

Child and Adolescent Development

Annual Assessment Report

Department of Family and Consumer Sciences

2011

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June 1, 2011

Point Loma Nazarene University

Submitted by Dr. Kay Wilder

Department of Family and Consumer Sciences

Annual Assessment Report 2011

Introduction

The Department of Family and Consumer Sciences with eleven-member faculty are committed to fostering effective student learning through diverse teaching methods and instruction. Needs assessment, planning, review of data collection, and analysis are core elements to the success of the department. Meeting the individual needs of each student and their academic pursuits is important for every FCS faculty member.

The mission of Family and Consumer Sciences is *to improve the quality of life for individuals, families, and communities*. The goal of the FCS faculty is to guide students toward a desire to pursue that mission while a student, and as professionals serving others with Christ as their example.

Providing a quality educational experience in each program is critical for leading students toward success in their academic pursuits and living out the FCS mission in their careers. The assessing of students learning through evaluation of the FCS Department's Student Learning Outcomes and Program's Student Learning Outcomes provides an opportunity to reflect on the level of effectiveness in teaching approaches and student learning. The possibility of review and revision will continually provide the quality education every student in the FCS department deserves.

The documents for each FCS department program will include the following:

1. Department Mission, Faculty Commitment, and Student Learning Outcomes
2. Department Student Learning Outcomes Fulfilling Institutional Learning Outcomes
3. Department Courses Fulfilling Department Student Learning Outcomes: Curriculum Map
4. Department Courses Fulfilling Department Student Learning Outcomes: Curriculum Matrix (IDM)
5. Department Outcomes Assessment Exam: Ten Year Average Score by Percentages
6. Program Annual Assessment Report: Assessment Plan Description
7. Program Curriculum Matrix with Levels of Proficiency (IDM)
8. Program Multi-Year Assessment Alignment with
 - Institutional Learning Outcomes
 - FCS Department Student Learning Outcomes
 - Program Student Learning Outcomes
 - Bloom's Taxonomy
 - Family and Consumer Sciences Courses
 - External Courses
 - Assessment Assignments

There are seven programs offered by the FCS Department:

1. Child and Adolescent Development
2. Dietetics
3. Family and Consumer Sciences
4. Fashion and Interiors – Concentration in Fashion Merchandising
5. Fashion and Interiors – Concentration in Interior Design
6. Nutrition and Food – Concentration in Food Service Management
7. Nutrition and Food – Concentration in Nutrition and Health

Department of Family and Consumer Sciences

Department Mission Department Student Learning Outcomes Department Faculty Commitment

Department Mission

The mission of the Department of Family and Consumer Sciences is to equip students with knowledge and skills in one specialization of Family and Consumer Sciences, and to help support the students' development toward a personal commitment to improving 1) the lives of individuals and families in their professional endeavors, 2) the lives of community members, and 3) their personal family life.

Department Student Learning Outcomes

1. Students will demonstrate an understanding of the multiple factors that influence the development and quality of life of individuals, families, and communities throughout the lifespan.
2. Students will identify appropriate resources to use in application for problem solving.
3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.
4. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith.
5. Students will identify specialization career paths, and develop an appropriate career plan within a profession of Family and Consumer Sciences.

Department Faculty Commitment

As a result of our teaching, we will send students who:

- Possess the skills to promote others' and their own well-being
- Celebrate the diversity and worth of all persons
- Treat others ethically
- View the world with compassion
- Encourage a healthful, holistic approach to life
- Act to serve and lead others

And shape students who are:

- Life-long learners
- Effective communicators
- Critical thinkers
- Models of integrity
- Champions of the underserved
- Responsible, responsive citizens of an ever-changing world
- Advocates who further the quality of life for individuals, families and communities
- Enduring proof of God's grace

Department of Family and Consumer Sciences

Family and Consumer Sciences Courses Fulfilling Department Student Learning Outcomes Curriculum Map

	1. Students will demonstrate an understanding of the significant systems that influence the development and quality of life of individuals, families, and communities throughout the lifespan.	2. Students will identify appropriate resources to use in application for problem solving.	3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.	4. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith.	5. Students will identify specialization career paths, and develop an appropriate career plan within a profession of Family and Consumer Sciences.
101	X			X	X
105		X			
110		X			
115	X	X	X	X	X
120	X	X		X	
130	X	X	X	X	X
150	X	X		X	
200		X			
203	X	X	X	X	X
220	X	X	X	X	
225	X	X		X	
230		X		X	
235	X	X	X	X	X
240	X		X	X	
300	X	X		X	
303	X	X	X	X	
305	X	X	X	X	
310	X	X	X	X	X
313	X	X	X	X	X
315	X	X		X	
323	X	X	X	X	X
330	X	X	X	X	X
331	X	X	X	X	X
335	X	X	X		
340	X	X			
345	X	X	X	X	X
355	X	X	X	X	X
365		X	X		
370	X	X	X	X	
375		X			X
385	X	X		X	
390	X	X	X	X	X
395			X	X	

Department of Family and Consumer Sciences

Family and Consumer Sciences Courses Fulfilling Department Student Learning Outcomes Curriculum Map

	1. Students will demonstrate an understanding of the significant systems that influence the development and quality of life of individuals, families, and communities throughout the lifespan.	2. Students will identify appropriate resources to use in application for problem solving.	3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.	4. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith.	5. Students will identify specialization career paths, and develop an appropriate career plan within a profession of Family and Consumer Sciences.
400		X			
405	X	X	X		
410	X	X	X	X	X
414		X		X	
415	X	X		X	X
416		X		X	X
417	X	X	X	X	X
420	X	X	X	X	X
425	X	X		X	
430	X	X	X	X	X
435	X	X	X		X
445		X			X
455	X	X	X		X
460		X	X	X	X
470		X			X
475		X			X
480		X			X
490		X	X		
497	X	X		X	X

Department of Family and Consumer Sciences

Family and Consumer Sciences Courses Fulfilling Department Student Learning Outcomes Curriculum Matrix with Proficiency Levels

I = Introduce D = Develop M = Master

	1. Students will demonstrate an understanding of the significant systems that influence the development and quality of life of individuals, families, and communities throughout the lifespan.	2. Students will identify appropriate resources to use in application for problem solving.	3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.	4. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith.	5. Students will identify specialization career paths, and develop an appropriate career plan within a profession of Family and Consumer Sciences.
101	I			I	I
105		I			
110	I	I	I		
115	I	I	I	I	I
120	I			I	
130	I	I	I	I	I
150	I	I		I	I
200		I	I		
203	D	ID	I	ID	I
220	I	D	I	D	
225	I	I	I	I	
230	I	I		I	
235	D	M	D	D	D
240	I			I	
300	D	ID	D	D	
303	D	D	D	DM	
305	IDM	DM	D	D	
310					
313	D	D	I	ID	
315	I	ID	I	I	
323	D	M	D	D	D
330	D	D	D	M	D
331	D	D	D	M	D
335	DM	DM	ID		D
340					
345	D	M	D	D	D
355	D	D		D	D
365	D	M	D		
370	D	D	D		
375		M			M
385	D		D	D	
390	D	M	D	D	D
395	I		I	I	

Department of Family and Consumer Sciences

Family and Consumer Sciences Courses Fulfilling Department Student Learning Outcomes

Curriculum Matrix with Proficiency Levels

I = Introduce D = Develop M = Master

	1. Students will demonstrate an understanding of the significant systems that influence the development and quality of life of individuals, families, and communities throughout the lifespan.	2. Students will identify appropriate resources to use in application for problem solving.	3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.	4. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith.	5. Students will identify specialization career paths, and develop an appropriate career plan within a profession of Family and Consumer Sciences.
400	M	M			
405	M	M	M		
410	M	M	M	M	M
414	M	D	D	D	
415	M	M	M		D
416					
417	M	M	M		
420	M	M	DM	DM	D
425	D	D	D	D	
430	M	M	M	M	M
435	M	M	M	M	D
445	M		M	D	
455	M	M	D		D
460					
470					D
475					D
480				D	D
490		I	I		
497	I	D	M	M	M

**Department of Family and Consumer Sciences
Outcomes Assessment Exam (OAE)**

**Ten Year Average Score by Percentages
2001-2002 to 2010-2011**

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	Ave %
Child and Adolescent Development	77	75	79	77	77	75	76	71	74	71					75
Family and Consumer Sciences	73	XXX	72	XXX	72	78	70	69	83	XXX					74
Fashion and Interiors Fashion Merchandising	69	73	64	74	72	80	73	69	66	73					71
Fashion and Interiors Interior Design	73	69	81	XXX	73	79	77	77	76	69					75
Family Life Services	76	72	77	78	69	74	76	XXX	90	Major Dropped	XXX	XXX	XXX	XXX	77
Nutrition and Food Food Service Management	XXX	64	XXX	74	71	74	XXX	80	XXX	70					72
Nutrition and Food Nutrition and Health	70	72	75	71	69	77	73	74	73	73					73
Dietetics	64	66	74	81	72	80	74	76	75	78					74

Child and Adolescent Development

Annual Assessment Report

Department of Family and Consumer Sciences
2010-2011

Assessment Plan Description

Department Mission Statement

The mission of the Department of Family and Consumer Sciences is to equip students with knowledge and skills in one specialization of Family and Consumer Sciences, and to help support the students' development toward a personal commitment to improving 1) the lives of individuals and families in their professional endeavors, 2) the lives of community members, and 3) personal family life.

Department Faculty Statement of Purpose and Commitment

As a result of our teaching, we will send students who:

- Possess the skills to promote others' and their own well-being
- Celebrate the diversity and worth of all persons
- Treat others ethically
- View the world with compassion
- Encourage a healthful, holistic approach to life
- Act to serve and lead others

And shape students who are:

- Life-long learners
- Effective communicators
- Critical thinkers
- Models of integrity
- Champions of the underserved
- Responsible, responsive citizens of an ever-changing world
- Advocates who further the quality of life for individuals, families and communities
- Enduring proof of God's grace

Department Student Learning Outcomes

Each program offered by the department contributes to the integrative and interrelated focus of the discipline of Family and Consumer Sciences, and uphold the following student learning outcomes:

1. Students will demonstrate an understanding of the multiple factors that influence the development and quality of life of individuals, families, and communities throughout the lifespan.
2. Students will identify appropriate resources to use in application for problem solving.
3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.
4. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith.
5. Students will identify specialization career paths, and develop an appropriate career plan within a profession of Family and Consumer Sciences.

Program Student Learning Outcomes

- 1.1 Identify and describe normative similarities and differences of cognitive, emotional, social, and physical theories at each developmental stage from prenatal through adulthood.
- 1.2 Illustrate how children's play facilitates integration of cognitive, social, physical and emotional development.
- 1.3 Evaluate the effects of family systems on the development of children and adolescents.
- 2.1 Identify and discuss scientific research in understanding different philosophical views of growth and development both historical and current.
- 2.2 Analyze what are developmentally appropriate concepts, activities, materials and resources as related to infant through adolescent development.
- 3.1 Assess research of theoretical and appropriate practical elements of parenting to facilitate decisions for a healthy environment for children and adolescents.
- 4.1 Describe the adult-child dynamics and processes essential for building strengths of character and competence in children and adolescents.
- 4.2 Examine hereditary, cultural and environmental factors inherent in ways children and adolescents develop physically, cognitively, morally, socially and emotionally.
- 4.3 Evaluate the effects of society and culture upon the family microsystems, family types and the subsequent macrosystems with which they co-exist.
- 5.1 Identify career paths and appropriate career plan within the child and adolescent professions.

Curriculum Map and IDM Matrix

The two curriculum documents for the Child and Adolescent Development program are located in this report and are entitled:

- Department Family and Consumer Sciences Curriculum Map/IDM Matrix
- Child and Adolescent Development Student Learning Outcomes Plan

Multi-Year Assessment Plan

Multi-Year Assessment Plan for the Child and Adolescent Development program identifies categories which provides alignment with the institutional learning outcomes, FCS department learning outcomes, and program learning outcomes to program courses. Below lists the categories that are identified in the Multi-Year Assessment Plan for Child and Adolescent Development program.

- Point Loma Nazarene University Institutional Learning Outcomes
- Department of Family and Consumer Sciences Student Learning Outcomes
- Child and Adolescent Development Program Student Learning Outcomes
- Bloom's Taxonomy
- Family and Consumer Sciences Courses
- External Courses
- Assessment Assignments

All categories are completed except for identifying the learning outcomes course assessment activities and the year learning outcomes will be assessed; summer 2011, faculty are working on the assessment assignments and both will be complete on October 1, 2011. The Child and Adolescent Development Student Learning Outcomes Plan is the end document for this report.

Assessment Activities

Methods of Assessment and Criteria for Success

Completion of the 2010-2011 assessments for student learning was completed May 6, 2011. FCS department faculty reviewed the collected data and analyzed it in relationship to the student learning outcomes. The assessment methods that were used are:

- Outcomes Assessment Exam (OAE) for Child and Adolescent and Development
- Professional Portfolio
- FCS 497 Senior Seminar Original Research Project
- Senior Exit Interviews

Summary of Data Collected for the Designated PSLO

After the collection of data, the results of the four methods of assessment were discussed by the faculty. The FCS department chair sent the FCS Annual Assessment Report to Ruth Heinrichs, Office of Institutional Effectiveness, and Dr. Holly Irwin-Chase, Dean of the College of Social Sciences and Professional Studies, on June 1, 2011. Summary of the results are discussed below.

- Methods of Assessment for Child and Adolescent Development Program Student Learning Outcomes (PSLO):

PSLO-2010-2011

Method of Assessment

1a, 1b	Outcomes Assessment Exam for Child and Adolescent and Development
1a, 1b, 3	Professional Portfolios
1a, 1b, 2	FCS 497 Senior Seminar Original Research Project
3	Senior Exit Interviews

- Assessment Results for Child and Adolescent Development Program Student Learning Outcomes:
 - All graduating senior students within the Department of Family and Consumer Sciences completed the four required assessments.
 - The Outcomes Assessment Exam The OAE student score goal is 70%, it was met; the students' mean score was 71%.
 - Professional portfolio Each student's professional portfolio was reviewed by the student's major professor and evaluated by the FCS Department chair at the end of the FCS 497 Senior Seminar course. The students mean score was 92%, far exceeding the PSLO goal of 80%.
 - FCS 497 Senior Seminar Original Research Project The mean score for the original research projects was 88%, exceeding the PSLO goal of 80%.
 - Senior Exit Interviews Group interviews were given in the fall and spring courses of FCS 497 Senior Seminar. Each FCS faculty in attendance asked one or two questions to the class (questions prepared in advance during November FCS department meeting); students self-elected responses to the questions. Two faculty members wrote down the student responses; notes were compiled and shared with all FCS faculty members for discussion in the next department meeting and fall department workshop.

Use of Results

Data, results, and analysis of the collected assessments are housed in the FCS department chair's office. The document entitled, *Outcomes Assessment Exam: Ten Year Average Score by Percentage*, was presented earlier in this report.

During the summer and fall, course curriculum and instructional methods will be reviewed by the Child and Adolescent Development faculty and FCS Department chair. Changes to curriculum and revisions to instructional methods will be altered for the 2011-2012 academic year. Assessment methods and tools will be evaluated for effectiveness in assessing program student learning outcomes, thus successfully achieving student learning.

Discussions will continue to take place in 2011-2012 academic year during the Department of Family and Consumer Sciences fall department workshop and monthly department meetings. Discussions for making improvements in the Child and Adolescent Development program will be concerned with 1) institutional, department, and program student learning outcomes alignment, 2) methods of assessment, 3) course assessment assignments, and 4) findings of the assessments. In addition, three questions that must be continually in our thoughts and constantly at the forefront of our discussions are:

- How do we know students are learning?
- To what degree have we been successful?
- What improvements can we make to better serve our students in their learning?

Point Loma Nazarene University
Department of Family and Consumer Sciences
Program Student Learning Outcomes

Child and Adolescent Development

Institutional Learning Outcomes	Department Student Learning Outcomes	Program Student Learning Outcomes	Bloom's Taxonomy	Family and Consumer Sciences Courses	External Courses	Assessment Assignments
<p>1. Members of the PLNU community will display openness to and mastery of foundational knowledge and perspectives, think critically, analytically, and creatively, and communicate effectively.</p> <p>2. Members of the PLNU community will demonstrate God-inspired development and understanding of self and others; live gracefully within complex professional, environmental and social contexts.</p>	<p>1. Students will demonstrate an understanding of the significant systems that influence the development and quality of life of individuals, families, and communities throughout the lifespan. (Learning)</p>	<p>1.1 Identify and describe normative similarities and differences of cognitive, emotional, social and physical theories at each developmental stage from prenatal through adulthood.</p> <p>1.2 Illustrate how children's play facilitates integration of cognitive, social, physical and emotional development.</p> <p>1.3 Evaluate the effects of family systems on the development of children and adolescents.</p>	<p>Knowledge</p> <p>Analysis</p> <p>Evaluation</p>	<p>120, 150, 203, 305, 310, 313, 420, 425</p> <p>120, 150, 203, 310, 313, 355, 420</p> <p>120, 150, 305, 313, 355, 420</p>	<p>PSY 101, PSY 321</p>	
<p>1. Members of the PLNU community will display openness to and mastery of foundational knowledge and perspectives, think critically, analytically, and creatively, and communicate effectively.</p>	<p>2. Students will identify appropriate resources to use in application for problem solving. (Learning)</p>	<p>2.1 Identify and discuss scientific research in understanding different philosophical views of growth and development both historical and current.</p> <p>2.2 Analyze what are developmentally appropriate concepts, activities, materials and resources as related to infant through adolescent development.</p>	<p>Knowledge</p> <p>Analysis</p>	<p>120, 150, 203, 305, 310, 313, 355, 420</p> <p>203, 310, 313, 355, 420, 425, 460, 470</p>	<p>LIT 325</p>	

Institutional Learning Outcomes	Department Student Learning Outcomes	Program Student Learning Outcomes	Bloom's Taxonomy	Family and Consumer Sciences Courses	External Courses	Assessment Assignments
1. Members of the PLNU community will display openness to and mastery of foundational knowledge and perspectives, think critically, analytically, and creatively, and communicate effectively.	3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.	3.1 Assess research of theoretical and appropriate practical elements of parenting to facilitate decisions for a healthy environment for children and adolescents.	Evaluation	203, 313, 355, 385, 420, 425, 460		
2. Members of the PLNU community will demonstrate God-inspired development and understanding of self and others; live gracefully within complex professional, environmental and social contexts.	4. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith. (Growing)	4.1 Describe the adult-child dynamics and processes essential for building strengths of character and competence in children and adolescents. 4.2 Examine hereditary, cultural and environmental factors inherent in ways children and adolescents develop physically, cognitively, morally, socially and emotionally. 4.3 Evaluate the effects of society and culture upon the family microsystems, family types and the subsequent macrosystems with which they co-exist.	Knowledge Analysis Evaluation	120, 150, 203, 230, 313, 315, 355, 420 120, 150, 203, 230, 305, 313, 355, 420, 425 203, 310, 313, 355, 420, 425	PSY 321	
3. Members of the PLNU community will engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility, serve both locally and globally.	5. Students will identify specialization career paths, and develop an appropriate career plan within a profession of Family and Consumer Sciences. (Serving)	5.1 Identify career paths and appropriate career plan within the child and adolescent professions.	Knowledge	101, 203, 313, 355, 420, 497		