



Matrix 2.1a Core Concepts  
 Infusion of the Body of Knowledge in Food, Nutrition, and Dietetics

Illustrate the infusion of the core concepts of the body of knowledge into program curricula. Complete Matrix 2.1a.

Outcome Measures	Course Number/ Name	Assessment Strategy	Summary of Data Collected	Follow-up Action	Core Concepts			
					Basic Human Needs	Community Vitality	Family Strengths	Individual Well-Being
Describe the stages of human development in relation to physical, social, emotional, and intellectual development of children, older adults, and other family members.	FCS 291: Human Development Across the Life Span	5 life span observation papers that provide data for a reflection paper: What Does It Mean to Be Human?	95% of students completed 5 observation papers; 85% used observation data to complete Reflection Paper.	Refine assignment; show examples of how observation leads to reflection for answering question posed by assignment.	X			X
	FCS 316 Food Science	6 groups of students conducted research projects dealing with different disabling health conditions, such as celiac disease, heart disease, and lactose intolerance. The students developed food products that individuals with these conditions can use to manage their health and well-	100% of the students completed the research projects. They wrote and presented research findings.	Increase the number of participants to increase the reliability of the data.	X			X

		being.						
	FCS 311 Community Nutrition	16 groups of students provided nutrition services in a community-based Food Assistance Programs for Service-Learning experiences.	100% of the students completed the Service-Learning activities. They collected and prepared meals for homeless individuals, served meals and provided nutrition education to older persons. They distributed foods at Food Pantries.	Increase the number of sites for the Service-Learning.	X	X		
Demonstrate understanding of nutrition knowledge, nutritional needs and how food consumption relates to health and well-being.	FCS 102: Nutrition in the Life Span	Students had the opportunity to complete 15 quizzes and 17 homework assignments comprehensively covering board field of nutrition	Class earned 90% of possible points for both the homework assignments and quizzes by completing the assignments and quizzes.	Revise and update quizzes and homework assignments to reflect new information and knowledge in the field of nutrition to allow students to learn more about each nutrition topic, their own nutritional needs and behaviors and the relationship to health.	X		X	X



Matrix 2.1b Integrative Elements  
 Infusion of the Body of Knowledge in Food, Nutrition, and Dietetics

Illustrate the infusion of the integrative elements of the body of knowledge into program curricula. Complete Matrix 2.1b.

Outcome Measures	Course Number/ Name	Assessment Strategy	Summary of Data Collected	Follow-up Action	Integrative Elements	
					Life Course Development	Human Ecosystem
Apply an understanding of the interaction and interrelatedness of individuals, families, and communities to resolution of case studies involving families in need.	FCS 241: Professional Issues in Family & Consumer Sciences	Group presentation of resolution of a case study of family whose breadwinner lost job.	80% of students exhibited an understanding of interrelatedness and interactions of individuals, families, and communities; understanding of poverty very limited; students exhibited limited knowledge of community resources.	More projects of this type need to be included in course work to help students broaden perspectives of community resources; develop a service project to help individuals at the soup kitchen to expose students to realities of poverty and to resources that are available to help individuals.		X
	FCS 311 Community Nutrition	Group presentations of case studies and critical thinking activities about families and individuals in need of foods and shelter and the working poor.	100% of the students showed an understanding of interrelatedness and interactions of individuals, families, and communities. Student's knowledge of resources within the community is limited. Also their knowledge of poverty and who is affected is limited.	Expand the Service-Learning activities to broaden the student's viewpoints of poverty and community resources.		X
	FCS 102: Nutrition in the Life Span	Learning assessed by exam questions related to specific developmental changes and	99% of class completed exam containing questions related to human lifespan requirements and needs.	Revise and update course content to reflect new information and knowledge in the field of nutrition concerning specific nutritional needs and changes occurring throughout	X	

		needs through the various life stages of humans.		the lifespan; and develop specific homework assignment covering topic.		
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