

Sociology, Social Work, and Family Sciences
PLO Data for Child and Adolescent Development (CHAD)
FA2019-SP2020

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 with the 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.

FCS385 MeBook Project (discontinued after Spring 2019): students included insights about self and children at each stage of development gained from interviews, textbook, scholarly resources and class discussion. Outcome assessed every spring.

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 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	3	2	1
				(Mastery) %	(Proficiency) %	(Developing) %	(Beginning) %
Connections to Experience	FCS385	Spring 2017	22	32	49	16	3
	FCS385	Spring 2018	12	50	25	17	8
	FCS385	Spring 2019	15	56	44	0	0
	CHD4020	Fall 2019	6	83	17	0	0
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 2020	6	17	75	8	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
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
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

Conclusions Drawn from Data:

It had been determined in program review to have this outcome assessed in another course in another signature assignment. Assignment moved to CHD4020 in FA2019. This was successful in meeting the criteria of 80% for success in all categories. However, it is important to note that this was a small sampling. The class only had 6 students. This course is a better indicator of mastery as it contains primarily seniors. This was assessed by two assessors.

Changes to be Made Based on Data:

The department will keep this signature assessment as is. The course Fall 2020 has over 20 students in it and will be a better indicator of mastery. The instructor will focus on scaffolding the connections to experience and discipline. This will be done through a hybrid pedagogy.



Rubric Used

INTEGRATIVE LEARNING VALUE RUBRIC

	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)
FA2019-SP2020**

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:

CHD3085: 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 should be on a subject of interest to student and include an outline and objectives, materials/supplies needed, any handouts, target audience, etc.

FCS 420: Critical Paper/Article Review (Discontinued after fall 2018). Students read and summarized a current article about a topic in child development of interest a non-professional magazine, newspaper or online. Students then articulated their opinion in a critical analysis of the article.

FCS 420 (discontinued after Fall 2017): 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% of 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 outcome is assessed every year.

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

Parent Handbook	Rubric Criteria	Semester	N	4	3	2	1
				(Mastery) %	(Proficiency) %	(Developing) %	(Beginning) %
Ethical Self-Awareness	FCS420	Fall 2017	14	57	43	0	0
	CHD3085	Spring 2020	16	44	53	3	0
Understanding Different Ethical	FCS420	Fall 2017	14	50	43	7	0
	CHD3085	Spring 2020	16	16	63	22	0
Ethical Issue Recognition	FCS420	Fall 2017	14	50	43	7	0

	CHD3085	Spring 2020	16	38	63	0	0
Application of Ethical ...	FCS420	Fall 2017	14	29	71	0	0
	CHD3085	Spring 2020	16	41	59	0	0
Evaluation of Different Ethical ...	FCS420	Fall 2017	14	29	71	0	0
	CHD3085	Spring 2020	16	20	40	40	0

Percentages of student scores using the AAC&U Critical Thinking Value Rubric

FCS 420: Critical Paper				4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Rubric Criteria		Semester	N				
Explanation of Issues	FCS420	Fall 2018	12	20	80	0	0
Evidence: Selecting and Using ...	FCS420	Fall 2018	12	30	70	0	0
Influence of Context	FCS420	Fall 2018	12	10	90	0	0
Student's Position	FCS420	Fall 2018	12	10	90	0	0
Conclusions and outcomes	FCS420	Fall 2018	12	20	70	10	0

Conclusions Drawn from Data:

It was determined in program review to change the signature assignment to Parent Education Workshop and Handbook to meet PLO 2. This assignment analyzes what are developmentally appropriate concepts and how to inform parents of these concepts. This was assessed by two assessors. 80% or better was met in 3 out of the 5 categories with the exception of Understanding Different Ethical Perspectives/Concepts and Evaluation of Different Ethical Perspectives/Concepts. This score did go down in these 2 areas.

Changes to be Made Based on Data:

This was the first time that the newly designed CHD 3085 has been taught with the recommended program review changes. An intentional focus will be given to Ethical Perspectives/Concepts, both in understanding and evaluation and how to articulate them through writing. It is important to note that this course does have juniors and seniors mixed with sophomores and freshmen.



Rubric Used

Ethical Reasoning VALUE RUBRIC

for more information, please contact value@aacu.org

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Ethical Self-Awareness	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.
Understanding Different Ethical Perspectives/Concepts	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.
Ethical Issue Recognition	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.
Application of Ethical Perspectives/Concepts	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.).
Evaluation of Different Ethical Perspectives/Concepts	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.

Rubric Used

CRITICAL THINKING VALUE RUBRIC

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Explanation of issues	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
Evidence: Selecting and using information to investigate a point of view or conclusion	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
Influence of context and assumptions	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
Student's position (perspective, thesis/hypothesis)	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.
Conclusions and related outcomes (implications and consequences)	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 (formerly FCS355): 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 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. Pink shading reflects when the benchmark criteria was not met.

COURSE: CHD3055	Semester	N	4	3	2	1
			(Mastery) %	(Proficiency) %	(Developing) %	(Beginning) %
Determine Extent of Information	Spring 2017	24	50	46	4	0
	Spring 2018	8	63	25	13	0
	Spring 2019	22	59	36	5	0
	Spring 2020	15	27	67	7	0
Access Needed Information	Spring 2017	24	21	67	13	0
	Spring 2018	8	50	50	0	0
	Spring 2019	22	32	68	0	0
	Spring 2020	15	20	80	0	0
Evaluate Information / Sources	Spring 2017	24	33	63	4	0
	Spring 2018	8	13	88	0	0
	Spring 2019	22	9	86	5	0
	Spring 2020	15	13	87	0	0

Use Information Effectively	Spring 2017	24	33	67	0	0
	Spring 2018	8	63	38	0	0
	Spring 2019	22	9	73	18	0
	Spring 2020	15	13	87	0	0
Access and Use Information	Spring 2017	24	13	75	13	0
	Spring 2018	8	25	50	25	0
	Spring 2019	22	0	68	32	0
	Spring 2020	15	13	87	0	0

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

COURSE: CHD3055			4	3	2	1
Rubric Criteria	Semester	N	(Mastery)	(Proficiency)	(Developing)	(Beginning)
			%	%	%	%
Define Problem	Spring 2018	8	75	0	25	0
	Spring 2019	22	41	55	5	0
	Spring 2020	15	47	47	7	0
Identify Strategies	Spring 2018	8	50	50	0	0
	Spring 2019	22	27	64	9	0
	Spring 2020	15	0	93	7	0
Propose Solutions/Hypotheses	Spring 2018	8	38	50	13	0
	Spring 2019	22	5	91	5	0
	Spring 2020	15	13	73	13	0
Evaluate Potential Solutions	Spring 2018	8	0	88	13	0
	Spring 2019	22	5	77	18	0
	Spring 2020	15	0	93	7	0
Implement Solution	Spring 2018	8	13	88	0	0
	Spring 2019	22	9	73	18	0
	Spring 2020	15	7	87	7	0
Evaluate Outcomes	Spring 2018	8	0	100	0	0
	Spring 2019	22	9	68	23	0
	Spring 2020	15	13	80	7	0

Conclusions Drawn from Data:

In Spring 2020, the criteria of 80% scored 3 or higher of each category, so it was met across the board. However, scores in the percent of students who achieved mastery was lower in most areas. It is important to note that the scaffolding of this assignment was changed due to Covid-19 and the course was changed to be completed online. Typically, this assignment is done with resources from the library including librarian instruction. That piece was eliminated this year due to the change to online.

Changes to be Made Based on Data:

This assignment to help students achieve mastery level needs to be scaffolded, not only by the instructor, but also by a librarian. This signature assessment will be broken into segments in the hybrid model, so that a higher level of mastery can occur.

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



	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.

<p>Access and Use Information Ethically and Legally*</p>	<p>Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>
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Rubric Used

Problem Solving VALUE RUBRIC

for more information, please contact value@aacu.org



	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Define Problem	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
Identify Strategies	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.
Propose Solutions/Hypotheses	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.
Evaluate Potential Solutions	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	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

	feasibility of solution, and weighs impacts of solution.			
Implement Solution	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.
Evaluate Outcomes	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

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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:

CHD4020: Agency Visit Presentation: Each student will choose an agency in San Diego that serves children and/or families and set up an interview with a knowledgeable employee to research the facility/institution and also do a tour, attend a class or other activity there. Students will analyze where the agency fits in terms of the ecological system. Assessed every fall using the AAC&U Ethical Reasoning Value Rubric.

CHD3013 (formerly 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. 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).

FCS 420: Media Paper (discontinued after Fall 2018): 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 outcome is assessed every year

CHAD PLO 4 – percentages of student scores when assessed using AAC&U Ethical Reasoning Value Rubric.

Rubric Criteria		Semester	N	4	3	2	1
				(Mastery) %	(Proficiency) %	(Developing) %	(Beginning) %
Ethical Self-Awareness	FCS420	Fall 2017	14	43	50	7	0

	FCS420	Fall 2018	12	58	42	0	0
	CHD4020	Fall 2020	5	40	40	20	0
Understanding Different Ethical	FCS420	Fall 2017	14	36	57	7	0
	FCS420	Fall 2018	12	25	75	0	0
	CHD4020	Fall 2019	5	10	40	50	0
Ethical Issue Recognition	FCS420	Fall 2017	14	7	86	7	0
	FCS420	Fall 2018	12	50	42	8	0
	CHD4020	Fall 2019	5	30	60	10	0
Application of Ethical ...	FCS420	Fall 2017	14	29	71	0	0
	FCS420	Fall 2018	12	50	42	8	0
	CHD4020	Fall 2019	5	20	70	10	0
Evaluation of Different Ethical ...	FCS420	Fall 2017	14	0	93	7	0
	FCS420	Fall 2018	12	25	67	8	0
	CHD4020	Fall 2019	5	20	40	40	0

Percentages of student scores using the AAC&U Information Literacy Value Rubric:

Rubric Criteria		Semester	N	4	3	2	1
				(Mastery) %	(Proficiency) %	(Developing) %	(Beginning) %
Determine Extent of Information	CHD3013	Fall 2019	32	38	56	6	0
		Fall 2021					
Access Needed Information	CHD3013	Fall 2019	32	22	78	0	0
		Fall 2021					
Evaluate Information / Sources	CHD3013	Fall 2019	32	53	44	3	0
		Fall 2021					
Use Information Effectively	CHD3013	Fall 2019	32	9	84	6	0
		Fall 2021					
Access and Use Information	CHD3013	Fall 2019	32	3	81	16	0
		Fall 2021					

FCS313: Critique of Social Issues: Percentages of student scores using the AAC&U Critical Thinking Value Rubric

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

Conclusions Drawn from Data:

This outcome is assessed now by 2 different signature assignments in 2 different courses: Agency Visit Presentation and Critique of Social Issues Book. Two rubrics were used to determine this learning outcome, both from a Critical Thinking and Ethical Reasoning perspective. In both signature assignments, the criteria of 80% was met for both rubrics. The Information Literacy Value Rubric had higher percentage in all 5 categories at the proficiency level verses mastery. The same is true in most categories for the Ethical Reasoning Value Rubric. A focus on achieving mastery is needed.

Changes to be Made Based on Data:

A pattern of the need to focus on ethical issues both in understanding ethical perspectives and evaluation of ethical perspectives is identified. This is not the first assessment in the Child and Adolescent Development program that has identified this need. The Child Development instructors will meet and talk about how to raise the bar higher and to give our students a stronger voice in understanding of ethical perspectives both cultural and social/economic. This will be done both for the traditional program and the Adult Degree Completion program.



Rubric Used

Ethical Reasoning VALUE RUBRIC

for more information, please contact value@aacu.org

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Ethical Self-Awareness	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.
Understanding Different Ethical Perspectives/Concepts	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.
Ethical Issue Recognition	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.
Application of Ethical Perspectives/Concepts	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.).
Evaluation of Different Ethical Perspectives/Concepts	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.

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



	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.



Rubric Used

CRITICAL THINKING VALUE RUBRIC

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Explanation of issues	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
Evidence: Selecting and using information to investigate a point of view or conclusion	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
Influence of context and assumptions	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
Student's position (perspective, thesis/hypothesis)	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.
Conclusions and related outcomes (implications and consequences)	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)
FA2019-SP2020**

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 (formerly 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% of 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 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	3	2	1
Rubric Criteria	Semester	N	(Mastery)	(Proficiency)	(Developing)	(Beginning)
			%	%	%	%
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
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
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

Conclusions Drawn from Data:

Both Fall 2019 and Spring 2020 courses met the criteria in Analysis of Vocation & Strengths and Application of Ethics and Values. Synthesis of Faith was low in both fall 2019 and spring 2020, though fall 2019 met the criteria of 80%.

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 2019, more points were given to Code of Ethics and Philosophy and an individualized meeting with the professor to review the draft. These changes have been successful, however the Synthesis of Faith was low both Fall 2019 and Spring 2020. This becomes a philosophical dilemma. The collective voice of the faculty hope that this Synthesis of Faith is not scaffolded, but rather authentic. Changes to be made will be to incorporate more stories from alumni and OSV to include faith integration in service.

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 consider how ethics and faith could impact decision-making