1. What student learning outcomes were assessed this year, and why?
In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

The FSM program assessed the following student learning outcome (SLO): Program graduates will have knowledge of effective communication techniques through a wide variety of mediums (group presentations, individual counseling and education, media presentations, etc...). This outcome is essential to all degrees and all specializations within the FSN program and is linked to Program Goal 1 “Students will demonstrate the knowledge, skills, and attitudes to be successful in their field” and College Goal 1 “Provide for an outstanding academic and professional growth experience for all students at all CWU locations.” This outcome is also linked to University Goal 1 “Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.”

Reasons for assessing student learning outcome 1.

Effective communication techniques are essential to the success of all individuals and especially important for those who complete education programs with the intent of educating, managing, or supervising other individuals. The FSN program was interested in reviewing how successful students were in acquiring effective communication techniques through various curriculum classes and with varying techniques.

2. How were they assessed?
In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

A) What methods were used?

The SLO was assessed through NUTR 342 Quantity Food Production and Service, NUTR 342 Lab, and NUTR 448 Food Service Systems Management. Course grades are used to complete the assessment. The change of faculty for the FSM program at the end of the 2010-2011 academic year resulted in only course grades being retrievable to use for the assessment.

B) Who was assessed?

Students in the classes designated above were assessed. Those students include upper level – both junior and senior students. All students would be pre-majors or majors in Food Science and Nutrition,
minors in Food Service Management, or BAS:FSM students. Those students majoring in Food Science and Nutrition would include those in two specializations – Dietetics and Foods and Nutrition.

C) When was it assessed?

Data for this assessment was collected over the 2010-2011 academic year, including all three quarters (fall, winter, and spring).

3. What was learned?

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

Table 1: Courses assessed for student learning outcome 1 and course grades:

<table>
<thead>
<tr>
<th>Course title</th>
<th>Students # assessed</th>
<th>% of Students meeting criterion - 70% or better</th>
<th>W or I (0%)</th>
<th>Less than C- (2%)</th>
<th>C- to C+ (7%)</th>
<th>B- to A (91%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR 342: Quantity Food Production and Service (QFPS)</td>
<td>56</td>
<td>98%</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>51</td>
</tr>
<tr>
<td>NUTR 342 Lab: QFPS Lab</td>
<td>53</td>
<td>100%</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>NUTR 448: Food Service Systems Management</td>
<td>50</td>
<td>98%</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>48</td>
</tr>
</tbody>
</table>

Academic year: Fall 2010 – Spring 2011

Assessment based on overall course grades shows a very high percent of students meeting the stated criterion of mastery – a score of 70% or better. Across selected courses, 98% or better of enrolled students achieved a 70% or better score for course grade. Those receiving a score of less than 70% were 2% or less. The remaining students (0-2%) either withdrew from the class or received an incomplete grade.

4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

The scope of this assessment was limited by the limits of the data – course grades only. For future assessments data from a wide variety of mediums (group presentations, individual counseling and education, media presentations, etc…) will be used. New faculty are aware of the need for data from a variety of methods and mediums.

5. What did the department or program do in response to last year’s assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.
The 2010 – 2011 academic year was a year of transition for the BAS:FSM program. The director of the program submitted her resignation to be effective with the end of the spring quarter 2011. She remained on faculty during the year and taught the courses selected for this assessment by distance education.

During the year a search committee was activated, applications were received and screened, candidates were interviewed, and a candidate was brought to Ellensburg and CWU to interview in person. The candidate was offered the position and hired effective fall 2011. The new faculty has a background in Culinary Arts and food service/business management. She has brought a new level of enthusiasm and energy to the program and the classes she teaches.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

None at this time.