

**Sociology, Social Work, and Family Sciences**  
**PLO Data for Nutrition (NUT)**  
**2020-2021 and 2021-2022**

**PLO 1:**

Critically evaluate and interpret research for various life-cycle stages and develop practical approaches to address specific nutrition-related conditions and diseases within the life-span.

**Outcome Measure:**

NUT3035: Meal Plan Project. Develop menus to meet a specific population's nutrition needs. The menus based on ALL of the food needed by the defined group. You must examine not only WHAT is eaten, but also consider why certain foods are eaten by this population, whether snacks are necessary, typical meal patterns, etc.

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

80% of students will score a minimum of three on the four-point NUT3035 Meal Plan 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 2019, the Nutrition program underwent a curriculum change – revising the program learning outcomes and assessment plans in spring 2021. PLO 1 is assessed every other spring. NUT3035 was taught for the first time during SP2020 – however due to adjustments made for teaching online due to that pandemic lockdown, NUT3035 was not assessed until Spring 2022.

**Table for PLO1: NUT3035 Meal Plan Project Assessment Rubric.** Percentage of students scoring 3 or higher using the Food Cycle Assessment Rubric

<b>Meal Plan Project</b>							
<b>Rubric Criteria</b>		<b>Semester</b>	<b>N</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
				<b>(Mastery)</b>	<b>(Proficiency)</b>	<b>(Developing)</b>	<b>(Beginning)</b>
<b>Introduction</b>	NUT3035	Spring 2022	1*	NA	NA	NA	NA
<b>Learning exhibited in intro, analyses, discussion and conclusion</b>	NUT3035	Spring 2022	1*	NA	NA	NA	NA
<b>Nutrition and cost analyses</b>	NUT3035	Spring 2022	1*	NA	NA	NA	NA
<b>Citation and reference page</b>	NUT3035	Spring 2022	1*	NA	NA	NA	NA
<b>Syntax and Mechanics</b>	NUT3035	Spring 2022	1*	NA	NA	NA	NA

\*Spring 2022: With an n=1, too little data to publish

**Conclusions Drawn from Data:**

PLO 1 was not assessed during 2020-2021 academic year since the Nutrition Research Through the Lifecycle was not taught. It was assessed in 2021-2022 but only three Nutrition majors were enrolled in the course. Of those three majors, only one completed the assignment (one student took an “Incomplete” for the course, and another neglected to do the assignment) leaving only one student to assess, therefore not generating enough data.

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

We will consult with the Dean of Educational effectiveness to address the small number of students in this major. It may be possible to find another course to assess, not separate out the majors but assess all students in the course, or change the PLO.

## Rubric Used

## PLO1: NUT3035 Meal Plan Project Assessment Rubric \_ June 2022

	Distinguished (4.000 pts)	Proficient (3.000 pts)	Intermediate (2.000 pts)	Novice (1.000 pt)
<b>Introduction of the Meal Plan project</b>	Information from 3 or more articles is gathered from multiple, research-based sources and clearly aligned to research topic. Well organized, demonstrates logical sequencing and structure. Detailed conclusions are reached from the evidence offered. Research question(s) are formed through the literature review and clearly stated.	Information from 2 articles are gathered from multiple sources and the majority are aligned to the research topic. Well organized, but demonstrates illogical sequencing or structure. Conclusions are reached from the evidence offered. Research question(s) are formed through the literature review.	Information from 1 article is gathered from a limited number of resources and attempts to align to the research topic. Weakly organized with no logical sequencing or structure. Research question(s) were not formed but could be formed through the literature review. There is some indication of conclusions from the evidence offered.	Articles are not research-based nor peer reviewed and do not align to the research topic or are missing entirely.
<b>Demonstrated Learning: throughout introduction, analyses, discussion and conclusion.</b>	Exceptionally thorough and insightful paper with depth and clarity throughout required elements of the assignment including an introduction, nutrition and cost analysis, discussion and conclusion.	Paper includes all required elements of the assignment with a complete analysis, introduction, discussion and conclusion.	Paper includes most required elements of the assignment with an attempted analysis, introduction, discussion and conclusion	Paper is missing one or more of the required elements of the assignment and/or is limited in its analysis, introduction, discussion and conclusion
<b>Nutrition and cost analyses.</b>	Menus are creative, appetizing and meet ALL the nutritional needs of the population.	Menus are creative, appetizing, but are nutritionally deficient in 1 or 2 key nutrient needs for the population	Menus are lacking in creativity or appealing descriptors, and are nutritionally deficient in 1 or 2 key nutrient needs for the population.	Menus are lacking in creativity or appealing descriptors, and are nutritionally deficient in 2 or more key nutrient needs for the population.
<b>Citation and reference page.</b>	Research paper has correct citation and required journal format for reference page.	Research paper has correct citation and required journal format for reference page, however the layout contains a few minor errors.	Research paper does not use correct citation format or incorrect format on reference page	The assignment is either non-existent or lacks the required references and formatting.
<b>Syntax and mechanics.</b>	Displays meticulous comprehension and organization of syntax and mechanics, such as spelling and grammar. Written work is free from errors and is very easy to understand.	Displays comprehension and organization of syntax and mechanics, such as spelling and grammar. Written work contains only a few minor errors and is mostly easy to understand.	Displays basic comprehension of syntax and mechanics, such as spelling and grammar. Written work contains a few errors which may slightly distract the reader.	The assignment is either non-existent or contains numerous errors in organization and/or syntax and mechanics, making it too difficult to decipher.

## PLO Data for Nutrition: 2020-2021, 2021-2022

### **PLO 2:**

Plan and implement advanced educational principles for nutrition behavior change and communicate effectively with diverse populations.

### **Outcome Measure:**

NUT4014: Counseling Video Sessions: Students will select a client to provide nutrition education counseling to, both verbal and written three separate times throughout the semester.

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

80% of students will score a three or higher on each criteria of the four-point AAC&U Oral Communication Value 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 2019, the Nutrition program underwent a curriculum change – revising the program learning outcomes and assessment plans in spring 2021. PLO 2 is assessed every other spring. NUT4014 was taught SP2020 – however due to adjustments made for teaching online due to that pandemic lockdown, was not assessed until Spring 2022. It was taught again in SP 2022 and assessed.

**Table for PLO2: Oral Communication.** Percentage of students scoring 3 or higher using the AAC&U Oral Communication rubric:

Counseling Videos					
Rubric Criteria		Semester	N		
Organization	NUT4014	Spring 2022	3	100%	
Language	NUT4014	Spring 2022	3	100%	
Delivery	NUT4014	Spring 2022	3	67%	
Supporting Material	NUT4014	Spring 2022	3	NA	
Central Message	NUT4014	Spring 2022	3	100%	

### **Conclusions Drawn from Data: 2022**

Three of the four criteria was met by 100%. The course held a mixture of Dietetic and Nutrition majors, however, only three students were Nutrition majors. Only the video of the counseling session was assessed, so there was no data gathered on supporting material. Overall, the students were proficient on organization, language and central counseling message on their videos. Two of the three students

were professional on the delivery of their counseling session (67%), while one student still needs to work on the delivery portion. Unfortunately, small numbers in a class do not generate sound data.

**Changes to be Made Based on Data: 2022**

We will consult with the Dean of Educational effectiveness to address the small number of students in this major. We may need to reevaluate the PLO, the courses assessed for this major, or the rubrics used.

**Rubric Used**

**ORAL COMMUNICATION VALUE RUBRIC**  
*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



**Definition:** Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

### **PLO Data for Nutrition: 2020-2021, 2021-2022**

#### **PLO 3:**

Demonstrate critical thinking skills and analytical abilities to identify and solve problems in nutritional science.

#### **Outcome Measure:**

NUT3065 Research Paper. 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 Value 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 2019, the Nutrition program underwent a curriculum change – revising the program learning outcomes and assessment plans in spring 2021. PLO 3 is now assessed every fall in NUT3065.

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:

Research Paper				
Rubric Criteria		Semester	N	
Determine Extent of Information	NUT3065	Fall 2021	2	100%
Access Needed Information	NUT3065	Fall 2021	2	100%
Evaluate Information/Sources	NUT3065	Fall 2021	2	100%
Use Information Effectively	NUT3065	Fall 2021	2	100%
Access and Use Information	NUT3065	Fall 2021	2	100%

#### **Conclusions Drawn from Data: 2021-2022**

This PLO was met with 100% proficiency. Fall 2021 was the first time Nutrition majors were included in the NUT 3065 Advanced Nutrition course. Two nutrition majors took the course and scored 100% on all aspects of writing a proficient introduction to a research paper.

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

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**

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<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.



## PLO Data for Nutrition: 2020-2021, 2021-2022

### 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:

NUT3030: Community Nutrition Display and Handout (also Nutrition Education Program Development project): Develop an education nutrition program for a target population to improve diet trends while considering societal, cultural, ethical, and financial dynamics.

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

80% of students will score a three or higher on each criteria of the four-point AAC&U Critical Thinking Value 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 2019, the Nutrition program underwent a curriculum change – revising the program learning outcomes and assessment plans in spring 2021. PLO 4 is now assessed every other fall.

**Table for PLO 4:** percentages of student scores using AAC&U Critical Thinking and Information Literacy rubrics:

Nutrition Display & Handout		Semester	N	4	3	2	1
				(Mastery) %	(Proficiency) %	(Developing) %	(Beginning) %
Rubric Criteria							
Explanation of Issues	CHD3030	Fall 2021	4	0	75	25	0
Evidence: Selecting and Using ...	CHD3030	Fall 2021	4	25	50	25	0
Influence of Context	CHD3030	Fall 2021	4	50	50	0	0
Student's Position	CHD3030	Fall 2021	4	25	50	25	0
Conclusions and outcomes	CHD3030	Fall 2021	4	50	25	25	0

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: 2019**

This criterion was met with 100% proficiency. 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.

**Conclusions Drawn from Data: 2021**

This criterion was met with only 75% of proficiency. Students developed a nutrition intervention based on a target population's nutritional needs. The nutrition intervention was supported by scientific-evidence, and included creating a marketing plan, and designing methods to use for learning activities. Only four students in this class were Nutrition majors, and their work varied from highly proficient to developing. Two of these students are currently on academic probation for low GPAs and have a history of turning work in late, not turning in work at all, or not following directions.

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

There is no need to change the assignment, learning outcome or rubric based on this data. Other majors in the course were able to generate projects that were highly proficient. Nutrition majors may need to be singled out for more scaffolding and encouraged to turn in rough drafts for early feedback.

## CRITICAL THINKING VALUE RUBRIC

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

	<b>Capstone – 4</b>	<b>3</b>	<b>2</b>	<b>Benchmark - 1</b>
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence - Selecting and using information to investigate a point of view or conclusion	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

**PLO Data for Nutrition: 2020-2021, 2021-2022****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.

**Table for PLO 5:** Percentages of student scores using the PLO 5 rubric

<b>CHD4097</b>			<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Rubric Criteria</b>	<b>Semester</b>	<b>N</b>	<b>(Mastery)</b>	<b>(Proficiency)</b>	<b>(Developing)</b>	<b>(Beginning)</b>
<b>Analysis of vocation &amp; strengths</b>	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	1*	100	0	0	0
	Fall 2020	5	70	30	0	0
	Spring 2021	NA	NA	NA	NA	NA
	Fall 2021	NA	NA	NA	NA	NA
	Spring 22	NA	NA	NA	NA	NA
<b>Application of ethics and values</b>	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	5	90	10	0	0
	Spring 2021	NA	NA	NA	NA	NA

<b>CHD4097</b>			<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Rubric Criteria</b>	<b>Semester</b>	<b>N</b>	<b>(Mastery)</b> %	<b>(Proficiency)</b> %	<b>(Developing)</b> %	<b>(Beginning)</b> %
	Fall 2021	NA	NA	NA	NA	NA
	Spring 22	NA	NA	NA	NA	NA
<b>Synthesis of Faith</b>	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
	Spring 2020	11	32	36	32	0
	Fall 2020	5	30	70	0	0
	Spring 2021	NA	NA	NA	NA	NA
	Fall 2021	NA	NA	NA	NA	NA
	Spring 22	NA	NA	NA	NA	NA

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

#### **Conclusions Drawn from Data:**

There were no Nutrition majors in this course for SP21, FA21 and SP22, so no data was generated.

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

NA

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