



COURSE ASSESSMENT REPORT (CAR)

A. BACKGROUND

1. Course number: LIB 342
2. Course title: Food Matters
3. Instructional Method: Traditional Online Hybrid
4. How many sections were assessed: 1
5. Assessment Term: Fall 2016
6. General Education Category

ISSUES - Health

B. TEACHING METHODS

7. Explain how the information in the previous CAR – and the GEC's feedback - helped you improve your teaching of the course this time.

I do not believe this course has even been assessed and therefore no previous CAR exists for Lib 342. This will be the first CAR on record.

8. Your Course Assessment Plan (CAP) contains examples of how you planned to teach each of the content and skills student learning outcomes. For the Course Assessment Report please describe the most important things you did to teach the student learning outcomes (you don't need to describe everything you did, but you may if you wish).

This course heavily focuses on a semester-long collaborative and integrative project solving a complex food issue in and with the community. We spend the first part of the semester setting up the collaboration, getting to know each other and developing a collaboration plan and charter. The second part of the semester is spent on reading, discussing and gathering interdisciplinary perspectives. The last part of the semester is when we empathize with the community and work collaboratively to integrate the perspectives to solve a complex issue in the community. The 3 main general education

goals are taught and applied simultaneously through out the semester long project. I am happy to provide directions for the semester long project if need be. The Community Partner(s) changes from semester to semester but the general framework remain. For example, one semester, we worked with Heartside Gleaning Initiative, empathized with the organizations' growing needs and each team of students worked on a different project to help solve one of the areas in need. During another semester we worked with 6 different community partners. During this past semester up for review, we worked with the Sustainable Agriculture Project and narrowed down the issue to start with.

STUDENT LEARNING OUTCOMES:

1. How to link course material to health.

Describe what you did to teach this student learning outcome:

Students read and review a variety of material that pertains specifically to the role of food/nutrition in health. We start with an overview of the evolution of homo sapiens diet, changes in our physiology, industry and society which lead into health or chronic diseases. Students are required to then apply this research to their own personal diets, recording what they eat for 3 days and analyzing/evaluating their intake while considering their outputs.

2. How complementary and competing perspectives contribute to the ongoing discussion about health.

Describe what you did to teach this student learning outcome:

This is an interdisciplinary food journey. The course is organized by perspectives, starting with the most straight forward and predictive perspectives such as nutrition, and moving toward the more complex and interrelated topics and their representative disciplines such as agriculture (with it environmental, economic and social equity) aspects, and further into our cultural and sociological food traditions/fads and even further into the economic and political realm of our food systems. I do this by assigning pertinent readings each week, conducting online or in-class discussion and questioning students. From week to week, we add more perspectives into the discussion and often need to pause to layer the cumulative factors. Students are also required to bring multiple perspectives in their collaborative team projects and integrate those perspectives for their proposed solution.

3. Collaboration - two or more students working together and sharing the workload equitably as they progress toward shared learning objectives.

Describe what you did to teach this student learning outcome:

This learning outcome is carried through out the semester with a semester-long collaborative team project. The teaching of this objective is mainly set up at the beginning of the semester and applied through out. Students were asked to take an MBTI test and take note of the result. They went on to construct a profile for themselves identifying their strengths and weaknesses. Once the collaborative teams were formed, students had to communicate what their strengths were and how they hoped to contribute to the team. The most important part of the team formation, is the team early work on a Team Charter. This charter becomes their go to manual for role distribution, tasks, timeline, due dates, conflict resolutions, communication between parties, etc... The semester long team project is a reflection of the original team charter with tweaks and adjustments.

4. Integration —is the process of synthesizing and applying knowledge, experiences, and multiple perspectives to new, complex situations.

Describe what you did to teach this student learning outcome:

Students are asked to critically think on issues and integrate the various perspectives. This is taught on a weekly basis with online discussion forums and/or in-class discussion where students are asked to identify the different perspectives on a topic. I give students thoughtful reading pieces and use questioning to train students to identify multiple perspectives and evaluate them. They then go on to applying this in their Team Collaborative Project to solve a specific food issue.

5. Problem solving — the process of designing and evaluating strategies to answer open-ended questions.

Describe what you did to teach this student learning outcome:

The semester-long team collaborative project follows the design thinking process. Students are taught to reach out to stakeholders, interview associated parties and render an empathy report before they can go on to propose solutions. I teach students to brainstorm solutions in a non-judgemental environment before I show them how to do a SWOT analysis. I ask students to think about the strengths, weaknesses, opportunities and threats each idea brings. I ask them to rank their ideas and bring them back to the stakeholder. I require students to make multiple iteration rounds with the ‘community partner’ to show the importance of evaluating strategies and adjusting them to the real world challenges.

I also teach students to integrate the different perspectives into the design and evaluation of their proposed solutions. I do this by purposefully asking students to identify a minimum of 3 perspectives and questioning them relentlessly!

C. ASSESSMENT METHODS

9. Explain how the information in the previous CAR – and the GEC’s feedback - helped you improve your assessing of the course this time.

There is no previous CAR on record for this course.

10. Your CAP contains examples of how you planned to assess student learning of each of the content and skills student learning outcomes associated with your class. For the Course Assessment Report please briefly list the measures you actually used to assess student learning (for example, include the test question you used or the instructions you gave for a report, etc.). [If you handed out 2 pages of directions for a report, please summarize the essence of the assignment]

(a) Weekly reading quizzes on material comprehension, connection to other perspectives and application of new material.

(b) A personal dietary analysis, food intake record, exercise record, personal reflection, application of nutrition concepts and cultural and gender analysis.

(c) Midterm and final exam featuring essay type questions requiring integration.

(d) Semester long Team Collaborative and Integrative Community Project.

STUDENT LEARNING OUTCOMES:

1. How to link course material to health.

Measure(s) for this student learning outcome:

I review and grade an assignment that requires students to keep track of their food intake over the period of 3 days and conduct an analysis and evaluation of recommended daily intake, levels of activities and a reflection on the student personal nutritional and exercise habits.

2. How complementary and competing perspectives contribute to the ongoing discussion about health.

Measure(s) for this student learning outcome:

I conduct online discussion forums and/or in-class discussion on complex food issues. I grade the discussion forums or I ask students to recap their arguments on a weekly quiz. The questions I pose require students to bring up a minimum of 3 perspectives, develop arguments and support them with the course material. For example, one question throughout the semester is: When it comes to food, nutrition and health, who is responsible? Should it be a corporate responsibility to offer food that is nutritious and healthy? Or does the responsibility lie with each individual to make the right choice for themselves? Think about the issue from the individual perspective or from the collective perspective. What is the role of Government?

As part of the dietary analysis, student must reflect on the role of their culture and gender and the role of food in their lives.

As part of the Team Collaborative and Integrative Community Project, students must discuss food from a minimum of 3 perspectives and purposefully identify and integrate those perspective in the proposed solutions.

3. Collaboration - two or more students working together and sharing the workload equitably as they progress toward shared learning objectives.

Measure(s) for this student learning outcome:

At the end of the semester, I have ask students to fill out a self and peer evaluation on the collaboration criteria in the Gen Ed. Collaboration rubric. Students receive a copy of the rubric and a worksheet to grade themselves and their peers on each criteria in addition to a written rationale for the grade. When combined together, the self and peer evaluation paint a fairly accurate portrait of how well each student collaborated through the semester. I am looking for other ways to ‘measure’ collaboration in more depth.

4. Integration —is the process of synthesizing and applying knowledge, experiences, and multiple perspectives to new, complex situations.

Measure(s) for this student learning outcome:

I measure this in a variety of ways through out the semester. I measure this with discussion questions, quiz questions, midterm and final exam as well as the background information provided in their collaborative team project report at the end of the semester along with their innovative solution process and evaluation. Each of those measures have a described section in a grading rubric.

5. Problem solving — the process of designing and evaluating strategies to answer open-ended questions.

Measure(s) for this student learning outcome:

I measure this in a variety of ways through out the semester. I measure this with discussion questions, quiz questions, midterm and final exam as well as the process they used to select innovative proposed ideas, their SWOT analysis, the development of their idea/project and their final reflections on the challenges and next steps to further their collaborative team project provided by the team project report at the end of the semester.

D. RESULTS

Figure O-1. All Content and Skills Goals
Student Performance in LIB 342-01 - Fall 2016

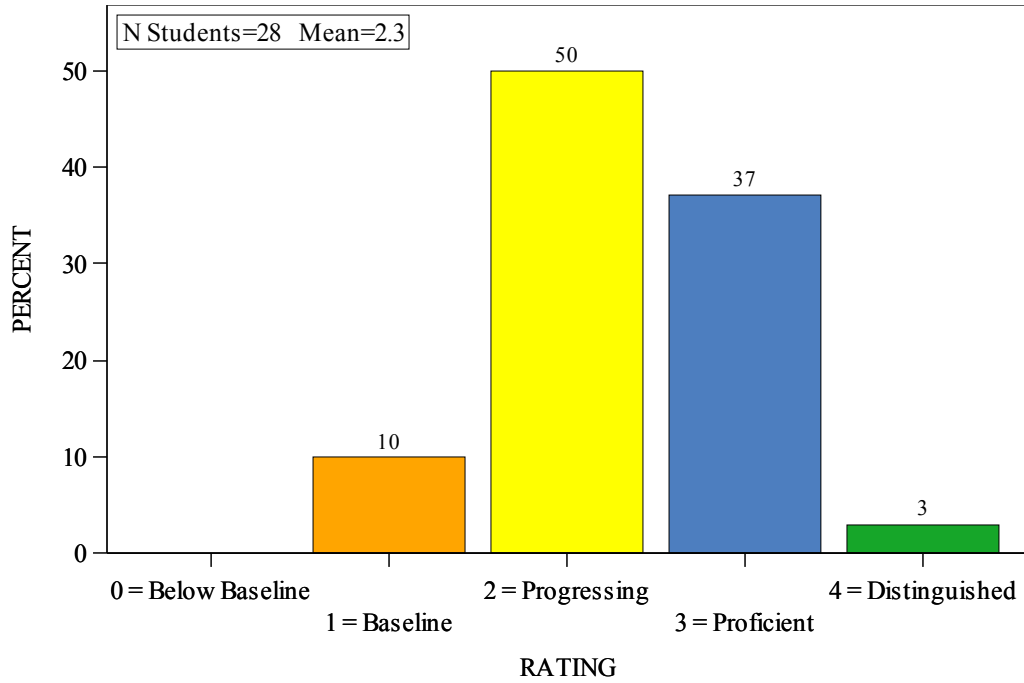
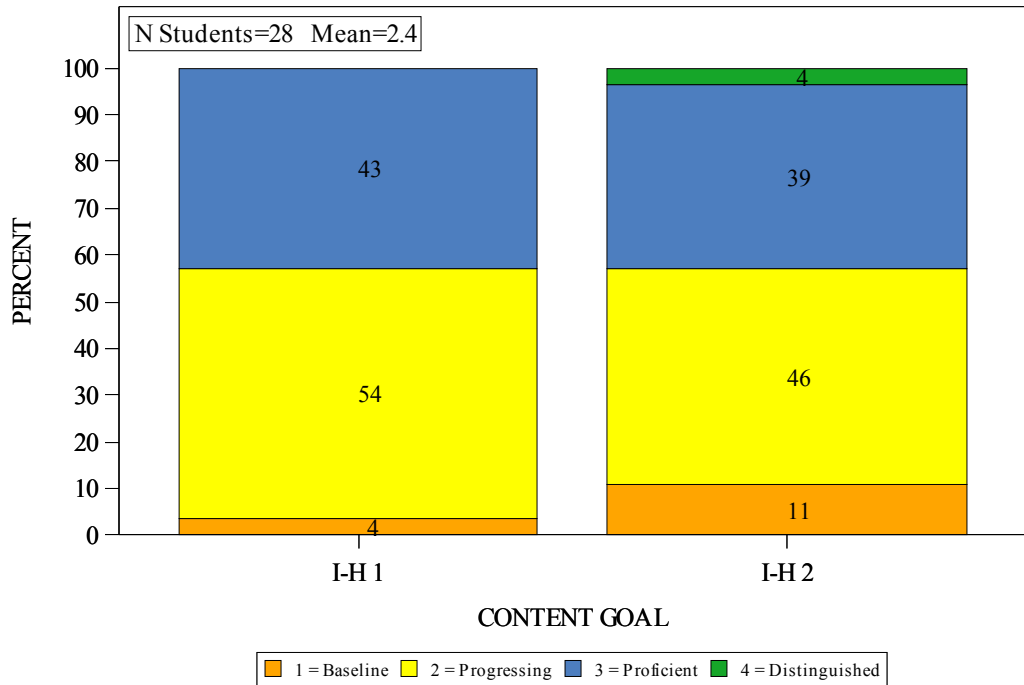
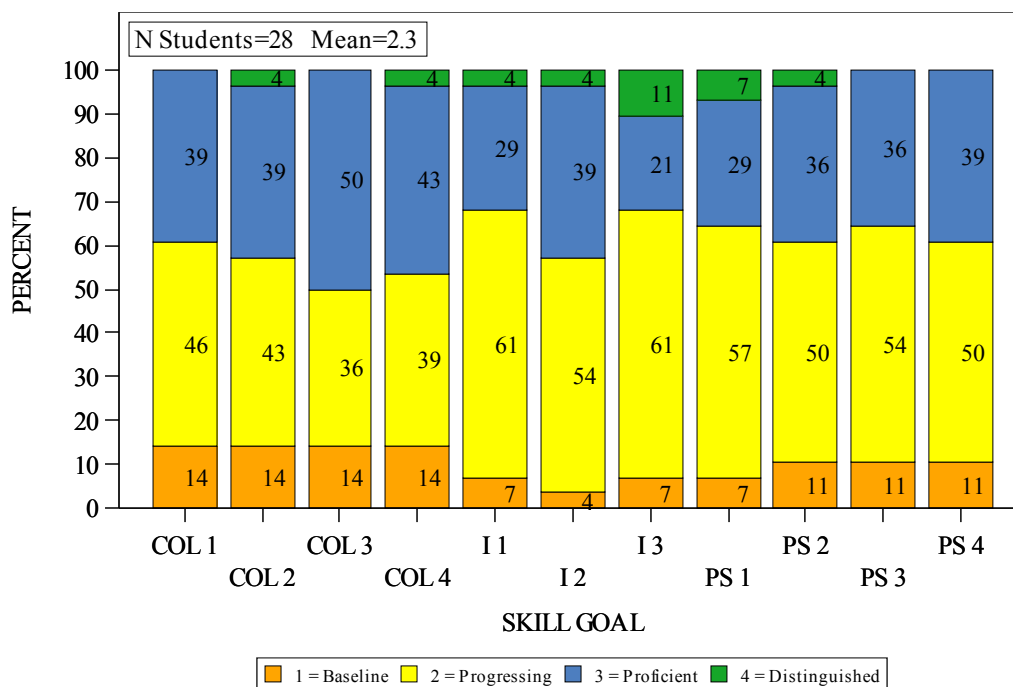


Figure C-1. Content Goals
Student Performance in LIB 342-01 - Fall 2016



Code	Sub Goal Description
I-H 1	How to link course material to health
I-H 2	How complementary and competing perspectives contribute to the ongoing discussion about health

Figure S-1. Skills Goals
Student Performance in LIB 342-01 - Fall 2016



Code	Objective
COL 1	Use their knowledge of group dynamics to select appropriate roles
COL 2	Use their knowledge of group management to create effective plans
COL 3	Successfully follow the group's plan
COL 4	Assess their contribution and the contribution of others
I 1	Generalize skills, abilities, theories, or methodologies for solving problems in new contexts
I 2	Connect academic theories with personal experiences to illuminate both
I 3	Draw conclusions connecting examples, facts, and/or theories from more than one field of study
PS 1	Construct clear and insightful problem statements that prioritize relevant contextual factors
PS 2	Identify multiple approaches for solving the problem within the given context

Code	Objective
PS 3	Design and fully explain solutions that demonstrate comprehension of the problem
PS 4	Evaluate the feasibility of solutions considering the context and impact of potential solutions (e.g., historical, ethical, legal, practical)

E. FINDINGS

11. Based on the Tables and Figures, what conclusions do you draw? The majority of students are progressing towards the skills goals while many are proficient. There doesn't appear to be an area of obvious concern or an area where students perform so much better.
12. Is there anything else that may have affected these results? (For example: student class standing, faculty experience teaching the course, course format [hybrid/flipped, online], class size, diversity of majors, etc.) The diversity of majors in this class is an asset and I believe students benefit from our varied discussions. The biggest challenge I have found in this class is the wide variety of knowledge on the topic to begin with. Some students sign up for this class because they have considerable food literacy, are vegetarian, vegan (for philosophic, environmental, or other reason) or simply 'foodies' from food experiences, are already involved with the SAP and growing vegetables, etc... while other students have never thought about what they put in their body. It is difficult to target the audience, I feel I am not challenging enough for some and too much for others...

F. FUTURE ACTIONS

13. Based on the results, describe any changes you anticipate making in teaching the course. Every semester I tweak things here and there. I like to challenge myself to come up with clearer and more effective ways to present the material to students. I feel I have finally come up with a good balance of course material and collaboration/integration/problem solving work. I think students would like more focus on the health topic, so I may tweak the project to focus more on health but I need to make sure and keep the other perspectives competing strongly... Perhaps choosing a community partner and narrowing down the topic/need more with a health lens even if I have to narrow the other perspectives to socio-economic perspectives...
14. Based on the results, describe any changes you anticipate making in assessing the course. I would really like to find another way to assess collaboration, one that could be added to the self & peer assessment. Maybe I need to incorporate a similar assessment on a smaller scale throughout the project/semester. Peer progress report, or meeting minutes, or

weekly report... something more to make me feel more confident in my collaboration assessment.

15. What else can the GE Program do to help you meaningfully assess student learning?
Continue to share accessible rubric, start sharing classroom tools like a self & peer evaluation that could be used in the classroom, examples of best practices highlighting the teaching and assessing for each type of skills goals.

G. INVOLVING THE STAKEHOLDERS

16. To what extent did the department/unit as a whole (or a subgroup) engage in this assessment process?
The department did not engage in this assessment process. However, it needs to be noted that I developed this course only a few years ago, I had support back then during the development process. Since then, no one but me has taught the class, we are pretty short handed, we have a new department chair and more importantly I didn't seek any support, engagement or feedback from my department.

SUBMIT YOUR REPORT



Please send the completed CAR to gened@gvsu.edu and to your Unit Head by Feb. 1 for data collected in the Fall and by May 15 for data collected in the Winter.