

**Child Development (CDV) – Adult Degree Completion (ADC)
Core Competency Assessment
2022-2023**

Core Competency: 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:

	2015-16	2016-17	2017-18 N = 52	2018-19 N = 52	2019-20 N = 43	2020-21 N = 57	2021-22 N = 39	2022-23 N = 39
Level 2 Critical Thinking	N/A	83.3%	40.4%	26.9%	44.2%	28.1%	19.1%	20.0%

Conclusions Drawn from Data:

A slight increase was seen in critical thinking scores for the 2022-2023 term but still fall well below the 70% standard on the ETS Exam.

Students in the CDV program are primarily assessed through writing, projects, and presentations and are not assessed through exams or tests in their courses. During this assessment cycle, students were limited to taking the exam online and experienced significant challenges. Many students reported not being able to easily access the exam, spending more than an hour to troubleshoot technical issues to take the exam, and other frustrations related to the online exam. Additionally, students reported added stress and anxiety in their last course of the program when assignments are at mastery level and demand more of their attention. Faculty are unable to support students when difficulties arise and students expressed discouragement and frustration when required to contact a support desk to troubleshoot technical issues.

Pilot Critical Thinking Assessment Results:

Critical Thinking Assessment utilizing 3 Criteria from the AAC&U Critical Thinking Value Rubric (Explanation of Issues, Influence of Context and Assumptions, Conclusions and Related Outcomes) CDV4085/4083 – Article Critique Assignment (PLOs 2 and 4)
PLO Criteria = 80%; ETS Criteria = 70%

FA22 CDV 4085 (4 unit) – Hybrid course:

Benchmark was not met for “Explanation of Issues” (66.7%), “Influence of Context and Assumptions” (66.6%), and “Conclusions and Related Outcomes” (58.4%) but the this shows a much higher result than the ETS Exam results of 20%.

These results include Cuyamaca and Southwestern College cohorts with a large percentage of English language learners. One cohort was taught by an instructor who was new to this course. Critical thinking worksheet and scaffolding was not added to these sections.

FA22 CDV4083 (3 unit) – OUS:

Benchmark was not met for “Influence of Context and Assumptions” (66.7%) and “Conclusions of Related Outcomes” (66.7%) but the this shows a much higher result than the ETS Exam of 20%.

Benchmark was met or exceeded for “Explanation of Issues”(83%), showing significant differences between the assignment assessment and the ETS Exam results of 20%.

SP23 CDV4085 (4 unit) – Hybrid course:

All Critical Thinking benchmarks were met or exceeded.

- Explanation of Issues (100%)
- Influence of Context and Assumptions (80%),
- Conclusions and Related Outcomes (80%)

This was the first course taught with the scaffolding and use of the critical thinking worksheet.

Changes to be Made Based on Data:

Similar to previous years, we found that the results of the ETS exam showed poorer results than the assessment results for PLOs 2 and 4 that use critical thinking as a primary assessment criteria. A critical thinking worksheet was added in SP23 to scaffold the improvement critical thinking with marked success.

With the elimination of the ETS exam, the plan is to continue using the CDV4083: Article Critique Assignment and rubric with criteria from the AAC&U Critical Thinking Value Rubric. 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.

Additional scaffolding of critical thinking was added to earlier courses (CDV3033 and CDV4013 – Book Critique Assignments) in Spring 2023 and a review of those assignments will be complete to ensure similar language and expectations from the critical thinking worksheet in CDV4083 are being used in the early course assignments/book critique discussions.

SSWFS: CC Data, CDV – 2022-2023

Rubric Used: This assessment used the ETS Proficiency Profile test results and portions of the AAC&U Critical Thinking Value Rubric.

CC Data for CDV (ADC) - 2020-2021, 2021-2022

Core Competency: 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							
		2015-16	2016-17	2017-18 N = 52	2018-19 N = 52	2019-20 N = 43	2020-21 N = 57	2021-22 N = 39	2022-23 N = 39
Level 2 Writing		N/A	55.6%	28.8%	34.6%	34.9%	40.4%	27.7%	30%

Conclusions Drawn from Data:

A slight increase was seen in writing scores for the 2022-2023 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.

During this term, students were limited to taking the exam online and experienced significant challenges. Many students reported not being able to easily access the exam, spending more than an hour to troubleshoot technical issues to take the exam, and other frustrations related to the online exam. Additionally, students reported added stress and anxiety in their last course of the program when assignments are at mastery level and demand more of their attention. Faculty are unable to support students when difficulties arise and students expressed discouragement and frustration when required to contact a support desk to troubleshoot technical issues.

Writing Assessment utilizing the AAC&U Written Communication Value Rubric

CDV4095/4093 – Professional Philosophy Assignment (PLO6)

NOTE: ETS criteria is set at 75% and PLO criteria is set at 80%

FA22 CDV 4095 (1 unit)

Benchmarks were met on three of the four criteria on the AAC&U Written Communication Value Rubric at the 80% criteria set for PLO6

“Content Development” on the AAC&U Written Communication Value Rubric met the ETS criteria of 75% but did not meet the PLO criteria of 80%.

SP23 CDV4095 (1 unit)

Benchmarks were met or exceeded on all four criteria on the AAC&U Written Communication Value Rubric at the 80% criteria set for PLO6.

SP23 CDV4093 (2 units)

AAC&U Written Communication Value Rubric

Benchmarks were not met for “Context and Purpose” (50%)

Benchmarks were not met for “Content Development” (50%)

Benchmarks were met for “Genre and Disciplinary Conventions” (100%)

Benchmarks were met for “Control of Syntax and Mechanics” (100%)

This was the first iteration of the new 2 unit class and first group of fully online students to complete the program.

Changes to be Made Based on Data:

This is the last report to show results from the ETS Exam. The ETS Exam has been discontinued and writing assessment the CDV program will be done using the AAC&U Written Communication Value Rubric as has been the practice with PLO 6 to provide the comparative report since the 2018-2019 reporting cycle.

An evaluation of the CDV4093 Philosophy and Code of Ethics assignment needs to be done to determine if it is the best assignment to assess writing. While the results are good, the assignment is shorter and doesn't utilize some of the writing conventions that our students need to improve upon.

Frequent referrals are made to the writing center and Tutor.com for writing support and additional writing support tools have been included in assignments throughout the course. A new adjunct faculty for WRT3001 will start in Spring 2024. He is bilingual (English/Spanish) and has teaching experience with English language learners. In addition to teaching he will be reviewing WRT3001 content for accessibility and ease of comprehension for our ELL students.

Rubric Used: ETS Proficiency Profile test results. AAC&U Written Communication Value Rubric show comparative data from assessing PLO6.

CC Data for CDV (ADC) - 2020-2021, 2021-2022

Core Competency: Quantitative Literacy

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:

	2015-16	2016-17	2017-18 N = 52	2018-19 N = 52	2019-20 N = 43	2020-21 N = 57	2021-22 N = 39	2022-23 N = 39
Level 2 Math	N/A	27.8%	30.8%	36.5%	27.9%	29.8%	27.7%	22.5%

Conclusions Drawn from Data:

A decrease was seen in qualitative reasoning scores for the 2022-2023 term and fall well below the 70% standard.

During this term, students were limited to taking the exam online and experienced significant challenges. Many students reported not being able to easily access the exam, spending more than an hour to troubleshoot technical issues to take the exam, and other frustrations related to the online exam. Additionally, students reported added stress and anxiety in their last course of the program when assignments are at mastery level and demand more of their attention. Faculty are unable to support students when difficulties arise and students expressed discouragement and frustration when required to contact a support desk to troubleshoot technical issues.

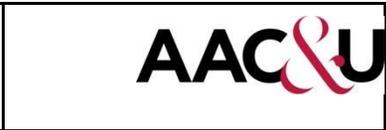
Students in the CDV program are primarily assessed through writing, projects, and presentations and are not assessed through exams or tests in their courses. It is unclear the timeline for students having completed a math course in which quantitative reasoning would have been assessed. There is some evidence that some students do not complete a GE level math course until after the completion of this program and ETS exam.

Changes to be Made Based on Data:

This is the last report to show results from the ETS Exam. The ETS Exam has been discontinued and future quantitative reasoning assessment in the CDV program will be done using a rubric with portions of the AAC&U Quantitative Reasoning Value.

The first pilot of a new assignment rubric criteria for quantitative reasoning was introduced to students in SU23 in the CDV4083 – School Report Card Assignment.

Additional support and updates to assignments will be added to this course and assignment in SP24 to explain expectations on reporting numerical data and comparisons.

	<h2 style="margin: 0;">QUANTITATIVE LITERACY VALUE RUBRIC</h2> <p style="margin: 0;"><i>For more information, please contact value@aacu.org</i></p>	
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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	Milestones		Benchmark
	4	3	2	1
<p>Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i></p>	<p>Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i></p>	<p>Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i></p>	<p>Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i></p>	<p>Attempts to explain information presented in mathematical forms but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i></p>
<p>Application/Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i></p>	<p>Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.</p>

CC Data for CDV (ADC) - 2020-2021, 2021-2022**Core Competency: Information Literacy**

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:

CDV3055/3053: 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 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:

Percentages of scores from a randomized sampling of students assessed using the CDV3055_Research Paper Assessment Rubric (which contained a modified version of the AAC&U Information Literacy rubric). Throughout report pink highlighted scores denote the benchmark was not met for that criteria:

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Define Problem	CDV3055	Summer 2020	11	14	77	9	0
	CDV3055	Fall 2020	6	33	50	17	0
	CDV3055	Spring 2021	4	38	50	13	0
	CDV3055	Summer 2021	15	23	67	10	0
	CDV3055	Fall 2021	7	21	71	7	0
	CDV3055	Spring 2022	3	50	50	0	0
	CDV3055	Summer 2022	13	23.1%	61.5%	15.4%	0.0%
	CDV3055	Fall 2022	5	0.0%	40.0%	40.0%	20.0%
	CDV3053	Spring 2023	18	22.2%	66.7%	5.6%	5.6%
Evaluate Information	CDV3055	Summer 2020	11	32	59	5	5

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV3055	Fall 2020	6	42	58	0	0
	CDV3055	Spring 2021	4	25	63	13	0
	CDV3055	Summer 2021	15	40	50	10	0
	CDV3055	Fall 2021	7	14	71	14	0
	CDV3055	Spring 2022	3	100	0	0	0
	CDV3055	Summer 2022	13	30.8%	30.8%	38.5%	0.0%
	CDV3055	Fall 2022	5	40.0%	40.0%	20.0%	0.0%
	CDV3053	Spring 2023	18	33.3%	33.3%	27.8%	5.6%
Use Information Effectively	CDV3055	Summer 2020	11	5	91	5	0
	CDV3055	Fall 2020	6	17	83	0	0
	CDV3055	Spring 2021	4	25	50	25	0
	CDV3055	Summer 2021	15	13	83	3	0
	CDV3055	Fall 2021	7	7	57	36	0
	CDV3055	Spring 2022	3	17	83	0	0
	CDV3055	Summer 2022	13	0.0%	69.2%	30.8%	0.0%
	CDV3055	Fall 2022	5	0.0%	40.0%	60.0%	0.0%
	CDV3053	Spring 2023	18	16.7%	66.7%	16.7%	0.0%
Identify Strategies	CDV3055	Summer 2020	11	18	68	14	0
	CDV3055	Fall 2020	6	50	50	0	0
	CDV3055	Spring 2021	4	38	63	0	0
	CDV3055	Summer 2021	15	37	57	7	0
	CDV3055	Fall 2021	7	7	86	7	0
	CDV3055	Spring 2022	3	17	83	0	0
	CDV3055	Summer 2022	13	7.7%	76.9%	15.4%	0.0%
	CDV3055	Fall 2022	5	0.0%	40.0%	60.0%	0.0%
	CDV3053	Spring 2023	18	50.0%	38.9%	11.1%	0.0%
Propose Solutions/Hypotheses	CDV3055	Summer 2020	11	18	77	5	0
	CDV3055	Fall 2020	6	25	75	0	0
	CDV3055	Spring 2021	4	25	75	0	0
	CDV3055	Summer 2021	15	27	70	3	0
	CDV3055	Fall 2021	7	0	86	14	0
	CDV3055	Spring 2022	3	17	83	0	0
	CDV3055	Summer 2022	13	15.4%	76.9%	7.7%	0.0%
	CDV3055	Fall 2022	5	0.0%	40.0%	60.0%	0.0%
	CDV3053	Spring 2023	18	38.9%	44.4%	11.1%	5.6%

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Access and Use Information	CDV3055	Summer 2020	11	23	55	23	0
	CDV3055	Fall 2020	6	8	83	8	0
	CDV3055	Spring 2021	4	13	63	25	0
	CDV3055	Summer 2021	15	13	73	13	0
	CDV3055	Fall 2021	7	7	79	14	0
	CDV3055	Spring 2022	3	50	50	0	0
	CDV3055	Summer 2022	13	0.0%	69.2%	30.8%	0.0%
CDV3055	Fall 2022	5	0.0%	20.0%	40.0%	40.0%	
CDV3053	Spring 2023	18	11.1%	44.4%	38.9%	5.6%	

Conclusions Drawn from Data:

SU2022 data includes two versions of the same course. Two sections of CDV3055 (4 units) was taught in the hybrid format with face to face instruction. One section of the new version, CDV3033 (3 units) was taught fully online.

SU22 – benchmark was not met for “evaluate information”, “use information effectively”, and “assess and use information”. Notes from the review of the 3 sections does not show a significant difference in performance for the two versions of the course.

FA22 data includes only one section of CDV3055 (4 units), hybrid, in-person format. Sample size was small, only 5 students, and benchmarks were not met for all information literacy criteria.

SP23 data includes three sections of CDV3053 (3 units), two hybrid sections and one fully online section. This was the newly designed course for both hybrid and online students. Benchmarks were met for “use information effectively”
Benchmarks were not met for “evaluate information” and “assess and use information”

The large majority of students in the CDV program are ESL students. This assessment cycle shows results from the program redesign and start of the fully online version of the program. Coaching on course changes was provided to faculty along with explanations on how assessment is done for the research assignment in this course. Assignments included library and writing resource tools.

The writing referral form as added and provided to faculty but there was limited follow through by students in use of those resources.

Changes to be Made Based on Data:

A review of this assignment and timing of the course is being evaluated. Students are able to take this course in their second semester and that may not be adequate time and scaffolding to show increases in information literacy for assessment purposes.

Suggested changes to the research assignment includes a separate annotated bibliography assignment for faculty to check for appropriate use of sources. Required use of library and writing tools may need to be incorporated rather than as resources only.

A partnership has been created with Student Success to pilot a direct contact referral service for new students to make them aware of the services available to them throughout the program. This is happening in their first semester. An intern is making direct contact with each student to offer specific services and support. This includes writing, tutoring, library services, etc.

A new adjunct writing professor with ESL experience has been hired to begin teaching in SP24 to teach WRT3001 and evaluate the course for our English language learners.

The signature assignment was assessed by the Program Director.



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.

CC Data for CDV (ADC) - 2020-2021, 2021-2022

Core Competency: Oral Communication

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 (Pink highlighted section denotes that the benchmark was not met for that criteria.):

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
	CDV4095	SU 2019	14	64	36	0	0
	CDV4095	FA 2019	29	83	17	0	0
	CDV4095	SP 2020*	NA	NA	NA	NA	NA
	CDV4095	SU 2020	3	100	0	0	0
	CDV4095	FA 2020	12	58	42	0	0
	CDV4095	SP 2021	6	50	33	17	0

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
	CDV4095	SU 2021	10	90	10	0	0
	CDV4095	FA 2021	14	93	7	0	0
	CDV4095	SP 2022	7	86	14	0	0
	CDV4095	FA 2022	12	50.0%	41.7%	8.3%	0.0%
	CDV4095	SP2023	5	20.0%	80.0%	0.0%	0.0%
	CDV4093	SP2023	2	50.0%	50.0%	0.0%	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
	CDV4095	SU 2019	14	86	14	0	0
	CDV4095	FA 2019	29	79	17	3	0
	CDV4095	SP 2020	NA	NA	NA	NA	NA
	CDV4095	SU 2020	3	67	0	33	0
	CDV4095	FA 2020	12	50	50	0	0
	CDV4095	SP 2021	6	33	33	33	0
	CDV4095	SU 2021	10	90	10	0	0
	CDV4095	FA 2021	14	64	36	0	0
	CDV4095	SP 2022	7	29	71	0	0
	CDV4095	FA 2022	12	50.0%	50.0%	0.0%	0.0%
	CDV4095	SP2023	5	20.0%	80.0%	0.0%	0.0%
CDV4093	SP2023	2	50.0%	50.0%	0.0%	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

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
	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	NA	NA	NA	NA	NA
	CDV4095	SU 2020	3	67	33	0	0
	CDV4095	FA 2020	12	17	67	17	0
	CDV4095	SP 2021	6	0	67	33	0
	CDV4095	SU 2021	10	60	40	0	0
	CDV4095	FA 2021	14	93	7	0	0
	CDV4095	SP 2022	7	43	57	0	0
	CDV4095	FA 2022	12	50.0%	50.0%	0.0%	0.0%
	CDV4095	SP2023	5	20.0%	80.0%	0.0%	0.0%
	CDV4093	SP2023	2	50.0%	50.0%	0.0%	0.0%
	Supporting Material	CDV495	SP 2017	7	43	57	0
CDV495		SU 2017	10	NA	NA	NA	NA
CDV495		FA 2017	NA	NA	NA	NA	NA
CDV495		SP 2018	NA	NA	NA	NA	NA
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	NA	NA	NA	NA	NA
CDV4095		SU 2020	3	100	0	0	0
CDV4095		FA 2020	12	75	17	8	0
CDV4095		SP 2021	6	50	33	17	0
CDV4095		SU 2021	10	80	20	0	0
CDV4095		FA 2021	14	100	0	0	0
CDV4095	SP 2022	7	100	0	0	0	

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
	CDV4095	FA 2022	12	75.0%	25.0%	0.0%	0.0%
	CDV4095	SP2023	5	60.0%	40.0%	0.0%	0.0%
	CDV4093	SP2023	2	100.0%	0.0%	0.0%	0.0%
Central Message	CDV495	SP 2017	7	57	43	0	0
	CDV495	SU 2017	10	NA	NA	NA	NA
	CDV495	FA 2017	NA	NA	NA	NA	NA
	CDV495	SP 2018	NA	NA	NA	NA	NA
	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	NA	NA	NA	NA	NA
	CDV4095	SU 2020	3	67	33	0	0
	CDV4095	FA 2020	12	42	58	0	0
	CDV4095	SP 2021	6	0	83	17	0
	CDV4095	SU 2021	10	90	10	0	0
	CDV4095	FA 2021	14	57	43	0	0
	CDV4095	SP 2022	7	29	71	0	0
	CDV4095	FA 2022**	12	50.0%	50.0%	0.0%	0.0%
	CDV4095	SP2023	5	60.0%	40.0%	0.0%	0.0%
CDV4093	SP2023	2	50.0%	50.0%	0.0%	0.0%	

*There was no assessment of oral presentations during the spring of 2020 due to the pandemic lockdown.

** This PLO was not assessed in Sum

Conclusions Drawn from Data:

FA22 and SP23 - Benchmarks were met for all of the criteria for oral communication.

The new version of this course was introduced in Spring 2023 and continued to meet the benchmarks for the criteria set.

Multiple faculty members attended the in-person sessions to assess the presentations. The Department Chair and Program Director were included in this assessment both terms.

Students are encouraged to orally practice in front of friends and family before giving their formal presentation on the main campus. Announcements, optional consultations, and updated resources on best practices from the Department Chair were provided.

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. A focus on preparation and professional voice are emphasized with students in this course.

A review of fully online presentation techniques and scaffolding are being reviewed for OUS students. Updated prompts will be created and scaffolding for online presentation techniques will be provided to faculty and students. Online students are always provided the option to present in person and hybrid students are required to present in person.

Rubric Used:

AAC&U Oral Communication Value Rubric

Rubric Used

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



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

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

	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.