

**Sociology, Social Work, and Family Sciences**  
**PLO Data for Child and Adolescent Development (CHAD)**  
**2021-2022**

**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
	CHD4020	Fall 2020	18	61	33	6	0
	CHD4020	Fall 2021	20	60	40	0	0

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

### Conclusions Drawn from Data:

The criterion of 80% was met in all categories. In fact, all categories received 100% in mastery or proficient. Fall 2021, numbers are a little higher than 2019, but fairly consistent. The signature assignment is a strong tool in assessing this learning outcome. Interestingly, the two highest were mastery Connection to Experience and Reflection and Self-Assessment. CHD 4020 is the capstone for Child and Adolescent Development majors and this is the perfect course to assess this outcome. Two assessors assessed this.

### Changes to be Made Based on Data:

The one area identified as needing to improve is Transfer where only 13% scored 4 and 88% scored 3, even though it was at 100% this was lower than last year. Transfer focuses on applying skills, theories in one situation and then adjusting it to a new situation. This is an important skill for Child and Adolescent Development majors to be able to utilize in their practical application. This course has lots of interaction and discussion that intentionally will be used to help students develop this skill.



Rubric Used

**INTEGRATIVE LEARNING VALUE RUBRIC**

	<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.

**PLO Data for Child and Adolescent Development (CHAD)  
2021-2022**

**Learning Outcome PLO 2:**

Evaluate the effects of family systems on the development of children and adolescents.

**Outcome Measure:**

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

CHD3085: Parent Education Workshop and Handbook (Discontinued after SP2020). 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 CHD4020\_Article Critique Assessment Rubric

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

This outcome is assessed every fall.

**CHAD PLO 2:** percentages of student scores using the CHD4020\_Article Critique Assessment Rubric (a compilation of criterion from the AAC&U Critical Thinking and Information Literacy rubrics).

<b>Article Critique</b>				<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Rubric Criteria</b>		<b>Semester</b>	<b>N</b>	<b>(Mastery)</b>	<b>(Proficiency)</b>	<b>(Developing)</b>	<b>(Beginning)</b>
				<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Explanation of Issues</b>	CHD4020	Fall 2020	19	66	32	3	0
	CHD4020	Fall 2021	21	66	34	0	0
<b>Use of Information Effectively to Accomplish a Specific Purpose</b>	CHD4020	Fall 2020	19	47	50	3	0
	CHD4020	Fall 2021	21	59	41	0	0
<b>Influence of Context and Assumptions</b>	CHD4020	Fall 2020	19	61	37	3	0
	CHD4020	Fall 2021	21	68	32	0	0
<b>Conclusions and Related Outcomes</b>	CHD4020	Fall 2020	19	37	63	0	0
	CHD4020	Fall 2021	21	39	61	0	0

Percentages of student scores using the AAC&U Ethical Reasoning Rubric

<b>Parent Handbook</b>				<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Rubric Criteria</b>		<b>Semester</b>	<b>N</b>	<b>(Mastery)</b>	<b>(Proficiency)</b>	<b>(Developing)</b>	<b>(Beginning)</b>
				<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Ethical Self-Awareness</b>	FCS420	Fall 2017	14	57	43	0	0
	CHD3085	Spring 2020	16	44	53	3	0
<b>Understanding Different Ethical</b>	FCS420	Fall 2017	14	50	43	7	0
	CHD3085	Spring 2020	16	16	63	22	0
<b>Ethical Issue Recognition</b>	FCS420	Fall 2017	14	50	43	7	0
	CHD3085	Spring 2020	16	38	63	0	0
<b>Application of Ethical ...</b>	FCS420	Fall 2017	14	29	71	0	0
	CHD3085	Spring 2020	16	41	59	0	0
<b>Evaluation of Different Ethical ...</b>	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

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

**Conclusions Drawn from Data:**

This signature assignment was changed as a recommendation from assessment 2019-20. This was the second time that this signature assignment was used to assess this outcome. The criterion of 80% was

met in all categories with 100% including mastery and proficient. CHD 4020 is the capstone for Child and Adolescent Development majors and this is the perfect course to assess this outcome. There were two assessors.

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

This signature assignment is an effective tool for measuring this learning outcome. A pattern emerged both fall 2020 and fall 2021 in an area of weakness being conclusions and related outcomes. It became apparent to both assessors that students struggle in making strong conclusions and powerful statements at the end of their papers. This is something that will be scaffolded next fall in this capstone course. Writing strong conclusions is an important skill for students to acquire. Fall 2020, 37% reached mastery and Fall 2021, 39% reached mastery. Both years, they did receive 100% including mastery and proficient.

**Rubric Used**

**CHD4020 Article Critique Assessment Rubric**

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

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (2)</b>	<b>Benchmark (1)</b>
<b>Explanation of Issues (Critical Thinking )</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>Use Information Effectively to Accomplish a Specific Purpose (Information Literacy )</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>Influence of Context and Assumptions (Critical Thinking )</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>Conclusions and Related Outcomes (implication and consequences) (Critical Thinking)</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.

**PLO Data for Child and Adolescent Development (CHAD)  
2021-2022**

**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 CHD3055\_Research Paper Rubric.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

**CHAD PLO 3:** Percentages of student scores using the CHD3055\_Research Paper Rubric (a compilation of criterion from the AAC&U Information Literacy and Problem Solving rubrics).

COURSE: CHD3055	Rubric Criteria	Semester	N	4	3	2	1
				(Mastery) %	(Proficiency) %	(Developing) %	(Beginning) %
Define Problem	Spring 2021	22	48	52	0	0	
	Spring 2022	16	77	23	0	0	
Evaluate Information and its Sources Critically	Spring 2021	22	69	31	0	0	
	Spring 2022	16	45	55	0	0	
Use Information Effectively	Spring 2021	22	60	40	0	0	
	Spring 2022	16	52	48	0	0	
Identify Strategies	Spring 2021	22	31	67	2	0	
	Spring 2022	16	42	58	0	0	
Propose Solutions/Hypotheses	Spring 2021	22	14	79	7	0	
	Spring 2022	16	29	71	0	0	
Access and Use Information	Spring 2021	22	57	43	0	0	
	Spring 2022	16	52	48	0	0	

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	Semester	N	4	3	2	1
			(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
<b>Implement Solution</b>	Spring 2018	8	13	88	0	0
	Spring 2019	22	9	73	18	0
	Spring 2020	15	7	87	7	0
<b>Evaluate Outcomes</b>	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:**

The rubric was changed as a recommendation from the 2020 assessment. Where we were using two different rubrics, it has been combined from the AAC&U Information Literacy and Problem Solving rubrics. In Spring 2022, the criteria of 80% scored 3 or higher of each category, so it was met in all four categories. In fact, all four categories received 100% in mastery and proficient levels combined. Lessons learned from previous assessment that classroom scaffolding and scaffolding by the Library Faculty can be extremely helpful in giving students effective strategies for evaluating and collecting peer reviewed resources. This scaffolding includes understanding how to properly cite, search, and use APA format. It is important that this scaffolding is very intentional and developed throughout the program. Changes were made to the curriculum by adding a Research Basics course.

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

From the assessment of 2021, the recommendations were to spend more time on this signature assessment helping students to develop purpose, solutions, and hypothesis at a higher level. Purpose 2021 was 14% mastery and 79% proficiency. In Spring 2022 it was 29% mastery and 71% proficient, so an overall score of 100% in this column. This recommendation will continue to be essential in the scaffolding. This skill takes critical reflection and deep comprehension of the problem. It also incorporates a cultural and ethical understanding of the problem. This will be guided by the instructor focusing on what is a hypothesis and how to define it. This was assessed by two assessors.

**Rubric Used**

**CHD3055\_Research Paper Rubric**

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

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (2)</b>	<b>Benchmark (1)</b>
<b>Define Problem (Problem Solving)</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>Evaluate Information and its Sources Critically (Information Literacy)</b>	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Select 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. Select sources using 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. Select sources using basic criteria (such as relevance to the research and currency.).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
<b>Use Information Effectively to Accomplish a Specific Purpose (Information Literacy)</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>Identify Strategies (Problem Solving)</b>	Identifies multiple approaches for solving the problems that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
<b>Propose Solutions/Hypotheses (Problem Solving)</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>Access and Use Information Ethically and Legally (Information Literacy)</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	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas

SSWFS: PLO Data – CHAD, 2021-2022

	<p>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>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>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>requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>
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**PLO Data for Child and Adolescent Development (CHAD)  
2021-2022**

**Learning Outcome PLO 4:**

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

**Outcome Measure:**

CHD3013 (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).

CHD4020: Agency Visit Presentation (assessment discontinued after Fall 2020): 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.

FCS 420: Media Paper (assessment 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 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

Critique of Social Issues Book: 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	Spring 2020	32	38	56	6	0
	CHD3013	Spring 2022	25	48	52	0	0
Access Needed Information	CHD3013	Spring 2020	32	22	78	0	0
	CHD3013	Spring 2022	25	46	50	4	0
Evaluate Information / Sources	CHD3013	Spring 2020	32	53	44	3	0
	CHD3013	Spring 2022	25	48	50	2	0
Use Information Effectively	CHD3013	Spring 2020	32	9	84	6	0
	CHD3013	Spring 2022	25	68	32	0	0
Access and Use Information	CHD3013	Spring 2020	32	3	81	16	0
	CHD3013	Spring 2022	25	24	70	0	2

**CHD4020 Agency Visit Presentation:** 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 2019	5	40	40	20	0
	CHD4020	Fall 2020	18	39	61	0	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
	CHD4020	Fall 2020	18	31	50	19	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
	CHD4020	Fall 2020	18	36	64	0	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
	CHD4020	Fall 2020	18	31	69	0	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
	CHD4020	Fall 2020	18	17	81	3	0

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

<b>COURSE: FCS 313</b>			<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Rubric Criteria</b>	<b>Semester</b>	<b>N</b>	<b>(Mastery)</b>	<b>(Proficiency)</b>	<b>(Developing)</b>	<b>(Beginning)</b>
			<b>%</b>	<b>%</b>	<b>%</b>	<b>%</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

**Conclusions Drawn from Data:**

CHD 3013 is offered every other year and the signature assignment will remain for PLO 4. CHD 3003 – Infant and Toddler Development will be assessed the other years. These two courses are both taught every other fall. CHD 4020 Agency Visit Presentation was removed for PLO 4 and replaced by CHD 3003 Social Issues Critique. The criteria of 80% of students will score in mastery or proficient was met in all categories. Two of the categories, Determine Extent of Information and Use Information Effectively were at 100%. Evaluate Information Source 98%, Access Needed Information 96%, and Access and Use of Information 94%. Two assessors assessed it.

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

It is important to note, this was taught for the first time by a new professor. These scores are reflective of strong scaffolding; however, access will be focused on both needed information and use of information. CHD 3003 has a similar signature assignment that will be scaffolded the same way. This signature assignment is students reading original works, critiquing, and synthesizing the strengths and weaknesses of the work.

Rubric Used

**INFORMATION LITERACY VALUE RUBRIC**

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



	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
<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.

**PLO Data for Child and Adolescent Development (CHAD)  
2021-2022**

**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 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Rubric Criteria	Semester	N				
Analysis of vocation & strengths	Fall 2017	13	62	38	0	0
	Spring 2018	25	48	40	12	0
	Fall 2018	12	58	17	25	0
	Spring 2019	20	40	50	5	0
	Fall 2019	13	60	40	0	0
	Spring 2020	11	86	14	0	0
	Fall 2020	20	70	30	0	0
	Spring 2021	11	81	19	0	0
	Fall 2021	8	81	19	0	0
	Spring 2022	10	85	15	0	0
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

COURSE: CHD4097 Rubric Criteria	Semester	N	4	3	2	1
			(Mastery) %	(Proficiency) %	(Developing) %	(Beginning) %
	Fall 2020	20	78	23	0	0
	Spring 2021	11	81	19	0	0
	Fall 2021	8	50	50	0	0
	Spring 2022	10	45	55	0	0
Synthesis of Faith	Fall 2017	13	38	54	8	0
	Spring 2018	25	32	64	4	0
	Fall 2018	12	50	50	0	0
	Spring 2019	20	40	55	5	0
	Fall 2019	13	8	72	20	0
	Spring 2020	11	32	36	32	0
	Fall 2020	20	33	68	0	0
	Spring 2021	11	57	43	0	0
	Fall 2021	8	31	69	0	0
	Spring 2022	10	30	70	0	0

**Conclusions Drawn from Data:**

80% criteria were met in all three categories at 100%. Analysis of Vocation and Strength mastery Fall 2021, was 81% and Spring 2022, 85%. Spring 2021, 81% for Application of Ethics and Values. The lowest was Synthesis of Faith at 31% Fall 2021, for mastery and 30% Spring 2022.

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

To continue to scaffold development with their professional statements. This includes professional philosophy and personal code of ethics. Starting Fall 2020, from recommendations from assessment, two mandatory consultations with faculty were added to the course, first in beginning draft and then last draft of Code of Ethics and Professional Philosophy. This change was effective for the 2021-22 academic year and will continue for 2022-23. An area of improvement and reflection is that is Synthesis of Faith. This has not necessarily been scaffolded due to the fact that the department wants it to be authentic reflection of who they are. However, more discussion of how we integrate faith in our professional voice will be implemented.

Rubric Used

**FCS Program Learning Outcome 5 RUBRIC**

	<b>Mastery (4)</b>	<b>Proficiency (3)</b>	<b>Developing (2)</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