

Sociology, Social Work, and Family Sciences
Nutrition and Health
2017-2018

Learning Outcome:

PLO 3. Identify and assess scientific research evaluating current evidence-based research related to nutrition.

Outcome Measure:

FCS 330: Nutrition Education Program Development: Conduct original research and develop community nutrition intervention program for a specific population.

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 FCS PLO 3 Research Paper Assessment Rubric

| Rubric Criteria | Course | Semester | N | Distinguished 4 | Proficient 3 | Intermediate 2 | Novice 1 |
|---------------------------------|---------|-----------|---|--------------------|-----------------|-------------------|-------------|
| Introduction: Content | FCS 330 | Fall 2017 | 6 | 67% | 33% | 0% | 0% |
| Introduction: References | FCS 330 | Fall 2017 | 6 | 67% | 17% | 0% | 17% |
| Introduction: Literature Review | FCS 330 | Fall 2017 | 6 | 67% | 33% | 13% | 0% |
| Nutrition: Content | FCS 330 | Fall 2017 | 6 | 100% | 0% | 0% | 0% |
| Nutrition: Order | FCS 330 | Fall 2017 | 6 | 83% | 17% | 0% | 0% |
| Nutrition: Complete | FCS 330 | Fall 2017 | 6 | 83% | 17% | 0% | 0% |
| Discussion: Objective Text | FCS 330 | Fall 2017 | 6 | 83% | 0% | 17% | 0% |
| Discussion: Sources of Errors | FCS 330 | Fall 2017 | 6 | 67% | 33% | 0% | 0% |
| Mechanics | FCS 330 | Fall 2017 | 6 | 67% | 33% | 0% | 0% |
| References | FCS 330 | Fall 2017 | 6 | 60% | 40% | 0% | 0% |

Conclusions Drawn from Data:

Students in FCS 330 Community Nutrition learn how to develop appropriate nutrition education strategies to teach a wide variety of populations. A rubric was developed to assess their ability to write a scholarly paper developing a nutrition education program for a selected target population. Students were asked to report on the target population's nutritional needs, develop a nutrition intervention supported by scientific-evidence, create a marketing plan, and design methods to use for learning activities. Students demonstrated a strong ability to articulate nutrition content for the target population with 100% distinguished. Students were able to do a good job with nutrition order and objectivity at 83% distinguished. Students needs more focused attention on proper citations throughout the paper and references when writing reports.

Changes to be Made Based on Data:

In the future, students will need more guidance on proper citations when writing reports from scientific literature. The next time teaching FCS 330, the instructor will include a day to teach citations and give in-class time for practicing. This is the first time using the Research Paper Assessment Rubric for PLO 3. The rubric is not a perfect fit for the type of paper written for FCS 330. The rubric will need to be adapted to further align with the goal of the assignment and learning outcome.

Rubric Used

Research Paper Assessment Rubric (PLO3)

| | Distinguished (4) | Proficient (3) | Intermediate (2) | Novice (1) |
|---|---|--|--|--|
| Introduction & Population Description: Content | Content is focused, logical flow, covers topic in depth | Could be more focused, flow somewhat logical; mostly factual; needs more depth | Mostly unfocused, little flow, lacking depth; some errors in information | Vague, unfocused, no depth; numerous errors in information |
| Introduction & Population Description: References | Uses 4 or more relevant references | Uses 3 relevant references | Uses only 2 relevant references | References are not relevant or missing |
| Introduction & Population Description: Literature Review | Clear, thorough, factual, student's understanding is conveyed | Mostly clear, displays a good understanding of topic , but not thorough | Mostly unclear, shows little understanding of topic | Unclear, no understanding/ misinformation |
| Nutrition Messages for Target Population: Content | All areas accurately described | Most areas accurately described | Some areas accurately described | Areas inaccurately described |
| Nutrition Messages for Target Population: Order | Parameters described in logical order | Parameters described but out of order | Parameters described with little order | Random order |
| Nutrition Messages for Target Population: Complete | All parameters included | Most parameters included | Some parameters included | Lacking main parameters |
| Discussion: Objective Text | No subjective statements in text | One subjective statement in text | 2-3 subjective statements in text | >3 subjective statements in text |
| Discussion: Sources of Errors | All obstacles, sources of experimental errors discussed | Many obstacles, sources of experimental errors discussed | Few obstacles, sources of experimental errors discussed | No obstacles, sources of experimental errors discussed |
| Mechanics | Correct grammar, usage, mechanics, punctuation and spelling | < 3 errors in grammar, usage, mechanics, punctuation and spelling | 3-5 errors in grammar, usage, mechanics, punctuation and spelling | >5 errors in grammar, usage, mechanics, punctuation and spelling |
| References | Completely correct citations | 1 error per citation | 2-3 errors per citation | >3 errors per citation |

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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)

| | Capstone (4) | Milestones (3) | Milestones (3) | Benchmark (1) |
|-----------------------------|--|---|--|---|
| KNOWLEDGE OF CULTURE | 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. |
| CULTURAL AWARENESS | 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.) |
| FOOD PATTERNS | 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. |

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Learning Outcome:

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

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

| | Mastery (4) | Proficiency (3) | Developing (3) | Beginning (1) |
|--|---|---|--|--|
| Analysis of match between vocation choices and personal strengths | 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 |
| Application of ethics and Christian values in chosen career | 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 |
| Synthesis of faith within a professional context | 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 considers how ethics and faith could impact decision-making |