

**Family and Consumer Science
Dietetics
2016-2017**

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:

FCS365: Research Paper

Criteria for Success (if applicable):

85% 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:

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

Dietetics Program Learning Outcome 1: Percentages of student scores using the AAC&U Information Literacy Rubric

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

Conclusions Drawn from Data:

Students in the senior FCS 365 Advanced Nutrition course write a full research paper based on a diet change made and followed for 2-3 weeks. The literature review portion of the paper was assessed using the four-point AAC&U Information Literacy Value Rubric. As seen on the table above, at least 85% of the students were able to perform well on “Determine the Extent of Information Needed,” “Assess the Needed Information” and “Use Information Effectively to Accomplish a Specific Purpose”. A total of 84% of the class was able to “Access and Use Information Ethically and Legally”, while only 67% were able to “Evaluate Information and its Sources Critically”.

Changes to be Made Based on Data:

“Evaluate Information and its Sources Critically” is a task we start working on with dietetic students at the sophomore level. By senior year, we hope that students would have a firmer grasp on how to effectively search out appropriate journal research articles, read and summarize them in a paper both effectively and critically. However, as in any class, some students are excellent writers and perform this task easily, while others struggle to understand research articles well enough to interpret them critically. This is a task we will continue to work on as it is important, and one of our standards for dietetics accreditation.

Rubric: AAC&U Information Literacy Rubric

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



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

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
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.
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**Family and Consumer Science
Dietetics
Food Handlers' Permit Spring 2017**

Learning Outcome:

PLO 2. Demonstrate basic skills in food preparation, sanitation and safety in working with a variety of food products.

Outcome Measure:

San Diego County Food Handlers' Exam

Criteria for Success (if applicable):

Pass/Fail 100% will pass

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 was the first time assessing the assignment.

Conclusions Drawn from Data:

Criteria was met for spring 2017. The combination of lectures and hands on field experience successfully met students' perceived understanding of proper food handling. 100% of students passed the food handler's permit.

Changes to be Made Based on Data:

Continue providing in-class lectures and additional resources with hands-on learning to enhance the student's understanding of safe food handling practices.

Rubric: None. San Diego County Food Handler's Exam.

**Family and Consumer Science
Dietetics
2016-2017**

Learning Outcome:

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

Outcome Measure:

FCS250: Literature Review report

Criteria for Success (if applicable):

70% 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 2015/2016, FCS revised program learning outcomes and assessment plans.

Dietetics Program Learning Outcome 2. Percentages of student scores using the AAC&U Information Literacy Rubric

Rubric Criteria	Course	Semester	N	Capstone	Milestone	Milestone	Benchmark
				(mastery) 4	(proficiency) 3	(developing) 2	(beginning) 1
Determine the Extent of Information Needed	FCS 250	Fall 2016	4	100%	0%	0%	0%
Access the Needed Information	FCS 250	Fall 2016	4	100%	0%	0%	0%
Evaluate Information and its Sources Critically	FCS 250	Fall 2016	4	25%	75%	0%	0%
Use Information Effectively to Accomplish a Specific Purpose	FCS 250	Fall 2016	4	25%	75%	0%	0%
Access and Use Information Ethically and Legally	FCS 250	Fall 2016	4	100%	0%	0%	0%

Conclusions Drawn from Data:

Students in the lower division FCS 250 Introduction to FCS Research course write a literature review paper based on a nutrition topic they are passionate about. The literature review paper was assessed using the four-point AAC&U Information Literacy Value Rubric. As seen on the table above, 100% of the students were able to perform highly on “Determine the Extent of Information Needed,” “Assess the Needed Information” and “Access and Use Information Ethically and Legally”. Overall, all students (100%) scored a “3” or higher in all five areas of the rubric.

Changes to be Made Based on Data:

“Evaluate Information and its Sources Critically” is a new task introduced in this class, and is built on during the next two years of their education. By senior year, we hope that students would have a firmer grasp on how to effectively search out appropriate journal research articles, read and summarize them in a paper both effectively and critically. However, as in any class, some students are excellent writers and perform this task easily, while others struggle to understand research articles well enough to interpret them critically. This is a task we will continue to work on as it is important, and one of our standards for dietetics accreditation.

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<p>Access and Use Information Ethically and Legally*</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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