

Sociology, Social Work, and Family Sciences
PLO Data for Dietetics: 2020-2021, 2021-2022

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:

NUT4015 (formerly FCS 415): Clinical MNT Case Study

Criteria for Success (if applicable):

80% of students will score a three or higher on each criteria of the four-point NCP Case Study – Chart Note 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.

Table for Dietetics PLO 1: Pink shading shows the percentage of students who did not score 3 or higher using the NCP Case Study Chart Rubric

COURSE: NUT4015			4	3	2	1
			(Distinguished)	(Proficient)	(Intermediate)	(Novice)
Rubric Criteria	Semester	N	%	%	%	%
Nutrition Assessment	Spring 2018	3	100	0	0	0
	Spring 2019	11	45	36	18	0
	Spring 2020	12	50	25	25	0
	Spring 2021	11	45	36	18	0
	Spring 2022	5	100	0	0	0
Nutrition Diagnosis	Spring 2018	3	100	0	0	0
	Spring 2019	11	91	9	0	0
	Spring 2020	12	75	17	8	0
	Spring 2021	11	91	0	9	0
	Spring 2022	5	80	20	0	0
Nutrition Intervention	Spring 2018	3	33	33	33	0
	Spring 2019	11	45	36	18	0
	Spring 2020	12	67	25	8	0

SSWFS: PLO Data – Dietetics, 2020-21 and 2021-22

	Spring 2021	11	73	18	9	0
	Spring 2022	5	60	40	0	0
Nutrition Monitoring/Evaluation	Spring 2018	3	0	67	33	0
	Spring 2019	11	18	64	18	0
	Spring 2020	12	67	17	17	0
	Spring 2021	11	55	45	0	0
	Spring 2022	5	60	40	0	0

Conclusions Drawn from 2020-2021 Data: (see below for 2021-22)

This PLO was met with 80% proficiency in all categories. Students in the senior NUT 4015 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 achieved 81% in the proficient or distinguished categories on the assessment portion of the chart note. Some of the students missed key parts that should be included in the assessment criteria. Part of the discrepancy could be due to the fact that the case study was included in the final exam which was given online. Scrolling up to read the case study, then scrolling down to type the chart note took more time than anticipated and students were running short on time. Therefore, speculation is that students cut corners by not thoroughly writing out the assessment facts. The diagnosis portion scored better with 91% reaching the distinguished category. Much time was spent in class teaching problem/etiology/signs + symptoms (PES) statements to correctly diagnose nutrition issues. The intervention portion also had 91% proficiency with diversity among answers, but still correctly providing education material to address the nutrition diagnosis. Lastly, the monitoring/evaluation portion scored 100% proficiency.

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, was developed and became a precursor to NUT 4015 MNT. This course introduced chart note writing using simple nutrition therapies and basic diet changes. Once the students finish this new prerequisite course, they should be better prepared to write chart notes, especially the assessment and monitoring/evaluation sections of notes for more complex nutrition therapies. The new course, NUT 3020 Nutrition Assessment, was part of our department's Program Review, adopted in 2019 for the incoming freshmen catalog, but did not become part of the upper division curriculum until Fall 2021.

Conclusions Drawn from 2021-2022 Data:

This criterion was met 100%. The 2022 class of students did very well on the assessment portion of the note, with 100% scoring in the distinguished category. The diagnosis portion was also done well with 100% reaching distinguished or proficiency. Much time was spent in class teaching problem/etiology/signs + symptoms (PES) statements to correctly diagnose nutrition issues. Although 100% reached distinguished or proficiency categories in both the intervention and monitoring/evaluation portion of the note, some students had more trouble prioritizing the main

objective that needed to be taught in the intervention, and how to follow it up with what needed to be monitored in the follow up visit.

Changes to be Made Based on Data:

This was the first class to take the prerequisite course, NUT 3020, Nutrition Assessment prior to NUT 4015, Medical Nutrition Therapy. The students expressed appreciation for taking time to learn the ADIME process and how to write PES statements on easier medical and nutrition diagnoses. Also, instead of assessing the chart note question on the final exam, we assessed the final case study report assignment. It was noticed that some students had to rush on the final and were cutting corners to finish, thereby not doing a thorough job on the chart note portion. Overall, the class did a proficient job in all areas of the ADIME note, reinforcing the need to continue with the prerequisite course, and providing students plenty of practice at writing chart notes..

Rubric Used

NUT4015_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)
Nutrition Assessment	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.
Nutrition Diagnosis	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.
Nutrition Intervention	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.
Nutrition Monitoring and Evaluation	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.

PLO Data for Dietetics: 2020-2021, 2021-2022

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):

100% of students will pass the San Diego County Food Handler's Exam.

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:

Table for PLO2: Alternate year Food Handler's Exam results

Exam Data	2015	2017	2019	2020	2021	2022
% passing	100%	100%	100%	N/A	100%	100%

Conclusions Drawn from Data: 2020-2021

This criterion was met 100%

Changes to be Made Based on Data:

This outcome was measured in NUT 4035 which is taught every other year. However, after the department's program review, this course was split into two different courses addressing food service. NUT 4035 kept the title Foodservice Management (reduced to 2 units) and is still taught every other Spring. A new course, NUT 3000 Quantity Food Production (3 units) was added and started in Spring 2020. This course is where students work lab rotations in the cafeteria and are required to pass the San Diego County Food Handler's exam. However, in Spring 2020, due to Covid, students were taught online and the lab portion was not required, therefore the exam was not administered.

Conclusions Drawn from Data: 2021-2022

This criterion was met 100%. All students passed the exam before starting the laboratory rotations in the campus cafeteria.

Changes to be Made Based on Data:

In Fall 2022, a new adjunct professor taught the NUT 3000 Quantity Food Production course. Since this is a requirement of the class, we need to be sure the exam is on the syllabus and part of the grading criteria for the course, so it is easier to track when needing to assess this PLO.

PLO Data for Dietetics: 2020-2021, 2021-2022

Learning Outcome PLO 3:

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

Outcome Measure:

NUT3065 (formerly 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 Information Literacy 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:

Table for PLO 3: Pink shading shows the percentage of students who did not score 3 or higher using the AAC&U Information Literacy Value Rubric:

COURSE: NUT3065			4	3	2	1
Rubric Criteria			(Mastery)	(Proficiency)	(Developing)	(Beginning)
			%	%	%	%
Determine Extent of Information	Fall 2016	12	50	42	8	0
	Fall 2017	3	100	0	0	0
	Fall 2018	10	50	50	0	0
	Fall 2019	10	80	20	0	0
	Fall 2020	11	82	18	0	0
	Fall 2021	4	75	25	0	0
Access Needed Information	Fall 2016	12	50	42	8	0
	Fall 2017	3	67	33	0	0
	Fall 2018	10	70	20	10	0
	Fall 2019	10	80	20	0	0
	Fall 2020	11	100	0	0	0
	Fall 2021	4	75	25	0	0
Evaluate Information / Sources	Fall 2016	12	50	17	33	0
	Fall 2017	3	67	33	0	0
	Fall 2018	10	40	50	10	0

SSWFS: PLO Data – Dietetics, 2020-21 and 2021-22

COURSE: NUT3065						
Rubric Criteria	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	Fall 2019	10	70	30	0	0
	Fall 2020	11	91	9	0	0
	Fall 2021	4	100	0	0	0
Use Information Effectively	Fall 2016	12	50	50	0	0
	Fall 2017	3	100	0	0	0
	Fall 2018	10	20	80	0	0
	Fall 2019	10	60	40	0	0
	Fall 2020	11	73	27	0	0
	Fall 2021	4	75	25	0	0
Access and Use Information	Fall 2016	12	42	42	17	0
	Fall 2017	3	67	33	0	0
	Fall 2018	10	20	80	0	0
	Fall 2019	10	80	20	0	0
	Fall 2020	11	100	0	0	0
	Fall 2021	4	100	0	0	0

Conclusions Drawn from Data: 2020-2021

This criterion was met with 100% proficiency. Students in the senior NUT 3065 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 Fall 2020, 100% of the students were proficient or above on all five criteria.

Changes to be Made Based on Data:

This was a group of strong research paper writers, so it was gratifying to see that overall, the group was able to write a proficient introduction to their research topic. Students were able to access the appropriate information, and use it effectively. The course will continue to be taught providing examples and feedback on rough drafts.

Conclusions Drawn from Data: 2021-2022

Again, in Fall 2022, 100% of the students were proficient or above in all criteria on the rubric.

Changes to be Made Based on Data:

As seniors, the dietetics majors are capable of writing a proficient introduction to a research paper. The course will continue to be taught providing examples of past research papers, and giving feedback on rough drafts.

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Determine the Extent of Information Needed	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.
Access the Needed Information	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.
Evaluate Information and its Sources Critically* *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.)
Use Information Effectively to Accomplish a Specific Purpose	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.
Access and Use Information Ethically and Legally*	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.

PLO Data for Dietetics: 2020-2021, 2021-2022

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:

NUT3003, US Regional Foot 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 US Regional Foot Patterns Presentation 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:

Table for PLO 4: Pink shading shows the percentage of students who did not score 3 or higher using the NUT3003 US Regional Foot Patterns Presentation Rubric

NUT3003						
Rubric Criteria	Semester	N	4	3	2	1
			(Mastery)	(Proficiency)	(Developing)	(Beginning)
			%	%	%	%
Knowledge of Culture	Spring 2018	14	57	43	0	0
	Spring 2019	4	100	0	0	0
	Spring 2020	16	75	25	0	0
	Spring 2021	26	100	0	0	0
	Spring 2022	9	100	0	0	0
Cultural Awareness	Spring 2018	14	na	na	na	na
	Spring 2019	4	50	50	0	0
	Spring 2020	16	25	75	0	0
	Spring 2021	26	38	42	19	0
	Spring 2022	9	100	0	0	0
Food Patterns	Spring 2018	14	100	0	0	0
	Spring 2019	4	100	0	0	0
	Spring 2020	16	75	25	0	0
	Spring 2021	26	100	0	0	0
	Spring 2022	9	100	0	0	0

Conclusions Drawn from Data: 2020-2021

This criterion was met with 80% proficiency. NUT 3003 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 class, but was not as clear from the written presentations assessed. Although 80% 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, so it was recommended to change the assignment to be sure “cultural awareness” was included in the project directions.

Conclusions Drawn from Data: 2021-2022

This criterion was met with 100% proficiency. The projects were highly proficient with all three areas of the rubric scoring 100% in the mastery column. Each project clearly showed “cultural awareness” (a deficiency in the past) with information presented both orally and written about health beliefs and tips on how to address counseling a patient from this ethnicity.

Changes to be Made Based on Data:

We will continue to use the project directions and guidelines to help students address the cultural awareness piece of the project.

Rubric Used

NUT3003: 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.

PLO Data for Dietetics: 2020-2021, 2021-2022

Learning Outcome PLO 5:

Develop and articulate their own professional philosophy and personal code of ethics within the child and adolescent profession.

Outcome Measure:

NUT4097 (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 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 outcome is assessed every semester.

Table for CDV-NUT 4097 (PLO 5): Pink shading shows the percentage of students who did not score 3 or higher using the PLO 5 rubric

COURSE: CHD4097			4	3	2	1
Rubric Criteria			(Mastery)	(Proficiency)	(Developing)	(Beginning)
			%	%	%	%
Analysis of vocation & strengths	Fall 2017	13	62	38	0	0
	Spring 2018	25	48	40	12	0
	Fall 2018	12	58	17	25	0
	Spring 2019	20	40	50	5	0
	Fall 2019	13	60	40	0	0
	Spring 2020	11*	86	14	0	0
	Fall 2020	3	60	40	0	0
	Spring 2021	1**	NA	NA	NA	NA
	Fall 2021	1**	NA	NA	NA	NA
	Spring 2022	2	100	0	0	0
Application of ethics and values	Fall 2017	13	46	46	8	0
	Spring 2018	25	60	36	4	0
	Fall 2018	12	42	50	8	0
	Spring 2019	20	40	50	10	0
	Fall 2019	13	44	56	0	0
	Spring 2020	11	64	36	0	0
	Fall 2020	3	80	20		

SSWFS: PLO Data – Dietetics, 2020-21 and 2021-22

Synthesis of Faith	Spring 2021	1**	NA	NA	NA	NA
	Fall 2021	1**	NA	NA	NA	NA
	Spring 2022	2	25	75	0	0
	Fall 2017	13	38	54	8	0
	Spring 2018	25	32	64	4	0
	Fall 2018	12	50	50	0	0
	Spring 2019	20	40	55	5	0
	Fall 2019	13	8	72	20	0
	Fall 2020	3	20	80		
	Spring 2020	11	32	36	32	0
	Spring 2021	1**	NA	NA	NA	NA
	Fall 2021	1**	NA	NA	NA	NA
	Spring 2022	2	0	100	0	0

* Scores prior to SP20 were for the entire CHD/NUT4097 roster – in FA21 began separating scores for Nutrition and Dietetics student

** N is too small to report data and analysis

Conclusions Drawn from Data: 2020-2021

Assessment was calibrated and assessed by two assessors. The class holds a mixture of majors, so the data for the dietetic majors were separated starting this year. In the Fall It is important to note the Spring 2020 course was converted to online due to Covid-19. Both senior 2020, three dietetic majors were enrolled, and all met the proficiency category for the three criteria measured on the rubric. In Spring 2021, only one dietetic major was enrolled so no data was calculated.

Changes to be Made Based on Data:

Changes are to continue to scaffold development with their professional statements which includes professional philosophy and personal code of ethics. Starting Fall 2019, more points were given to Code of Ethics and Philosophy and an individualized meeting with the professor to review the draft. These changes have been successful, however the Synthesis of Faith was low both Fall 2019 and Spring 2020. This becomes a philosophical dilemma. The collective voice of the faculty hope that this Synthesis of Faith is not scaffolded, but rather authentic. Changes to be made will be to incorporate more stories from alumni and OSV to include faith integration in service.

Conclusions Drawn from Data: 2021-2022

Two assessors performed assessment. The class holds a mixture of majors, so the data for the dietetic majors were separated and reported out. In Fall 2021, only one dietetic major was enrolled in the course so the data was not used. In Spring 2021, two dietetic students took the class and both attained proficiency in all three areas of the rubric.

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. Starting Fall 2020, from recommendations from assessment, two mandatory consultations with faculty were added to the course, first in beginning draft and then

last draft of Code of Ethics and Professional Philosophy. This change was effective for the 2021-22 academic year and will continue for 2022-23. An area of improvement and reflection is that is Synthesis of Faith. This has not necessarily been scaffolded due to the fact that the department wants it to be authentic reflection of who they are. However, more discussion of how we integrate faith in our professional voice will be implemented.

Rubric Used

CDV-NUT 4097 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