Central Washington University
Assessment of Student Learning
Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: ___2010-2011_______ College: _______CEPS_____
Department ___Nutrition, Exercise and Health Sciences (NEHS) _____________
Program: ____Food Science and Nutrition:  MS Nutrition____________________

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 program assessed the following student learning outcome (SLO):  Students will develop and demonstrate effective communications skills using oral, print, and visual formats.  This SLO is essential for all graduate level students and is linked to Program Goal 1 “Students will demonstrate ability to develop and deliver information, products, and services to individuals, groups, and populations” and College Goal 1 “Provide for an outstanding academic and professional growth experience for students at all CWU locations.” Further linkage is seen with University Goal 1 “Provide for an outstanding academic and student life at the University Centers.”

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 543 Advanced Nutritional Biochemistry and NUTR 545 Advanced Study of Developmental Nutrition. Course grades and assignments the reflect communications skills were used to complete the assessment.

B) Who was assessed?
Students enrolled in the classes designated above were assessed. Those students were all post baccalaureate level or students admitted to graduate school – both 1st and 2nd year graduate students. Many but not all post baccalaureate students go on to apply for graduate admission and complete the graduate degree.

C) When was it assessed?
Data for this assessment was collected over the summer quarter of 2011.

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:

<table>
<thead>
<tr>
<th>Course title</th>
<th>Students # assessed</th>
<th>% of Students meeting criterion – 80% or better</th>
<th>Grades # students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Less than B-</td>
</tr>
<tr>
<td>NUTR 545: Advanced Studies in Developmental Nutrition</td>
<td>25</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>NUTR 543: Advanced Nutritional Biochemistry</td>
<td>25</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>NUTR 700: Master’s Thesis (enrollments 2010-2011)</td>
<td>7</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

In NUTR 545 and 543, students each complete oral presentations and written papers which involve the student's ability to search current scientific literature, critically evaluate the research design and conclusions, and write or present a professional review of the topic. All students (100%) met the criterion of 80% or better in both classes. NUTR 543 Advanced Nutritional Biochemistry is known for being the most challenging graduate level Nutrition course confirmed by the 48% of students achieving the 90% or above grade.

The NUTR 700 students were enrolled in the Master’s Thesis and were each in the data collection and completion portion of the process. Each of those students made satisfactory progress through the academic year with 5 of them completing and graduating. The other 2 continued into the 2011-2012 academic year – both completing and graduating.

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 program faculty members are pleased with the demonstrated student ability reflected in this assessment. The demonstrated skills will only improve through practice and will continue to be part of the graduate program in Nutrition. Assessment of Master’s Thesis completion at 100% is the desired level. Ongoing assessment will be used to continue to monitor and hone the quality of the overall program and individual classes.

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 program faculty have continued the ongoing assessment and review of courses and the overall program. Courses are offered on a 2 year rotation with different courses offered each of the two summers. Continued assessment will be ongoing.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:
None at this time.