Childhood Development – Adult Degree Completion (ADC)
Information Literacy GELO 1.c & Core Competency Assessment
2018-2019

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 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:

Began assessing CDV program with the first cohort in spring 2017.

Information Literacy Value Rubric:

Rubric Criteria	CDV355 Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
Determine Extent of Information	SP 2017	9	22	56	22	0
	SU 2017	49	22	37	22	18
	FA 2017	16	21	57	21	0
	SP 2018	47	19	26	40	15
	SU 2018	69	26	58	17	0
	FA 2018	42	18	53	24	5
	SP 2019					

Rubric Criteria	CDV355 Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
Access Needed Information	SP 2017	9	0	67	33	0
	SU 2017	49	39	41	14	6
	FA 2017	16	0	79	21	0
	SP 2018	47	34	51	13	2
	SU 2018	69	26	59	15	0
	FA 2018	42	18	50	29	3
	SP 2019					
Evaluate Information / Sources	SP 2017	9	11	67	22	0
	SU 2017	49	24	51	20	4
	FA 2017	16	0	79	21	0
	SP 2018	47	28	55	17	0
	SU 2018	69	27	50	23	0
	FA 2018	42	16	63	18	3
	SP 2019					
Use Information Effectively	SP 2017	0	67	33	0	0
	SU 2017	49	8	47	37	8
	FA 2017	16	7	57	36	0
	SP 2018	47	6	49	38	6
	SU 2018	69	20	50	24	6
	FA 2018	42	11	63	24	3
	SP 2019					
Access and Use Information	SP 2017	9	11	33	56	0
	SU 2017	49	0	15	33	52
	FA 2017	16	0	29	57	14
	SP 2018	47	2	27	38	33
	SU 2018	69	5	58	27	11
	FA 2018	42	3	50	42	5
	SP 2019					

Conclusions Drawn from Data:
Overall, the criteria 80% was not achieved for this learning outcome. 78% was achieved for determining the extent of information, 77% was achieved for accessing needed information, 78% was achieved for evaluating information/sources, 72% was achieved for effective use of information, and 58% was achieved for access and use of information.

Students were provided exemplar examples of assignments, faculty was scaffolded on alignment of rubrics. Although a writing course was added to the program in term one, students for this assessment

period had not yet benefited from that course. The writing workshop that was offered by the librarian or CEL Director of Writing was not conducted for this group of students.

A writing course was added to the program in Fall 2018 to help improve competencies in written word and research. Results from this course should be evident in the 2019-2020 assessment.

The signature assignment was assessed by the Program Director and the Department Chair.

Changes to be Made Based on Data:
Assignment grading rubric and prompt for students will be evaluated to clearly communicate goals of the assignment and ensure alignment with PLO3 and depth of analyzing scientific research and understanding of philosophical views of growth and development. Exemplar examples of assignment will be added into the assignment prompt and faculty resources. A research workshop, provided by the CEL Director of Writing, will be scheduled for the beginning of the course to support the knowledge gained in the writing course from the first term and ensure mastery of research and writing practices.

Professors will be scaffolded in alignment of rubrics and understanding of how this assignment is evaluated against PLO3. The focus will be depth of research and understanding of different philosophical viewpoints of growth and development, clarity of assignment goals and consistent alignment of rubrics throughout the cohorts. This will be done through faculty training and the student research workshop.

While an overall improvement was shown, the current rubric should be evaluated for clear alignment to the PLO for this assignment.

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* \n\n*****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.