

Unit Course Assessment Report - Four Column

San Mateo CCCD

SKY Dept - Family & Consumer Sciences

Department Assessment Claire Muller-Moseley
Coordinator:

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>SKY Dept - Family & Consumer Sciences - SKY FCS 310 - Nutrition</p> <p>- Nutrient Maintenance - Understand the role of nutrients in the maintenance of life processes and the utilization of food by the body using basic concepts of nutrition and nutrient selection and the principles of nutrition as a unifying theme. (Created By SKY Dept - Family & Consumer Sciences)</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 08/23/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Pre and post multiple choice test. Used Questions 6, 8, 13, 15, 19, 20, 22, 23, 28, 29 from a 30 question instrument.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% will score 70% or higher in correct answers.</p> <p>Related Documents: Nutrition Assessment Text.pdf FCS 310 test analysis.doc</p>	<p>03/01/2011 - The criteria benchmark for the Pre and Post test was met for all three sections of FCS. 310. Of the 30 question instrument, the instructor selected 10 questions to analyze SLO 1, eight questions to analyze SLO 2, six questions to analyze SLO 3 and eight questions to analyze SLO 4.</p> <p>Of the three nutrition class sections, two were day scheduled and one was evening scheduled. The average increase in percentage of questions selected for SLO?s #1, #2 and #3 was 86%. Therefore, the criteria of 70% or higher in correct answers for SLO 1, 2 and 3 was met. There was no improvement in the percentages for SLO #4. SLO #4 showed negligible negative results (-1/10 of 1 percent) indicating no improvement in the pre and post test questions. Questions should be more thoroughly scrutinized for ease of understanding especially for the pre-test testing.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Resources Needed to Implement Action Plan: Test questions for SLO #4 should be evaluated via collaboration with other instructors to validate ease of understanding.</p>	<p>09/15/2011 - New or replacement questions might be added to increase student success through a more comprehensive understanding of the test questions. Revision of SLO #4 Pre and Post test questions.</p> <p>Action Plan Category: Other</p>
	<p>Assessment Method: Visual Teaching Aid and Oral Presentation 100 point checklist (10 points for each of the ten criteria)</p>	<p>03/01/2011 - The criteria benchmark for the Visual Teaching Aid/Presentation was met for all three sections of FCS. 310. The 100 point checklist averaged 73% for all three sections. Of the three</p>	

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	<p>Assessment Method Category: Other</p> <p>Success Criterion: 70% will score 70% or higher.</p> <p>Related Documents: Bulletin_Board_Grading_Evaluation_Sheet.docx</p>	<p>sections, the morning class scored the lowest having 33% more students lowering the overall average of the three classes. It would appear that the morning class is populated by a younger demography and is overall less prepared for the rigors of the discipline.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Resources Needed to Implement Action Plan: No action plan, therefore no resources needed.</p>	
	<p>Assessment Method: Student Self Assessment for Learning Outcomes Survey 1-5 point sliding scale.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% will score 3 points or higher.</p> <p>Related Documents: Self Assessment for Learning Outcomes.docx</p>	<p>03/10/2011 - The criteria benchmark for the Student Self Assessment Survey was met for all three sections of FCS. 310. The four questions had a 1-5 point sliding scale of inquiry regarding student accomplishment of the Nutrition 310 course student learning outcomes. All three sections of the Nutrition 310 students strongly indicated their perception of success by scoring 3 and above. Only three students out of the 33 respondents in the 9:30 a.m. class indicated their perception of understanding was below 3 pts. In the 12:35 p.m. and 6:00 p.m. sections all respondents indicated 3 pts. or higher indicating . These findings correspond with the student's grades. These student perceptions correlate to the student grade outcomes: 85% of the 9:30 a.m. class received a C or better; 76% of the 12:30 p.m. class received a C or better; while 86% of the 6:00 p.m. class received a C or better.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Resources Needed to Implement Action Plan: No action plan, therefore no resources needed.</p>	

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<p>SKY Dept - Family & Consumer Sciences - SKY FCS 310 - Nutrition</p> <p>- Diet Plans - Analyze daily nutrition and cross-cultural food practices by emphasizing scientific data and it application to a variety of diet plans. (Created By SKY Dept - Family & Consumer Sciences)</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 08/23/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Pre and post multiple choice test. Used questions 1, 3, 5, 6, 8, 14, 17, and 25 from a 30 question instrument.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% will score 70% or higher in correct answers.</p> <p>Related Documents: Nutrition Assessment Text.pdf</p>	<p>03/28/2011 - The criteria benchmark for the Pre and Post test was met for all three sections of FCS. 310. Of the 30 question instrument, the instructor selected 10 questions to analyze SLO 1, eight questions to analyze SLO 2, six questions to analyze SLO 3 and eight questions to analyze SLO 4. Of the three nutrition class sections, two were day scheduled and one was evening scheduled. The average increase in percentage of questions selected for SLO?s #1, #2 and #3 was 86%. Therefore, the criteria of 70% or higher in correct answers for SLO 1, 2 and 3 was met. There was no improvement in the percentages for SLO #4. SLO #4 showed negligible negative results (-1/10 of 1 percent) indicating no improvement in the pre and post test questions. Questions should be more thoroughly scrutinized for ease of understanding especially for the pre-test testing.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Resources Needed to Implement Action Plan: Test questions for SLO #4 should be evaluated via collaboration with other instructors to validate ease of understanding.</p>	<p>08/17/2011 - New or replacement questions might be added to increase student success through a more comprehensive understanding of the test questions. Revision of SLO #4 Pre and Post test questions.</p> <p>Action Plan Category: Other</p>
	<p>Assessment Method: Visual Teaching Aid and Oral Presentation 100 point checklist (10 points for each of the ten criteria)</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% will score 70% or higher.</p>	<p>03/28/2011 - The criteria benchmark for the Visual Teaching Aid/Presentation was met for all three sections of FCS. 310. The 100 point checklist averaged 73% for all three sections. Of the three sections, the morning class scored the lowest having 33% more students lowering the overall average of the three classes. It would appear that the morning class is populated by a younger</p>	

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	<p>Related Documents: Bulletin_Board_Grading_Evaluation_Sheet.docx</p>	<p>demography and is overall less prepared for the rigors of the discipline. Result Type: Criterion met Reporting Cycle: 2010 - 2011 Resources Needed to Implement Action Plan: No action plan, therefore no resources needed.</p>	
	<p>Assessment Method: Student Self Assessment for Learning Outcomes Survey 1-5 point sliding scale. Assessment Method Category: Survey Success Criterion: 70% will score 3 points or higher. Related Documents: Self_Assessment_for_Learnign_OUTcomes.docx</p>	<p>03/28/2011 - The criteria benchmark for the Student Self Assessment Survey was met for all three sections of FCS. 310. The four questions had a 1-5 point sliding scale of inquiry regarding student accomplishment of the Nutrition 310 course student learning outcomes. All three sections of the Nutrition 310 students strongly indicated their perception of success by scoring 3 and above. Only three students out of the 33 respondents in the 9:30 a.m. class indicated their perception of understanding was below 3 pts. In the 12:35 p.m. and 6:00 p.m. sections all respondents indicated 3 pts. or higher indicating . These findings correspond with the student's grades. These student perceptions correlate to the student grade outcomes: 85% of the 9:30 a.m. class received a C or better; 76% of the 12:30 p.m. class received a C or better; while 86% of the 6:00 p.m. class received a C or better. Result Type: Criterion met Reporting Cycle: 2010 - 2011 Resources Needed to Implement Action Plan: No action plan, therefore no resources needed.</p>	
SKY Dept - Family & Consumer Sciences - SKY FCS 310 - Nutrition	<p>Assessment Method: Pre and post multiple choice test. Questions</p>	03/28/2011 - The criteria benchmark for the Pre	

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<p>- Cross-cultural Nutrition and Health - Demonstrate a broad based cross-cultural approach to nutrition and illustrate how the pursuit of knowledge concerning nutrition and health is an ongoing issue. (Created By SKY Dept - Family & Consumer Sciences)</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 08/23/2010</p> <p>Course Outcome Status: Active</p>	<p>analyzed were 6, 10, 14, 15, 17 and 25 from a 30 question instrument used to determine student's general knowledge of nutrition at the beginning and end of the semester.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% will score 70% or higher in correct answers.</p> <p>Related Documents: Nutrition Assessment Text.pdf</p>	<p>and Post test was met for all three sections of FCS. 310. Of the 30 question instrument, the instructor selected 10 questions to analyze SLO 1, eight questions to analyze SLO 2, six questions to analyze SLO 3 and eight questions to analyze SLO 4. Of the three nutrition class sections, two were day scheduled and one was evening scheduled. The average increase in percentage of questions selected for SLO?s #1, #2 and #3 was 86%. Therefore, the criteria of 70% or higher in correct answers for SLO 1, 2 and 3 was met. There was no improvement in the percentages for SLO #4. SLO #4 showed negligible negative results (-1/10 of 1 percent) indicating no improvement in the pre and post test questions. Questions should be more thoroughly scrutinized for ease of understanding especially for the pre-test testing.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Resources Needed to Implement Action Plan: New or replacement questions might be added to increase student success through a more comprehensive understanding of the test questions. Revision of SLO #4 Pre and Post test questions.</p>	<p>09/19/2011 - New or replacement questions might be added to increase student success through a more comprehensive understanding of the test questions. Revision of SLO #4 Pre and Post test questions.</p> <p>Action Plan Category: Other</p>
	<p>Assessment Method: Visual Teaching Aid and Oral Presentation</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 100 point checklist (10 points for each of the ten criteria)</p> <p>Related Documents: Bulletin_Board_Grading_Evaluation_Sheet.docx</p>	<p>03/29/2011 - The criteria benchmark for the Visual Teaching Aid/Presentation was met for all three sections of FCS. 310. The 100 point checklist averaged 73% for all three sections. Of the three sections, the morning class scored the lowest having 33% more students lowering the overall average of the three classes. It would appear that the morning class is populated by a younger demography and is overall less prepared for the rigors of the discipline.</p> <p>Result Type: Criterion met</p>	

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	<p>Assessment Method: Student Self Assessment for Learning Outcomes Survey 1-5 point sliding scale.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% will score 3 points or higher.</p> <p>Related Documents: Self_Assessment_for_Learnign_Outcomes.docx</p>	<p>Reporting Cycle: 2010 - 2011</p> <p>Resources Needed to Implement Action Plan: No action plan, therefore no resources needed.</p> <hr/> <p>03/29/2011 - The criteria benchmark for the Student Self Assessment Survey was met for all three sections of FCS. 310. The four questions had a 1-5 point sliding scale of inquiry regarding student accomplishment of the Nutrition 310 course student learning outcomes. All three sections of the Nutrition 310 students strongly indicated their perception of success by scoring 3 and above. Only three students out of the 33 respondents in the 9:30 a.m. class indicated their perception of understanding was below 3 pts. In the 12:35 p.m. and 6:00 p.m. sections all respondents indicated 3 pts. or higher indicating . These findings correspond with the student's grades. These student perceptions correlate to the student grade outcomes: 85% of the 9:30 a.m. class received a C or better; 76% of the 12:30 p.m. class received a C or better; while 86% of the 6:00 p.m. class received a C or better.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Resources Needed to Implement Action Plan: No action plan, therefore no resources needed.</p>	
<p>SKY Dept - Family & Consumer Sciences - SKY FCS 310 - Nutrition - Dietary Myths - Interpret and analyze current diet myths and factors that hinder improvement of nutritional status using scientific information. (Created By SKY Dept</p>	<p>Assessment Method: Pre and post multiple choice test. Questions analyzed were 4, 7, 11, 12, 14, 21, 27, and 28 from a 30 question instrument used to determine student's general knowledge of nutrition at the beginning and end of the</p>	<p>03/29/2011 - The criteria benchmark for the Pre and Post test was met for all three sections of FCS. 310. Of the 30 question instrument, the instructor selected 10 questions to analyze SLO 1, eight questions to analyze SLO 2, six questions to</p>	<p>09/19/2011 - New or replacement questions might be added to increase student success through a more comprehensive understanding of the test questions. Revision of</p>

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<p>- Family & Consumer Sciences)</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 08/23/2010</p> <p>Course Outcome Status: Active</p>	<p>semester.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% will score 70% or higher in correct answers.</p> <p>Related Documents: Nutrition Assessment Text.pdf</p>	<p>analyze SLO 3 and eight questions to analyze SLO 4. Of the three nutrition class sections, two were day scheduled and one was evening scheduled. The average increase in percentage of questions selected for SLO?s #1, #2 and #3 was 86%. Therefore, the criteria of 70% or higher in correct answers for SLO 1, 2 and 3 was met. There was no improvement in the percentages for SLO #4. SLO #4 showed negligible negative results (-1/10 of 1 percent) indicating no improvement in the pre and post test questions. Questions should be more thoroughly scrutinized for ease of understanding especially for the pre-test testing.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Resources Needed to Implement Action Plan: New or replacement questions might be added to increase student success through a more comprehensive understanding of the test questions. Revision of SLO #4 Pre and Post test questions.</p>	<p>SLO #4 Pre and Post test questions.</p> <p>Action Plan Category: Other</p> <hr/>
	<p>Assessment Method: Visual Teaching Aid and Oral Presentation 100 point checklist (10 points for each of the ten criteria)</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% will score 70% or higher.</p> <p>Related Documents: Bulletin Board Grading Evaluation Sheet.docx</p>	<p>03/29/2011 - The criteria benchmark for the Visual Teaching Aid/Presentation was met for all three sections of FCS. 310. The 100 point checklist averaged 73% for all three sections. Of the three sections, the morning class scored the lowest having 33% more students lowering the overall average of the three classes. It would appear that the morning class is populated by a younger demography and is overall less prepared for the rigors of the discipline.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Resources Needed to Implement Action Plan:</p>	

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	<p>Assessment Method: Student Self Assessment for Learning Outcomes survey 1-5 point sliding scale.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% will score 3 points or higher.</p> <p>Related Documents: Self_Assessment_for_Learnign_Outcomes.docx</p>	<p>no resources needed, therefore no action plan.</p> <hr/> <p>03/29/2011 - The criteria benchmark for the Student Self Assessment Survey was met for all three sections of FCS. 310. The four questions had a 1-5 point sliding scale of inquiry regarding student accomplishment of the Nutrition 310 course student learning outcomes. All three sections of the Nutrition 310 students strongly indicated their perception of success by scoring 3 and above. Only three students out of the 33 respondents in the 9:30 a.m. class indicated their perception of understanding was below 3 pts. In the 12:35 p.m. and 6:00 p.m. sections all respondents indicated 3 pts. or higher indicating . These findings correspond with the student's grades. These student perceptions correlate to the student grade outcomes: 85% of the 9:30 a.m. class received a C or better; 76% of the 12:30 p.m. class received a C or better; while 86% of the 6:00 p.m. class received a C or better.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Resources Needed to Implement Action Plan: No action plan, therefore no resources needed.</p>	