

Sociology, Social Work, and Family Sciences
Child Development (CDV) – Adult Degree Completion
2018-2019

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 adolescence.

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):

Beginning summer 2018: 80% of students will score a three or higher on each criteria of the four-point AAC&U Critical Thinking Value Rubric (Historical criteria for success: 80% of students will score a three or higher on each criteria of each four-point AAC&U Value Rubric used.)

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

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

Longitudinal Data:

Began assessing CDV program with first cohort in Spring 2017.

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

Critical Thinking Value Rubric:

Rubric Criteria	CDV460		Mastery (4)	Proficiency (3)	Developing (2)	Beginning (1)
	Semester	N	%	%	%	%
Explanation of Issues	SP 2017	9	13	75	13	0
	SU 2018	52	40	42	16	2
	FA 2018	70	25	55	16	3
	SP 2019	42	28	51	18	3
Evidence	SP 2017	9	0	88	13	0
	SU 2018	52	24	54	22	0
	FA 2018	70	21	57	21	1
	SP 2019	42	23	56	21	0
Influence of context	SP 2017	9	0	50	50	0
	SU 2018	52	12	74	14	0
	FA 2018	70	12	61	27	0
	SP 2019	42	10	62	28	0

Rubric Criteria	CDV460 Semester	N	Mastery (4) %	Proficiency (3) %	Developing (2) %	Beginning (1) %
Student position	SP 2017	9	0	38	63	0
	SU 2018	52	10	66	24	0
	FA 2018	70	10	54	34	1
	SP 2019	42	5	64	31	0
Conclusions/outcomes	SP 2017	9	0	63	38	0
	SU 2018	52	10	68	22	0
	FA 2018	70	12	60	28	0
	SP 2019	42	3	62	36	0

Civic Engagement Value Rubric:

Rubric Criteria	CDV460 Semester	N	Mastery (4) %	Proficiency (3) %	Developing (2) %	Beginning (1) %
Diversity of Communities & Cultures	SU 2017	20	11	61	17	11
	FA 2017	49	14	28	40	19
	SP 2018	16	19	56	25	0
Analysis of Knowledge	SU 2017	20	11	28	44	17
	FA 2017	49	7	33	35	26
	SP 2018	16	6	56	38	0
Civic Identity and Commitment	SU 2017	20	11	39	33	17
	FA 2017	49	7	23	42	28
	SP 2018	16	13	69	19	0
Civic Communication			NA	NA	NA	NA
Civic Action			NA	NA	NA	NA
Civic Context/Structure			NA	NA	NA	NA

Written Communication Value Rubric

Rubric Criteria	CDV460 Semester	N	Mastery (4) %	Proficiency (3) %	Developing (2) %	Beginning (1) %
Context and purpose	SP 2017	9	0	63	38	0
Content Development	SP 2017	9	0	63	38	0
Genre/Disciplinary	SP 2017	9	0	63	38	0
Sources and Evidence	SP 2017	9	0	25	75	0
Syntax and Mechanics	SP 2017	9	0	50	50	0

Conclusions Drawn from Data:

A drop of 8 % for explanation of issues and 10% for evidence was seen from the previous year however students showed an improvement of 27% in influence of context, 32% in communication of student position, and 9% in conclusion and outcomes. This improvement shows that alignment of rubric understanding and scaffolding of assignment expectations with faculty was beneficial.

While improvement was shown in three areas, the current rubric should be evaluated for clear alignment to the PLO for this assignment.

Note: For 2018-2019 removed Civic Engagement Rubric and Written Communication Value Rubric (used in 2017-2018 assessment) for this assignment and retained the Critical Thinking Value Rubric to better align with the learning outcome for this assignment.

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

Changes to be Made Based on Data:

Assignment grading rubric and prompt for students will be evaluated to clearly communicate goals of the assignment and ensure better alignment with PLO1. Professors will be scaffolded in alignment of rubrics and understanding of how this assignment is evaluated against PLO1. The focus will be clarity of assignment goals and consistent alignment of rubrics throughout the cohorts. This will be done through faculty training. An added guest lecture for students will be made by the Department Chair, about developing philosophy. This will include an understanding of how philosophy influences the role of the learner, the role of the environment, and the role of the teacher.

Rubric Used

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



	Capstone 4	Milestones		Benchmark 1
		3	2	
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

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org



	Capstone 4	3	Milestones 2	Benchmark 1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.

Sociology, Social Work, and Family Sciences
Child Development – Adult Degree Completion
2018-2019

Learning Outcome:

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

Outcome Measure:

CDV485: Article Critique: Students read a current article about any topic in child development of interest a non-professional magazine, newspaper or online. Students write a summary of the article including facts, findings and any opinions/advice of the author. Students give their own opinion based on a thorough, critical analysis of the article. Address the advice given, the opinions and any research given as support for the original article. In their critical evaluation, they must use and cite at least one other article from a professional, peer-edited journal that supports or discredits the article with documented research.

Spring 2017-Summer 2018: CDV 485 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. [Outcome measured using the AAC&U Ethical Reasoning Value Rubric.]

Criteria for Success (if applicable):

80% of 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:

Began assessing CDV program with first cohort in Spring 2017.

Program Learning Outcome 2: Percentages of student scores using the Critical Thinking VALUE Rubric:

Critical Thinking Value Rubric:

Rubric Criteria	CDV485		Mastery (4)	Proficiency (3)	Developing (2)	Beginning (1)
	Semester	N	%	%	%	%
Explanation of Issues	SU 2018	52	13	77	8	2
	FA 2018	68	15	65	20	0
	SP 2019	42	13	65	18	5

Rubric Criteria	CDV485	N	Mastery (4) %	Proficiency (3) %	Developing (2) %	Beginning (1) %
	Semester					
Evidence	SU 2018	52	15	60	25	0
	FA 2018	68	12	68	20	0
	SP 2019	42	18	55	23	5
Influence of context	SU 2018	52	13	69	19	0
	FA 2018	68	20	57	23	0
	SP 2019	42	18	63	15	5
Student position	SU 2018	52	8	60	31	0
	FA 2018	68	17	51	32	0
	SP 2019	42	8	50	35	8
Conclusions/outcomes	SU 2018	52	8	54	33	0
	FA 2018	68	9	40	46	5
	SP 2019	42	10	35	43	13

Ethical Reasoning Value Rubric:

Rubric Criteria	CDV485	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	Semester					
Ethical Self-Awareness	SP 2017	9	0	67	33	0
	SU 2017	20	42	26	26	5
	FA 2017	39	41	34	21	3
	SP 2018	16	6	81	13	0
Understanding Different Ethical Perspectives	SP 2017	9	11	78	11	0
	SU 2017	20	26	53	11	11
	FA 2017	39	34	28	38	0
	SP 2018	16	13	50	38	0
Ethical Issue Recognition	SP 2017	9	0	67	33	0
	SU 2017	20	21	42	32	5
	FA 2017	39	24	38	38	0
	SP 2018	16	6	69	25	0
Application of Ethical Perspectives/Concepts	SP 2017	9	0	67	33	0
	SU 2017	20	32	47	11	11
	FA 2017	39	34	41	14	10
	SP 2018	16	6	75	19	0
Evaluation of Different Ethical Perspectives / Concepts	SP 2017	18	0	56	44	0
	SU 2017	20	17	33	44	6
	FA 2017	39	28	31	34	7
	SP 2018	16	0	44	56	0

Conclusions Drawn from Data:

Overall, the criteria 80% was not achieved for this learning outcome. 83% was achieved for explanation of issues, 77% was achieved for evidence, 80% was achieved for influence of context, 65% was achieved for student position, and 71% was achieved for conclusions/outcomes.

An increase of 7% overall was noted from 2017-2018 to this current year. Students were provided exemplar examples of assignments, faculty was scaffolded on alignment of rubrics, and the overall point value of the assignment was increased from 15 points to 50 points and updated assignment prompt midway through to better align with PLO2.

Note: For 2018-2019 removed Ethical Reasoning Value Rubric and replaced with Critical Thinking Value Rubric to better align with the learning outcome for this assignment.

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

Changes to be Made Based on Data:

Assignment grading rubric and prompt for students will be evaluated to clearly communicate goals of the assignment and ensure alignment with PLO2 and depth of family systems understanding. An online discussion will be added to the beginning of the course and in-class activities will be added to scaffold to improve students ability to communicate a family systems understanding in this assignment.

Professors will be scaffolded in alignment of rubrics and understanding of how this assignment is evaluated against PLO2. The focus will be depth of student understanding of family systems, clarity of assignment goals and consistent alignment of rubrics throughout the cohorts. This will be done through faculty training. Timing of this assignment in the course structure will also be evaluated to ensure enough time and focus is given for students to fully understand expectations of the assignment. Exemplar examples of assignment will be added into the assignment prompt and faculty resources.

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

Rubric Used

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



	Capstone 4	Milestones		Benchmark 1
		3	2	
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

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	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.

Sociology, Social Work, and Family Sciences
Child Development – Adult Degree Completion
2018-2019

Learning Outcome:

PLO 3. Identify and discuss 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% of students will score a three or higher on each criteria of the four-point AAC&U Information Literacy, Written Communication and Problem Solving 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:

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

Program Learning Outcome 3: Percentages of student scores using the AAC&U Information Literacy, Problem Solving and Written Communication Value Rubric:

Information Literacy Value Rubric:

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

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

AAC&U Problem Solving Value Rubric

Rubric Criteria	Semester	N	4	3	2	1
			Mastery %	Proficiency %	Developing %	Beginning %
Define Problem	SU 2017	49	27	29	35	10
	FA 2017	16	21	50	29	0
	SP 2018	47	19	34	36	11
	SU 2018	69	24	58	15	3
	FA 2018	42	21	58	18	3
	SP 2019		23	33	33	10
Identify Strategies	SU 2017	49	27	51	16	6
	FA 2017	16	0	100	0	0
	SP 2018	47	26	49	26	0
	SU 2018	69	20	68	11	2
	FA 2018	42	24	50	24	3
	SP 2019		27	43	30	0
Propose Solutions / Hypotheses	SU 2017	49	14	63	16	6
	FA 2017	16	21	57	21	0
	SP 2018	47	15	66	13	6
	SU 2018	69	17	62	18	3
	FA 2018	42	21	50	26	3
	SP 2019		13	63	17	7
Evaluate Potential Solutions	SU 2017	49	13	42	25	21
	FA 2017	16	0	57	43	0
	SP 2018	47	11	54	13	22
	SU 2018	69	14	61	23	3
	FA 2018	42	16	53	29	3
	SP 2019					

AAC&U Written Communication Value Rubric:

Rubric Criteria	Semester	N	4	3	2	1
			Mastery %	Proficiency %	Developing %	Beginning %
Context and Purpose	SP 2017	9	11	67	22	0
	SU 2018	69	24	48	24	3
	FA 2018	42	11	63	24	3
	SP 2019					
Content Development	SP 2017	9	11	33	56	0
	SU 2018	69	20	56	20	5
	FA 2018	42	11	63	24	3
	SP 2019					
Genre and Disciplinary Conventions	SP 2017	9	0	56	44	0
	SU 2018	69	9	58	24	9
	FA 2018	42	3	58	34	5

	SP 2019					
Sources and Evidence	SP 2017	9	0	56	44	0
	SU 2018	69	11	64	23	3
	FA 2018	42	8	61	29	3
	SP 2019					
Control of Syntax/Mechanics	SP 2017	9	11	78	11	0
	SU 2018	69	15	59	21	5
	FA 2018	42	3	74	21	3
	SP 2019					

Conclusions Drawn from Data:

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

72% was achieved for defining the problem, 84% was achieved for identifying strategies, 75% was achieved for proposing solutions/hypotheses, and 72% was achieved for evaluating potential solutions.

Students were provided exemplar examples of assignments, faculty was scaffolded on alignment of rubrics. Although a writing course was added to the program in term one, students for this assessment period had not yet benefited from that course. The writing workshop that was offered by the librarian or CEL Director of Writing was not conducted for this group of students.

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

Note: For 2018-2019 removed Written Communication Value Rubric.

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

Changes to be Made Based on Data:

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

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

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

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically* *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.

Rubric Used

Problem Solving VALUE RUBRIC

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	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work

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 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.

Sociology, Social Work, and Family Sciences
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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:

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.

Spring 2017-Spring 2018: CDV485: Media Project (part 2): Students will choose a book or movie that influenced (positively or negatively) the way they view(ed) gender, race, religion, etc. and write a 2-3 page paper delineating how exactly that media did so.

Criteria for Success (if applicable):

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

Longitudinal Data:

Began assessing CDV program 2017. Cohort 1 was assessed in Spring 2017.

Program Learning Outcome 4: Percentages of student scores using the Critical Thinking AAC&U Value Rubric:

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
Explanation of Issues	CDV485	SP 2017	9	0	78	22	0
	CDV485	SU 2017	20	53	47	0	0
	CDV485	FA 2017	39	61	23	16	0
	CDV485	SP 2018	16	25	63	13	0
	CDV355	SU 2018	69	27	56	15	2
	CDV355	FA 2018	42	21	66	11	3
	CDV355	SP 2019					
Evidence	CDV485	SP 2017	9	33	33	33	0
	CDV485	SU 2017	20	47	42	11	0
	CDV485	FA 2017	39	48	39	10	3
	CDV485	SP 2018	16	25	44	31	0
	CDV355	SU 2018	69	17	55	24	5
	CDV355	FA 2018	42	8	58	32	3
	CDV355	SP 2019					

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
Influence of context and assumptions	CDV485	SP 2017	9	11	78	11	0
	CDV485	SU 2017	20	47	42	11	0
	CDV485	FA 2017	39	52	23	26	0
	CDV485	SP 2018	16	25	50	25	0
	CDV355	SU 2018	69	18	50	24	8
	CDV355	FA 2018	42	8	53	37	3
	CDV355	SP 2019					
Student position	CDV485	SP 2017	9	22	67	11	0
	CDV485	SU 2017	20	42	42	16	0
	CDV485	FA 2017	39	45	26	26	3
	CDV485	SP 2018	16	19	75	6	0
	CDV355	SU 2018	69	11	68	15	6
	CDV355	FA 2018	41	8	63	24	5
	CDV355	SP 2019					
Conclusions/Outcomes	NA	NA	NA	NA	NA	NA	NA

Ethical Reasoning Value Rubric:

Rubric Criteria	Semester	N	4	3	2	1
			Mastery %	Proficiency %	Developing %	Beginning %
Ethical Self-Awareness	SP 2017	9	0	89	11	0
Understanding Different	SP 2017	9	0	56	44	0
Ethical Issue Recognition	SP 2017	9	0	89	11	0
Application of Ethical	SP 2017	9	0	67	33	0
Evaluation of Ethical ...	SP 2017	9	0	89	11	0

Intercultural Knowledge and Competence Value Rubric:

Rubric Criteria	Semester	N	4	3	2	1
			Mastery %	Proficiency %	Developing %	Beginning %
Cultural Self-Awareness	SP 2017	9	11	67	22	0
Worldview Framework	SP 2017	9	0	78	22	0
Empathy	SP 2017	9	0	44	56	0
Verbal/NonVerbal Comm	SP 2017	9	0	67	33	0
Curiosity	SP 2017	9	0	56	44	0
Openness	SP 2017	9	0	67	33	0

Global Learning Value Rubric:

Rubric Criteria	Semester	N	4	3	2	1
			Mastery %	Proficiency %	Developing %	Beginning %
Global Self-Awareness	SP 2017	9	0	78	22	0

Perspective Taking	SP 2017	9	0	56	44	0
Cultural Diversity	SP 2017	9	0	22	78	0
Personal/Social Respon...	SP 2017	9	0	56	44	0
Understanding Global	SP 2017	9	11	33	56	0
Applying Knowledge	SP 2017	9	11	67	22	0

Conclusions Drawn from Data:

Overall, the criteria 80% or higher for success was only achieved for one area of the rubric. 85% was achieved for explanation of the issues, 69% was achieved for evidence, 65% was achieved for influence of context and assumptions, and 75% was achieved for student position.

The overall percentage dropped 10% from 2017-2018. A change in the assignment had been made for assessing PLO4 in this assessment cycle. This assignment choice was not well aligned to PLO 4 and needs to be reevaluated for assessing this PLO.

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

Changes to be Made Based on Data:

Review of the assignment choice and alignment for PLO4 will be done and a different assignment will be chosen. An assignment from CDV485 (potentially the Final Essay or Media Project 2) will be chosen for assessment of this PLO. CDV485 course content better aligns with student learning of practical elements of parenting and healthy environments for children and adolescents (PLO4). Assignment grading rubric and prompt for students will be evaluated to clearly communicate goals of the assignment and ensure alignment with PLO4. Exemplar examples of assignment will be added into the assignment prompt and faculty resources.

Professors will be scaffolded in alignment of rubrics and understanding of how this assignment is evaluated against PLO4. The focus will be communication of practical elements of parenting and healthy environments for children and adolescents, clarity of assignment goals and consistent alignment of rubrics throughout the cohorts. This will be done through faculty training and student assignment clearly aligned to the PLO.

The current rubric should also be evaluated for clear alignment to the PLO for this assignment.

Rubric Used

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



	Capstone 4	Milestones		Benchmark 1
		3	2	
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.

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Learning Outcome:

PLO 5. Evaluate the effects of society and culture upon the family microsystems, family types and the subsequent macrosystems with which they co-exist.

Outcome Measure:

CDV485: Media Project (part 2): Student will choose a book or movie that influenced (positively or negatively) the way they view(ed) gender, race, religion, etc. and write a 2-3 page paper delineating how exactly that media did so.

Spring 2017 - CDV485: Agency Visit Report: Students will set up an interview with a knowledgeable employee or volunteer in a community agency to research the facility and also do a tour and participate in one of the activities offered, such as a class, orientation, etc. (if applicable). The interview and project will align to the context of the textbook chapter, The Ecology of the Community. Media Project (part 2): Student will choose a book or movie that influenced (positively or negatively) the way they view(ed) gender, race, religion, etc. and write a 2-3 page paper delineating how exactly that media did so.

Criteria for Success (if applicable):

80% of 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:

Began assessing CDV program 2017.

Program Learning Outcome 5: percentages of student scores using the Critical Thinking Value Rubric:

Rubric Criteria	Semester	N	4	3	2	1
			Mastery %	Proficiency %	Developing %	Beginning %
Explanation of Issues	SU 2017	20	11	61	17	11
	FA 2017	41	69	22	6	3
	SP 2018	16	19	63	19	0
	SU 2018	52	33	52	15	0
	FA 2018	68	15	62	23	0
	SP 2019	42	15	54	24	7

Rubric Criteria	Semester	N	4	3	2	1
			Mastery %	Proficiency %	Developing %	Beginning %
Evidence	SU 2017	20	17	50	33	0
	FA 2017	41	41	34	22	3
	SP 2018	16	0	63	38	0
	SU 2018	52	21	58	19	2
	FA 2018	68	13	56	31	0
	SP 2019	42	17	59	20	5
Influence of context	SU 2017	20	11	44	44	0
	FA 2017	41	59	25	13	3
	SP 2018	16	0	69	25	6
	SU 2018	52	21	60	19	0
	FA 2018	68	15	49	34	2
	SP 2019	42	29	29	37	5
Student position	NA	NA	NA	NA	NA	NA
Conclusions/Outcomes	NA	NA	NA	NA	NA	NA

Conclusions Drawn from Data:

Overall, the criteria 80% or higher for success was not achieved. 77% was achieved for explanation of the issues, 75% was achieved for evidence, and 68% was achieved for influence of context.

The overall percentage stayed the same from 2017-2018. The agency visit report was removed for assessing this PLO but more training is needed for faculty and students to align the Media Project assignment to PLO5.

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

Changes to be Made Based on Data:

Assignment grading rubric and prompt for students will be evaluated to clearly communicate goals of the assignment and ensure alignment with PLO5. Media Project 1 (discussion) will be reviewed to scaffold learning and mastery of PLO5 (evaluate the effects of society and culture) in preparation for completing Media Project 2. In-class activity will be added to discuss Media Project 1 and scaffold expectations of Media Project 2 for assessing PLO5. Exemplar examples of assignment will be added into the assignment prompt and faculty resources.

Professors will be scaffolded in alignment of rubrics and understanding of how this assignment is evaluated against PLO5. The focus will be evaluating the effects of society and culture, clarity of assignment goals and consistent alignment of rubrics throughout the cohorts. This will be done through faculty training and student assignment clearly aligned to the PLO.

The current rubric should also be evaluated for clear alignment to the PLO for this assignment.

Rubric Used

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



	Capstone 4	Milestones		Benchmark 1
		3	2	
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.

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Learning Outcome:

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

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 (circle one or more but not all five):

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

Longitudinal Data:

Began assessing CDV program 2017 using both the AAC&U Written Communication and Oral Communications Value Rubrics.

AAC&U Written Communication Value Rubric:

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
Context and Purpose	CDV495	SP 2017	7	29	57	14	0
	CDV495	SU 2017	8	25	38	38	0
	CDV495	FA 2017	44	36	36	25	2
	CDV495	SP 2018	15	20	60	20	0
	CDV495	SU 2018	48	23	60	17	0
	CDV495	FA 2018	67	18	57	25	0
	CDV495	SP 2019	39	26	56	18	0
Content Development	CDV495	SP 2017	7	14	57	29	0
	CDV495	SU 2017	8	25	25	25	25
	CDV495	FA 2017	44	23	41	36	0
	CDV495	SP 2018	15	13	40	47	0
	CDV495	SU 2018	48	27	60	13	0
	CDV495	FA 2018	67	31	49	19	0
	CDV495	SP 2019	39	33	46	21	0

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
Genre and Disciplinary Conventions	CDV495	SP 2017	7	0	57	43	0
	CDV495	SU 2018	48	8	73	19	0
Sources and Evidence	CDV495	SP 2017	7	14	86	0	0
	CDV495	SU 2018	48	6	75	19	0
Control of Syntax and Mechanics	CDV495	SP 2017	7	14	43	43	0
	CDV495	SU 2017	8	13	50	38	0
	CDV495	FA 2017	44	14	47	40	0
	CDV495	SP 2018	15	6	73	20	0
	CDV495	SU 2018	48	21	69	10	0
	CDV495	FA 2018	67	27	54	15	4
	CDV495	SP 2019	39	28	64	8	0

Oral Communication Value Rubric:

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
Organization	CDV495	SP 2017	7	86	14	0	0
	CDV495	SU 2017	10	NA	NA	NA	NA
	CDV495	FA 2017	21	43	43	14	0
	CDV495	SP 2018	16	44	44	13	0
	CDV495	SU 2018	25	52	44	4	0
	CDV495	FA 2018	34	71	29	0	0
	CDV495	SP 2019	20	65	35	0	0
Language	CDV495	SP 2017	7	86	14	0	0
	CDV495	SU 2017	10	NA	NA	NA	NA
	CDV495	FA 2017	21	38	33	29	0
	CDV495	SP 2018	16	31	56	13	0
	CDV495	SU 2018	25	48	52	0	0
	CDV495	FA 2018	34	76	24	0	0
	CDV495	SP 2019	20	60	40	0	0
Delivery	CDV495	SP 2017	7	43	57	0	0
	CDV495	SU 2017	10	NA	NA	NA	NA
	CDV495	FA 2017	21	60	30	10	0
	CDV495	SP 2018	16	38	31	25	6
	CDV495	SU 2018	25	44	52	4	0
	CDV495	FA 2018	34	74	24	3	0
	CDV495	SP 2019	20	30	60	10	0

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
Supporting Material	CDV495	SP 2017	7	43	57	0	0
	CDV495	SU 2018	25	52	48	0	0
	CDV495	FA 2018	34	88	12	0	0
	CDV495	SP 2019	20	85	10	0	0
Central Message	CDV495	SP 2017	7	57	43	0	0
	CDV495	SU 2018	25	36	64	0	0
	CDV495	FA 2018	34	62	38	0	0
	CDV495	SP 2019	20	30	65	5	0

Conclusions Drawn from Data:

Written Communication: Overall, the criteria of 80% or higher for success was met throughout the cohorts. 80% was achieved for context and purpose, 82% was achieved for content development, and 88% was achieved for control of syntax and mechanics.

The overall percentage increased 18% from 2017-2018. Student population continues to be a large percentage of English as a second language learners in the makeup of each cohort. All but one of these courses were taught by the program director and mandatory student consultations were required for support and scaffolding of this assignment and writing expectations. Additional referrals for writing support was made to the CEL writing center and Brainfuse.

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

Oral Communication: Overall, the criteria of 80% or higher was met and exceeded with an overall 98%. 99% was achieved for organization, 100% was achieved for language, 95% was achieved for delivery, 98% was achieved for supporting material, and 98% was achieved for central message.

This outcome was assessed by five faculty members in Summer 2018, seven faculty members in Fall 2018, and five faculty members in Spring 2019. Scores were averaged. The Department Chair was included in this assessment for Summer 2018 and Fall 2018.

Changes to be Made Based on Data:

Written Communication: A writing course has been added to the program to help improve competencies in written word and results from students taking this course will be evaluated starting with the Summer 2019 cohorts. The Program Director will continue to work as the primary faculty for capstone courses and will work closely with other professors assigned to this course to scaffold the alignment of rubrics and understanding of how this assignment is evaluated against PLO6. The focus will be consistent alignment of rubrics throughout the cohorts. A mandatory student consultation or workshop with the Program Director for Professional Philosophy will be added to the first seven weeks of the capstone course. Additional writing support will be encouraged by faculty for those students scoring low on writing competencies. Referrals will continue to be made to the GPS Writing Center as well as the Brainfuse tool on Canvas.

Oral Communication: 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.

The oral communication rubric will be added to the presentation assignment on Canvas so that students know how their presentations will be scored by faculty. Students will be encouraged to orally practice in front of friends and family before giving their formal presentation on main campus. A workshop will be offered during the last seven weeks of the course to allow students the opportunity to practice their presentations.

Rubric Used:

AAC&U Written Communication Value Rubric and AAC&U Oral Communication Value 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	Milestones 3 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.

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.