

**Family and Consumer Science
Child and Adolescent Development (CHAD)
2016-2017**

Learning Outcome:

PLO 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:

FCS385: MeBook Project. Includes insights about self and children at each stage gained from interviews, textbook, scholarly resources and class discussion. Application of insights gained by developing a parenting philosophy to be used in each stage with future children.

Criteria for Success (if applicable):

85% if students will score a three or higher on each criteria of the four-point AAC&U Integrative Learning 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 learning outcomes and assessment plans to be on a three year cycle. This is the first year it has been assessed.

CHAD Program Learning Outcome 1: Percentages of student scores using the AAC&U Integrative Learning Value Rubric

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Connections to Experience	FCS 385	Spring 2017	44	32%	49%	16%	3%
Connections to Discipline	FCS 385	Spring 2017	44	43%	46%	8%	3%
Transfer: Adapts and applies ...	FCS 385	Spring 2017	44	19%	65%	16%	0%
Integrated Communication	FCS 385	Spring 2017	44	22%	62%	14%	3%

Reflection and Self-Assessment	FCS 385	Spring 2017	44	24%	62%	14%	0%
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Conclusions Drawn from Data:

Students performed in all categories at 80% or better. However, only two out of five areas met the 85% criteria for success. Connections to Discipline met the criteria at 89% and Reflection and Self-Assessment met the criteria at 86%. The following did not meet the criteria: Transfer: Adapts and applies 84%, Integrated Communication 84%, and Connections to Experience 81%.

Changes to be Made Based on Data:

There will be a renewed focus of helping students conceptualize how to take examples of life and synthesize them into a theoretical framework. This will need to be done in a group setting throughout the semester.

Rubric Used

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Connections to Experience: Connects relevant experience and academic knowledge	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline: Sees (makes) connections across disciplines, perspectives	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.

Reflection and Self-Assessment: Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in selfassessment, reflective, or creative work)	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased selfawareness).	Describes own performances with general descriptors of success and failure.
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**Family and Consumer Science
Child and Adolescent Development (CHAD)
2016-2017**

Learning Outcome:

PLO 3. Identify and assess scientific research evaluating current evidence-based research related to child and adolescent development.

Outcome Measure:

FCS355: Research Paper. A question formulated to address an issue that affects children or families of children with special needs. Students will research and find a minimum of five peer reviewed articles published in the last three years (books can be used as well), then summarize findings and address the question asked – supporting findings with evidence from articles. Students will complete an annotated bibliography of all research materials found.

Criteria for Success (if applicable):

80% if 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 learning outcomes and assessment plans to be on a three year cycle. This is the first year it has been assessed.

CHAD Program Learning Outcome 3: Percentages of student scores using the AAC&U Information Literacy Value Rubric

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Determine the Extent of Information Needed	FCS 355	Spring 2017	24	50%	46%	4%	0%
Access the Needed Information	FCS 355	Spring 2017	24	21%	67%	13%	0%
Evaluate Information and its Sources Critically	FCS 355	Spring 2017	24	33%	63%	4%	0%

Use Information Effectively to Accomplish a Specific Purpose	FCS 355	Spring 2017	24	33%	67%	0%	0%
Access and Use Information Ethically and Legally	FCS 355	Spring 2017	24	13%	75%	13%	0%

Conclusions Drawn from Data:

In all five categories students scored higher than 80%: Determine the Extent of Information Needed 96%, Access the Needed Information 88%, Evaluate Information and its Sources Critically 96%, Use Information Effectively to Accomplish a Specific Purpose 100%, Access and Use Information Ethically and Legally 88%.

Changes to be Made Based on Data:

To continue to collaborate with Librarians in students accessing the needed information and evaluating information sources critically. The criteria will be changed to 85% or better. It has been determined that the bar is set too low.

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*	<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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