Course or Program Assessment Summary

Division: **Human Development** *Program:* **Nutrition** *Date:* **September 15th, 2014 (updated Sp15)** *Courses in program, or course:* **NUTR 210 – Nutrition**

Faculty involved with the assessment and analysis: **Cherie Moore, Caryn Coffman, Dawn Brown, Jennifer Frere, Stephanie Nunes**

Course-to-program outcome mapping document** is completed? Yes ☒ No _____

1	Student Learning Outcomes Statements ☐ Program ☑ Course	1. Understand the basis of the scientific method as it is used in developing hypotheses and theories, then apply the scientific method-based research, such as in peer-reviewed intervention, epidemiological, lab, and case studies, to the critical evaluation of nutrition-related literature and media, thus differentiating between proven scientific based research and myth. 2. Develop a basic understanding of the basic chemical structure of the six classes of nutrients and the substances therein; their action, interaction, and balance in relation to health and disease; and the process by which the human body ingests, digests, absorbs, transports, utilizes and excretes food substances. 3. Judge the effect of nutrition and lifestyle factors that contribute to chronic diseases (and leading causes of death in the United States), assess one's own diet for nutritional adequacy, practically apply lifestyle changes, through food label-reading, food safety practices, and altered dietary choices, which are personalized for the individual's nutrient and phytochemical needs based on health status, body weight differences and goals, sports performance, and differing lifecycle stages.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	• Students analyze scientific journal articles and describe how the scientific method was implemented. Determine how many students complete the assessment with a "70% "C" or better (SLO 1) • Determine how many students complete the Final Diet Analysis Project with a "70% "C" or better (SLOs 2-3) ➢ Fall 2014 department developed a new direct assessment for SLO 1
3	Assessment Administration Plan	• Previous assessments For SLOs 1-3 are on previous CPASes • Fall 2014 all instructors in Nutrition Department administered same 6-question scientific method quiz
4	Assessment Results Summary (summarize Data)	Fall 2014: 212 students tested directly with same 6-question quiz to assess SLO 1. Results: 1. A _____ is generally a fake medicine used to disguise the treatments of participants in an experiment. **98% correct (5/212 missed)** 2. Which of the following most accurately describes the term *epidemiology*? **87% correct (28/212 missed)** 3. In the _____ experimental design, neither the participants nor the researchers are aware of each participant's assignment (test or placebo) or the outcome of the study until it is completed. **95% correct (10/212 missed)** 4. The group of individuals in a scientific experiment that follow their normal habits or consume a placebo is called: **75% correct (53/212 missed)** 5. Which of the following accurately describes the term *hypothesis*? **86% correct (30/212 missed)** 6. You have been asked to help a top nutrition researcher conduct human experiments on vitamin C. As the subjects walk into the laboratory, you distribute all the vitamin C pill bottles to the girls and all the placebo pill bottles to the boys. The researcher instantly informs you that there are two errors in your research practice. What steps should you have done differently? **73% correct (58/212 missed)**
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Discussion of procedure and results: • According to the results of the self-surveys, students feel most confident with the outcome (SLO 3) associated with the overall impact that the class had on their lifestyle choices and application of the information learned in class. Fall 2014: The scientific method data was collected and discussed. Students have the most trouble with applying the scientific method process to an actual situation (Q6).
6	Recommended Changes & Plans for Implementation of Improvements	Recommended Changes: • Divide the outcomes into smaller, more concise outcomes to more clearly identify strengths and weaknesses. • SLO 1 was formally assessed (in a direct method) as planned in the previous CPAS.
7	Description of dialog evidence	The Nutrition faculty meet before and during each semester to discuss the SLOs, assessment plan, and the results.

Course or Program Assessment Summary

Division: **Human Development** *Program:* **Nutrition** *Date:* **Spring 2012 (will be assessed Spring 2016)** *v. 2012*

Courses in program, or course: **NUTR 211 – Introduction to Nutrition for Health Professionals**

Faculty involved with the assessment and analysis: **C. Coffman**

Course-to-program outcome mapping document** is completed: Yes __X___ No_____

1	Student Learning Outcome Statements ☐ Program ☑ Course	1. Students will analyze the nutritional adequacy of their own food intake and write a report making recommendations to maximize nutritional status that can be applied to their own good health. 2. Students will critically review and synthesize the findings in scientific literature and recommend factors to improve nutritional status in at risk populations. 3. Students will assess the effect of nutritional lifestyle factors on mortality and formulate recommendations to minimize the risk factors for chronic diseases. 4. Students will investigate nutrition information from the Internet and critique the accuracy and reliability of the information as it applies to health care.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Administered SLO Self Survey during the last 2 weeks of class (online). This survey contained 4 questions. Students answered questions on scale of 1-5 (1=not at all; 5=very well).
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	21 of 45 actively participating students in the course completed the survey.
4	Assessment Results Summary (summarize Data)	90% of students completing the survey responded "very well" to student learning outcomes one and four, while 10% responded "fairly well" to these two outcomes. 67% of students completing the survey responded "very well" to student learning outcome two, while 33% responded "fairly well." 81% of students completing the survey responded "very well" to student learning outcome three, while 29% responded "fairly well."
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Overall, students perceived their learning outcomes to this course as fairly well to very well. Less than 50% of students actively participating in the course completed the survey.
6	Recommended Changes & Plans for Implementation of Improvements	Overall, positive results from respondents. Plan to review assessments in course that pertain to critical thinking in review of scientific literature as it pertains to nutrition status of at risk populations.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The Nutrition faculty meet before and during each semester to discuss the SLOs, assessment plan, and the results.

Course or Program Assessment Summary

Division: **Human Development** *Program:* **Nutrition** *Date:* **02/20/2015**

Courses in program, or course: **NUTR 218 – Maternal & Child Nutrition**

Course-to-program outcome mapping document** is completed: Yes____X_ No_____

1	Student Learning Outcome Statements ☐ Program ☑ Course	1. Develop a basic understanding of the basic chemical structure of the six classes of nutrients and the substances therein; their action, interaction, and balance in relation to the nutritional requirements and applications of the pregnant woman (gravida), developing fetus, infant, toddler, and child. 2. Judge the effect of nutrition, breastfeeding, artificial milk feeding, and lifestyle factors that contribute to illness, disease, and optimal health, and evaluate a gravida and toddler diet for nutritional adequacy then apply healthful food group plans. 3. Differentiate between proven nutritional recommendations and speculative myths while describing special nutrient considerations, feeding methods, and diverse population needs during pregnancy, infancy, and childhood, ensuring a healthy feeding relationship between the caregiver/parent and child.
2	Assessment Methods Plan	1. Two diet analysis projects: the perfect gravida diet and a preschooler analysis. (SLO 1,2,3) 2. An online essay assessment sent online for online students of the 100% online class. (SLO 1,2,3)
3	Assessment Administration Plan	1. Fall 2014: 15 online students were assessed for the Prenatal and Preschooler Diet Projects with specific rubric. 2. Fall 2014: 15 online students were assessed, based on the self-survey essay assessment.
4	Assessment Results Summary (summarize Data)	1. Fall 2014: 13/15 completed both projects, all scoring above 92%. 2. Fall 2014: 100% of students responded to the self-assessment with meaningful feedback about the outcomes.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	1. The projects assess every Student Learning Outcome completely because of the rubric required for the reports. 2. The self-survey results show a high retention of all of the 5 Student Learning Outcomes. The lowest area again was that 5 of the students were still having difficulty with SLO 1 (understanding the basic chemical structures of the 6 classes of nutrients and their actions and interactions…). This may be because the students have not had the NUTR 210 class prior to taking NUTR 218. It is not a prerequisite, however.
6	Recommended Changes & Plans for Implementation of Improvements	1. NUTR 218 is taught once a year now (once a semester until last year) and 100% online. It moved to a completely new Learning Management System (Moodle) in 2012.
7	Description or evidence of dialog among course or program-level faculty about assessment plan & results	The Nutrition faculty meets before and during each semester to discuss the SLOs, assessment plan, and the results.

Course or Program Assessment Summary

Division: **Human Development** *Program:* **Nutrition** *Date:* **May 9, 2012** (Course not been taught since then; will be taught for NUTR ADT) *v. 2012*

Courses in program, or course: ***NUTR 222 – Cultural Aspects of Food***

Faculty involved with the assessment and analysis: **Cherie Moore, Pat Brown and Dawn Brown**

Course-to-program outcome mapping document** is completed: **Yes** X No _____

1	Student Learning Outcome Statements ☐ Program ☑ Course	Upon completion of the course: 1. The student will write a research paper that presents coherent and logical claims about food and a specific culture. The paper will be developed with sufficient and relevant evidence of the importance of food in the specified culture. 2. The student will research the food customs of a specific culture and present an organized oral presentation that conforms to time constraints and shows evidence of the ability to evaluate and incorporate sources based on reliability and credibility. 3. The student will assess the stigmatization, prejudice and/or discrimination experienced by individuals or groups who choose to adhere to non-Western and/or non-dominant food practices and recommend strategies to facilitate their acceptance.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	The achievement of student learning outcomes was assessed by utilizing a self-assessment tool. The assessment tool was a self-report form that allowed students to rank their level of achievement for each student learning outcome. Students were able to rank each student learning outcome by selecting one of the following: "not at all", "slightly," "somewhat," "fairly well," or "very well."
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	One section completed the student learning outcome assessment in Spring 2011 with a total of 21 respondents.
4	Assessment Results Summary (summarize Data)	The results were excellent with all three student learning outcomes having a 0% frequency or a 0% for the "not at all" or "slightly" responses. All three student learning outcomes had a response rate over 90% for the combined "fairly well," or "very well," responses. The combined average for these responses was ninety-five (95%). All three student learning outcomes had a response rate of greater than 52% or an average of 53.5% for the "very well," response demonstrating that the respondents thought they had successfully achieved each of the student learning outcomes.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Overall, the results demonstrated student success. For now, the student learning outcomes appear to be well understood by the students and will not be modified at this time. The student learning outcomes will continue to be assessed per the program assessment cycle calendar and revised as needed based on the student learning outcome assessment results.
6	Recommended Changes & Plans for Implementation of Improvements	It needs to be determined if the student learning outcomes need to be specified on each course assignment. It may be an effective way to ensure communication with students for the completion of the student learning outcomes.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The forgoing information has been discussed with all nutrition faculty. The next student learning outcome assessment was due Spring 2014, but the class was not taught then because of the elimination of the Culinary program, in which the class was required.

Course or Program Assessment Summary

Division: **Human Development** *Program:* **Nutrition** *Date:* **10/3/13** *v. 3 2012*

Courses in program, or course: Nutrition 224 Gerontological Nutrition

Faculty involved with the assessment and analysis: **Cherie Moore, Dawn Brown**

Course-to-program outcome mapping document** is completed Yes __X__ No_____

1	Student Learning Outcome Statements □ Program ☑ Course	Upon completion of the course, the student will be able to: 1. Describe the effects of aging on the nutritional status of the older person. 2. Summarize the effect of disease and psychosocial factors on the nutritional status of the older person. 3. Examine and apply the disease related nutrition interventions that may stabilize or improve the nutritional status of the older person.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	The achievement of student learning outcomes was assessed by utilizing a self assessment tool, Survey Monkey. The assessment tool was a self report online survey that allowed students to rank their level of achievement for each learning outcome. Students were able to rank each student learning outcome by selecting one of the following: "not at all", "slightly," "somewhat," "fairly well," or "very well." An addition question pertaining to the completion of a case study to help achieve the course student learning outcomes. The question was stated as "The case study helped me apply the course material to achieve the course student learning outcomes." The responses available were identical to the SLO responses of "not at all", "slightly," "somewhat," "fairly well," or "very well."
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	One course section completed the student learning outcome assessment in Fall 2012 with a total of 18 respondents out of 23 possible respondents. The percent response rate was 78% for the section surveyed.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	All three student learning outcomes had an 88.9-100% response rate in the answers of fairly well to very well demonstrating that overall the student believed they were successful in the completion of the course student learning outcomes. The students also provided positive feedback that the case study helped them achieve the student learning outcomes indicating that the case study is a valid assessment for the synthesis and application of the course material to assist the students in the achievement of the course student learning outcomes.
6	Recommended Changes & Plans for Implementation of Improvements	The "somewhat" responses may indicate a weakness in understanding of the student learning outcomes. This writer suspects that most students do not clearly understand what is being asked during the survey. The survey may benefit with added examples for clarification. The student learning outcomes will be revised for better understanding of what is being asked during a survey. The question about the case study reflects a discrepancy in the understanding of the questions since the highest very well answer was associated with this specific question on the use of a tool to achieve all three student learning outcomes. Identify ways to improve the survey response rate to be over 90%. A possible solution would be to provide the SLO assessment survey as an embedded Moodle assignment for all DE courses so that each instructor just needs to select this assignment when the surveys are to be completed. The assignment embedded in the LMS would be more convenient and readily available to the students and possibly improved the response rate. Identify ways to
		improve the completion of the case study to 90% with a grade of 80% or better. Every effort was made for the completion of the case study. A weekly audio introduction was provided for the students. Quick mail messages were sent a day prior to the close of the case study. One way to improve completion would be to encourage the use of an app for iPhones or the equivalent to do an automatic messaging to DE students. An attempt to encourage completion of the case study can be increased during this week's module in an attempt to improve the overall completion rate and overall grade. Plans for Implementation: For the next survey cycle, implement the survey as an assignment in the LMS to see if this improves response rates. Student Learning Outcomes have been revised and need to be approved via the curriculum process for next survey cycle. Develop a "how to guide" for the survey so students better understand the purpose of the survey and its content.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The Nutrition faculty meets before and during each semester to discuss the SLOs, assessment plan, and the results.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at http://academic.cuesta.edu/sloa

Course or Program Assessment Summary

Division: **Human Development** *Program:* **Nutrition** *Date:* **05/12/2012 (Scheduled to be assessed Fall 2015)** *v. 2012*

Courses in program, or course: **NUTR 230 - Nutrition for Fitness and Sport**

Faculty involved with the assessment and analysis: **Cherie Moore**

Course-to-program outcome mapping document** is completed Yes XX No_____

1	Student Learning Outcomes Statements ☐ Program ☑ Course	1. Interpret the basis of the scientific method as it is used in developing hypotheses and theories, then apply the scientific method-based research, such as in peer-reviewed intervention, epidemiological, lab, and case studies, to the critical evaluation of nutrition-related literature and media, thus differentiating between proven scientific based research and myth as it applies to nutrition for health and athletic competition. 2. Develop a basic understanding of the basic chemical structure of the six classes of nutrients and the substances therein; their action, interaction, and balance in relation to health and disease and exercise performance; and the process by which the human body digests and metabolizes food substances in relation to the human energy systems under a variety of conditions. 3. Judge the effect of nutrition, hydration, and lifestyle factors that contribute to chronic diseases (and leading causes of death in the United States), then establish goals and assess one's own diet for nutritional adequacy, practically apply lifestyle changes, through food label-reading, food safety practices, and altered dietary choices, which are personalized for the individual's nutrient and phytochemical needs based on health status, body weight differences and goals, optimal sports performance, and differing environmental conditions.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	1. Behavioral change project with exercise and dietary rubric outlined for students. (SLO1,2,3) 2. Self-survey assessment (beginning Fall 2013 in online course with Zoomerang). (SLO1,2,3)
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	1. Spring 2012: 25 online students were assessed based on the self-survey assessment.
4	Assessment Results Summary (summarize Data)	1. 24/25 completed the project, all scoring a "C" or better.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	1. The projects assess every Student Learning Outcome completely because of the rubric required for the reports.
6	Recommended Changes & Plans for Implementation of Improvements	NUTR 230 is taught once a semester and 100% online in Fall and now Hybrid in the Spring. The course was moved to a completely new Learning Management System (Moodle) in 2012.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The Nutrition faculty meets before and during each semester to discuss the SLOs, assessment plan, and the results.

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Human Development** *Program:* **Nutrition Certificate** *Date:* **May 17, 2012** **(Updated 2/15 w/comments in yellow)**
v. 3 2012

Courses in program, or course: **Nutrition 210, 211, 218, 222, 224 and 230**

Faculty involved with the assessment and analysis: **Cherie Moore, Caryn Coffman, Dawn Brown and Jennifer Frere**

Course-to-program outcome mapping document** is completed Yes X No_____

1	Student Learning Outcome Statements ☑ Program ☐ Course	Program Student Learning Outcomes 1. Understand the basis of the scientific method as it is used in developing hypotheses and theories, then apply the scientific method-based research, such as in peer-reviewed intervention, epidemiological, lab, and case studies, to the critical evaluation of nutrition-related literature and media, thus differentiating between proven scientific based research and myth. 2. Develop a basic understanding of the basic chemical structure of the six classes of nutrients and the substances therein; their action, interaction, and balance in relation to health and disease; and the process by which the human body ingests, digests, absorbs, transports, utilizes and excretes food substances. 3. Judge the effect of nutrition, hydration, and lifestyle factors that contribute to chronic diseases (and leading causes of death in the United States), then establish goals and assess one's own diet for nutritional adequacy, practically apply lifestyle changes, through food label-reading, food safety practices, and altered dietary choices, which are personalized for the individual's nutrient and phytochemical needs based on health status, body weight differences and goals, optimal sports performance, differing lifecycle stages, and differing environmental conditions. 4. Evaluate food customs of a specific culture and incorporate sources based on reliability and credibility; Assess the stigmatization, prejudice and/or discrimination experienced by individuals or groups who choose to adhere to non Western and/or non dominant food practices and recommend strategies to facilitate their acceptance.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	CPAS for nutrition 210, 211, 218, 222, 224 and 230. Data was collected using a self assessment tool and completion of a diet analysis project with a grade of "C" or better. Not all courses include a diet analysis project and will be noted where applicable. The self report allowed students to rank their level of achievement for each student learning outcome. Students were able to rank each student learning outcome by selecting one of the following: "not at all", "slightly," "somewhat," "fairly well," or "very well." The specific data reviewed was CPAS item number 4 as pertains to correlating course student learning outcomes to program student learning outcomes. The following table was completed using the program mapping document. A self report survey was also completed at the end of the Spring 2012 semester that allowed students to rank their level of achievement for each program student learning outcome. Students were able to rank

		each program student learning outcome by selecting one of the following: "not at all", "slightly," "somewhat," "fairly well," or "very well." A total of 36 respondents completed the self report survey.

Course	Course name	*Program Student Learning Outcomes						
		1	2	3	4	5		
	Nutr 210	√(1)	√(2)	√(3)				
	Nutr 211	√(2)	√(3)	√(1)				
	Nutr 218	√(3)	√(1)	√(2)				
	Nutr 222	√(2)			√(3)			
	Nutr 224		√(2)	√(3)				
	Nutr 230	√(1)	√(2)	√(3)				

*The √ = course matches program SLO. (number)=Course SLO that matches Program SLO.

3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	The Spring 2012 CPAS for each course was used to compile data. Please see each course CPAS for specific SLO's, data collection and tabulation. Data was also restated from the student learning outcome assessment reports for comment on specific student learning outcomes as applies to the program student learning outcomes because some of the data was not specifically mentioned in the CPAS.
4	Assessment Results Summary (summarize Data)	Nutrition 210 85.24% of the students surveyed chose "fairly well" or "very well" for SLO1. 84.83% of the students surveyed chose "fairly well" or "very well" for SLO2. 91.81% of the students surveyed plan to practically apply the lifestyle changes listed in the outcome SLO3. This is incredibly high, with 61.07% rating this outcome as "very well". Diet analysis project completion with a "C" or better as an average of reported numbers was 84.02% SLO 1-3. Nutrition 211: 100% of the students surveyed chose "fairly well" or "very well" for SLO 1-4. Nutrition 218 92% of the students surveyed chose "fairly well" or "very well" for SLO1. 100% of the students surveyed chose "fairly well" or "very well" for SLO2. 100% of the students surveyed chose "fairly well" or "very well" for SLO3. 100% earned greater than 91% for the two diet analysis projects: the perfect gravida diet and a preschooler analysis SLO 1-3. Nutrition 222 95.24% of the students surveyed chose "fairly well" or "very well" for SLO2 (matches program student learning outcome 1). 100% of the students surveyed chose "fairly well" or "very well" for SLO3. Nutrition 224 95% earned greater than 90% for assignment number one diet analysis case study SLO 1 and 2 (matches program student learning outcome 2). 100% earned 100% for assignment number two on application of DASH diet SLO3. Nutrition 230 96% earned a "C" or better for the behavioral change project SLO 1-3. Program Self Report Survey 86% of the students surveyed chose "fairly well" or "very well" for SLO1. 84% of the students surveyed chose "fairly well" or "very well" for SLO2. 95% of the students surveyed chose "fairly well" or "very well" for SLO3. 84% of the students surveyed chose "fairly well" or "very well" for SLO4.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Self Report Percent Responses with "fairly well" or "very well," assignments and projects with grade ≥ C.

Program SLOs	Nutr 210	Nutr 211	Nutr 218	Nutr 222	Nutr 224	Nutr 230	Total average per SLO
1	85.24	100	92	95.24	0	96	93.70
2	84.23	100	100	0	95	96	95.05
3	91.83	100	100	0	100	96	97.57
4	0	0	0	100.00	0	0	100.00
5							
Total average across SLOs	86.48	100	95.75	97.62	97.50	96.00	95.56/96.58

0=not applicable and not included in calculations. Total average across SLO's for Nutrition 210 includes diet analysis. The two diet analysis projects for Nutrition 218 are included in total average percent.

When looking at the cumulative course results, the results demonstrate excellence at the successful achievement of the program student learning outcomes as evidenced by the cumulative course average across all four program student learning outcomes of 95.56% and the total cumulative course average per program student learning outcome of 96.58% with each program student learning outcome with

<table>
<tr><td></td><td></td><td>greater than 90%.
However, the results of the program student learning outcome self report survey reflects a cumulative program average across all student learning outcomes of 87.25%. See table below.
The difference in percentages may be attributed to the small sample size of the self report surveys for the program student learning outcomes. When specifically reviewing program student learning outcome number 3, 95% of the respondents responded with “fairly well” or “very well.” The third program student learning outcome comprises the knowledge obtained from all course work and is consistent with the cumulative information obtained from the course CPAS data.
Overall, the combined (self report surveys and courses) average across program student learning outcomes was 91.41% (95.56% + 87.25%/2). The overall percent demonstrates excellence at the successful achievement of the program student learning outcomes.

Self report survey percent (%) response rate. In Parenthesis ( ) actual number of respondents.
<table>
<tr><th>Program SLOs</th><th>Not at all</th><th>slightly</th><th>somewhat</th><th>Fairly well</th><th>Very well</th><th>Fairly well and Very Well Percent Response</th></tr>
<tr><td>1</td><td>3(1)</td><td>0</td><td>11(4)</td><td>28(10)</td><td>58(21)</td><td>86</td></tr>
<tr><td>2</td><td>3(1)</td><td>6(2)</td><td>8(3)</td><td>31(11)</td><td>53(19)</td><td>84</td></tr>
<tr><td>3</td><td>3(1)</td><td>3(1)</td><td>0</td><td>31(11)</td><td>64(23)</td><td>95</td></tr>
<tr><td>4</td><td>3(1)</td><td>3(1)</td><td>11(4)</td><td>42(15)</td><td>42(15)</td><td>84</td></tr>
<tr><td>Average response per SLO</td><td>3</td><td>3</td><td>7.5</td><td>33</td><td>54.25</td><td>87.25 total average across SLO’s</td></tr>
</table>

The program student learning outcomes will continued to be assessed per the program assessment cycle calendar and revised as needed based on the student learning outcome assessment results from each course.</td></tr>
<tr><td>6</td><td>Recommended Changes & Plans for Implementation of Improvements</td><td>All instructors now promote the Nutrition certificate in their classes.</td></tr>
<tr><td>7</td><td>Description or evidence of dialog among course or program-level faculty about assessment plan and results</td><td>The forgoing information has been discussed with all nutrition faculty. The next program assessment was moved to Spring 2016 because of the CCCCO’s delay of the release of the Nutrition ADT, which is now released. The next program assessment will include the Nutrition ADT.</td></tr>
</table>

STUDENT LEARNING OUTCOMES/ASSESSMENTS

<u>Student Learning Outcomes –</u>The student learning outomces (both course and program) are all listed on the CPAS documents.

Student Learning Outcomes and Assessments

Program Intended Outcomes: Nutrition Certificate of Specialization Mapping Document

	Program Learning Outcome #1	Program Learning Outcome #2	Program Learning Outcome #3	Program Learning Outcome #4
NUTR 210	•	•	•	
NUTR 211	•	•	•	
NUTR 218	•	•	•	
NUTR 222	•			•
NUTR 224		•	•	
NUTR 230	•	•	•	
NUTR 232		•		

Highlight improvement efforts that have resulted from SLO assessment.

The Nutrition staff had discussed that Program Learning Outcome number 1 could have a standardized direct assessment method that all nutrition instructors would administer in Nutrition 210. The nutrition staff developed this assessment for this scientific method learning outcome and analyzed the results since the last CPPR. The Program Outcomes may need to be altered again once the NUTR 232 course is approved in the Certificate and ADT at the CCCCO.

Recommend changes and updates to program funding based on assessment of SLOs.

The Nutrition Department believes that the college would benefit greatly from a second full-time Nutrition instructor.

Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

The only budget requests the Nutrition Department has is for conferences to stay informed in the Nutrition field.

VI. PROGRAM DEVELOPMENT/FORECASTING

The Nutrition program clearly supports the Institutional Goals, Objectives, and Outcomes, as described in detail in the preceding report. The program supports and will continue to support Institutional Goals One (1.1, 1.2, 1.3), two (2.1, 2.2), three, four (4.1), and five (5.1, 5.2). The Associate Degree for Transfer in Nutrition is expected to cause an increase in the enrollment of all of the courses in the Nutrition department, especially 210, 222, and 232. Scheduling will accommodate this accordingly. A facility will be needed in which to teach the lab portion of Nutrition 232 (Principles of Food) and a part-

time Culinary Arts instructor will need to be hired for the lab portion. Staffing projections include a need for another full-time tenure track position in Nutrition. The Nutrition Program's enrollment has grown steadily while the rest of the college's enrollment has declined (currently the Nutrition program enrolls 1,157 students annually). Nutrition is the third largest department, according to enrollment, out of the entire three-division twenty-two department cluster- behind Business and ECE. The department's strategies for responding to the predicted budget and FTES target for the next academic year is to add primarily Nutrition 210 courses when the college wants to "chase FTES" and to decrease the number of lower-enrolled specialty courses to increase the FTES/FTEF efficiency ratio. The department would offer a forum (large lecture) class again if a new full-time tenured faculty member was hired (the part-time instructors would lose benefits if a double load did not occur and they would not be granted an overload if they cushioned with another 2 classes and the load did "take"). The department has already adjusted Program Learning Outcomes and the curriculum of the Nutrition certificate (Spring 2015) to account for offering lower enrolled classes less often in order to increase the Nutrition department's efficiency to try to reach at least "20" again.