Child Development – Adult Degree Completion (ADC)
Critical Thinking Core Competency Assessment
2019-2020

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:

ETS Proficiency Profile: Percentage of Students Marginal or Proficient

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 N=?
Level 2 Critical Thinking	N/A	N/A	N/A	N/A	83.3%	40.4%	26.9%	41.2%

Conclusions Drawn from Data:
An increase was seen in critical thinking scores for the 2019-2020 term however these scores are still well below the 70% standard.

Students in the CDV program are primarily assessed through writing, projects, and presentations and are not assessed through exams or tests in their courses. The paper version of the exam replaced the online version to reduce frustration and stress for students taking this exam. The exam was not administered in the Spring 2020 course due to the COVID crisis. Technical difficulties with the electronic exam did not allow for students to complete it during their SP20 session.

Students were assessed on critical thinking in multiple assignments with significantly higher scores. Most notable for 2019-2020 assessment for PLO 1 using the AAC&U Critical Thinking Value Rubric. Students achieved 75% overall on five critical thinking criteria. This was an improvement from 71.068% in 2018-2019.

Changes to be Made Based on Data:
We found that the results of the online version of the ETS exam showed poorer results than when the exam was provided in person. 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. We enforced the 40 minute

time limit when it went to the online version and that also affected the overall results. We plan to go back to the paper version combined with the hope that we would find a better assessment tool for these core competencies. 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 – Adult Degree Completion (ADC)
Written Communication Competency Assessment
2019-2020

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:

ETS Proficiency Profile
Percentage of Students Marginal or Proficient

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 N =
Level 2 Writing	N/A	N/A	N/A	N/A	55.6%	28.8%	34.6%	35.3%

Conclusions Drawn from Data:
A slight increase was seen in critical thinking scores for the 2019-2020 term, however these scores are still well below the 75% standard.

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 were made throughout the program to increase the level of writing of our students, including: Addition of a writing course to improve competencies in written word. Additional writing support was encouraged by faculty for those students scoring low on writing competencies. Referrals were made to the GPS Writing Center as well as the Brainfuse tool on Canvas. The paper version of the exam replaced the online version to reduce frustration and stress for students taking this exam.

The exam was not administered in the Spring 2020 course due to the COVID crisis. Technical difficulties with the electronic exam did not allow for students to complete it during their SP20 session.

Students were assessed on writing in multiple assignments with significantly higher scores. Most notable for 2019-2020 assessment for PLO 3 using the AAC&U Written Communication Value Rubric. Students achieved 78.6% overall on five written communication criteria. This was an improvement from 71.9% in 2018-2019.

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.

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

Child Development – Adult Degree Completion (ADC)
Quantitative Literacy Core Competency Assessment
2019-2020

Learning Outcome:
Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

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:

ETS Proficiency Profile
Percentage of Students Marginal or Proficient

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 N =
Level 2 Math	N/A	N/A	N/A	N/A	27.8%	30.8%	36.5%	23.5%

Conclusions Drawn from Data:
A decrease was seen in qualitative reasoning scores for the 2019-2020 term.

The exam was not administered in the Spring 2020 course due to the COVID crisis. Technical difficulties with the electronic exam did not allow for students to complete it during their SP20 session.

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. There is some evidence that some students do not complete a GE level math course until the after the completion of this program and ETS exam. The paper version of the exam replaced the online version to reduce frustration and stress for students taking this exam.

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. Review of the Child Health and Nutrition course will be done to identify opportunities for increasing quantitative reasoning skills.

Childhood Development – Adult Degree Completion (ADC)
Information Literacy Core Competency Assessment
2019-2020

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:
CDV3055: Research Paper: A question formulated to address an issue that affects children or families of children with special needs. Students will research and find a minimum of five peer reviewed articles published in the last three years (books can be used as well), then summarize findings and address the question asked – supporting findings with evidence from articles. Students will complete an annotated bibliography of all research materials found.

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

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

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

Information Literacy Value Rubric (Green highlighted section denotes benchmark was met for that criteria. Pink highlighted section denotes that the benchmark was not met for that criteria.)**:**

Rubric Criteria	CDV3055 Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
Determine Extent of Information	SP 2017	9	22	56	22	0
	SU 2017	49	22	37	22	18
	FA 2017	16	21	57	21	0
	SP 2018	47	19	26	40	15
	SU 2018	69	26	58	17	0
	FA 2018	42	18	53	24	5
	SP 2019					
	SU 2019	35	54	37	9	0
	FA 2019	9	31	56	13	0
	SP 2020	10	25	65	10	0
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					
	SU 2019	35	29	56	15	0
	FA 2019	9	31	63	0	6
	SP 2020	10	25	65	5	5
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					
	SU 2019	35	28	56	16	0
	FA 2019	9	25	63	13	0
	SP 2020	10	20	75	5	0
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					
	SU 2019	35	28	63	9	0
	FA 2019	9	35	50	13	0
	SP 2020	10	30	60	10	0
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					
	SU 2019	35	4	75	18	3
	FA 2019	9	0	75	13	13
	SP 2020	10	10	75	15	0

Conclusions Drawn from Data:
Overall, the criteria of 80% or higher was met and exceeded with an overall 90% achieved for this learning outcome. 90% was achieved for determining the extent of information, 90% was achieved for accessing needed information, 95% was achieved for evaluating information/sources, 90% was achieved for effective use of information, and 85% was achieved for access and use of information.

Inclusion of the research workshop from the Student Success Counselors and guides from the Ryan Library provided additional support to students. These additional resources were beneficial in meeting and exceeding the expectations of this core competency.

Changes to be Made Based on Data:
Research and writing resources from the Ryan Library and a workshop from the Student Success Counselors have been added to the Master Template for this course and will be maintained moving forward. Faculty will be reminded of the need for scaffolding the research assignment and directing students to these resources in their course. Emphasis of the workshop and resources will be placed on access and use of information.

A writing course was added to the program in Fall 2018 to help improve competencies in written word and research. Students were provided exemplar examples of assignments and faculty was scaffolded on alignment of rubrics.

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

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.

Childhood Development – Adult Degree Completion (ADC)
Oral Communication Core Competency Assessment
2019-2020

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

Outcome Measure:
CDV4095: Preparation of 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 AAC&U Oral Communication Value 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 (Green highlighted section denotes benchmark was met for that criteria. Pink highlighted section denotes that the benchmark was not met for that criteria.)**:**

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 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
	CDV4095	SU 2019	14	64	36	0	0
	CDV4095	FA 2019	29	83	17	0	0
	CDV4095	SP 2020					
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
	CDV4095	SU 2019	14	86	14	0	0

	CDV4095	FA 2019	29	79	17	3	0
	CDV4095	SP 2020					
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
	CDV4095	SU 2019	14	50	50	0	0
	CDV4095	FA 2019	29	48	48	3	0
	CDV4095	SP 2020					
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
	CDV4095	SU 2019	14	93	7	0	0
	CDV4095	FA 2019	29	83	17	0	0
	CDV4095	SP 2020					
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
	CDV4095	SU 2019	14	71	29	0	0
	CDV4095	FA 2019	29	59	41	0	0
	CDV4095	SP 2020					

Conclusions Drawn from Data:

Overall, the criteria of 80% or higher was met and exceeded. 100% was achieved for organization, 98.5% was achieved for language, 98.5% was achieved for delivery, 100% was achieved for supporting material, and 100% was achieved for central message.

The oral communication rubric was added to the presentation assignment on Canvas so that students know how their presentations will be scored by faculty. Students are encouraged to orally practice in front of friends and family before giving their formal presentation on the main campus. A workshop was offered during the course by Student Success to learn best practices for presenting in front of an audience.

This outcome was assessed by multiple faculty members in Summer 2019 Fall 2019. Scores were averaged. The Department Chair and Program Director were included in this assessment both terms.

Missing data for SP2020 is due to a change in format of presentations as a result of the COVID crisis.

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. Adjustments have been made to provide students the opportunity to create a video cover letter to be added to their ePortfolio. This option is being used in place of in-person presentations during the COVID crisis. Faculty are invited to view the video cover letters and assess students' oral communication skills as they would have in person.

Rubric Used:
    AAC&U Oral Communication Value Rubric

Rubric Used

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U
Association of American Colleges and Universities

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

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

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