Sociology, Social Work, and Family Sciences
Childhood Development – Adult Degree Completion
Informational Literacy Core Competency Assessment
2017-2018

Learning Outcome:

Students will be able to identify, locate, evaluate and effectively and responsibly use and cite information for the task at hand (Informational Literacy)

Outcome Measure:

CDV355: Research Paper: A question formulated to address an issue that affects children or families of children with special needs. Students will research and find a minimum of five peer reviewed articles published in the last three years (books can be used as well), then summarize findings and address the question asked – supporting findings with evidence from articles. Students will complete an annotated bibliography of all research materials found.

Criteria for Success (if applicable):

80% of students will score a three or higher on each criteria of a four-point rubric

Aligned with DQP Learning Areas (highlight one or more):

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

Longitudinal Data:

Began assessing CDV program 2017. Cohort 1 & 2 were assessed in Spring 2017.

Program Learning Outcome 3: Percentages of student scores using the:

AAC&U Information Literacy Value Rubric

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Determine the Extent of Information Needed	CDV355_1	SU 2016	11	9%	73%	18%	0%
	CDV355_2	SP 2017	9	22	56	22	0
	CDV355_3	SU 2017	16	6	25	44	25
	CDV355_4	SU 2017	20	30	45	10	15

	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
	CDV355_5	SU 2017	13	31	38	15	15
	CDV355_6	FA 2017	14	21	57	21	

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
	CDV355_7	SP 2018	17	12	29	47	12
	CDV355_8	SP 2018	30	23	23	37	17
Access the Needed Information	CDV355_1	SU 2016	11	9%	82%	9%	0%
	CDV355_2	SP 2017	9	0	67	33	0
	CDV355_3	SU 2017	16	38	38	6	19
	CDV355_4	SU 2017	20	50	40	10	0
	CDV355_5	SU 2017	13	23	46	31	0
	CDV355_6	SP 2018	14	0	79	21	0
	CDV355_7	SP 2018	17	53	41	6	0
	CDV355_8	SP 2018	30	23	57	17	3
Evaluate Information and its Sources Critically	CDV355_1	SU 2016	11	0%	82%	18%	0%
	CDV355_2	SP 2017	9	11	67	22	0
	CDV355_3	SU 2017	16	13	50	31	6
	CDV355_4	SU 2017	20	40	55	5	0
	CDV355_5	SU 2017	13	15	46	31	8
	CDV355_6	SP 2018	14	0	79	21	0
	CDV355_7	SP 2018	17	41	47	12	0
	CDV355_8	SP 2018	30	20	60	20	0
Use Information Effectively to Accomplish a Specific	CDV355_1	SU 2016	11	9%	82%	9%	0%
	CDV355_2	SP 2017	9	0	67	33	0
	CDV355_3	SU 2017	16	0	38	56	6

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Purpose	CDV355_4	SU 2017	20	15	60	20	5
	CDV355_5	SU 2017	13	8	38	38	15
	CDV355_6	SP 2018	14	7	57	36	0
	CDV355_7	SP 2018	17	6	65	24	6
	CDV355_8	SP 2018	30	7	40	47	7
Access and Use Information Ethically and Legally	CDV355_1	SU 2016	11	0%	55%	45%	0%
	CDV355_2	SP 2017	9	11	33	56	0
	CDV355_3	SU 2017	16	0	0	44	56
	CDV355_4	SU 2017	20	0	25	30	45
	CDV355_5	SU 2017	13	0	17	25	58
	CDV355_6	SP 2018	16	0	29	57	14
	CDV355_7	SP 2018	17	6	41	24	29
	CDV355_8	SP 2018	30	0	18	46	36

Conclusions Drawn from Data:

Overall, the criteria of 80% or higher for success was sporadically made throughout the cohorts. There was a wide range across the six cohorts that were assessed 2017-2018. Determine the Extent of Information Needed, students scored from 78% to 31%. Access the Needed Information, students scored from 94% to 69%. Evaluate Information and its Sources Critically, students scored from 95% to 61%. Use Information Effectively to Accomplish a Specific Purpose, students scored from 75% to 38%. Access and Use Information Ethically and Legally, students scored from 47% to 0%. It is apparent that cohorts that are struggling have predominant English as a second language learners in the make up of the cohort.

Changes to be Made Based on Data:

It is apparent that determining the extent of information needed, use of information, and access and use of information ethically and legally are areas to be addressed. A writing course is being added to the program to help improve competencies in written word, citing according to APA, and focusing on how to synthesize information from sources with clarity and depth. Students will be given strategies of citation and how to reference. This will include paraphrasing, summary, or quoting. This writing course will address ethical and legal restrictions in research. Professors will be scaffolded in alignment of rubrics and understanding of how this assignment is evaluated against information literacy core competency. The focus will be consistent alignment of rubrics throughout the cohorts. This will be done through faculty

training. Continued writing instruction will be offered in CDV355 by a librarian or the CEL Director of Writing. Additional writing support will be encouraged by faculty for those students scoring low on writing competencies. Referrals will be made to the GPS Writing Center as well as the Brainfuse tool on Canvas.