Sociology, Social Work, and Family Sciences
PLO Data for Dietetics: 2022-2023

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: 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.

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 Rubric Criteria	Semester	N	4 (Distinguished) %	3 (Proficient) %	2 (Intermediate) %	1 (Novice) %
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
	Spring 2023	7	43	57	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
	Spring 2023	7	100	0	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
	Spring 2021	11	73	18	9	0
	Spring 2022	5	60	40	0	0
	Spring 2023	7	71	29	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
	Spring 2023	7	57	43	0	0

Conclusions Drawn from Data:

This criterion was met 100%. The 2023 class of students did well on the assessment portion of the note, with 100% scoring in the distinguished or proficiency category. The diagnosis portion was also done very well with 100% reaching distinguished column. 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 write a SMART goal to correctly follow up what was needed to be monitored in the next clinical visit.

Changes to be Made Based on Data:

The prerequisite course, NUT 3020 - Nutrition Assessment, is now required prior to NUT 4015, Medical Nutrition Therapy and has been very helpful. It allows the students two semesters to gain experience writing chart notes. While in the prerequisite class, the students take 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: 2022-2023

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. <mark>Specialized Knowledge</mark>
    2. Broad Integrative Knowledge
    3. <mark>Intellectual Skills/Core Competencies</mark>
    4. Applied and Collaborative Learning
    5. Civic and Global Learning

Longitudinal Data:
PLO2: Alternate year Food Handler's Exam results

Exam Data	2015	2017	2019	2021	2023
% passing	100%	100%	100%	100%	NA

Conclusions Drawn from Data:
This criterion has consistently been met 100%. All students have passed the exam before starting the laboratory rotations in the campus cafeteria.

Changes to be Made Based on Data:
In Spring 2023, NUT4035 was taught by a new adjunct who did not administer the exam prior to the students starting rotations in the campus cafeteria. Since this is a requirement of the Quantity Food Production class, we need to be sure the exam is on the syllabus and part of the grading criteria for the course. The adjunct was contacted, and communication was given to be sure the exam is conducted in the future.
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PLO Data for Dietetics: 2022-2023

Learning Outcome PLO 3:
 Identify and assess scientific research evaluating current evidence-based research related to dietetics. (KRDN 2.1)

Outcome Measure:
 NUT3065 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:

DIETETICS 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 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Rubric Criteria	Semester	N				
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
	Fall 2019	10	70	30	0	0

COURSE: NUT3065 Rubric Criteria	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	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

* This outcome was not assessed in Fall 2022 while university was transitioning to a new assessment management system.

Conclusions Drawn from Data:
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 accessing needed information, evaluating it appropriately, using it effectively and can write 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

AA&CU *Association of American Colleges and Universities*

	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: 2022-2023

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:

PLO 4: Percentage of student scores using the NUT3003 US Regional Foot Patterns Presentation Rubric

NUT3003 Rubric Criteria	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (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
	Spring 2023	5	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
	Spring 2023	5	20	80	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
	Spring 2023	5	100	0	0	0

Conclusions Drawn from Data:

The "knowledge of culture" and "food pattern" portions of this project were meet with 100% mastery. The area of "cultural awareness" still scored as proficient or above, but was not as strong as the previous year. The adjunct teaching this course is aware of the deficiency and is coaching the students through this project using more examples in the past with information presented both orally and written about health beliefs and tips on how to address counseling a patient from various ethnicities.

Changes to be Made Based on Data:

We will continue to use the project directions, guidelines and examples 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: 2022-2023

Learning Outcome PLO 5:

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

Outcome Measure:

CHD4097 (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.

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 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Rubric Criteria	**Semester**	**N**				
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
	Fall 2022	6	50	50	0	0
	Spring 2023	0	NA	NA	NA	NA
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

COURSE: CHD4097			4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Rubric Criteria	Semester	N				
	Spring 2020	11	64	36	0	0
	Fall 2020	3	80	20	0	0
	Spring 2021	1*	NA	NA	NA	NA
	Fall 2021	1*	NA	NA	NA	NA
	Spring 2022	2	25	75	0	0
	Fall 2022	6	67	33	0	0
	Spring 2023	0	NA	NA	NA	NA
Synthesis of Faith	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
	Fall 2022	6	50	50	0	0
	Spring 2023	0	NA	NA	NA	NA

Scores prior to SP20 are shown for the entire CHD/NUT4097 roster. Beginning in FA21, began separating scores for Nutrition and Dietetics student

* N is too small to report data and analysis

Conclusions Drawn from Data:
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 2022, six dietetic majors were enrolled, and all scored in the mastery or proficiency categories. In Spring 2023, no dietetic students took the class.

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 the beginning draft and then the last draft of Code of Ethics and Professional Philosophy. This change began in the 2021-22 academic year and continued for 2022-23. An area of improvement and reflection is in the "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