

Sociology, Social Work, and Family Sciences
PLO Data for Child Development (CDV) – Adult Degree Completion
2022-2023

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:

CDV4085 (shifting to new course number CDV4083 beginning FA22): Socialization of Self Final Essay: Students will complete a personal case study on the effects of socialization and discuss the social and behavioral outcomes of socialization in terms of their own development physically, cognitively and socially. Students will explain personal attitudes and values and discuss their own sense of self-efficacy and self-esteem; describe the influences on their moral development; and explain how their own gender role developed thus far; include the socialization agents and how each has helped to shape who they have become physically, cognitively and socially.

Criteria for Success (if applicable):

Beginning summer 2020: 80% of students will score a three or higher on each criteria of the four-point AAC&U Integrative Learning 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:

CDV Program Learning Outcome 1: Percentages of scores from a randomized sampling of students assessed using the **Integrative Learning VALUE 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) %
Connections to Experience	CDV4085	Summer 2020	3	33	50	17	0
	CDV4085	Fall 2020	11	41	59	0	0
	CDV4085	Spring 2021	6	42	58	0	0
	CDV4085	Summer 2021	4	0	75	25	0
	CDV4085	Fall 2021	14	24	66	7	3
	CDV4085	Spring 2022	6	60	40	0	0
	CDV4085	Fall 2022*	12	41.7%	50.0%	8.3%	0.0%

SSWFS: PLO Data – CDV 2022-2023

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV4083	Fall 2022	6	16.7%	33.3%	16.7%	33.3%
	CDV4085	Spring 2023	3	33.3%	33.3%	33.3%	0.0%
Connections to Discipline	CDV4085	Summer 2020	3	17	67	17	0
	CDV4085	Fall 2020	11	41	59	0	0
	CDV4085	Spring 2021	6	25	67	8	0
	CDV4085	Summer 2021	4	13	75	13	0
	CDV4085	Fall 2021	20	28	66	3	3
	CDV4085	Spring 2022	6	40	60	0	0
	CDV4085	Fall 2022*	12	58.3%	33.3%	8.3%	0.0%
	CDV4083	Fall 2022	6	16.7%	0.0%	50.0%	33.3%
	CDV4085	Spring 2023	3	33.3%	33.3%	33.3%	0.0%
Transfer: Adapts and applies ...	CDV4085	Summer 2020	3	17	50	33	0
	CDV4085	Fall 2020	11	23	77	0	0
	CDV4085	Spring 2021	6	25	75	0	0
	CDV4085	Summer 2021	4	13	88	0	0
	CDV4085	Fall 2021	20	26	67	4	4
	CDV4085	Spring 2022	6	17	83	0	0
	CDV4085	Fall 2022*	12	50.0%	41.7%	8.3%	0.0%
	CDV4083	Fall 2022	6	16.7%	33.3%	16.7%	33.3%
	CDV4085	Spring 2023	3	33.3%	33.3%	33.3%	0.0%
Integrated Communication	CDV4085	Summer 2020	3	0	67	33	0
	CDV4085	Fall 2020	11	9	73	18	0
	CDV4085	Spring 2021	6	17	58	25	0
	CDV4085	Summer 2021	4	0	88	13	0
	CDV4085	Fall 2021	20	7	78	15	0
	CDV4085	Spring 2022	6	17	83	0	0
	CDV4085	Fall 2022*	12	41.7%	33.3%	25.0%	0.0%
	CDV4083	Fall 2022	6	16.7%	0.0%	83.3%	0.0%
	CDV4085	Spring 2023	3	33.3%	0.0%	66.7%	0.0%
Reflection and Self-Assessment	CDV4085	Summer 2020	3	33	50	17	0
	CDV4085	Fall 2020	11	36	64	0	0
	CDV4085	Spring 2021	6	0	83	17	0

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV4085	Summer 2021	4	0	100	0	0
	CDV4085	Fall 2021	20	22	78	0	0
	CDV4085	Spring 2022	6	8	92	0	0
	CDV4085	Fall 2022*	12	33.3%	66.7%	0.0%	0.0%
	CDV4083	Fall 2022	6	0.0%	100.0%	0.0%	0.0%
	CDV4085	Spring 2023	3	0.0%	100.0%	0.0%	0.0%

**Assessment data for this PLO was not in Summer 2022 while migrating AMS platforms from Portfolium to Watermark*

Conclusions Drawn from Data:

FA22 - SP23 assessment cycle marks to the first cycle for CDV4083 and the last cycle for CDV4085 both using the same assignment for assessment.

CDV4085 in FA22 met all criteria.

A drop was seen in overall achievement of benchmarks for CDV4085 in FA22 and CDV4083 in SP23.

FA22 - CDV4083 - This was the first time this new course format was taught as a fully asynchronous, online course.

SP23 - CDV4085 - This was the last time that this course was offered and the cohort was a particularly challenging group. This was only the 2nd time the course was taught by the faculty of record.

The signature assignment was assessed by the Program Director.

Changes to be Made Based on Data:

PLO1 Outcome will be added to assignment prompt and additional explanation of the assignment will be created as a video for the asynchronous, online course. The grading rubric and prompt will be reviewed and updated to meet the expectations for assessment. Faculty will be trained on the assessment criteria and the alignment of the assignment to allow for greater scaffolding in the hybrid and online versions of the course.

Rubric Used

INTEGRATIVE LEARNING VALUE RUBRIC
for more information, please contact value@aacu.org



	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Connections to Experience: Connects relevant experience and academic knowledge	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline: Sees (makes) connections across disciplines, perspectives	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment: Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self assessment, reflective, or creative work)	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self awareness).	Describes own performances with general descriptors of success and failure.

PLO Data for CDV (ADC) – 2022-2023

Learning Outcome PLO 2:

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

Outcome Measure:

CDV4085: Article Critique: Students read a current article about any topic in child development of interest a non-professional magazine, newspaper or online. They will then 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.

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 and Information Literacy 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:

Program Learning Outcome 2: Percentages of scores from a randomized sampling of students assessed using the CDV4085_Article Critique Assessment Rubric (a compilation of criterion from the AAC&U Critical Thinking and Information Literacy rubrics). 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) %
Explanation of Issues	CDV4085	Summer 2020	3	33	67	0	0
	CDV4085	Fall 2020	11	45	55	0	0
	CDV4085	Spring 2021	6	42	58	0	0
	CDV4085	Summer 2021	4	25	75	0	0
	CDV4085	Fall 2021	12	17	75	8	0
	CDV4085	Spring 2022	6	33	58	8	0
	CDV4085	Fall 2022*	12	16.7%	50.0%	33.3%	0.0%
	CDV4083	Fall 2022	6	16.7%	66.7%	16.7%	0.0%
	CDV4085	Spring 2023	5	40.0%	60.0%	0.0%	0.0%

Use of Information Effectively to Accomplish a Specific Purpose	CDV4085	Summer 2020	3	33	67	0	0	
	CDV4085	Fall 2020	11	36	45	18	0	
	CDV4085	Spring 2021	6	42	50	8	0	
	CDV4085	Summer 2021	4	50	50	0	0	
	CDV4085	Fall 2021	12	8	79	13	0	
	CDV4085	Spring 2022	6	25	67	8	0	
	CDV4085	Fall 2022*	12	16.7%	50.0%	25.0%	8.3%	
	CDV4083	Fall 2022	6	33.3%	50.0%	16.7%	0.0%	
	CDV4085	Spring 2023	5	40.0%	40.0%	20.0%	0.0%	
Influence of Context and Assumptions	CDV4085	Summer 2020	3	17	83	0	0	
	CDV4085	Fall 2020	11	27	73	0	0	
	CDV4085	Spring 2021	6	17	75	8	0	
	CDV4085	Summer 2021	4	50	50	0	0	
	CDV4085	Fall 2021	12	13	79	8	0	
	CDV4085	Spring 2022	6	17	75	8	0	
	CDV4085	Fall 2022*	12	8.3%	58.3%	33.3%	0.0%	
	CDV4083	Fall 2022	6	16.7%	50.0%	16.7%	16.7%	
	CDV4085	Spring 2023	5	40.0%	40.0%	20.0%	0.0%	
Conclusions and Related Outcomes	CDV4085	Summer 2020	3	0	100	0	0	
	CDV4085	Fall 2020	11	14	86	0	0	
	CDV4085	Spring 2021	6	0	100	0	0	
		CDV4085	Summer 2021	4	25	75	0	0
		CDV4085	Fall 2021	12	17	79	4	0
		CDV4085	Spring 2022	6	8	83	8	0
		CDV4085	Fall 2022*	12	16.7%	41.7%	33.3%	8.3%
		CDV4083	Fall 2022	6	16.7%	50.0%	33.3%	0.0%
		CDV4085	Spring 2023	5	40.0%	40.0%	20.0%	0.0%

*Assessment data for this PLO was not in Summer 2022 while migrating AMS platforms from Portfolium to Watermark

Conclusions Drawn from Data:

FA22 - SP23 assessment cycle marks to the first cycle for CDV4083 and the last cycle for CDV4085 both using the same assignment for assessment.

CDV4085 in FA22 - criteria were not met in each of the assessed areas. New scaffolding worksheet had not yet been added and students in these courses had not had had the scaffolded activities available in the previous courses.

FA22 - CDV4083 - This was the first time this new course format was taught as a fully asynchronous, online course. 2 of the 4 criteria were met successfully. This new section was taught by a veteran instructor but the scaffolding worksheet had not been added for this first iteration of the course.

SP23 - CDV4085 - All criteria were successfully met. This was the first time the scaffolding worksheet had been used and the data shows a marked improvement as a result of this added support. This was the last time this version of the course was taught.

The signature assignment was assessed by the Program Director.

Changes to be Made Based on Data:

The critical thinking scaffolding worksheet has been added to both the hybrid and asynchronous online versions of this course.

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 is being used in the early course assignments/book critique discussions.

Rubric Used

CDV4085 Article Critique Assessment Rubric

A compilation of criterion from the AAC&U Critical Thinking and Information Literacy rubrics

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Explanation of Issues (Critical Thinking)	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.
Use Information Effectively to Accomplish a Specific Purpose (Information Literacy)	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.
Influence of Context and Assumptions (Critical Thinking)	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.
Conclusions and Related Outcomes (implication and consequences) (Critical Thinking)	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.

PLO Data for CDV (ADC) – 2022-2023

Learning Outcome PLO 3:

Identify and discuss scientific research in understanding different philosophical views of growth and development – both historic and current.

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:

CDV Program Learning Outcome 3: Percentages of scores from a randomized sampling of students assessed using the CDV3055/3053_Research Paper Assessment Rubric (a compilation of criterion from the AAC&U Problem Solving and Information Literacy rubrics). 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%
	CDV3053	Spring 2023	18	22.2%	66.7%	5.6%	5.6%

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Evaluate Information	CDV3055	Summer 2020	11	32	59	5	5
	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%

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV3053	Spring 2023	18	38.9%	44.4%	11.1%	5.6%
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%

*Summer 2022 a change in assessment data collection after Summer 2022 while migrating AMS platforms from Portfolium to Watermark

Conclusions Drawn from Data:

SU22 - SP23 assessment cycle marks to the first cycle for CDV3053 (SU22) and the last cycle for CDV3055 (FA22) both using the same assignment for assessment.

SU22 data represents CDV3055 only (missing data for CDV3053 - first synchronous online version of this course) 3 of the 6 criteria were not met successfully. Both hybrid cohorts represented students with a high number of English as second language learners.

FA22 data represents the final hybrid CDV3055 course offered. 5 of the 6 criteria were not met successfully. This was a small sample from a difficult cohort. The majority of students in this group were English Language Learners.

SP23 data represents the second time this new course, CDV3053 was offered with two sections offered hybrid and one asynchronous, online. 4 of the 6 criteria were not met successfully. This was a new course format for both hybrid faculty and the second time the online faculty had taught this new format.

Training was provided to faculty before the Spring 2023 courses were offered.

The following 2 criteria were not combined on the assessment rubric as recommended in 2021-2022:
Identify Strategies and Propose Solutions/Hypotheses

The signature assignment was assessed by the Program Director.

Changes to be Made Based on Data:

It is recommended that this assignment be evaluated to determine if it is the best to use for assessment. Students in the AUG program typically take this course in their 2nd semester and this may not allow adequate time to develop the skills needed to meet this PLO.

It is also recommended that the annotated bibliography be set up as a separate assignment to scaffold research and information literacy before the final paper is submitted.

Students struggled to meet the requirements for finding appropriate peer-reviewed sources and synthesizing information.

The following criteria in the rubric were very similar (Identify Strategies and Propose Solutions/Hypotheses) and need to be combined in future assessments.

Rubric Used

CHD3055_Research Paper Rubric

(a compilation of criterion from the AAC&U Information Literacy and Problem Solving rubrics).

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Define Problem (Problem Solving)	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.
Evaluate Information and its Sources Critically (Information Literacy)	Chooses a variety of information sources appropriate to the scope an discipline of the research question. Select 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 an discipline of the research question. Select sources using 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. Select sources using basic criteria (such as relevance to the research 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 (Information Literacy)	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.
Identify Strategies (Problem Solving)	Identifies multiple approaches for solving the problems 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 (Problem Solving)	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.
Access and Use Information Ethically and Legally (Information Literacy)	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 demonstrate 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 demonstrate 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 demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

PLO Data for CDV (ADC) – 2022-2023

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:

CDV4085: Article Critique: Students read a current article about any topic in child development of interest in 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.

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 and 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:

Program Learning Outcome 4: Percentages of scores from a randomized sampling of students assessed using the CDV4085_Article Critique Assessment Rubric (a compilation of criterion from the AAC&U Critical Thinking and Information Literacy rubrics). 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) %
Explanation of Issues	CDV4085	Summer 2020	3	33	67	0	0
	CDV4085	Fall 2020	11	45	55	0	0
	CDV4085	Spring 2021	6	42	58	0	0
	CDV4085	Summer 2021	4	25	75	0	0
	CDV4085	Fall 2021	12	17	75	8	0
	CDV4085	Spring 2022	6	33	58	8	0
	CDV4085	Fall 2022*	12	16.7%	50.0%	33.3%	0.0%
	CDV4083	Fall 2022	6	16.7%	66.7%	16.7%	0.0%

	CDV4085	Spring 2023	5	40.0%	60.0%	0.0%	0.0%
Use of Information Effectively to Accomplish a Specific Purpose	CDV4085	Summer 2020	3	33	67	0	0
	CDV4085	Fall 2020	11	36	45	18	0
	CDV4085	Spring 2021	6	42	50	8	0
	CDV4085	Summer 2021	4	50	50	0	0
	CDV4085	Fall 2021	12	8	79	13	0
	CDV4085	Spring 2022	6	25	67	8	0
	CDV4085	Fall 2022*	12	16.7%	50.0%	25.0%	8.3%
	CDV4083	Fall 2022	6	33.3%	50.0%	16.7%	0.0%
	CDV4085	Spring 2023	5	40.0%	40.0%	20.0%	0.0%
Influence of Context and Assumptions	CDV4085	Summer 2020	3	17	83	0	0
	CDV4085	Fall 2020	11	27	73	0	0
	CDV4085	Spring 2021	6	17	75	8	0
	CDV4085	Summer 2021	4	50	50	0	0
	CDV4085	Fall 2021	12	13	79	8	0
	CDV4085	Spring 2022	6	17	75	8	0
	CDV4085	Fall 2022*	12	8.3%	58.3%	33.3%	0.0%
	CDV4083	Fall 2022	6	16.7%	50.0%	16.7%	16.7%
	CDV4085	Spring 2023	5	40.0%	40.0%	20.0%	0.0%
Conclusions and Related Outcomes	CDV4085	Summer 2020	3	0	100	0	0
	CDV4085	Fall 2020	11	14	86	0	0
	CDV4085	Spring 2021	6	0	100	0	0
	CDV4085	Summer 2021	4	25	75	0	0
	CDV4085	Fall 2021	12	17	79	4	0
	CDV4085	Spring 2022	6	8	83	8	0
	CDV4085	Fall 2022*	12	16.7%	41.7%	33.3%	8.3%
	CDV4083	Fall 2022	6	16.7%	50.0%	33.3%	0.0%
	CDV4085	Spring 2023	5	40.0%	40.0%	20.0%	0.0%

* This PLO was not assessed in Summer 2022 while migrating content to a new Assessment Management System

Conclusions Drawn from Data:

FA22 - SP23 assessment cycle marks to the first cycle for CDV4083 and the last cycle for CDV4085 both using the same assignment for assessment.

CDV4085 in FA22 - criteria were not met in each of the assessed areas. New scaffolding worksheet had not yet been added and students in these courses had not had had the scaffolded activities available in the previous courses.

FA22 - CDV4083 - This was the first time this new course format was taught as a fully asynchronous, online course. 2 of the 4 criteria were met successfully. This new section was taught by a veteran instructor but the scaffolding worksheet had not been added for this first iteration of the course.
SP23 - CDV4085 - All criteria were successfully met. This was the first time the scaffolding worksheet had been used and the data shows a marked improvement as a result of this added support. This was the last time this version of the course was taught.

New criteria for information literacy was not added for this assessment cycle as recommended in 2021-2022. Only one criterion, “Use information effectively to accomplish a specific purpose”, was used in the assessment of information literacy.

The signature assignment was assessed by the Program Director.

Changes to be Made Based on Data:

While significant improvement was achieved in this assessment, additional assignment review is being done to ensure a strong connection to practical elements of parenting is included in the prompt along with expectations for information literacy.

New assessment rubric for PLO4 needs to be evaluated to ensure use of peer-reviewed scholarly sources for both information literacy and critical thinking criteria. An additional information literacy criterion is recommended for the evaluation of this PLO.

Critical thinking worksheets and scaffolding activities have been designed and added to the signature assignments for CDV4013 and CDV3033 to increase student ability to critique original works. A review of these assignments, along with the prompt in CDV4083: Article Critique needs to be evaluated and updated to assess research in order to maintain high marks for this PLO.

Rubric Used

CDV4085 Article Critique Assessment Rubric

A compilation of criterion from the AAC&U Critical Thinking and Information Literacy rubrics

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Explanation of Issues (Critical Thinking)	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.
Use Information Effectively to Accomplish a Specific Purpose (Information Literacy)	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.
Influence of Context and Assumptions (Critical Thinking)	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.
Conclusions and Related Outcomes (implication and consequences) (Critical Thinking)	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.

PLO Data for CDV (ADC) – 2022-2023

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:

CDV4085/4083: 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

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:

Program Learning Outcome 5: Percentages of scores from a randomized sampling of students assessed using the CDV4085/4083_Media Project (pt 2) Assessment Rubric (based on the AAC&U Critical Thinking 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) %
Explanation of Issues	CDV4085	SU 2017	20	11	61	17	11
	CDV4085	FA 2017	41	69	22	6	3
	CDV4085	SP 2018	16	19	63	19	0
	CDV4085	SU 2018	52	33	52	15	0
	CDV4085	FA 2018	68	15	62	23	0
	CDV4085	SP 2019	42	15	54	24	7
	CDV4085	SU 2019	13	50	46	4	0
	CDV4085	FA 2019	35	36	61	3	0
	CDV4085	SP 2020	11	14	86	0	0

SSWFS: PLO Data – CDV 2022-2023

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV4085	SU 2020	3	17	83	0	0
	CDV4085	FA 2020	11	27	68	5	0
	CDV4085	SP 2021	6	25	67	8	0
	CDV4085	SU 2021	4	13	88	0	0
	CDV4085	FA 2021	14	80	80	0	0
	CDV4085	SP 2022	7	77	23	0	0
	CDV4085	Fall 2022*	12	42%	42%	17%	0%
	CDV4083	Fall 2022	6	33%	67%	0%	0%
	CDV4085	Spring 2023	5	20%	80%	0%	0%
Evidence	CDV4085	SU 2017	20	17	50	33	0
	CDV4085	FA 2017	41	41	34	22	3
	CDV4085	SP 2018	16	0	63	38	0
	CDV4085	SU 2018	52	21	58	19	2
	CDV4085	FA 2018	68	13	56	31	0
	CDV4085	SP 2019	42	17	59	20	5
	CDV4085	SU 2019	13	21	71	8	0
	CDV4085	FA 2019	35	32	59	9	0
	CDV4085	SP 2020	11	14	55	27	5
	CDV4085	SU 2020	3	33	67	0	0
	CDV4085	FA 2020	11	18	82	0	0
	CDV4085	SP 2021	6	42	50	8	0
	CDV4085	SU 2021	4	25	75	0	0
	CDV4085	FA 2021	14	57	43	0	0
	CDV4085	SP 2022	7	31	69	0	0
	CDV4085	Fall 2022*	12	33%	58%	8%	0%
	CDV4083	Fall 2022	6	17%	67%	17%	0%
	CDV4085	Spring 2023	5	20%	40%	40%	0%
Influence of Context	CDV4085	SU 2017	20	11	44	44	0
	CDV4085	FA 2017	41	59	25	13	3
	CDV4085	SP 2018	16	0	69	25	6
	CDV4085	SU 2018	52	21	60	19	0
	CDV4085	FA 2018	68	15	49	34	2

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV4085	SP 2019	42	29	29	37	5
	CDV4085	SU 2019	13	17	75	8	0
	CDV4085	FA 2019	35	35	59	6	0
	CDV4085	SP 2020	11	18	77	5	0
	CDV4085	SU 2020	3	17	83	0	0
	CDV4085	FA 2020	11	45	55	0	0
	CDV4085	SP 2021	6	17	75	8	0
	CDV4085	SU 2021	4	38	63	0	0
	CDV4085	FA 2021	14	25	71	4	0
	CDV4085	SP 2022	7	31	69	0	0
	CDV4085	Fall 2022*	12	42%	50%	8%	0%
	CDV4083	Fall 2022	6	50%	33%	17%	0%
	CDV4085	Spring 2023	3	0%	40%	60%	0%

* This PLO was not assessed in Summer 2022 while migrating content to a new Assessment Management System

Conclusions Drawn from Data:

FA22 CDV4085 and CDV4083 versions of the course: Students met and exceeded all benchmarks on rubric criteria for this PLO.

SP23 - students did not meet 2 of the 3 benchmarks on rubric criteria for this PLO. This particular cohort scored low across all PLOs in this assessment cycle. This was a smaller sample size with majority of the cohort representing ELL. This was the last time CDV4085 was offered.

The signature assignment was assessed by the Program Director.

Changes to be Made Based on Data:

This assignment continues to meet the goal of evaluating PLO5 and no changes are recommended from this assessment cycle.

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.

PLO Data for CDV (ADC) – 2022-2023**Learning Outcome PLO 6:**

Develop and articulate professional philosophy, personal code of ethics and professional areas of service within the child and adolescent profession.

Outcome Measure:

CDV4095/4093: Preparation of professional statements and portfolio. Students will write and present their Professional Philosophy and their eportfolios

NOTE: Students demonstrate mastery by articulating content in a professional voice through both written communication and oral presentations.

Criteria for Success (if applicable):

80% of students will score a three or higher on each criteria of a four-point AAC&U Written Communication and Oral Communication 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:

AAC&U Written 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 %
Context and Purpose	CDV495	SP 2017	7	29	57	14	0
	CDV495	SU 2017	10	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
	CDV4095	SU 2019	NA	NA	NA	NA	NA
	CDV4095	FA 2019	35	76	18	6	0
	CDV4095	SP 2020	10	80	20	0	0

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
	CDV4095	SU 2020	3	33	67	0	0
	CDV4095	FA 2020	14	43	50	7	0
	CDV4095	SP 2021	6	33	67	0	0
	CDV4095	SU 2021	10	20	80	0	0
	CDV4095	FA 2021	14	29	57	14	0
	CDV4095	SP 2022	7	8	92	0	0
	CDV4095	FA 2022**	12	50.0%	41.7%	8.3%	0.0%
	CDV4095	SP2023	5	40.0%	60.0%	0.0%	0.0%
	CDV4093	SP2023	2	0.0%	50.0%	50.0%	0.0%
Content Development	CDV495	SP 2017	7	14	57	29	0
	CDV495	SU 2017	10	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
	CDV4095	SU 2019	NA	NA	NA	NA	NA
	CDV4095	FA 2019	35	59	26	15	0
	CDV4095	SP 2020	10	60	30	10	0
	CDV4095	SU 2020	3	67	33	0	0
	CDV4095	FA 2020	14	29	71	0	0
	CDV4095	SP 2021	6	17	67	17	0
	CDV4095	SU 2021	10	20	50	30	0
	CDV4095	FA 2021	14	18	61	21	0
	CDV4095	SP 2022	7	31	62	8	0
	CDV4095	FA 2022	12	41.7%	33.3%	25.0%	0.0%
	CDV4095	SP2023	5	20.0%	80.0%	0.0%	0.0%
	CDV4093	SP2023	2	0.0%	50.0%	50.0%	0.0%
	Genre and Disciplinary Conventions	CDV495	SP 2017	7	0	57	43
CDV495		SU 2017	NA	NA	NA	NA	NA
CDV495		FA 2017	NA	NA	NA	NA	NA
CDV495		SP 2018	NA	NA	NA	NA	NA
CDV495		SU 2018	52	8	73	19	0

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
	CDV495	FA 2018	NA	NA	NA	NA	NA
	CDV495	SP 2019	NA	NA	NA	NA	NA
	CDV4095	SU 2019	NA	NA	NA	NA	NA
	CDV4095	FA 2019	35	68	29	3	0
	CDV4095	SP 2020	10	50	50	0	0
	CDV4095	SU 2020	3	33	67	0	0
	CDV4095	FA 2020	14	57	43	0	0
	CDV4095	SP 2021	6	50	33	17	0
	CDV4095	SU 2021	10	100	0	0	0
	CDV4095	FA 2021	14	4	86	11	0
	CDV4095	SP 2022	7	0	100	0	0
	CDV4095	FA 2022	12	58.3%	41.7%	0.0%	0.0%
	CDV4095	SP2023	5	40.0%	60.0%	0.0%	0.0%
	CDV4093	SP2023	2	50.0%	50.0%	0.0%	0.0%
Control of Syntax and Mechanics	CDV495	SP 2017	7	14	43	43	0
	CDV495	SU 2017	10	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
	CDV4095	SU 2019	NA	NA	NA	NA	NA
	CDV4095	FA 2019	35	53	41	6	0
	CDV4095	SP 2020	10	40	60	0	0
	CDV4095	SU 2020	3	0	100	0	0
	CDV4095	FA 2020	14	21	64	14	0
	CDV4095	SP 2021	6	33	67	0	0
	CDV4095	SU 2021	10	30	70	0	0
	CDV4095	FA 2021	14	14	71	14	0
	CDV4095	SP 2022	7	8	92	0	0
	CDV4095	FA 2022	12	50.0%	41.7%	8.3%	0.0%
	CDV4095	SP2023	5	40.0%	60.0%	0.0%	0.0%
	CDV4093	SP2023	2	100.0%	0.0%	0.0%	0.0%

** This PLO was not assessed in Summer 2022 while migrating content to a new Assessment Management System

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
	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
	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%
	CDV4093	SU 2023					
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

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
	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
	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

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
	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
	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 Summer 2022 while migrating content to a new Assessment Management System

Conclusions Drawn from Data:

Written Communication:

FA22 CDV 4095 (1 unit)

Benchmarks were met on 3 of the 4 criteria

SP23 CDV4095 (1 unit)

Benchmarks were met or exceeded on all four criteria

This was the last time this course was taught.

SP23 CDV4093 (2 units)

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, asynchronous students to complete the program. The course was also being redesigned to utilize Watermark in place of Portfolium for the ePortfolio portion. This new version was taught by a new professor with limited experience teaching this content.

The signature assignment was assessed by the Program Director.

Oral Communication:

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 in both terms.

Students are encouraged to practice orally 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:

Written Communication: 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.

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.

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 a professional philosophy, code of ethics, and work samples from their ePortfolio. A focus on preparation and a professional voice are emphasized with students in this course.

A review of fully online presentation techniques and scaffolding is 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 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.

	Capstone 4	Milestones		Benchmark 1
		3	2	
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.
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



	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.