Sociology, Social Work, and Family Sciences
PLO Data for Child and Adolescent Development (CHAD)
2024-2025

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:

CHD4020 Socialization of Self paper: Students will complete a personal case study on the effects of socialization; discuss the social and behavioral outcomes of socialization in terms of their own development; explain personal attitudes and values and discuss their own sense of self-efficacy and self-esteem; describe the influences on their moral development; explain how their own gender role developed thus far; include the socialization agents and how each has helped to shape who they have become physically, cognitively and socially.

Criteria for Success (if applicable):

80% of students will score a three or higher on each criterion 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:

This outcome will be assessed every fall.

CHAD PLO 1: Percentages of student scores using the AAC&U Integrative Learning Value Rubric.
Pink coloring reflects that the benchmark was not met.

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Initial) %
Connections to Experience	FCS385	Spring 2017	22	32	49	16	3
	FCS385	Spring 2018	12	50	25	17	8
	FCS385	Spring 2019	5	56	44	0	0
	CHD4020	Fall 2019	6	83	17	0	0
	CHD4020	Fall 2020	18	61	33	6	0
	CHD4020	Fall 2021	20	60	40	0	0
	CHD4020	Fall 2022	24	50	50	0	0
	CHD4020	Fall 2023	7	46	39	15	0
	CHD4020	Fall 2024	12	52	43	4	0

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Initial) %
Connections to Discipline	FCS385	Spring 2017	22	43	46	8	3
	FCS385	Spring 2018	12	25	42	17	17
	FCS385	Spring 2019	15	28	72	0	0
	CHD4020	Fall 2019	6	17	75	8	0
	CHD4020	Fall 2020	8	50	42	8	0
	CHD4020	Fall 2021	20	45	55	0	0
	CHD4020	Fall 2022	24	42	58	0	0
	CHD4020	Fall 2023	7	8	69	23	0
	CHD4020	Fall 2024	12	48	43	9	0
Transfer: Adapts and applies …	FCS385	Spring 2017	22	19	65	16	0
	FCS385	Spring 2018	12	25	25	33	17
	FCS385	Spring 2019	15	28	72	0	0
	CHD4020	Fall 2019	6	25	67	8	0
	CHD4020	Fall 2020	18	39	56	6	0
	CHD4020	Fall 2021	20	13	88	0	0
	CHD4020	Fall 2022	24	50	42	8	0
	CHD4020	Fall 2023	7	16	69	15	0
	CHD4020	Fall 2024	12	43	43	13	0
Integrated Communication	FCS385	Spring 2017	22	22	62	14	3
	FCS385	Spring 2018	12	42	17	25	17
	FCS385	Spring 2019	15	28	72	10	7
	CHD4020	Fall 2019	6	42	58	0	0
	CHD4020	Fall 2020	18	25	75	0	0
	CHD4020	Fall 2021	20	48	53	0	0
	CHD4020	Fall 2022	24	46	54	0	0
	CHD4020	Fall 2023	7	31	54	15	0
	CHD4020	Fall 2024	12	30	57	13	0
Reflection and Self-Assessment	FCS385	Spring 2017	22	24	62	0	0
	FCS385	Spring 2018	12	42	8	42	8
	FCS385	Spring 2019	15	28	72	0	0
	CHD4020	Fall 2019	6	50	50	0	0
	CHD4020	Fall 2020	18	78	22	0	0
	CHD4020	Fall 2021	20	80	20	0	0
	CHD4020	Fall 2022	24	54	46	0	0
	CHD4020	Fall 2023	7	54	38	8	0
	CHD4020	Fall 2024	12	52	43	4	0

Conclusions Drawn from Data:

The criterion of 80% was met in mastery or proficient, 100% in all categories in fall 2024. Connection to Discipline 91%, Transfer: Adapts & Applies 86%, Integrated Communication 84%, and Reflection & Self-Assessment 95%. The overall scores slightly increased from fall 2023, and the percentage in mastery increased in all areas except Integrated Communication. It is important to note, a focus has been on Transfer: Adapts and Applies for years; this went up in fall 2024. The signature assignment is a strong tool in assessing this learning outcome. CHD 4020 is the capstone for Child and Adolescent Development majors, and it is the perfect course to access this outcome.

Changes to be Made Based on Data:

The changes made in 2024 are in how assignments are scaffolded and explained. Providing reflection time in class and providing including guiding students through prompts will be continued. The focus on helping students transfer and apply their understanding of theories into making sense of practical situations will continue to be a focus in this course as they learn to develop their depth of understanding.

Rubric Used   INTEGRATIVE LEARNING VALUE Rᴜʙʀɪᴄ

	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 self assessment, 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 self awareness).	Describes own performances with general descriptors of success and failure.

PLO Data for Child and Adolescent Development (CHAD)
2024-2025

Learning Outcome PLO 2:
Evaluate the effects of family systems on the development of children and adolescents.

Outcome Measure:
CHD4020: Article Critique. Students read, then summarize, a current article about any topic in child development of interest a non-professional magazine, newspaper or online. Students then write their own opinion based on a thorough, critical analysis of the article; addressing the advice given, the opinions and any research given as support for the original article. In their critical evaluation, students must use and cite at least one other article from a professional, peer-edited journal that supports or discredits the article with documented research.

Criteria for Success (if applicable):
80% of students will score a three or higher on each criterion of the CHD4020_Article Critique 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:
This outcome is assessed every fall.

CHAD PLO 2: percentages of student scores using the CHD4020_Article Critique Assessment Rubric (a compilation of criterion from the AAC&U Critical Thinking and Information Literacy rubrics).

Article Critique				4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Rubric Criteria		Semester	N				
Explanation of Issues	CHD4020	Fall 2020	19	66	32	3	0
	CHD4020	Fall 2021	21	66	34	0	0
	CHD4020	Fall 2022	24	46	50	4	0
	CHD4020	Fall 2023	7	36	43	21	0
	CHD4020	Fall 2024	12	67	33	0	0
Use of Information Effectively to Accomplish a Specific Purpose	CHD4020	Fall 2020	19	47	50	3	0
	CHD4020	Fall 2021	21	59	41	0	0
	CHD4020	Fall 2022	24	38	54	8	0
	CHD4020	Fall 2023	7	29	57	14	0
	CHD4020	Fall 2024	12	58	38	4	0

Article Critique				4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Rubric Criteria		Semester	N				
Influence of Context and Assumptions	CHD4020	Fall 2020	19	61	37	3	0
	CHD4020	Fall 2021	21	68	32	0	0
	CHD4020	Fall 2022	24	50	50	0	0
	CHD4020	Fall 2023	7	21	43	36	0
	CHD4020	Fall 2024	12	58	33	8	0
Conclusions and Related Outcomes	CHD4020	Fall 2020	19	37	63	0	0
	CHD4020	Fall 2021	21	39	61	0	0
	CHD4020	Fall 2022	24	38	62	0	0
	CHD4020	Fall 2023	7	7	57	36	0
	CHD4020	Fall 2024	12	42	42	13	4

Conclusions Drawn from Data:

The criterion of 80% was met in all categories, including mastery and proficiency. This was significant when you compare scores from 2023: Explanation of Issues 79% to 100%, Use of Information 86% to 91%, Influence of Context 64% to 91%, Conclusion 64% to 84%. The assignment was carefully scaffolded. It is important to note that the 2023 cohort was small and taught by another professor because the usual professor was on sabbatical.

Changes to be Made Based on Data:

This signature assignment is an effective tool for measuring this learning outcome. This signature assignment will continue to be carefully scaffolded with a focus on depth of conclusion. Both assessors commented on the fact that the conclusions were weaker than the paper as a whole.

Rubric Used

CHD4020 Article Critique Assessment Rubric

compilation of criterion from the AAC&U Critical Thinking and Information Literacy rubrics

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Explanation of Issues (Critical Thinking)	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.
Use Information Effectively to Accomplish a Specific Purpose (Information Literacy)	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.
Influence of Context and Assumptions (Critical Thinking)	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.
Conclusions and Related Outcomes (implication and consequences) (Critical Thinking)	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 Child and Adolescent Development (CHAD)
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Learning Outcome PLO 3:

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

Outcome Measure:

CHD3055 Research Paper. Students will formulate a question to address an issue that affects children or families of children with special needs. Students will then research their question, find a minimum of five peer reviewed articles or books published within the last three years, and summarize findings and address the question asked. Students will complete an annotated bibliography of all research materials found.

Criteria for Success (if applicable):

80% of students will score a three or higher on each criterion of the four-point CHD3055_Research Paper 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:

CHAD PLO 3: In Spring 2021, it was determined that the CHD3055 research paper was the best fit for assessing CHAD PLO3 using a compilation of criterion from the AAC&U Information Literacy and Problem Solving rubrics. The following table shows the percentages of student scores using the CHD3055_Research Paper Rubric.

COURSE: CHD3055			4 (Mastery)	3 (Proficiency)	2 (Developing)	1 (Beginning)
Rubric Criteria	Semester	N	%	%	%	%
Define Problem	Spring 2021	22	48	52	0	0
	Spring 2022	16	77	23	0	0
	Spring 2023	24	54	42	4	0
	Spring 2024	16	39	48	13	0
	Spring 2025	14	48	52	0	0
Evaluate Information and its Sources Critically	Spring 2021	22	69	31	0	0
	Spring 2022	16	45	55	0	0
	Spring 2023	24	50	38	12	0
	Spring 2024	16	42	35	23	0
	Spring 2025	14	30	63	7	0

COURSE: CHD3055 Rubric Criteria	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Use Information Effectively	Spring 2021	22	60	40	0	0
	Spring 2022	16	52	48	0	0
	Spring 2023	24	33	54	13	0
	Spring 2024	16	19	71	7	3
	Spring 2025	14	56	44	0	0
Identify Strategies	Spring 2021	22	31	67	2	0
	Spring 2022	16	42	58	0	0
	Spring 2023	24	25	67	8	0
	Spring 2024	16	58	36	6	0
	Spring 2025	14	48	48	4	0
Propose Solutions/Hypotheses	Spring 2021	22	14	79	7	0
	Spring 2022	16	29	71	0	0
	Spring 2023	24	42	46	12	0
	Spring 2024	16	36	45	20	0
	Spring 2025	14	48	41	11	0
Access and Use Information	Spring 2021	22	57	43	0	0
	Spring 2022	16	52	48	0	0
	Spring 2023	24	33	59	8	0
	Spring 2024	16	32	58	7	3
	Spring 2025	14	22	67	11	0

Conclusions Drawn from Data:

The criteria of 80% scored 3 or higher in each category were met in all categories. Define problem 100%, evaluate information 93%, use information effectively 100%, identify strategies 96%, propose solutions 89%, and access and use information 89%. A goal from last year was to increase mastery level, and that still needs to be accomplished.

Changes to be Made Based on Data:

Lessons learned from previous assessments indicate that classroom scaffolding and scaffolding by the Library Faculty can be extremely helpful in giving students effective strategies for evaluating and collecting peer-reviewed resources. This scaffolding includes understanding how to properly cite, search, and use APA format. It is important that this scaffolding is very intentional and developed throughout the program. The recommendation will be to continue to scaffold each aspect of this signature assignment. The recommendation is to offer CHD 1020 in fall, not spring, that is the course where scholarly writing is introduced, and it's developed in CHD 3055 in spring. We have had transfer students take them in the same semester. It is important to separate these courses so that they can be introduced and developed.

Rubric Used

CHD3055_Research Paper Rubric

(a compilation of criterion from the AAC&U Information Literacy and Problem Solving rubrics).

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Define Problem (Problem Solving)	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Evaluate Information and its Sources Critically (Information Literacy)	Chooses a variety of information sources appropriate to the scope an discipline of the research question. Select sources after considering the importance (to the researched topic) of the multiple critieria 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 an discipline of the research question. Select sources using multiple critieria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources. Select sources using basic criteria (such as relevance to the research 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 (Information Literacy)	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.
Identify Strategies (Problem Solving)	Identifies multiple approaches for solving the problems that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/Hypotheses (Problem Solving)	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Access and Use Information Ethically and Legally (Information Literacy)	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	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	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	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 demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

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Learning Outcome PLO 4:

Evaluate the effects of society and culture upon the family microsystems, family types, and the subsequent macro systems within which they co-exist.

Outcome Measure:

CHD3013 and CHD3003: Critique of social issues book: Each student will write a 4 to 6-page written report on a current social issues book from an approved research list. The written report should include a summary and critique of the social issue addressed and also should include the students personal reflections pertaining to the issues addressed. Beginning Fall 2019, assessed every other fall using the AAC&U Information Literacy Value Rubric (in place of the AAC&U Critical Thinking Value Rubric).

Criteria for Success (if applicable):

80% of students will score a three or higher on each criterion 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:

This outcome is assessed every semester in alternatively either CHD3013 or CHD3003. The table below shows the percentages of student scores using the AAC&U Information Literacy Value Rubric:

Rubric Criteria		Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Determine Extent of Information	CHD3013	Fall 2019	32	38	56	6	0
	CHD3013	Fall 2021	25	48	52	0	0
	CHD3013	Fall 2023	20	46	46	8	0
	CHD3003	Fall 2024	17	38	50	12	0
Access Needed Information	CHD3013	Fall 2019	32	22	78	0	0
	CHD3013	Fall 2021	25	46	50	4	0
	CHD3013	Fall 2023	20	26	59	15	0
	CHD3003	Fall 2024	17	26	62	12	0
Evaluate Information / Sources	CHD3013	Fall 2019	32	53	44	3	0
	CHD3013	Fall 2021	25	48	50	2	0
	CHD3013	Fall 2023	20	23	62	13	2
	CHD3003	Fall 2024	17	47	32	21	0

Rubric Criteria		Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Use Information Effectively	CHD3013	Fall 2019	32	9	84	6	0
	CHD3013	Fall 2021	25	68	32	0	0
	CHD3013	Fall 2023	20	20	72	8	0
	CHD3003	Fall 2024	17	50	35	15	0
Access and Use Information	CHD3013	Fall 2019	32	3	81	16	0
	CHD3013	Fall 2021	25	24	70	0	2
	CHD3013	Fall 2023	20	8	56	33	3
	CHD3003	Fall 2024	17	21	59	18	3

Conclusions Drawn from Data:

CHD 3003 is offered every other year, and the signature assignment will remain for PLO 4. CHD 3013 – Adolescent Development will be assessed in the other years. These two courses are both taught every other fall. CHD 3030 will be offered fall of 2026. The criteria of 80% were met across the board in all categories: Determine Extent of Information 88%, Access Needed Information 85%, Evaluate Information/Sources 79%, Use Information Effectively 85%, Access and Use Information 80%. This signature assignment is challenging for our students because they need to synthesize the information and critique if it is basically good child development practice or not.

Changes to be Made Based on Data:

CHD 3003 will be taught fall of 2026. To continue to scaffold this project. One addition is to show short videos and have students' critique whether this is a strong child development practice or not. This is an important skill that will benefit our graduates as they must evaluate all the new child development trends as they appear.

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Rubric Used

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

	Capstone (4)	Milestones (3)	Milestones (2)	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.

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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: 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 criterion 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.

CHAD PLO 5: Percentages of student scores using the PLO 5 rubric. Pink shading reflects when the benchmark criteria was not met.

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	20	70	30	0	0
	Spring 2021	11	81	19	0	0
	Fall 2021	8	81	19	0	0
	Spring 2022	10	85	15	0	0
	Fall 2022	2	50	50	0	0
	Spring 2023	11	55	45	0	0
	Fall 2023	4	25	50	25	0
	Spring 2024	8	50	50	0	0
	Fall 2024	10	50	50	0	0
	Spring 2025	7	86	14	0	0

COURSE: CHD4097			4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Rubric Criteria	Semester	N				
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
	Spring 2020	11	64	36	0	0
	Fall 2020	20	78	23	0	0
	Spring 2021	11	81	19	0	0
	Fall 2021	8	50	50	0	0
	Spring 2022	10	45	55	0	0
	Fall 2022	2	50	50	0	0
	Spring 2023	11	55	45	0	0
	Fall 2023	4	38	37	25	0
	Spring 2024	8	50	50	0	0
	Fall 2024	10	60	40	0	0
	Spring 2025	7	29	71	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	20	33	68	0	0
	Spring 2021	11	57	43	0	0
	Fall 2021	8	31	69	0	0
	Spring 2022	10	30	70	0	0
	Fall 2022	2	100	0	0	0
	Spring 2023	11	64	36	0	0
	Fall 2023	4	38	25	37	0
	Spring 2024	8	50	50	0	0
	Fall 2024	10	50	50	0	0
	Spring 2025	7	71	29	0	0

Conclusions Drawn from Data:

80% criteria were met in all three categories: Application of Ethics and Values 100%, Analysis of Vocation 90%, and Synthesis of Faith 100%. This has been carefully scaffolded, and successful practices have been put into place over the years.

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 in the final draft of the Code of Ethics and Professional Philosophy. This practice of two consultations on professional statements is now part of the fabric of this course. Fall 2025 and spring 2026 will continue to articulate how faith can be intertwined into their professional statements and philosophies. However, the department wants to focus on the authentic synthesis of faith of who they are and not write what they think we want them to write.

Rubric Used　　　　　　**FCS Program Learning Outcome 5 RUBRIC**

	Mastery (4)	Proficiency (3)	Developing (2)	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