CHILD DEVELOPMENT (ADC)
Core Competencies

Learning Outcome:
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**	**2017-18**
ETS Proficiency Profile Level 2 Critical Thinking	**N/A**	**N/A**	**N/A**	**N/A**	**73.8%**	**46.7%**

Conclusions Drawn from Data:
The criteria was not met of 70%. It is important to note that this year ETS Proficiency Profile Exam was administered online. A significant decline from 2016-17 was exhibited. Students in the CDV program are primarily assessed through writing, projects, and presentations and are not assessed through exams or tests in their courses.

Changes to be Made Based on Data:
It is the hope of this program that the online component of the ETS Proficiency Profile will be revisited to establish a more accurate outcome. 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)
Core Competencies

Learning Outcome:
Written: 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**	**2017-18**
ETS Proficiency Profile Level 2 Writing	**N/A**	**N/A**	**N/A**	**N/A**	**68.2%**	**36.7%**

Conclusions Drawn from Data:
The criteria was not met of 75%. It is important to note that this year ETS Proficiency Profile Exam was administered online. A significant decline from 2016-17 was exhibited. Students in the CDV program are primarily assessed through writing, projects, and presentations and are not assessed through exams or tests in their courses. Many of the ADC students are also English as a second language learners. The ETS Proficiency Profile focuses on grammar and identifying inaccuracies in written work.

Changes to be Made Based on Data:
It is the hope of this program that the online component of the ETS Proficiency Profile will be revisited to establish a more accurate outcome. 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: A writing course is being added to the program to help improve competencies in written word. 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. Special training will be made available to faculty on meeting the needs of English as a second language learners.

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

CHILD DEVELOPMENT (ADC)
Core Competencies

Learning Outcome:
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**	**2017-18**
ETS Proficiency Profile Level 2 Math	**N/A**	**N/A**	**N/A**	**N/A**	**58.9%**	**33.3%**

Conclusions Drawn from Data:
The criteria was not met of 70%. It is important to note that this year ETS Proficiency Profile Exam was administered online. A significant decline from 2016-17 was exhibited. Students in the CDV program are primarily assessed through writing, projects, and presentations and are not assessed through exams or tests in their courses. It is unclear the timeline for students having completed a math course in which quantitative reasoning would have been assessed.

Changes to be Made Based on Data:
It is the hope of this program that the online component of the ETS Proficiency Profile will be revisited to establish a more accurate outcome. 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.

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

Learning Outcome:

Students will be able to write about their work with precision, clarity, and organization (Written Communication).

Outcome Measure:

CDV495: Preparation of a professional statements and portfolio. Students will write and present their portfolios including: Professional Philosophy.

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 was assessed in Spring 2017.

AAC&U 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_1	SP 2017	7	29	57	14	0
	CDV495_2	SU 2017	10	25	38	38	0

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
	CDV495_3	FA 2017	14	21	36	36	7
	CDV495_4	FA 2017	20	40	45	15	0
	CDV495_5	FA 2017	11	50	20	30	0
	CDV495_6	SP 2018	15	20	60	20	0
Content Development	CDV495_1	SP 2017	7	14%	57%	29%	0%
	CDV495_2	SU 2017	10	25	25	25	25
	CDV495_3	FA 2017	14	7	29	64	0
	CDV495_4	FA 2017	20	35	40	25	0
	CDV495_5	FA 2017	11	50	20	30	0
	CDV495_6	SP 2018	15	13	40	47	0
Genre and Disciplinary Conventions	CDV495_1	SP 2017	7	0%	57%	43%	0%
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	14	NA	NA	NA	NA
	CDV495_4	FA 2017	20	NA	NA	NA	NA
	CDV495_5	FA 2017	11	NA	NA	NA	NA
	CDV495_6	SP 2018	15	NA	NA	NA	NA
Sources and Evidence	CDV495_1	SP 2017	7	14%	86%	0%	0%

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	14	NA	NA	NA	NA
	CDV495_4	FA 2017	20	NA	NA	NA	NA
	CDV495_5	FA 2017	11	NA	NA	NA	NA
	CDV495_6	SP 2018	15	NA	NA	NA	NA
Control of Syntax and Mechanics	CDV495_1	SP 2017	7	14%	43%	43%	0%
	CDV495_2	SU 2017	10	13	50	38	0
	CDV495_3	FA 2017	14	0	36	64	0
	CDV495_4	FA 2017	20	21	47	32	0
	CDV495_5	FA 2017	11	20	60	20	0
	CDV495_6	SP 2018	15	6	73	20	0

Conclusions Drawn from Data:

Overall, the criteria of 80% or higher for success was sporadically made throughout the cohorts. Context and purpose, student scores ranged from 86% to 57%. Content development, student scores ranged from 75% to 36%. Control of Syntax and mechanics, students scored from 80% to 34%. It is apparent that cohorts that are struggling have predominant English as a second language learners in the make up of the cohort.

This was assessed by the Program Director and the Department Chair; careful alignment was done with rubric.

Changes to be Made Based on Data:
A writing course is being added to the program to help improve competencies in written word. Professors will be scaffolded in alignment of rubrics and understanding of how this assignment is evaluated against written core competency and how to help students develop a strong professional voice. The focus will be consistent alignment of rubrics throughout the cohorts. This will be done through faculty training. 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. Special training will be made available to faculty on meeting the needs of English as a second language learners. A focus on control of syntax and mechanics will be addressed, scaffolding students to use professional, graceful language throughout professional philosophy.

Rubric Used:
AAC&U Written Communication Value Rubric

Rubric Used

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

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	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 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.

Sociology, Social Work, and Family Sciences
Child Development – Adult Degree Completion
Oral Core Competency Assessment
2017-2018

Learning Outcome:
Students will be able to speak about their work with precision, clarity, and organization (Oral Communication).

Outcome Measure:
CDV495: Preparation of a professional statements and portfolio. Students will write and present their portfolios including: Professional Philosophy, Professional goals, code of ethics and discuss areas of professional service and experiences

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 was assessed in Spring 2017.

Oral Communication Value Rubric:

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Organization	CDV495_1	SP 2017	7	86%	14%	0%	0%
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	9	67	33	0	0
	CDV495_4	FA 2017	10	40	50	10	0

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
	CDV495_5	FA 2017	5	20	40	40	0
	CDV495_6	SP 2018	15	44	44	12	0
Language	CDV495_1	SP 2017	7	86%	14%	0%	0%
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	9	50	33	17	0
	CDV495_4	FA 2017	10	30	30	40	0
	CDV495_5	FA 2017	5	40	40	20	0
	CDV495_6	SP 2018	15	31	56	13	0
Delivery	CDV495_1	SP 2017	7	43%	57%	0%	0%
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	9	67	33	0	0
	CDV495_4	FA 2017	10	50	30	20	0
	CDV495_5	FA 2017	5	75	25	0	0
	CDV495_6	SP 2018	15	38	31	25	6
Supporting Material	CDV495_1	SP 2017	7	43%	57%	0%	0%
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	9	NA	NA	NA	NA
	CDV495_4	FA 2017	10	NA	NA	NA	NA
	CDV495_5	FA 2017	5	NA	NA	NA	NA
	CDV495_6	SP 2018	15	NA	NA	NA	NA

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Central Message	CDV495_1	SP 2017	7	57	43	0	0
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	9	NA	NA	NA	NA
	CDV495_4	FA 2017	10	NA	NA	NA	NA
	CDV495_5	FA 2017	5	NA	NA	NA	NA
	CDV495_6	SP 2018	15	NA	NA	NA	NA

Conclusions Drawn from Data:
Overall, the criteria of 80% or higher was met with a few exceptions. Organization, students scored from 100% to 60%. Language, students scored from 100% to 60%. Delivery, students scored from 100% to 69%. It is important to note that a competition was held on traditional campus for presentation of this assignment at AACU in Washington DC; ePotfolio/Portfolium 2018. The student chosen to present was not a traditional student, but an ADC student. She presented a strong professional voice representing PLNU at conference. The ADC students are performing at the same level in this learning outcome as our traditional students.

This outcome was assessed by four faculty members including the Department Chair; scores were averaged.

Changes to be Made Based on Data:
All cohorts present together on the main campus, dressed in professional attire at the conclusion of their program. They present in front of an audience of faculty, administration, and their peers. Each student is given four minutes to present professional philosophy, code of ethics, and work samples from their ePortfolio.

Students will be given the oral communication rubric to know how their presentations were scored by faculty. Students will be encouraged to orally practice in front of friends and family before giving their formal presentation on main campus.

Rubric Used:
AAC&U Oral Communication Value Rubric

Rubric Used

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

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.

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
	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 Purpose	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
	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

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