual differences. Students are encouraged to balance their freedom with their responsibilities as they cultivate values of diversity, leadership and citizenship.

The mission of the Health Service is to provide medical services and health education programs which enhance the ability of students to participate fully in intellectual and personal growth opportunities afforded by the University.

The mission of the Health Education Resource Center is to prevent and reduce preventable health risks and illnesses that interfere with academic performance, learning, student retention, and personal growth opportunities.
Statement of Goals

The overarching goals of the *Nutrition 101: Steps to a Healthier You* presentation were to increase students who are eating healthy and to increase students who are engaged in physical activity which may enhance academic success.

Statement of Outcomes

Students who engage in the *Nutrition 101: Steps to a Healthier You* presentation will be able to:

- correctly differentiate between portion size and serving size as demonstrated by fill in the blank questions on the post-test.
- define the correct serving sizes for fruits, vegetables, grains, protein, and dairy that are required each day as demonstrated by a matching question on the post-test.
- list 4 of the 6 items that were discussed in the presentation that can be used as a tool for measuring out their food as demonstrated by a fill in the blank question on the post-test.
- correctly describe how much aerobic activity is recommended each day and week to maintain weight as demonstrated by a fill in the blank question on the post-test.

Assessment Methods

A pre-test and post-test were administered for the *Nutrition 101: Steps to a Healthier You* presentation. This assessment method identifies the extent to which the student learning outcomes were met.

Implementation of Assessment Plan

Ashley Sorrentino, Nutrition Education Coordinator of the Health Education Resource Center, was responsible for administering the pre-test and post-test during the *Nutrition 101: Steps to a Healthier You* presentation. The pre-tests and post-tests were placed in a file for Kelsey Merritt, Assessment and Evaluation Coordinator of the Health Education Resource Center, to input into SPSS for data analyses.

All students participating in the *Nutrition 101: Steps to a Healthier You* presentation participated either through open sessions, classroom instruction upon request by the professor, or a request by a student organization. This program was offered through the Health Education Resource Center at Eastern Illinois University and was presented by the Nutrition Coordinator and Nutrition interns. All who participated were asked to fill out a pre-test of materials covered from the presentation immediately before the presentation began. Upon completion of the *Nutrition 101: Steps to a Healthier You* presentation, the participants then filled out a post-test, composed of the exact questions given in the pre-test, in order for the Nutrition Coordinator and Assessment and Evaluation Coordinator to assess the knowledge obtained from the information presented in the program.
Results

This survey assessed the knowledge obtained by students of Eastern Illinois University after the completion of the Nutrition 101: Steps to a Healthier You presentation.

Topical Areas within the survey include:

- Learning Outcomes of the Nutrition 101: Steps to a Healthier You presentation
- Pre-test and Post-test results

Data was received from a total of 29 participants who attended either the open sessions or requested presentations between the dates of October 1, 2013 to December 13, 2013.

Post-test Results

Question One: Fill in the blank with the correct definition for portion size and serving size.

- 100% of students responded correctly with “portion size.”
- 80% of students responded correctly with “serving size.”
(See Chart – Portion & Serving Size)

![Portion & Serving Size Chart]

Question Two: Match the correct serving size to the food group.

- 40% of students responded correctly with “vegetables; 5 servings.”
- 40% of students responded correctly with “fruits; 4 servings.”
- 93.3% of students responded correctly with “grains; 6-8 servings.”
26.7% of students responded correctly with “protein; 5-6 servings.”
93.3% of students responded correctly with “dairy; 3 servings.”
(See Chart – Food Group Servings)

Question Three: Label MyPlate with the appropriate food group sections (e.g. Dairy).

93.3% of students responded correctly with “fruits.”
93.3% of students responded correctly with “grains.”
86.7% of students responded correctly with “vegetables.”
93.3% of students responded correctly with “protein.”
100% of students responded correctly with “dairy.”
(See Chart – MyPlate)
Question Four: List 4 of the 6 items discussed in the presentation that can be used as a tool for measuring out your portion sizes of food.

- 92.8% of students responded correctly with any of the following answers: “tennis ball, baseball, CD, battery, deck of cards, fist, thumb tip, or palm.”

(See Chart – Portion Size Measuring Tool)
Question Five: Fill in the blank with how many minutes of aerobic activity is recommended each day and how many times a week to maintain your weight.

- 100% of students responded correctly with “30 minutes.”
- 91.7% of students responded correctly with “5 times a week.”

(See Chart – Exercise)

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times a week</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.6%</td>
<td></td>
<td>91.7%</td>
</tr>
</tbody>
</table>

**Content and Delivery**

**Discussion and Recommendations**
- The majority of students met the student learning outcomes after evaluation and comparing pre and post-tests.

**Action to be Taken During Next Assessment Cycle**
- To further positive results, after each topic, the Nutrition Education Coordinator will have a review slide that goes over what students learned from each section. These slides will be after portion and serving size, food group servings, exercise recommendations, and portion size measuring tools. She will also put up a big picture of MyPlate at the end of the MyPlate section for students to better remember the picture. There will be a total of five added slides.

**Discussion and Recommendations**
- The majority of students met the student learning outcomes after evaluation and comparing pre and post-tests.

**Action to be Taken During Next Assessment Cycle**
- To further positive results, the Nutrition Education Coordinator will list the actual number of servings for each food group on the PowerPoint slides instead of just asking the audience out loud. This will help students remember the amount of servings for each
food group. There were a larger amount of students who got this question wrong on the post-test, so changing this information on the slide should increase the amount of correct responses.

**Discussion and Recommendations**
- The majority of students met the student learning outcomes after evaluation and comparing pre and post-tests.

**Action to be Taken During Next Assessment Cycle**
- To further positive results, the Nutrition Education Coordinator will be getting the audience more involved in the presentation by asking more questions. This will help the students remember the content more if they are repeating the information out loud.

**Assessment**

**Discussion and Recommendations**
- Question Two asks student participants to match the correct serving size to the food group. The results section reports the percentage correct for each food group.

**Action to be Taken During Next Assessment Cycle**
- To further ensure that student participants are fully competent, we will reformat the results by also reporting a pass/fail percentage and corresponding chart. Student participants will need to meet 100% accuracy in order to pass Question Two, Three, and Four.

**Discussion and Recommendations**
- Question Three asks student participants to label MyPlate with the appropriate food group sections.

**Action to be Taken During Next Assessment Cycle**
- To further ensure that student participants are fully competent, we will reformat the results by also reporting a pass/fail percentage and corresponding chart. Student participants will need to meet 100% accuracy in order to pass Question Three.

**Discussion and Recommendations**
- Question Four asks student participants to list 4 of the 6 items discussed in the presentation that can be used as a tool for measuring your portion sizes of food.

**Action to be Taken During Next Assessment Cycle**
- To further ensure that student participants are fully competent, we will reformat the results by also reporting a pass/fail percentage and corresponding chart. Student participants will need to meet 100% accuracy in order to pass Question Four.

**Discussion and Recommendations**
- Although it is necessary to report the total number of participants, we think it would be helpful to include the number of presentations in order to understand the dynamics of participants.

**Action to be Taken During Next Assessment Cycle**
- As part of the results section, the number of open sessions or requested presentations delivered will be listed along with the total number of participants.