

**Sociology, Social Work, and Family Sciences**  
**PLO Data for Nutrition: FA2019-SP2020**

**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.

**Outcome Measure:**

NUT4035: Nutrition and Health and Production Cycle Menu

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

N/A

**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:**

In 2015/2016, FCS revised program learning outcomes and assessment plans. Spring 2017 was the first time assessing the new learning outcomes. Assessed every other Spring.

**Nutrition and Health PLO 1:** Percentage of students scoring 3 or higher using the Food Cycle Assessment Rubric

<b>COURSE: FCS 435</b>			<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Rubric Criteria</b>	<b>Semester</b>	<b>N</b>	<b>(Distinguished) %</b>	<b>(Proficient) %</b>	<b>(Intermediate) %</b>	<b>(Novice) %</b>
<b>Knowledge of Food &amp; Nutrition</b>	Sp 2019	8	63	38	0	0
	Sp 2020	NA				
<b>Development of Recipes and Meals</b>	Sp 2019	8	88	0	13	0
	Sp 2020	NA				
<b>Menus and Food Production</b>	Sp 2019	8	75	13	13	0
	Sp 2020	NA				

**Conclusions Drawn from Data:**

PLO 1 was not assessed during 2019-2020 year and will be assessed during 2020-2021 academic year.

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

PLO 1 was not assessed during 2019-2020 year and will be assessed during 2020-2021 academic year.

## Rubric Used

## FCS435\_Food Cycle Assessment Rubric\_05-17-19

	Distinguished (4.000 pts)	Proficient (3.000 pts)	Intermediate (2.000 pts)	Novice (1.000 pt)
<b>Knowledge of food and nutrition</b>	Follows U.S. Dietary guidelines well: Incorporates wide variety of healthful foods to provide optimal nutritious options for target population. High-calorie foods in moderation; nutrient dense foods in larger amounts.	Good application of U.S. Dietary guidelines and inclusion of variety of nutrient-dense foods with minimally processed choices for acceptable nutritional value for the target population.	Some application of principles of variety, moderation and balance with some success in following US dietary guidelines. Shows fair understanding about including mostly nutrient-dense foods and minimally processed choices.	Little regard for recommended level of nutrients according to U.S. Dietary Guidelines. Little application of variety, moderation and balance.
<b>Development of recipes and meals</b>	Some repetition of broad number of ingredients but remains interesting; uses a variety of texture and color to enhance sensory appeal.	Repetition of moderate number of foods in menus, with enough variation in preparation to create acceptable level of sensory interest to target population.	Highly repetitive use of limited number of foods in menus, with some variation in preparation and resultant variety that creates some interest to target population.	Highly reliant on extremely limited number of foods in cycle with little variation in preparation.
<b>Menus and Food Production</b>	Identifies multiple approaches for preparing a variety of food patterns for desired population.	Identifies multiple approaches for preparing a variety of food patterns for desired population, only some of which apply.	Identifies only a single approach for preparing food that does apply for desired population.	Identifies one or more approaches for preparing food that does not apply within desired population.

**PLO Data for Nutrition: FA2019-SP2020**

**Learning Outcome PLO 2:**

Demonstrate basic skills in food preparation, sanitation and safety in working with a variety of food products.

**Outcome Measure:**

NUT4035: Pass County Food Handler's Exam.

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

80% of students will score a three or higher on each criteria of the four-point FCS 330\_Research Paper Assessment 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:**

In 2015/2016, FCS revised program learning outcomes and assessment plans. NUT 4035 was not taught during the 2019-2020 academic year and will be assessed during 2020-2021.

**PLO Data for Nutrition: FA2019-SP2020****Learning Outcome PLO 3.**

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

**Outcome Measure:**

NUT3030 (formerly FCS330) 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 FCS 330\_Research Paper Assessment 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:**

A rubric was developed in Fall 2017 to assess their ability to write a scholarly paper developing a nutrition education program for a selected target population. Assessed every fall.

**Nutrition and Health PLO 3:** Percentage of student scores using the FCS 330\_Research Paper Assessment Rubric

<b>NUT3030</b>			<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Rubric Criteria</b>	<b>Semester</b>	<b>N</b>	<b>(Distinguished)</b>	<b>(Proficient)</b>	<b>(Intermediate)</b>	<b>(Novice)</b>
<b>Introduction: Content</b>	Fall 2017	6	67	33	0	0
	Fall 2018	4	75	25	0	0
	Fall 2019	8	63	25	13	0
<b>Introduction: References</b>	Fall 2017	6	67	17	0	17
	Fall 2018	4	75	25	0	0
	Fall 2019	8	38	63	0	0
<b>Introduction: Literature Review</b>	Fall 2017	6	67	33	13	0
	Fall 2018	4	100	0	0	0
	Fall 2019	8	25	75	0	0
<b>Nutrition: Content</b>	Fall 2017	6	100	0	0	0
	Fall 2018	4	75	25	0	0
	Fall 2019	8	75	25	0	0
<b>Nutrition: Order</b>	Fall 2017	6	83	17	0	0

	Fall 2018	4	75	25	0	0
	Fall 2019	8	75	25	0	0
<b>Nutrition: Complete</b>	Fall 2017	6	83	17	0	0
	Fall 2018	4	100	0	0	0
	Fall 2019	8	50	50	0	0
<b>Discussion: Objective Text</b>	Fall 2017	6	83	0	17	0
	Fall 2018	4	50	50	0	0
	Fall 2019	8	100	0	0	0
<b>Discussion: Source of Errors</b>	Fall 2017	6	67	33	0	0
	Fall 2018	4	75	25	0	0
	Fall 2019	8	50	50	0	0
<b>Mechanics</b>	Fall 2017	6	67	33	0	0
	Fall 2018	4	100	0	0	0
	Fall 2019	8	38	63	0	0
<b>References</b>	Fall 2017	6	60	40	0	0
	Fall 2018	4	100	0	0	0
	Fall 2019	8	25	75	0	0

**Conclusions Drawn from Data:**

Students were asked to report on the target population's nutritional needs, provide 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 or proficient. Students were able to do a good job with nutrition order and objectivity.

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

Continue to include rigor for established an evidence-based need for nutrition programs using the introduction sections of literature papers. Additionally, provide more opportunity for feedback throughout the course before final submission of the report.

## Rubric Used

## Research Paper Assessment Rubric (PLO3)

	<b>Distinguished (4)</b>	<b>Proficient (3)</b>	<b>Intermediate (2)</b>	<b>Novice (1)</b>
<b>Introduction &amp; Population Description: Content</b>	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
<b>Introduction &amp; Population Description: References</b>	Uses 4 or more relevant references	Uses 3 relevant references	Uses only 2 relevant references	References are not relevant or missing
<b>Introduction &amp; Population Description: Literature Review</b>	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
<b>Nutrition Messages for Target Population: Content</b>	All areas accurately described	Most areas accurately described	Some areas accurately described	Areas inaccurately described
<b>Nutrition Messages for Target Population: Order</b>	Parameters described in logical order	Parameters described but out of order	Parameters described with little order	Random order
<b>Nutrition Messages for Target Population: Complete</b>	All parameters included	Most parameters included	Some parameters included	Lacking main parameters
<b>Discussion: Objective Text</b>	No subjective statements in text	One subjective statement in text	2-3 subjective statements in text	>3 subjective statements in text
<b>Discussion: Sources of Errors</b>	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
<b>Mechanics</b>	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
<b>References</b>	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.

#### **Outcome Measure:**

NUT3003 US Regional Food Patterns Presentation (formerly 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 Cultural Foods Assessment 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:**

In 2015/2016, FCS revised program learning outcomes and assessment plans and a new rubric was established in 2018.

#### **PLO 4: Percentages of student scores using the NUT3003 US Regional Food Patterns Presentation Rubric**

<b>NUT3003</b>						
	<b>Rubric Criteria</b>	<b>Semester</b>	<b>N</b>	<b>4 (Mastery) %</b>	<b>3 (Proficiency) %</b>	<b>2 (Developing) %</b>
<b>Knowledge of Culture</b>		Spring 2018	14	57	43	0
		Spring 2019	4	100	0	0
		Spring 2020	16	75	25	0
<b>Cultural Awareness</b>		Spring 2018	14	na	na	na
		Spring 2019	4	50	50	0
		Spring 2020	16	25	75	0
<b>Food Patterns</b>		Spring 2018	14	100	0	0
		Spring 2019	4	100	0	0
		Spring 2020	16	75	25	0

#### **Conclusions drawn from data**

NUT 3030 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. The students research the history of immigrants to the region and provide background on different cultures and what they brought to a particular region of the US. They also go into detail of how the culture of the immigrants impacted cuisine in the US.

Traditional foods and regional specialties were thoroughly presented in each report as shown by 100% proficiency on the rubric in the “knowledge of culture” and “food patterns” portions of the rubric. Demonstrating “cultural awareness” may have been presented orally to the

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class, but was not as clear from the written presentations assessed. Although 100% proficiency was attained, it was more clearly stated in some of the projects, but not all.

### **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. We will recommend the rubric be re-examined for the next cycle to tailor it to better fit the project.

## Rubric Used

## NUT3003: Cultural Foods Assessment Rubric (PLO4)

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
<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 state either geographical origins of the food patterns, holiday meals and typically meal patterns.

**PLO Data for Nutrition: FA2019-SP2020****Learning Outcome PLO 5:**

Develop and articulate their own professional philosophy and personal code of ethics within the Nutrition and Health profession.

**Outcome Measure:**

CHD-NUT 4097 (formerly 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% of students will score a three or higher on each criteria of the four-point FCS 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-NUT 4097 PLO 5: Percentages of student scores using the PLO 5 rubric**

<b>COURSE: CHD4097</b>						
			<b>4 (Mastery) %</b>	<b>3 (Proficiency) %</b>	<b>2 (Developing) %</b>	<b>1 (Beginning) %</b>
<b>Rubric Criteria</b>	<b>Semester</b>	<b>N</b>				
<b>Analysis of vocation &amp; strengths</b>	Fall 2017	13	62	38	0	0
	Sp 2018	25	48	40	12	0
	Fall 2018	12	58	17	25	0
	Sp 2019	20	40	50	5	0
	Fall 2019	13	60	40	0	0
	Sp 2020	11	86	14	0	0
<b>Application of ethics and values</b>	Fall 2017	13	46	46	8	0
	Sp 2018	25	60	36	4	0
	Fall 2018	12	42	50	8	0
	Sp 2019	20	40	50	10	0
	Fall 2019	13	44	56	0	0
	Sp 2020	11	64	36	0	0
<b>Synthesis of Faith</b>	Fall 2017	13	38	54	8	0
	Sp 2018	25	32	64	4	0
	Fall 2018	12	50	50	0	0
	Sp 2019	20	40	55	5	0

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	Fall 2019	13	8	72	20	0
	Sp 2020	11	32	36	32	0

**Conclusions Drawn from Data:**

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

## Rubric Used

## CDV-NUT 4097 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 considers how ethics and faith could impact decision-making