Family and Consumer Science
BA in Child Development
2016-2017

Learning Outcome:

PLO 1. Identify and describe normative similarities and differences of intellectual, emotional, social and physical theories at each development stage from prenatal through adulthood.

Outcome Measure:

CDV460: ADM Final Project Development Center: Students create a philosophy for an Early Childhood Program explaining why school should exist and describing the teaching styles and/or roles that fit in with their philosophy about children and learning.

Criteria for Success (if applicable):

80% if students will score a three or higher on each criteria of the four-point AAC&U Critical Thinking Value Rubric

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

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

Longitudinal Data:

This is the first year of the program and no longitudinal data exists.

Program Learning Outcome 1: Percentages of student scores using the Critical Thinking Value Rubric:

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Explanation of Issues	CDV460	SP 2017	9	13%	75%	13%	0%
Evidence	CDV460	SP 2017	9	0%	88%	13%	0%
Influence of context and assumptions	CDV460	SP 2017	9	0%	50%	50%	0%
Student position	CDV460	SP 2017	9	0%	38%	63%	0%
Conclusions and outcomes	CDV460	SP 2017	9	0%	63%	38%	0%

Conclusions Drawn from Data:

The 80% criteria were met in two of the categories: Explanation of Issues 88% and Evidence 88%. The 80% was not met in the following criteria: Influence of context and assumptions 50%, Student position 38%, Conclusions and outcomes 63%. Mastery level was only met in Explanation of Issues at 13%.

Changes to be Made Based on Data:

A continued focus on the written component on this assignment will be included. An addition of midterm rubric and instructor guidance will be added to scaffold the critical thinking articulated through this written work.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

	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.

Family and Consumer Science
BA in Child Development
2016-2017

Learning Outcome:
PLO 2. Evaluate the effects of family systems on the development of children and adolescents.

Outcome Measure:
CDV485: Critical Paper. Students will read an article about any topic in child development in a non-professional magazine or newspaper. They will then write a summary of the article including facts, findings and any opinions / advice of the author. Then provide an opinion based on a thorough, critical analysis of the article.

Criteria for Success (if applicable):
80% if students will score a three or higher on each criteria of the four-point AAC&U Ethical Reasoning Value Rubric

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:
This is the first year of the program and no longitudinal data exists.

Program Learning Outcome 2: Percentages of student scores using the AAC&U Ethical Reasoning Value Rubric

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Ethical Self-Awareness	CDV485	Spring 2017	9	0	67	33	0
Understanding Different Ethical Perspectives/Concepts	CDV485	Spring 2017	9	11	75	11	0
Ethical Issue Recognition	CDV485	Spring 2017	9	0	67	33	0
Application of Ethical Perspectives/Concepts	CDV485	Spring 2017	9	0	67	33	0
Evaluation of Different Ethical Perspectives / Concepts	CDV485	Spring 2017	9	0	56	44	0

Conclusions Drawn from Data:

Understanding Different Ethical Perspectives/Concepts was the only category that met 80% at 86%. The criteria were not met in the following: Ethical Self-Awareness 67%, Ethical Issue Recognition 67%, Application of Ethical Perspectives/Concepts 67%, and Evaluation of Different Ethical Perspectives/Concepts 56%.

Changes to be Made Based on Data:

The weekly online discussion board rubric points in courses will be weighted to encourage development of writing proficiency throughout the program. This is the first time this assignment has been assessed. It was determined by both reviewers that the AAC&U Ethical Reasoning Value Rubric was not the best tool to use. A revised rubric including Ethical Reasoning Value and Critical Thinking will be created to assess this in the future.

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

	Capstone (4)	Milestones (3)	Milestones (3)	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.

Family and Consumer Science
BA in Child Development
2016-2017

Learning Outcome:

PLO 3. Identify and assess scientific research in understanding different philosophical views of growth and development – both historic and current.

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% if students will score a three or higher on each criteria of the four-point AAC&U Information Literacy Value Rubric and Written Communication Value Rubric

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

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

Longitudinal Data:

This is the first year of the program and no longitudinal data exists.

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	Summer 2016	11	9%	73%	18%	0%
	CDV355	Spring 2017	9	22%	56%	22%	0%
Access the Needed Information	CDV355	Summer 2016	11	9%	82%	9%	0%
	CDV355	Spring 2017	9	0%	67%	33%	0%

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Context and Purpose	CDV355	Summer 2016	11	9%	55%	36%	0%
	CDV355	Spring 2017	9	11%	67%	22%	0%
Content Development	CDV355	Summer 2016	11	0%	73%	27%	0%

Evaluate Information and its Sources Critically	CDV355	Summer 2016	11	0%	82%	18%	0%
	CDV355	Spring 2017	9	11%	67%	22%	0%
Use Information Effectively to Accomplish a Specific Purpose	CDV355	Summer 2016	11	9%	82%	9%	0%
	CDV355	Spring 2017	9	0%	67%	33%	0%
Access and Use Information Ethically and Legally	CDV355	Summer 2016	11	0%	55%	45%	0%
	CDV355	Spring 2017	9	11%	33%	56%	0%

AAC&U Written Communication Value Rubric.

	CDV355	Spring 2017	9	11%	33%	56%	0%
Genre and Disciplinary Conventions	CDV355	Summer 2016	11	0%	73%	27%	0%
	CDV355	Spring 2017	9	0%	56%	44%	0%
Sources and Evidence	CDV355	Summer 2016	11	0%	91%	9%	0%
	CDV355	Spring 2017	9	0%	56%	44%	0%
Control of Syntax and Mechanics	CDV355	Summer 2016	11	9%	55%	36%	0%
	CDV355	Spring 2017	9	11%	78%	11%	0%

Conclusions Drawn from Data:

The summer 2016 cohort met the 80% criteria in the following areas: Determine the Extent of Information Needed 82%, Access the Needed Information 91%, Evaluate Information and its Sources Critically 82%, and Use Information Effectively to Accomplish a Specific Purpose 91%. The criteria were not met in the following areas for the summer 2016 cohort: Access and Use Information Ethically and Legally 55%, Context and Purpose 64%, Content Development 73%, Genre and Disciplinary Conventions 73%, Control of Syntax and Mechanics 64%. The spring 2017 cohort met the 80% criteria in one area: Control of Syntax and Mechanics 89%. The criteria was not met in the following areas for the spring 2017 cohort: Determine the Extent of Information Needed 78%, Access the Needed Information 67%, Evaluate Information and its
Sources Critically 78%, Use Information Effectively to Accomplish a Specific Purpose 67%, Access and Use Information Ethically and Legally 44%, Context and Purpose 78%, Content Development 44%, Genre and Disciplinary Conventions 56%, and Sources and Evidence 56%.

Changes to be Made Based on Data:

A requirement of turning in a rough draft of the research paper to the professor midterm will be added to the course. Students will be required to make revisions on final draft. Professors will also be able to refer students as needed to the writing center for additional help.

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Definition: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- The National Forum on Information Literacy (*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*)

	Capstone (4)	Milestones (3)	Milestones (3)	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.)
UseInformation 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

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of highquality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.

Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

**Family and Consumer Science
BA in Child Development 2016-
2017**

Learning Outcome:
   PLO 4. Assess research of theoretical and appropriate practical elements of parenting to facilitate discussions for a healthy environment for children and adolescents.

Outcome Measure:
   CDV485: Media Project: Students will find two advertisements in a magazine, commercial, etc. that depicts children and /or families in a stereotypical or biased way, and two advertisements that are aimed at children, then will discuss all four articles in class. Media Paper: Student will then choose a book or movie that influenced (positively or negatively) the way they view(ed) gender, race, religion, etc. and write a 1 to 2-page paper delineating how exactly that media did so.

Criteria for Success (if applicable):
   80% if students will score a three or higher on each criterion of the following four-point AAC&U Value Rubrics: Critical Thinking and Ethical Reasoning.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:
   This is the first year of the program and no longitudinal data exists.

Program Learning Outcome 4: Percentages of student scores using the AAC&U Value Rubrics:

Critical Thinking Value Rubric:

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Ethical Self-Awareness	CDV485	Spring 2017	9	0%	89%	11%	0%
Understanding Different Ethical Perspectives/Concepts	CDV485	Spring 2017	9	0%	56%	44%	0%
Ethical Issue Recognition	CDV485	Spring 2017	9	0%	89%	11%	0%
Application of Ethical Perspectives/Concepts	CDV485	Spring 2017	9	0%	67%	33%	0%
Evaluation of Different	CDV485	Spring 2017	9	0%	89%	11%	0%

Explanation of Issues	CDV485	SP 2017	9	0%	78%	22%	0%
Evidence	CDV485	SP 2017	9	33%	33%	33%	0%
Influence of context and assumptions	CDV485	SP 2017	9	11%	78%	11%	0%
Student position	CDV485	SP 2017	9	22%	67%	11%	0%
Conclusions and outcomes	CDV485	SP 2017	9	0%	67%	22%	0%

Ethical Reasoning Value Rubric

Ethical Perspectives / Concepts							

Conclusions Drawn from Data:

The 80% criteria were met in the following areas: Influence of context and assumptions 89%, Ethical Self-Awareness 89%, Ethical Issue Recognition 89%, and Evaluation of Different Ethical Perspectives/Concepts 89%. The criteria were not met for the following: Evidence 66%, Student position 78%, Conclusions and outcomes 67%, Understanding Different Ethical Perspectives/Concepts 56%, and Application of Ethical Perspectives/Concepts 67%.

Changes to be Made Based on Data:

1. An added component to face-to-face class of using critical thinking strategies in evaluating magazine advertisements and then the group writes a scholarly sample.
2. It is determined that this assignment is not the best way to assess this learning outcome. In the future, the Parent Handbook and Workshop project will be utilized in CDV350 to assess this learning outcome.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U — Association of American Colleges and Universities

	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.

Rubric Used

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

	Capstone (4)	Milestones (3)	Milestones (3)	Be
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.

Family and Consumer Science
BA in Child Development
2016-2017

Learning Outcome:
   PLO 6. Identify career paths and professional areas of service within the child and adolescent profession.

Outcome Measure:
   CDV495: Professional Statements, Portfolios, and oral presentation

Criteria for Success (if applicable):
   80% if students will score a three or higher on each criteria of the AAC&U Written Communication and Oral Communication Value Rubrics

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:
   This is the first year of the program and no longitudinal data exists.

Program Learning Outcome 6: Percentages of student scores using the AAC&U Value Rubrics:

Oral Communication Value Rubric:

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Organization	CDV495	Spring 2017	7	86%	14%	0%	0%
Language	CDV495	Spring 2017	7	86%	14%	0%	0%
Delivery	CDV495	Spring 2017	7	43%	57%	0%	0%
Supporting Material	CDV495	Spring 2017	7	43%	57%	0%	0%
Central Message	CDV495	Spring 2017	7	57%	43%	0%	0%

Written Communication Value Rubric:

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Context and Purpose	CDV495	Spring 2017	7	29%	57%	14%	0%

Content Development	CDV495	Spring 2017	7	14%	57%	29%	0%
Genre and Disciplinary Conventions	CDV495	Spring 2017	7	0%	57%	43%	0%
Sources and Evidence	CDV495	Spring 2017	7	14%	86%	0%	0%
Control of Syntax and Mechanics	CDV495	Spring 2017	7	14%	43%	43%	0%

Conclusions Drawn from Data:

The senior standing students met the criteria 80% in all categories for oral communication; received 100% in all categories. The mastery level was higher in Organization with 86% and Language with 86%. This was assessed by three assessors. In Written Communication the 80% criteria was met in Context and Purpose with 86% and Sources and Evidence with 100%. The criteria was not met in the following areas: Content Development 71%, Genre and Disciplinary Conventions 57%, and Control of Syntax and Mechanics 57%.

Changes to be Made Based on Data:

Students have focused on developing their professional voice both in oral and written skills in this capstone course. The students' oral presentations were high. The written component has two areas that need focus: Genre and Disciplinary Conventions and Control of Syntax and Mechanics. Both of those areas will be added to the midterm rubric to help students develop the skills needed.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U — Association of American Colleges and Universities

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of highquality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.

Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.