

**Sociology, Social Work, and Family Sciences  
Child and Adolescent Development (CHAD)  
2017-2018**

**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):**

80% of 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:**

This is the second year that it has been assessed.

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

<b>COURSE: FCS 385</b>			<b>Capstone (Mastery)</b>	<b>Milestone (Proficiency)</b>	<b>Milestone (Developing)</b>	<b>Benchmark (Beginning)</b>
<b>Rubric Criteria</b>	<b>Semester</b>	<b>N</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Connections to Experience</b>	Spring 2017	44	32%	49%	16%	3%
	Spring 2018	12	50%	25%	17%	8%
<b>Connections to Discipline</b>	Spring 2017	44	43%	46%	8%	3%
	Spring 2018	12	25	42	17	17
<b>Transfer: Adapts and applies ...</b>	Spring 2017	44	19%	65%	16%	0%
	Spring 2018	12	25	25	33	17
<b>Integrated Communication</b>	Spring 2017	44	22%	62%	14%	3%
	Spring 2018	12	42	17	25	17
<b>Reflection and Self-Assessment</b>	Spring 2017	44	24%	62%	14%	0%
	Spring 2018	12	42	8	42	8

**Conclusions Drawn from Data:**

Students did not perform in any of the categories at the 80% criteria for success. The highest was at 75% in the category of Connections to Experience. The lowest was Reflection and Self-Assessment. The previous year, students performed in all categories at 80%. The notable difference is that this year the makeup of the class is unusually small in size, higher number of freshmen and many non-majors.

**Changes to be Made Based on Data:**

It has been determined that this is not the best course to assess this outcome. This course does not have a prerequisite and is attractive to many non-majors and lower classification of students. Next year, this assessment will be assessed in FCS 310 – Early Childhood Education. Early Childhood Education is not currently a required course for Child and Adolescent Development majors, however this is changing as a recommendation from program review and hopefully will be passed by APC in fall 2018.

Rubric Used

## INTEGRATIVE LEARNING VALUE RUBRIC

*for more information, please contact [valve@aacu.org](mailto:valve@aacu.org)*

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<b>Connections to Experience: Connects relevant experience and academic knowledge</b>	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.
<b>Connections to Discipline: Sees (makes) connections across disciplines, perspectives</b>	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.
<b>Transfer: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</b>	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.
<b>Integrated Communication</b>	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.
<b>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)</b>	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.

**Sociology, Social Work, and Family Sciences**  
**Child and Adolescent Development (CHAD)**  
**2017-2018**

**Learning Outcome:**

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

**Outcome Measure:**

FCS 420: Parent Education Workshop and Handbook. Students develop a parenting workshop for specific population and design a booklet (10-page min.) for participant use. Workshop and handbook are on a subject of interest to student and include an outline, objectives, materials/supplies needed, handouts, target audience, etc.

**Criteria for Success (if applicable):**

80% if students will score a three or higher on each criteria of the four-point AAC&U Ethical Reasoning 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:**

This is the first year it has been assessed.

**CHAD PLO 2:** percentages of student scores using the AAC&U Ethical Reasoning Value Rubric

<b>COURSE: FCS 420</b>			<b>Capstone (Mastery) 4</b>	<b>Milestone (Proficiency) 3</b>	<b>Milestone (Developing) 2</b>	<b>Benchmark (Beginning) 1</b>
<b>Rubric Criteria</b>	<b>Semester</b>	<b>N</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Ethical Self-Awareness</b>	Fall 2017	14	57	43	0	0
<b>Understanding Different Ethical</b>	Fall 2017	14	50	43	7	0
<b>Ethical Issue Recognition</b>	Fall 2017	14	50	43	7	0
<b>Application of Ethical ...</b>	Fall 2017	14	29	71	0	0
<b>Evaluation of Different Ethical ...</b>	Fall 2017	14	29	71	0	0

**Conclusions Drawn from Data:**

In all five categories, students scored higher than 80%. 100% for Ethical Self-Awareness, Application of Ethical Perspectives/Concepts, and Evaluation of Different Ethical Perspectives/Concepts. 93% for Understanding Different Ethical Perspectives/Concepts and Ethical Issue Recognition.

**Changes to be Made Based on Data:**

Even though criteria was met in all five categories, it has been noted that 71% scored at proficiency, not mastery both in Application of Ethical Perspectives/Concepts and Evaluation of Different Ethical Perspectives/Concepts. This assignment will be scaffolded to help students focus on critical thinking at a higher level and being able to articulate it through written communication. Looking and evaluating examples will be used.

Rubric Used

## Ethical Reasoning VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<b>Ethical Self-Awareness</b>	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
<b>Understanding Different Ethical Perspectives/Concepts</b>	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
<b>Ethical Issue Recognition</b>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
<b>Application of Ethical Perspectives/Concepts</b>	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
<b>Evaluation of Different Ethical Perspectives/Concepts</b>	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

**Sociology, Social Work, and Family Sciences**  
**Child and Adolescent Development (CHAD)**  
**2017-2018**

**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:**

This is the second year it has been assessed.

**CHAD PLO 3: Percentages of student scores using the AAC&U Information Literacy Value Rubric**

COURSE: FCS 355			Capstone (Mastery)	Milestone (Proficiency)	Milestone (Developing)	Benchmark (Beginning)
Rubric Criteria	Semester	N	%	%	%	%
Determine Extent of Information	Spring 2017	24	50	46	4	0
	Spring 2018	8	63	25	13	0
Access Needed Information	Spring 2017	24	21	67	13	0
	Spring 2018	8	50	50	0	0
Evaluate Information / Sources	Spring 2017	24	33	63	4	0
	Spring 2018	8	13	88	0	0
Use Information Effectively	Spring 2017	24	33	67	0	0
	Spring 2018	8	63	38	0	0
Access and Use Information	Spring 2017	24	13	75	13	0
	Spring 2018	8	25	50	25	0

**CHAD PLO 3: Percentages of student scores using the AAC&U Problem Solving Value Rubric**

<b>COURSE: FCS 355</b>			Capstone (Mastery)	Milestone (Proficiency)	Milestone (Developing)	Benchmark (Beginning)
Rubric Criteria	Semester	N	%	%	%	%
Define Problem	Spring 2018	8	75	0	25	0
Identify Strategies	Spring 2018	8	50	50	0	0
Propose Solutions/Hypotheses	Spring 2018	8	38	50	13	0
Evaluate Potential Solutions	Spring 2018	8	0	88	13	0
Implement Solution	Spring 2018	8	13	88	0	0

### Conclusions Drawn from Data:

Two rubrics were used to determine this learning outcome, both from a problem solving perspective and information literacy. For Information Literacy 80% met the criteria for 4 out of 5 categories. Access and Use Information Ethically and Legally was at 75%. For Problem Solving 80% met the criteria for 4 out of 5 categories. Define Problem was at 75%.

### Changes to be Made Based on Data:

To continue to collaborate with Librarians in students accessing the needed information and evaluating information sources critically. Focusing on using strategies and the use of citations and references in research writing. More careful scaffolding of defining problem in research will be implemented.



Rubric Used

**INFORMATION LITERACY VALUE RUBRIC**

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<b>Determine the Extent of Information Needed</b>	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.
<b>Access the Needed Information</b>	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.
<b>Evaluate Information and its Sources Critically*</b>  *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.)
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	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.
<b>Access and Use Information Ethically and Legally*</b>	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.

Rubric Used

# Problem Solving VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
<b>Define Problem</b>	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
<b>Identify Strategies</b>	Identifies multiple approaches for solving the problem 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.
<b>Propose Solutions/Hypotheses</b>	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.
<b>Evaluate Potential Solutions</b>	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution
<b>Implement Solution</b>	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
<b>Evaluate Outcomes</b>	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work

**Sociology, Social Work, and Family Sciences  
Child and Adolescent Development (CHAD)  
2017-2018**

**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:**

FCS 313: 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. Assessed using the AAC&U Critical Thinking Value Rubric.

FCS 420: Critical Paper: Student will then choose a book or movie that influenced (positively or negatively) the way they view(ed) gender, race, religion, etc. and write a 1-2 page paper delineating how exactly that media did so. Assessed using the AAC&U Ethical Reasoning Value Rubric

**Criteria for Success (if applicable):**

80% of students will score a three or higher on each criteria of the four-point AAC&U Critical Thinking and Ethical Reasoning Rubrics

**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 is the first year it has been assessed.

**CHAD PLO 4 - FCS313: Critique of Social Issues:** Percentages of student scores using the AAC&U Critical Thinking Value Rubric

<b>COURSE: FCS 313</b>						
<b>Rubric Criteria</b>	<b>Semester</b>	<b>N</b>	<b>Capstone (Mastery) 4</b>	<b>Milestone (Proficiency) 3</b>	<b>Milestone (Developing) 2</b>	<b>Benchmark (Beginning) 1</b>
<b>Explanation of Issues</b>	Fall 2017	20	65	35	0	0
<b>Evidence: Selecting and Using ...</b>	Fall 2017	20	25	70	5	0
<b>Influence of Context</b>	Fall 2017	20	20	80	0	0
<b>Student's Position</b>	Fall 2017	20	20	75	5	0
<b>Conclusions and outcomes</b>	Fall 2017	20	20	80	0	0

**CHAD PLO 4 – FCS420: Critical Paper:** percentages of student scores when assessed using the AAC&U Ethical Reasoning Value Rubric

<b>COURSE: FCS 420</b>			Capstone (Mastery)	Milestone (Proficiency)	Milestone (Developing)	Benchmark (Beginning)
Rubric Criteria	Semester	N	4	3	2	1
Ethical Self-Awareness	Fall 2017	14	43	50	7	0
Understanding Different Ethical	Fall 2017	14	36	57	7	0
Ethical Issue Recognition	Fall 2017	14	7	86	7	0
Application of Ethical ...	Fall 2017	14	29	71	0	0
Evaluation of Different Ethical ...	Fall 2017	14	0	93	7	0

**Conclusions Drawn from Data:**

Two rubrics were used to determine this learning outcome, both from a Critical Thinking and Ethical Reasoning perspective. For Critical Thinking, 80% of students met the criteria in all five categories. For Ethical Reasoning, 80% of students met the criteria in all five categories. In the category of Evaluation of Different Ethical Perspectives/Concepts, 93% scored at proficiency and 0% at the mastery level.

**Changes to be Made Based on Data:**

In the category of Evaluation of Different Ethical Perspectives/Concepts, 93% scored at proficiency and 0% at the mastery level. A focus of students articulating, both verbally and through the written word to be able to defend different perspectives. This will be done through in class activities to help develop this skill.

Rubric Used

**CRITICAL THINKING VALUE RUBRIC**

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<b>Explanation of issues</b>	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
<b>Evidence: Selecting and using information to investigate a point of view or conclusion</b>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation / evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question
<b>Influence of context and assumptions</b>	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
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	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.

Rubric Used

## Ethical Reasoning VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<b>Ethical Self-Awareness</b>	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
<b>Understanding Different Ethical Perspectives/Concepts</b>	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
<b>Ethical Issue Recognition</b>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
<b>Application of Ethical Perspectives/Concepts</b>	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
<b>Evaluation of Different Ethical Perspectives/Concepts</b>	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

**Sociology, Social Work, and Family Sciences  
Child and Adolescent Development (CHAD)  
2017-2018**

**Learning Outcome:**

PLO 5. Develop and articulate their own professional philosophy and personal code of ethics within the child and adolescent profession.

**Outcome Measure:**

FCS497: Professional Statements and ePortfolio: students will write their professional philosophy, code of ethics and a complete, professional portfolio.

**Criteria for Success (if applicable):**

80% if students will score a three or higher on each criteria 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 is the second year it has been assessed.

**CHAD PLO 5: Percentages of student scores using the PLO 5 rubric**

COURSE: FCS 497 Rubric Criteria	Semester	N	Capstone	Milestone	Milestone	Benchmark
			(Mastery) 4	(Proficiency) 3	(Developing) 2	(Beginning) 1
Analysis of vocation & strengths	Fall 2017	13	62	38	0	0
	Spring 2018	25	48	40	12	0
Application of ethics and values	Fall 2017	13	46	46	8	0
	Spring 2018	25	60	36	4	0
Synthesis of Faith	Fall 2017	13	38	54	8	0
	Spring 2018	25	32	64	4	0

**Conclusions Drawn from Data:**

Both fall 2017 and spring 2018 courses met the criteria in Analysis of Vocation & Strengths, Application of Ethics and Values, and Synthesis of Faith. Students through writing their professional philosophy and personal code of ethics were successful in meeting this learning outcome. It is noted that fall 2017 had 62% at mastery level in Analysis of Vocation & Strengths, whereas spring 2018 had 48% at mastery level. The class size was significantly different, fall 2017 had 13 students and spring 2018 had 25 students. Even though it was a larger class, spring 2018 had 60% mastery of Application of Ethics and Values compared to 46% for fall 2017.

**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.



Rubric Used

**FCS Program Learning Outcome 5 RUBRIC**

	<b>Mastery (4)</b>	<b>Proficiency (3)</b>	<b>Developing (3)</b>	<b>Beginning (1)</b>
<b>Analysis of match between vocation choices and personal strengths</b>	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
<b>Application of ethics and Christian values in chosen career</b>	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
<b>Synthesis of faith within a professional context</b>	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

