

Sociology, Social Work, and Family Sciences
Core Competencies – Child & Adolescent Development
2024-2025

Core Competency: Critical Thinking

Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

CHD4020: Article Critique. Students read a current article about any topic in child development of interest a non-professional magazine, newspaper or online. Students then write a summary of the article including facts, findings and any opinions/advice of the author. Students then write their own opinion based on a thorough, critical analysis of the article; addressing the advice given, the opinions and any research given as support for the original article. In their critical evaluation, students must use and cite at least one other article from a professional, peer-edited journal that supports or discredits the article with documented research.

Prior to Fall 2023, Critical Thinking data was collected using the ETS Proficiency Profile Exam. The criteria for success with ETS was 70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

Criteria for Success (how do you judge if the students have met your standards):

80% of students will score a three or higher on each criterion of the CHD4020_Article Critique Assessment 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, and
5. Civic and Global Learning

Longitudinal Data:

Critical Thinking Core Competency is assessed every fall. Percentages of student scores using the CHD4020_Article Critique Assessment Rubric (a compilation of criterion from the AAC&U Critical Thinking and Information Literacy rubrics):

Article Critique				4	3	2	1
				(Mastery)	(Proficiency)	(Developing)	(Beginning)
Rubric Criteria		Semester	N	%	%	%	%
Explanation of Issues	CHD4020	Fall 2020	19	66	32	3	0
	CHD4020	Fall 2021	21	66	34	0	0
	CHD4020	Fall 2022	24	46	50	4	0
	CHD4020	Fall 2023	7	36	43	21	0
	CHD4020	Fall 2024	12	67	33	0	0
	CHD4020	Fall 2020	19	47	50	3	0

Article Critique				4	3	2	1
				(Mastery)	(Proficiency)	(Developing)	(Beginning)
Rubric Criteria		Semester	N	%	%	%	%
Use of Information Effectively to Accomplish a Specific Purpose	CHD4020	Fall 2021	21	59	41	0	0
	CHD4020	Fall 2022	24	38	54	8	0
	CHD4020	Fall 2023	7	29	57	14	0
	CHD4020	Fall 2024	12	58	38	4	0
Influence of Context and Assumptions	CHD4020	Fall 2020	19	61	37	3	0
	CHD4020	Fall 2021	21	68	32	0	0
	CHD4020	Fall 2022	24	50	50	0	0
	CHD4020	Fall 2023	7	21	43	36	0
	CHD4020	Fall 2024	12	58	33	8	0
Conclusions and Related Outcomes	CHD4020	Fall 2020	19	37	63	0	0
	CHD4020	Fall 2021	21	39	61	0	0
	CHD4020	Fall 2022	24	38	62	0	0
	CHD4020	Fall 2023	7	7	57	36	0
	CHD4020	Fall 2024	12	42	42	13	4

Prior to Fall 2023: ETS Proficiency Profile - Percentage of Students Marginal or Proficient

	14/15	15/16	16/17	17/18	18/19	2019-20	2020-21	2021-22	2022-23
Number of Stu	42	59	45	27	17	22	27	17	24
Level 2 Critical Thinking	73.8%	79.7%	66.7%	77.8%	47.1%	68.2%	44.4%	70.6%	70.8%

Conclusions Drawn from Data:

In 2024-25, the criteria of 80% were met across the board: Use of Information 96%, Influence of Context and Assumption 91%, Conclusion and Related Outcomes 84%. This is the second year that signature assignment was used to evaluate the core competency of Critical Thinking. It is a strong tool to use.

Changes to be Made Based on Data:

The focus of development will remain a priority through the program of Child and Adolescent Development. It is an essential tool that our graduates need to serve children and families.

Rubric Used

CHD4020 Article Critique Assessment Rubric (compilation of criteria from the AAC&U Critical Thinking and Information Literacy rubrics).

Rubric Used**CHD4020 Article Critique Assessment Rubric**

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.

**Sociology, Social Work, and Family Sciences
Core Competencies – Child & Adolescent Development**

Core Competency: Written

Students will be able to write about their work with precision, clarity, and organization through written communication.

Outcome Measure:

CHD4097: Preparation of an ePortfolio in Senior Seminar course with assessment focused on student's personal professional philosophy and code of ethics.

Additionally, prior to Fall 2023, ETS Proficiency Profile Exam was also used as a Written Competency measurement. Criteria for ETS success was 75% of the students will be marginal or proficient at Level 2 Writing.

Criteria for Success:

80% of students will score a three or higher on each criterion of a four-point rubric

Aligned with DQP Learning Areas (highlight one or more):

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

Longitudinal Data: See next page

Written Communication Value Rubric – percentage of students scoring three or higher:

CHD/NUT 4097		Context and Purpose	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
Semester	N					
Fall 2014	17	94%	94%	94%	94%	94%
Spring 2015	25	88%	96%	88%	92%	92%
Fall 2015	26	100%	92%	92%	100%	100%
Spring 2016	34	100%	97%	97%	100%	96%
Spring 2017	33	100%	88%	97%	94%	94%
Fall 2017	13	100%	100%	100%	100%	100%
Spring 2018	25	100%	96%	96%	100%	96%
Fall 2018	12	92%	83%	92%	83%	100%
Spring 2019	25	100%	96%	96%	100%	96%
Fall 2019	13	96%	100%	100%	100%	96%
Spring 2020	11	100%	100%	100%	100%	100%
Fall 2020	20	100%	100%	100%	100%	96%
Spring 2021	11	100%	100%	100%	100%	100%
Fall 2021	8	100%	100%	100%	100%	100%
Spring 2022	10	100%	100%	100%	100%	100%
Fall 2022	10	100%	100%	100%	100%	100%
Spring 2023	13	100%	100%	100%	100%	100%
Fall 2023	13	100%	100%	100%	100%	100%
Spring 2024	16	100%	100%	100%	100%	100%
Fall 2024*	10	100%	100%	100%	100%	100%
Spring 2025	7	100%	100%	100%	100%	100%

**Beginning Fall 2024, only Child & Adolescent students assessed for this report*

ETS Proficiency Profile - Percentage of Students Marginal or Proficient

	14/15	15/16	16/17	17/18	18/19	2019-20	2020-21	2021-22	2022-23
Number of stu	42	59	45	27	17	22	27	17	24
Level 2 Writing	71.4%	84.7%	75.6%	81.5%	58.8%	54.5%	55.6%	64.7%	75.0%

Conclusions Drawn from Data:

The criteria for success were met in fall 2024 and spring 2025 across the board in all categories.

Changes to be Made Based on Data:

Each year, new pedagogy is implemented in scaffolding students to write their professional statements, including professional philosophy and code of ethics. One significant change is that their personal statements are not only being peer-reviewed, but one-on-one consultation with the professor twice a semester is required. Another change is that, with the help of Canvas, writing assignments are

structured in smaller segments. This has led to successful outcomes. We will continue to implement these changes and set high expectations going forward.

A continued focus on writing is implemented throughout all programs from the introductory level to the mastery level. After the program review, a core research course was recommended to focus on scholarly writing. This research course is now in process, and this improvement may be reflected. Also, scholarly writing is carefully designed in all programs. We will continue this focus.

Rubric Used:

AAC&U Written Communication Rubric

Rubric Used

WRITTEN COMMUNICATION VALUE RUBRIC
 for more information, please contact value@aacu.org



Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		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.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Sociology, Social Work, and Family Sciences
Core Competencies – Child & Adolescent Development

Core Competency: Quantitative Reasoning

Students will be able to solve problems that are quantitative in nature.

Outcome Measure:

CHD4020: School Report Card assignment.

Criteria for Success (how do you judge if the students have met your standards):

80% of students will score a three or higher on each criteria of the four-point AAC&U Quantitative Reasoning 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, and
5. Civic and Global Learning

Longitudinal Data:

Quantitative Reasoning CC (scoring in CHD4020): Percentages of scores from a randomized sampling of students assessed using applicable criteria from the AAC&U Quantitative Reasoning Value Rubric.

Throughout the 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 %
Interpretation	CHD4020	Fall 2024	12	28	68	4	0
Application / Analysis	CHD4020	Fall 2024	12	44	48	8	0

ETS Proficiency Profile - Percentage of Students Marginal or Proficient

	14/15	15/16	16/17	17/18	18/19	2019-20	2020-21	2021-22	2022-23
Number of stu	42	59	45	27	17	22	27	17	24
Level 2 Math	66.7%	76.3%	77.8%	66.7%	82.4%	59.1%	51.9%	70.6%	50%

Conclusions Drawn from Data:

This is the first year this assignment was used to assess the Quantitative Reasoning competency. The 80% criterion was met with 92% (44% at mastery and 48% proficiency).

Changes to be Made Based on Data:

The trick to access CHAD majors is to find in quantitative reasoning an assessment where they are passionate about figuring out the math. This assignment does exactly that. This will be used again for the 2025-26 assessment to focus on improving the mastery percentage.

Rubric Used: AAC&U Quantitative Literacy Value Rubric

	QUANTITATIVE LITERACY VALUE RUBRIC <i>For more information, please contact value@aacu.org</i>	
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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.

	Mastery	Proficiency	Developing	Beginning
	4	3	2	1
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	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>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	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>	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>
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>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.

**Sociology, Social Work, and Family Sciences
Core Competencies – Child & Adolescent Development**

Core Competency: Oral Communication

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

Outcome Measure:

Presentation of personal professional ePortfolio in Senior Seminar course to faculty, peers, administration and staff

Criteria for Success:

80% of students will score a three or higher on each criterion of a four-point rubric

Aligned with DQP Learning Areas (circle 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:

Oral Communication Value Rubric - Percentage of students scoring 3 or higher:

CHD/NUT 4097		Organization	Language	Delivery	Supporting Material	Central Message
Semester	N					
Fall 2014	17	94%	82%	76%	94%	94%
Spring 2015	25	84%	88%	92%	92%	100%
Fall 2015	26	96%	96%	88%	100%	96%
Spring 2016	34	97%	100%	97%	97%	97%
Spring 2017	33	91%	88%	85%	97%	97%
Fall 2017	13	100%	92%	85%	100%	100%
Spring 2018	24	100%	100%	92%	91%	100%
Fall 2018	5	100%	100%	100%	100%	100%
Spring 2019	10	100%	100%	100%	100%	100%
Fall 2019	13	100%	100%	100%	100%	100%
Spring 2020	11	100%	100%	100%	100%	100%
Fall 2020	20	98%	100%	100%	100%	100%
Spring 2021	11	100%	100%	100%	100%	100%
Fall 2021	8	100%	100%	100%	100%	100%
Spring 2022	10	100%	100%	100%	100%	100%
Fall 2022	10	100%	100%	100%	100%	100%
Spring 2023	13	100%	100%	100%	100%	100%

CHD/NUT 4097						
Semester	N	Organization	Language	Delivery	Supporting Material	Central Message
Fall 2023	13	100%	100%	100%	100%	100%
Spring 2024	16	100%	100%	100%	100%	100%
Fall 2024	10	100%	100%	100%	100%	100%
Spring 2025	7	100%	100%	100%	100%	100%

Conclusions Drawn from Data:

The senior students in both the fall 2024 and spring 2025 seminar courses not only met the 80% criteria but reached 100% across the board. These are face-to-face oral presentations. Oral presentations were assessed in fall of 2024 by 5 assessors and in spring of 2025 by 6 assessors.

Changes to be Made Based on Data:

Even though these scores are at the exceptional level, to continue to focus on lessons learned, is for students to critique 2 TED Talk oral presentations. A continued focus on individual scaffolding by the professor in creating their personal philosophy and code of ethics. Thus, creating more confidence in what they believe and value, and developing a stronger professional voice. Students are encouraged to practice their presentations the week before and are allowed to use notecards as cues, but not to read from. To continue to use a visual flyer that was created to show students the process of hooking the audience, relational language, body language, and overall organization of their 4-minute presentation showcases their portfolio. They are scaffolded in class on each step.

Rubric Used:

AAC&U Oral Communication Rubric

ORAL COMMUNICATION VALUE RUBRIC
for more information, please contact value@aacu.org



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

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

Sociology, Social Work, and Family Sciences
Core Competencies – Child & Adolescent Development

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 (Information Literacy).

Outcome Measure:

CHD4097: Individual literature review on a research topic of student's choice.

Criteria for Success:

80% of students will score a three or higher on each criterion of a four-point rubric

Aligned with DQP Learning Areas (circle 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:**Information Literacy Value Rubric - Percentage of students scoring 3 or higher:**

CHD4097		Determine Extent of Information Needed	Access Needed Information	Evaluate Information & Sources	Use Information for a Purpose	Access/Use Ethically & Legally
Semester	N					
Fall 2015	6	100%	100%	100%	100%	100%
Spring 2016	25	100%	92%	96%	100%	100%
Spring 2017	19	95%	89%	100%	95%	74%
Fall 2017	6	100%	100%	100%	100%	67%
Spring 2018	11	100%	100%	91%	100%	73%
Fall 2018	7	100%	86%	86%	100%	86%
Spring 2019	9	100%	100%	100%	100%	89%
Fall 2019	13	100%	91%	91%	82%	100%
Spring 2020	11	100%	100%	100%	100%	100%
Fall 2020	20	90%	98%	98%	98%	95%
Spring 2021	11	100%	100%	100%	100%	100%
Fall 2021	8	100%	100%	100%	100%	100%
Spring 2022	8	100%	100%	100%	100%	100%
Fall 2022	10	100%	100%	100%	100%	100%
Spring 2023	13	100%	100%	100%	100%	100%
Fall 2024	9	100%	100%	100%	100%	100%
Spring 2024	16	100%	100%	100%	100%	100%
Fall 2024	10	100%	100%	100%	100%	100%

Spring 2025	7	100%	100%	100%	100%	100%
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Conclusions Drawn from Data:

The criteria for success of 80% were met in all categories, both fall 2024 and spring 2025. In fact, 100% was across the board in all categories, both fall and spring.

Changes to be Made Based on Data:

A continual focus on scholarly writing will be highlighted in all programs. The added Research Basics class is believed to have helped these scores improve. The department is working closely with the library staff in developing this skill across the programs. This will continue. The department is also using literature tables to help organize their findings. One change in 2025-26 year is to change which semester CHD 1020 is offered so that transfer students won't take two courses in spring, where it is introduced and developed both the same semester.

Rubric Used:

AAC&U Information Literacy Rubric

Definition: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy (*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 (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.