

**Family and Consumer Science – College of Extended Learning
BA in Child Development
Core Competencies
2016-2017**

**Family and Consumer Science – College of Extended Learning
Information Literacy Core Competency Assessment
2016-2017**

Learning Outcome:

GELO 1.c & CC: Information Literacy: Student will be able to identify, locate, evaluate and effectively and responsibly use and cite information for the task at hand.

Outcome Measure:

FCS355: 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:

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

Aligned with DQP Learning Areas (circle 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:

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

Information Literacy Value Rubric - Percentage of students scoring 3 or higher:

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

Conclusions Drawn from Data:

The summer 2016 cohort met the criteria of 80% 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 summer 2016 cohort did not meet the criteria of 80% in the one area of Access and Use Information Ethically and Legally 55%. The spring cohort did not meet the criteria of 80% in any category: 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%, and Access and Use Information Ethically and Legally 44%.

Changes to be Made Based on Data:

Additional instructions made in face to face component focused on strategies of citations and references. Add samples that students have to critic in discussion boards.

Rubric Used:

AAC&U Information Literacy Rubric

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 (2)	Benchmark (1)
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically* *Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Family and Consumer Science – College of Extended Learning
BA in Child Development
Oral Communication Core Competency Assessment
2016-2017

Learning Outcome:

GELO 1.b & CC: Oral Communication: Student will be able to speak about their work with precision, clarity and organization.

Outcome Measure:

CDV495: Presentation of personal professional ePortfolio in Senior Seminar course to faculty and staff

Criteria for Success:

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

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

- 6. Specialized Knowledge
- 7. Broad and Integrative Knowledge
- 8. Intellectual Skills/Core Competencies
- 9. Applied and Collaborative Learning
- 10. Civic and Global Learning

Longitudinal Data:

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

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%

Conclusions Drawn from Data:

Senior students reached 100% across all categories of oral communication scoring a three or higher.

Changes to be Made Based on Data:

In preparing for the oral presentation, students will be encouraged to practice working on delivery. They will be asked to think of supporting examples or illustrations that would help give credibility and insight.

Rubric Used:

AAC&U Oral Communication Rubric

Rubric Used

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



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.

Family and Consumer Science – College of Extended Learning
BA in Child Development
Written Communication Core Competency Assessment
2016-2017

Learning Outcome:

GELO 1.a & CC: Written Communication: Students will be able to write about their work with precision, clarity and organization.

Outcome Measure:

CDV495: Preparation of a personal professional ePortfolio in Senior Seminar course focused on professional philosophy and code of ethics.

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:

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

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 areas that met the criteria of 80% are Context and Purpose 86% and Sources and Evidence 100%. The areas that did not meet criteria of 80% are Content Development 71%, Genre and Disciplinary Conventions 57%, and Control of Syntax and Mechanics 57%.

Changes to be Made Based on Data:

In the mid semester assessment of draft both Genre and Disciplinary Conventions and Control of Syntax and Mechanics will be added to rubric to help students focus on what needs to be understood.

Rubric Used:

AAC&U Written Communication Rubric

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	3	Milestones 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	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 <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	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 high-quality, 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.

**CHILD DEVELOPMENT (ADC)
General Education**

Learning Outcome:

GELO 1a & CC: Written Communication: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):

75% of the students will be marginal or proficient at Level 2 Writing.

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, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Writing	N/A	N/A	N/A	N/A	68.2%

Conclusions Drawn from Data:

The criteria was not met of 75%.

Changes to be Made Based on Data:

The writing is a high priority in the degree completion Child Development program. The students are coming in at a lower level of writing ability than our traditional students. Changes are being made throughout the program to increase the level of writing of our students. This is being done by the following changes: The weekly online discussion board rubric points in courses will be weighted to encourage development of writing proficiency throughout the program. A revised rubric including ethical reasoning, value and critical thinking will be created to assess the critical paper in CDV 485 in the future. In CDV 355, a requirement of turning in a rough draft of research paper midterm will be added to the course. Students will be required to make revisions on final draft. Professors will be able to refer students as needed to writing center for additional help.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

**CHILD DEVELOPMENT (ADC)
General Education**

Learning Outcome:

GELO 1d & CC: Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):

70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

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, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Critical Thinking	N/A	N/A	N/A	N/A	73.8%

Conclusions Drawn from Data:

The criteria was met of 70%.

Changes to be Made Based on Data:

The program will continue to incorporate current research-based journal articles in all courses. The objective is to scaffold students' ability to examine, critique, and synthesize content-specific information.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

**CHILD DEVELOPMENT (ADC)
General Education**

Learning Outcome:

GELO 1e & CC: Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:

ETS Proficiency Profile Exam

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):

70% of the students will be marginal or proficient at Level 2 Math.

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, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Math	N/A	N/A	N/A	N/A	58.9%

Conclusions Drawn from Data:

The criteria of 70% was not met.

Changes to be Made Based on Data:

An increased focus on quantitative reasoning will be highlighted throughout the program when appropriate with an emphasis in the Child and Nutrition course.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.