

Sociology, Social Work, and Family Sciences
PLO Data for Nutrition (NUT)
2023-2024

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.

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, and in Spring 2021 revised the program learning outcomes and assessment plans. PLO 1 is assessed every other spring. NUT3035 was taught to Nutrition majors 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, then again in Spring 2024.

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

Meal Plan Project	Rubric Criteria	Semester	N	4	3	2	1
				(Mastery) %	(Proficiency) %	(Developing) %	(Beginning) %
Introduction	NUT3035	Spring 2022	1*	NA	NA	NA	NA
	NUT3035	Spring 2024	14	29	64	7	0
Learning exhibited in intro, analyses, discussion and conclusion	NUT3035	Spring 2022	1*	NA	NA	NA	NA
	NUT3035	Spring 2024	14	21	72	7	0
Nutrition and cost analyses	NUT3035	Spring 2022	1*	NA	NA	NA	NA
	NUT3035	Spring 2024	14	29	57	14	0
Citation and reference page	NUT3035	Spring 2022	1*	NA	NA	NA	NA
	NUT3035	Spring 2024	14	21	79	0	0
Syntax and Mechanics	NUT3035	Spring 2022	1*	NA	NA	NA	NA
	NUT3035	Spring 2024	14	7	72	21	0

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

Conclusions Drawn from Data:

Spring 2024: With an n = 14 we can report data this year. In this assessment cycle, 93% wrote a proficient introduction, 86% were able to turn in a paper that exhibited all aspects of a proficient project and 100% were able to craft accurate references both in citations and on the reference page. Unfortunately, only 79% were able to submit papers that displayed proficient use of syntax and mechanics.

Changes to be Made Based on Data:

Correcting syntax and mechanics will be more challenging in a Nutrition through the Lifecycle class. In some cases, there are students with English as his/her second language, and others with a weak foundation in scientific writing. In most cases, this is the first upper division class where Nutrition majors need to write a research paper, so there is no prior knowledge as to who needs more support. The instructor can offer the Writing Tutorial Center as an option and offer students to visit during office hours to view previous papers. Time can also be allotted in class for students to ask questions or bring in rough drafts for feedback.

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)
Introduction of the Meal Plan project	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.
Demonstrated Learning: throughout introduction, analyses, discussion and conclusion.	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
Nutrition and cost analyses.	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.
Citation and reference page.	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.
Syntax and mechanics.	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: 2023-2024

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. This course is offered every other spring – and will next be assessed in Spring 2024.

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 2024 but not assessed due to the adjunct professor not keeping a copy of the videos.

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: 2024

2024 = Videos were not kept for assessment.

Changes to be Made Based on Data: 2024

We will consult with the adjunct professor teaching this course to be sure there is a way to obtain and store a copy of the students’ final counseling video session.

Rubric Used

ORAL COMMUNICATION VALUE RUBRIC
for more information, please contact 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.*

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Organization	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.
Language	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.
Delivery	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.
Supporting Material	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.
Central Message	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: 2023-2024

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, and in spring 2021 revised the program learning outcomes and assessment plans. 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			4 (Distinguished) %	3 (Proficient) %	2 (Intermediate) %	1 (Novice) %
Rubric Criteria	Semester	N				
Determine Extent of Information	Fall 2021	2	100	0	0	0
	Fall 2022	2	50	50	0	0
	Fall 2023	5	20	80	0	0
Access the Needed Information	Fall 2021	2	100	0	0	0
	Fall 2022	2	100	0	0	0
	Fall 2023	5	20	60	20	0
Evaluate Information and Sources Critically	Fall 2021	2	100	0	0	0
	Fall 2022	2	100	0	0	0
	Fall 2023	5	20	20	60	0
Use Information Effectively	Fall 2021	2	100	0	0	0
	Fall 2022	2	100	0	0	0
	Fall 2023	5	20	60	20	0
Access and Use Information Ethically	Fall 2021	2	100	0	0	0
	Fall 2022	2	100	0	0	0
	Fall 2023	5	20	80	0	0

Conclusions Drawn from Data:

This PLO was met with mixed reviews. Fall 2023 had five nutrition majors in the class and 80% were able to proficiently ‘determine the extent of information’ for the paper, ‘access the needed information’, ‘use information effectively’, and ‘access and use information ethically’. However, only 40% were able to evaluate information and sources critically.

Changes to be Made Based on Data:

Although students in this major must take a Research Basics course, we cannot rely on all students taking this course prior to the Advanced Nutrition class, nor guarantee they will retain the knowledge from this class to be able to critically evaluate information and resources. More time will need to be allotted in class working with nutrition majors who need extra coaching on locating and evaluating appropriate sources.

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

	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 Nutrition: 2023-2024

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.

This course is offered every other semester, and will next be assessed in Fall 2023.

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	Rubric Criteria	Semester	N	4	3	2	1
				(Mastery) %	(Proficiency) %	(Developing) %	(Beginning) %
Explanation of Issues	NUT3030	Fall 2021	4	0	75	25	0
	NUT3030	Fall 2023	13	77	23	0	0
Evidence: Selecting and Using ...	NUT3030	Fall 2021	4	25	50	25	0
	NUT3030	Fall 2023	13	46	31	23	0
Influence of Context	NUT3030	Fall 2021	4	50	50	0	0
	NUT3030	Fall 2023	13	8	92	0	0
Student's position / perspective	NUT 3030	Fall 2023	13	23	69	8	0
Conclusions and outcomes	NUT3030	Fall 2021	4	50	25	25	0
	NUT3030	Fall 2023	13	77	8	15	0

Percentage of student scores using the FCS 330_Research Paper Assessment Rubric

NUT3030			4	3	2	1
Rubric Criteria	Semester	N	(Distinguished) %	(Proficient) %	(Intermediate) %	(Novice) %
Introduction: Content	Fall 2017	6	67	33	0	0
	Fall 2018	4	75	25	0	0
	Fall 2019	8	63	25	13	0
Introduction: References	Fall 2017	6	67	17	0	17
	Fall 2018	4	75	25	0	0
	Fall 2019	8	38	63	0	0
Introduction: Literature Review	Fall 2017	6	67	33	13	0
	Fall 2018	4	100	0	0	0
	Fall 2019	8	25	75	0	0
Nutrition: Content	Fall 2017	6	100	0	0	0
	Fall 2018	4	75	25	0	0
	Fall 2019	8	75	25	0	0
Nutrition: Order	Fall 2017	6	83	17	0	0
	Fall 2018	4	75	25	0	0
	Fall 2019	8	75	25	0	0
Nutrition: Complete	Fall 2017	6	83	17	0	0
	Fall 2018	4	100	0	0	0
	Fall 2019	8	50	50	0	0
Discussion: Objective Text	Fall 2017	6	83	0	17	0
	Fall 2018	4	50	50	0	0
	Fall 2019	8	100	0	0	0
Discussion: Source of Errors	Fall 2017	6	67	33	0	0
	Fall 2018	4	75	25	0	0
	Fall 2019	8	50	50	0	0
Mechanics	Fall 2017	6	67	33	0	0
	Fall 2018	4	100	0	0	0
	Fall 2019	8	38	63	0	0
References	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: 2023

Unfortunately, a new professor taught the class in Fall 2023, and although a comprehensive project was assigned and graded in installments, none of the project parts fit this rubric or any other available rubrics. Therefore, this course was not assessed in this cycle.

Changes to be Made Based on Data:

We will need to meet with the professor and revise the assessment assignment for NUT3030 for the Fall 2025 assessment cycle, as this course is taught every other year.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

	Capstone – 4	3	2	Benchmark - 1
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: 2023-2024

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: 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

CHD4097 Rubric Criteria	Semester	N	4	3	2	1
			(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	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
	Fall 2022	1*	NA	NA	NA	NA
	Spring 2023	1*	NA	NA	NA	NA
	Fall 2023	1	100	0	0	0
	Spring 2024	3	67	33	0	0
	Application of ethics and values	Fall 2017	13	46	46	8
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

CHD4097			4	3	2	1
Rubric Criteria	Semester	N	(Mastery)	(Proficiency)	(Developing)	(Beginning)
			%	%	%	%
	Spring 2020	11	64	36	0	0
	Fall 2020	5	90	10	0	0
	Spring 2021	NA	NA	NA	NA	NA
	Fall 2021	NA	NA	NA	NA	NA
	Spring 22	NA	NA	NA	NA	NA
	Fall 2022	1*	NA	NA	NA	NA
	Spring 2023	1*	NA	NA	NA	NA
	Fall 2023	1	100	0	0	0
	Spring 2024	3	67	33	0	0
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
	Spring 2020	11	32	36	32	0
	Fall 2020	5	30	70	0	0
	Spring 2021	NA	NA	NA	NA	NA
	Fall 2021	0	NA	NA	NA	NA
	Spring 2022	0	NA	NA	NA	NA
	Fall 2022	1*	NA	NA	NA	NA
	Spring 2023	1*	NA	NA	NA	NA
	Fall 2023	1	100	0	0	0
	Spring 2024	3	67	33	0	0

* Scores prior to SP20 were combined to include all majors in CHD4097 and NUT4097. In FA21, began separating scores by program.

Conclusions Drawn from Data:

There was only one Nutrition major enrolled in NUT4097 during Fall 2023 academic year, and three enrolled in Spring 2024. All four students met the criteria of success for this outcome.

Changes to be Made Based on Data:

NA

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