

## Sociology, Social Work, and Family Sciences

### Dietetics

2017-2018

#### Learning Outcome:

PLO 1. Demonstrate content knowledge of food and nutrition as well as concepts and theories of nutrition across a broad range including: lifecycle stages, cellular nutrition, disease prevention and medical therapy; food and food systems; development, modification, and evaluation of recipes, menus and food products. (KRDN 1.1)

#### Outcome Measure:

FCS 415: Clinical MNT Case Study

#### Criteria for Success (if applicable):

80% if students will score a three or higher on each criteria of the four-point AAC&U Integrative Learning Rubric

#### Longitudinal Data:

In 2015/2016, FCS revised program learning outcomes and assessment plans. .

**PLO1: FCS415 NCP Case Study Chart Rubric** – Percentage of students scoring 3 or higher:

Rubric Criteria	Course	Semester	N	Capstone Mastery 4	Milestone Proficiency 3		Milestone Developing 2	Benchmark Beginning 1
Nutrition Assessment	FCS 415	Spring 2018	3	100%	0%		0%	0%
Nutrition Diagnosis	FCS 415	Spring 2018	3	100%	0%		0%	0%
Nutrition Intervention	FCS 415	Spring 2018	3	33%	33%		33%	0%
Nutrition Monitoring/Evaluation	FCS 415	Spring 2018	3	0%	67%		33%	0%

#### Conclusions Drawn from Data:

Students in the senior FCS 415 Medical Nutrition Therapy course learn to write ADIME (assessment, diagnosis, intervention, monitoring/evaluation) chart notes on a variety of case studies. A rubric was developed to assess their competency at the end of the semester. As seen on the table above, the students did well on the assessment and diagnosis portion of the note, with 100% showing mastery. The intervention portion had more diversity with 66% showing proficiency and 33% still needing more practice at developing proficient interventions. The monitoring and evaluation section showed students were missing some key portions of the monitoring section of the note with 67% proving proficient and 33% needing more development.

#### Changes to be Made Based on Data:

Since students are just learning how to write chart notes in this course, it is not enough practice time to learn chart noting along with all medical nutrition therapies and disease states. Therefore, a new course, titled Nutrition Assessment, will be developed and will become a precursor to FCS 415 MNT. This course will introduce chart note writing using simple nutrition therapies and basic diet changes. By the time students finish this new prerequisite course, they should be better prepared to write chart notes, especially the intervention and monitoring/evaluation sections of notes for more complex nutrition therapies.

Rubric Used

FCS415\_NCP Case Study - Chart Note Rubric\_09-13-17

	Distinguished (4.000 pts)	Proficient (3.000 pts)	Intermediate (2.000 pts)	Novice (1.000 pt)
<b>Nutrition Assessment</b>	Comprehensive assessment of food & nutrition history, biochemical data, anthropometric measurements, physical examination, and client history.	Basic utilization of information from food & nutrition history, biochemical data, anthropometric measurements, physical examination, and client history.	Fails to address any two of the following: food & nutrition history, biochemical data, anthropometric measurements, physical examination, and client history.	Fails to use any standard nutrition assessment parameters and protocols.
<b>Nutrition Diagnosis</b>	Nutrition diagnosis addresses the key nutrition problem(s) contained in the assessment parameters and strictly adheres to the problem, etiology and signs/symptoms format using the NCP standardized language.	Nutrition diagnosis may be appropriate but fails to address the key nutrition problem documented in the assessment parameters. Additionally it lacks one of the following: etiology or signs/symptoms but does use standardized NCP language.	Nutrition diagnosis is not reflected in the assessment parameters. Additionally it lacks one of the following: etiology or signs/symptoms and does NOT use standardized NCP language.	Use of a medical diagnosis rather than a nutrition diagnosis.
<b>Nutrition Intervention</b>	Interventions are appropriate for the nutrition diagnosis and presented using standardized NCP language.	Interventions are useful but not entirely appropriate for the nutrition diagnosis. Inconsistent use of the NCP standardized language.	Missing key interventions essential for the nutrition diagnosis. Fails to use NCP standardized language.	Inappropriate interventions for the nutrition diagnosis. Fails to use NCP standardized language.
<b>Nutrition Monitoring and Evaluation</b>	Monitoring and evaluation strategies are appropriate for the nutrition diagnosis and presented using standardized NCP language.	Monitoring and evaluation strategies are useful but not entirely appropriate for the nutrition diagnosis. Inconsistent use of the NCP standardized language.	Missing key monitoring and evaluation strategies essential for the nutrition diagnosis. Fails to use NCP standardized language.	Inappropriate monitoring and evaluation strategies for the nutrition diagnosis. Fails to use NCP standardized language.

## Sociology, Social Work, and Family Sciences

### Dietetics

2017-2018

#### Learning Outcome:

PLO 3. Identify and assess scientific research evaluating current evidence-based research related to dietetics.  
(KRDN 2.1)

#### Outcome Measure:

FCS365: Research Paper: Students conduct original research project, including developing a hypothesis, literature search, methods, data collection and analysis, and reporting of results.

#### Criteria for Success (if applicable):

80% of students will score a three or higher on each criteria of the four-point AAC&U Integrative Learning Rubric

#### Longitudinal Data:

In 2015/2016, FCS revised program learning outcomes and assessment plans. .

**PLO 3:** Percentages of student scores using the AAC&U Information Literacy Rubric

FCS 365		Course		Capstone (mastery)	Milestone (proficiency)	Milestone (developing)	Benchmark (beginning)
Rubric Criteria		Semester	N	4	3	2	1
Determine the Extent of Information Needed	FCS 365	Fall 2016	12	50%	42%	8%	0%
	FCS 365	Fall 2017	3	100%	0%	0%	0%
Access Needed Information	FCS 365	Fall 2016	12	50%	42%	8%	0%
	FCS 365	Fall 2017	3	67%	33%	0%	0%
Evaluate Information and its Sources Critically	FCS 365	Fall 2016	12	50%	17%	33%	0%
	FCS 365	Fall 2017	3	67%	33%	0%	0%
Use Information Effectively to Accomplish a Specific Purpose	FCS 365	Fall 2016	12	50%	50%	0%	0%
	FCS 365	Fall 2017	3	100%	0%	0%	0%
Access and Use Information Ethically and Legally	FCS 365	Fall 2016	12	42%	42%	17%	0%
	FCS 365	Fall 2017	3	67%	33%	0%	0%

#### Conclusions Drawn from Data:

Students in the senior FCS 365 Advanced Nutrition course write a full research paper based on a diet change made and followed for 2-3 weeks. The literature review portion of the paper is assessed using the four-point AAC&U Information Literacy Value Rubric. As seen on the table above, in 2018, 100% of the students were able to perform well on all five criteria.

#### Changes to be Made Based on Data:

Quite honestly, this was a class of strong writers that required little direction and feedback on their previous papers. They also had more experience writing research papers from the previous cohort since their every-other-year course sequence required them to write a research paper in a previous class.



## Rubric Used

## INFORMATION LITERACY VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



**Definition:** The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy  
(Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.)

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>Evaluate Information and its Sources Critically*</b>  *Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally*</b>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

**Sociology, Social Work, and Family Sciences**  
**Dietetics**  
**2017-2018**

**Learning Outcome:**

PLO 4. Evaluate the effects of societal, cultural, ethical and financial dynamics upon diet trends, dietary choices, and food preparation methods among individuals, families and societies. (KRDN 2.1)

**Outcome Measure:**

FCS 303: Cultural Foods Report

**Criteria for Success (if applicable):**

80% of students will score a three or higher on each criteria of the four-point AAC&U Integrative Learning Rubric

**Longitudinal Data:**

In 2015/2016, FCS revised program learning outcomes and assessment plans. .

**PLO 4:** Percentages of student scores using the FCS Cultural Report Assessment Rubric

Rubric Criteria	Course	Semester	N	Capstone Mastery 4	Milestone Proficiency 3	Milestone Developing 2	Benchmark Beginning 1
Knowledge of Culture	FCS 303	Spring 2018	14	57%	43%	0%	0%
Cultural Awareness	FCS 303	Spring 2018	14	na	na	na	na
Food Patterns	FCS 303	Spring 2018	14	100%	0%	0%	0%

**Conclusions Drawn from Data:**

FCS 303 is a cultural foods course requiring students to do an outline, slide presentation and oral report on a certain region of the United States pertaining to its food history. Traditional foods and regional specialties were thoroughly presented in each report as shown by 100% mastery on the rubric. Demonstrating “knowledge of culture” presented, and 100% of the reports provided at least proficiency in explaining the history and background. “Cultural awareness” was not part of this assignment.

**Changes to be Made Based on Data:**

The rubric and the assignment are not an exact fit. In the future, either the assignment should include a piece that reflects knowledge of cultural awareness, or the rubric should be altered to assess another aspect of culture, such as history of the inhabitants and their health beliefs.

**Rubric Used****FCS 303: Cultural Foods Assessment Rubric (PLO4)**

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<b>KNOWLEDGE OF CULTURE</b>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its values, food patterns, communication styles, economy, or beliefs and dietary practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its values, food patterns, communication styles, economy, or beliefs and dietary practices	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its values, food patterns, communication styles, economy, or beliefs and dietary practices	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its values, food patterns, communication styles, economy, or beliefs and dietary practices.
<b>CULTURAL AWARENESS</b>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>FOOD PATTERNS</b>	Student discusses in detail/ analyzes geographical origins of the food patterns, holiday meals and typically meal patterns in great depth and clarity.	Student discusses in detail/ analyzes geographical origins of the food patterns, holiday meals and typically meal patterns.	Student states geographical origins of the food patterns, holiday meals and typically meal patterns.	Students stats either geographical origins of the food patterns, holiday meals and typically meal patterns.

**Sociology, Social Work, and Family Sciences**  
**Dietetics**  
**2017-2018**

**Learning Outcome:**

PLO 5. Develop and articulate their own professional philosophy and personal code of ethics within the dietetics profession.

**Outcome Measure:**

FCS497: Professional Statements and ePortfolio: students will write their professional philosophy, code of ethics and a complete, professional portfolio.

**Criteria for Success (if applicable):**

80% if students will score a three or higher on each criteria of the four-point PLO 5 rubric.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

This is the second year it has been assessed.

**CHAD PLO 5:** Percentages of student scores using the PLO 5 rubric

<b>COURSE: FCS 497</b>						
<b>Rubric Criteria</b>	<b>Semester</b>	<b>N</b>	<b>Capstone (Mastery)</b>	<b>Milestone (Proficiency)</b>	<b>Milestone (Developing)</b>	<b>Benchmark (Beginning)</b>
			<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Analysis of vocation &amp; strengths</b>	Fall 2017	13	62	38	0	0
	Spring 2018	25	48	40	12	0
<b>Application of ethics and values</b>	Fall 2017	13	46	46	8	0
	Spring 2018	25	60	36	4	0
<b>Synthesis of Faith</b>	Fall 2017	13	38	54	8	0
	Spring 2018	25	32	64	4	0

**Conclusions Drawn from Data:**

Both fall 2017 and spring 2018 courses met the criteria in Analysis of Vocation & Strengths, Application of Ethics and Values, and Synthesis of Faith. Students through writing their professional philosophy and personal code of ethics were successful in meeting this learning outcome. It is noted that fall 2017 had 62% at mastery level in Analysis of Vocation & Strengths, whereas spring 2018 had 48% at mastery level. The class size was significantly different, fall 2017 had 13 students and spring 2018 had 25 students. Even though it was a larger class, spring 2018 had 60% mastery of Application of Ethics and Values compared to 46% for fall 2017.



**Changes to be Made Based on Data:**

To continue to scaffold development with their professional statements. This includes professional philosophy and personal code of ethics.

Rubric Used

## FCS Program Learning Outcome 5 RUBRIC

	<b>Mastery (4)</b>	<b>Proficiency (3)</b>	<b>Developing (3)</b>	<b>Beginning (1)</b>
<b>Analysis of match between vocation choices and personal strengths</b>	Demonstrates clarity and depth of understanding of career goal and a realistic view about how personal strengths align with that choice	Demonstrates good understanding of career goal and insight into how personal strengths align with that choice	Demonstrates some insight into their career goal and a sense about the intersection between those goals and personal strengths	Demonstrates basic understanding about potential career options and a general knowledge of personal strengths
<b>Application of ethics and Christian values in chosen career</b>	Clearly articulates an insightful personal code of ethics that includes thoughtfully considered integration of Christian values in the chosen career	Articulates a good personal code of ethics that includes an understanding of how Christian values informs their decisions in the chosen career	Explores a personal code of ethics that includes some understanding of how Christian values could impact decision-making in the chosen career	Starts to explore what a personal code of ethics might include and considers how Christian values could impact a potential future career
<b>Synthesis of faith within a professional context</b>	Analyzes ethical decision making within a chosen career and designs a set of relevant criteria for decision-making founded on faith-based values and beliefs.	Analyzes ethical decision making within a chosen career and begins to design a set of criteria for decision-making founded on faith-based values and beliefs.	Identifies potential steps in ethical decision making within a chosen career and begins to develop criteria for decision-making founded on faith-based values and beliefs.	Begins to identify potential steps in ethical decision making within a chosen career and begins to consider how ethics and faith could impact decision-making