

Childhood and Adolescent Development
2015-16

**Family and Consumer Science
Early Childhood Learning Center (ECLC)
Field Experience Survey Results
2015-2016**

Learning Outcome:

1. Identify and describe normative similarities and differences of physical, cognitive, emotional and social theories at each development stage from prenatal through adulthood.

Outcome Measure:

Workshop training one/two including field experience at the ECLC.

Criteria for Success (if applicable):

75% of students will score at effective or highly effective in this indirect assessment.

Longitudinal Data:

This is the first year the survey has been used for learning outcome 1.

Workshop One Fall and Spring

1=ineffective 2=somewhat effective 3=effective 4=highly effective

At the end of my field experience I am able to:	1	2	3	4
Identify the differences of cognitive, emotional, social and physical development of young children.	1	2	34	71
My field experience at the ECLC has helped me:	1	2	3	4
Gain a deep understanding of the three domains (physical, social/emotional, cognitive).	0	0	29	79

Workshop Two Spring

1=ineffective 2=somewhat effective 3=effective 4=highly effective

At the end of my field experience I am able to:	1	2	3	4
Identify the following emergent skills and levels of development of young children: <ul style="list-style-type: none"> Math skills Block Exploration Science Exploration Literacy Skills (stages of reading and writing) 	0	1	11	6
My field experience at the ECLC has helped me:	1	2	3	4
Gain a deep understanding of the emergent skills (math, blocks, science, literacy, reading and writing) of young people.	0	1	8	9

Conclusions Drawn from Data:

Criteria was met both fall and spring semesters 2015-2016. The combination of workshop 1 and field experience successfully met students' perceived understanding of cognitive, emotional, social and physical development of young children differences with 71 identifying at highly effective. Gaining a

deep understanding of the three domains (physical, social/ emotional, cognitive), 79 scoring highly effective.

Changes to be Made Based on Data:

The ECLC team determined from this data that more explanation of emergent levels (math skills, block exploration, science exploration, literacy skills) should be reinforced during field time.

**Family and Consumer Science
Early Childhood Learning Center (ECLC)
Field Experience Survey Results
2015-2016**

Learning Outcome:

2. Analyze what are developmentally appropriate concepts, activities, materials, resources in the community as related to children from infancy through adolescence.

Outcome Measure:

Workshop training one/two including field experience at the ECLC.

Criteria for Success (if applicable):

75% of students will score at effective or highly effective in this indirect assessment.

Longitudinal Data:

This is the first year the survey has been used for learning outcome 2.

Workshop One Fall and Spring

1=ineffective 2=somewhat effective 3=effective 4=highly effective

At the end of my field experience I am able to:	1	2	3	4
Engage with young children to assist in their cognitive, emotional, social, and physical development.	0	4	32	72
My field experience at the ECLC has helped me:	1	2	3	4
Develop skills in effective communication with young children.	0	3	31	73
The Lab Teachers:	1	2	3	4
Provided a positive role model of appropriate ways of interacting with young children.	0	3	24	76
Effectively coached me in developing my skills interacting with young children.	2	8	34	59

Workshop Two Spring

1=ineffective 2=somewhat effective 3=effective 4=highly effective

At the end of my field experience I am able to:	1	2	3	4
Engage with young children to assist in their math skills, block exploration, science exploration and emergent literacy (reading and writing) development.	0	2	11	5
My field experience at the ECLC has helped me:	1	2	3	4
Develop skills in effective communication with young children.	0	1	6	10
The Lab Teachers:	1	2	3	4
Provided a positive role model of appropriate ways of interacting with young children.	0	0	6	11

Effectively coached me in developing my skills interacting with young children.	6	2	11	5
---	---	---	----	---

Conclusions Drawn from Data:

The criteria was met in all areas for both workshop one and workshop two participants and in field experience. The students' perceived gaining deeper understanding and practical application skills in required field hours.

Changes to be Made Based on Data:

In reflections, students commented that sometimes they felt cramped with so many adults. Careful scheduling will continue to be reinforced to meet needs of students.

**Family and Consumer Science
Program Learning Outcome #5 Assessment Report
2015-2016**

Learning Outcome:

- PLO 5. Identify career paths and faith integration within the child and adolescent professions
- PLO 5. Identify career paths and faith integration within the dietetics professions
- PLO 5. Identify career paths and faith integration within the nutrition and food professions

Outcome Measure:

FCS 497: Preparation of professional statements and ePortfolio. Professional statements include: Professional Philosophy, professional goals, code of ethics, and career goals in relation to mission of FCS.

Criteria for Success (if applicable):

FCS 497 (summative assessment): 80% if students will score a three or higher on each criteria of a four-point rubric

Longitudinal Data:

In 2015/2016, FCS revised program learning outcomes and assessment plans. In Fall 2015, PLO 5 Rubric was created to assess the integration of faith and profession.

FCS Program Learning Outcome #5 Rubric – percentages of student scores:

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Analysis of vocation and personal strengths	FCS 497	Fall 2015	26	54%	46%	0%	0%
	FCS 497	Spring 2016	34	66%	32%	2%	0%
Application of ethics and values in career	FCS 497	Fall 2015	26	31%	65%	4%	0%
	FCS 497	Spring 2016	34	43%	51%	6%	0%
Synthesis of faith in professional context	FCS 497	Fall 2015	26	11%	81%	8%	0%
	FCS 497	Spring 2016	34	31%	63%	6%	0%

Conclusions Drawn from Data:

Senior students performed at 80% or higher in all categories, both fall and spring 2015-2016. At the senior level, all criteria were met. The assessment rubric was carefully reviewed to make sure it is developmentally appropriate. Faculty calibration was done before use of the PLO rubric.

Changes to be Made Based on Data:

Even though senior students performed at or above criteria that were met, the capstone (mastery) ranged from 66%-11% in all criteria. The focus will be to increase the percent of students that are at the capstone (mastery) level. Integration of faith in vocation will continue to be focused in introductory level FCS 101 and capstone level FCS 497. In various contexts, alumni, faculty and guest speakers sharing integration in vocation testimonies will be emphasized. The department will continue partnering with the Office of Strengths and Vocation to help students articulate their professional voice in relation to their faith.

Rubric Used: FCS PLO #5 Rubric: Identify career paths and faith integration within a profession

Rubric Criteria:	Capstone (or mastery) 4	Milestone (or proficiency) 3	Milestone (or developing) 2	Benchmark (or 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 consider how ethics and faith could impact decision-making

Family and Consumer Science Outcome Assessment Exam 2015-2016

Outcome Measure:

Exit exam is given to all graduating seniors for both fall 2015 and spring 2016. Exit exam focuses on the level of competency in particular field of study.

Criteria for Success:

70% or higher average for each of the programs in the Department of Family and Consumer Sciences

Longitudinal Data:

2001-2016 Faculty review and update exam each year before administering.

Average Score by Percentages:

75% average of all programs

Majors	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Ave %
Child and Adolescent Development	77	75	79	77	77	75	76	71	74	71	70	69	73	77	80	75
Family and Consumer Sciences	73	XXX	72	XXX	72	78	70	69	83	XXX	XXX	XXX	71	XXX	XXX	74
Fashion and Interiors																
Fashion Merchandising	69	73	64	74	72	80	73	69	66	73	81	77	83	83	80	74
Fashion and Interiors																
Interior Design	73	69	81	XXX	73	79	77	77	76	69	73	75	XXX	75	77	75
Family Life Services	76	72	77	78	69	74	76	XXX	90	Major Dropped	XXX	XXX	XXX	XXX	XXX	XXX
Nutrition and Food																
Food Service Management	XXX	64	XXX	74	71	74	XXX	80	XXX	70	75	64	81	85	XXX	74
Nutrition and Food																
Nutrition and Health	70	72	75	71	69	77	73	74	73	73	66	72	80	71	65	72
Dietetics	64	66	74	81	72	80	74	76	75	78	75	71	80	74	73	74

Conclusions Drawn from Data:

The seniors in each program met the 70% criteria for success with the exception of Nutrition and Food that received a 65%. The average score in Child and Adolescent Development and Interior Design went up. Scores went down Fashion Merchandizing, Nutrition and Health and Dietetics.

Changes to be Made Based on Data:

Full time faculty will review and evaluate in fall 2016 workshop the scores for each program. Careful review of each question with a high percentage of wrong answers will lead to a discussion of how to best meet needs of students in pedagogy and curricular changes.