

Child Development (CDV) – Accelerated Undergraduate Program (AUG)
Core Competency Assessment
2025-2026

Core Competency: Critical Thinking

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

Outcome Measure:

CDV4083: Article Critique: Students read a current article about any topic in child development of interest in 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, and address 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 article from a professional, peer-edited journal that supports or discredits the article with documented research.

Criteria for Success:

80% of students will score a three or higher on each criterion of the four-point Article Critique Assessment Rubric (a compilation of criteria from the AAC&U Critical Thinking and Information Literacy 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:

Critical Thinking CC (scoring in CDV4083): Percentages of scores from a randomized sampling of students assessed using the CDV4083_Article Critique Assessment Rubric (a compilation of criteria from the AAC&U Critical Thinking and Information Literacy rubrics). Throughout the report, pink-highlighted scores denote that the benchmark was not met for that criterion):

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developin g %	1 Beginning %
Explanation of Issues (Critical Thinking)	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

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developin g %	1 Beginning %
	CDV4085	Spring 2022	6	33	58	8	0
	CDV4085	Fall 2022	12	17	50	33	0
	CDV4083	Fall 2022	6	17	67	16	0
	CDV4085	Spring 2023	5	40	60	0	0
	CDV4083	Summer 2023	10	40	50	10	0
	CDV4083	Fall 2023	13	23	62	15	0
	CDV4083	Spring 2024	9	33	56	11	0
	CDV4083	Summer 2024, Fall 2024, and Spring 2025	22	28	64	7	2
	CDV4083	Summer 2025	11	36	55	9	0
	CDV4083	Fall 2025	10	40	45	15	0
	CDV4083	Spring 2026	3	50	33	17	0
Access the Needed Information (Information Literacy) **	CDV4083	Summer 2023	10	40	40	20	0
	CDV4083	Fall 2023	13	46	23	31	0
	CDV4083	Spring 2024	9	33	34	33	0
	CDV4083	Summer 2024, Fall 2024, and Spring 2025	22	36	50	14	0
	CDV4083	Summer 2025	11	27	50	23	0
	CDV4083	Fall 2025	10	40	45	15	0
	CDV4083	Spring 2026	3	33	33	33	0
Use of Information Effectively to Accomplish a Specific Purpose (Information Literacy)	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	17	50	25	8
	CDV4083	Fall 2022	6	33	50	17	0
	CDV4085	Spring 2023	5	40	40	20	0
	CDV4083	Summer 2023	10	30	40	30	0
	CDV4083	Fall 2023	13	23	54	23	0
	CDV4083	Spring 2024	9	22	45	33	0
	CDV4083	Summer 2024, Fall 2024, and Spring 2025	22	28	61	11	0
	CDV4083	Summer 2025	11	18	64	18	0
	CDV4083	Fall 2025	10	25	60	15	0
	CDV4083	Spring 2026	3	17	83	0	0
Influence of Context and Assumptions	CDV4085	Summer 2020	3	17	83	0	0
	CDV4085	Fall 2020	11	27	73	0	0

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developin g %	1 Beginning %
(Critical Thinking)	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	59	33	0
	CDV4083	Fall 2022	6	17	50	17	16
	CDV4085	Spring 2023	5	40	40	20	0
	CDV4083	Summer 2023	10	30	50	20	0
	CDV4083	Fall 2023	13	23	62	15	0
	CDV4083	Spring 2024	9	0	67	33	0
		Summer 2024, Fall 2024, and Spring 2025	22	30	57	14	0
	CDV4083	Summer 2025	11	36	41	23	0
	CDV4083	Fall 2025	10	45	35	20	0
	CDV4083	Spring 2026	3	33	50	17	0
Conclusions and Related Outcomes (Critical Thinking)	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	17	42	33	8
	CDV4083	Fall 2022	6	17	50	33	0
	CDV4085	Spring 2023	5	40	40	20	0
	CDV4083	Summer 2023	10	30	40	30	0
	CDV4083	Fall 2023	13	23	46	31	0
	CDV4083	Spring 2024	9	0	45	44	11
		Summer 2024, Fall 2024, and Spring 2025	22	25	59	16	0
	CDV4083	Summer 2025	11	27	27	46	0
	CDV4083	Fall 2025	10	45	45	10	0
	CDV4083	Spring 2026	3	33	50	17	0

*No assessment SU22 due to AMS move from Portfolium to Watermark

** Added criteria to rubric Summer 2023

ETS Proficiency Profile: Percentage of Students Marginal or Proficient:

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

Full rubric includes 3 criteria for critical thinking and 2 criteria for information literacy:

SU25 - benchmark was met for two of the five criteria. It is noted that this was the first course for a new professor in one section and a veteran professor in the second section. Two sections were taught. Asynchronous online.

FA25 - benchmarks were met for all five criteria in the fall. This is an improvement from SU25 with the same two faculty. One section: asynchronous online; one section: hybrid at Southwestern College. Some suspicion of AI was noted in the assessment of these assignments.

SP26 - benchmarks were met for four of the five criteria in the fall. It was noted that there was only one section of 5 students, and this was the third time this professor had taught. Asynchronous online.

When evaluating only critical thinking criteria:

SU25 - benchmarks met for 1 of the 3 critical thinking criteria

FA25 - benchmarks met for all critical thinking criteria

SP26 - benchmarks met for all critical thinking criteria

Assessment of the critical thinking core competency based on the critical thinking rubric criteria shows a slight decline in SU25, and all benchmarks were met for FA25 and SP26.

Changes to be Made Based on Data:

A review of the assignment, prompt, grading rubric, and scaffolding activities is conducted annually to ensure that the assignment and learning objectives continue to align with the program's critical thinking assessment criteria.

An overview and evaluation of the prompt will be completed to determine appropriate use of AI or deterrents to AI use.

Once the review and any necessary changes are made, updates are made in earlier courses to scaffold critical thinking through assignments that develop this skill. Updates and training are provided to faculty to ensure they are aware of any changes in expectations or teaching/learning objectives for the course and specific assignments.

An update to an earlier course, CDV3033, is being made in FA26 to add a reading graphic organizer to scaffold critical thinking in a social issue book critique, building on critical thinking skills for this course.

Future assessments will focus on the rubric's critical thinking criteria for clarity in reporting on this core competency. See highlighted sections in the rubric on the following page.

Rubric Used: This assessment used portions of the AAC&U Critical Thinking Value Rubric.

Rubric Used

CDV4083 Article Critique Assessment Rubric

A compilation of criteria 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.
Access the Needed Information (Information Literacy)	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Assesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Assesses information using simple search strategies, retrieves information from limited and similar sources.	Assesses information randomly, retrieves information that lacks relevance and quality.
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.

CC Data for CDV (AUG) - 2025-2026**Core Competency: Written**

Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:

CDV4093: Preparation of professional statements and portfolio. Students will write and present their portfolios, including: Professional Philosophy, Professional goals, code of ethics, and discuss areas of professional service and experiences

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

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 a four-point AAC&U Written Communication 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, and
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 Master y %	3 Proficiency %	2 Developing %	1 Beginning %
Context and Purpose	CDV495	Spring 2017	7	29	57	14	0
	CDV495	Summer 2017	10	25	38	38	0
	CDV495	Fall 2017	44	36	36	25	2
	CDV495	Spring 2018	15	20	60	20	0
	CDV495	Summer 2018	48	23	60	17	0
	CDV495	Fall 2018	67	18	57	25	0
	CDV495	Spring 2019	39	26	56	18	0
	CDV4095	Summer 2019	NA	NA	NA	NA	NA
	CDV4095	Fall 2019	35	76	18	6	0
	CDV4095	Spring 2020	10	80	20	0	0

Rubric Criteria	Course	Semester	N	4 Master y %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV4095	Summer 2020	3	33	67	0	0
	CDV4095	Fall 2020	14	43	50	7	0
	CDV4095	Spring 2021	6	33	67	0	0
	CDV4095	Summer 2021	10	20	80	0	0
	CDV4095	Fall 2021	14	29	57	14	0
	CDV4095	Spring 2022	7	8	92	0	0
	CDV4095	Fall 2022*	12	50	42	8	0
	CDV4095	Spring 2023	5	40	60	0	0
	CDV4093	Spring 2023	2	0	50	50	0
	CDV4093	Summer 2023	3	33	67	0	0
	CDV4093	Fall 2023	17	35	59	6	0
	CDV4093	Spring 2024	9	67	22	11	0
	CDV4093	Summer 2024, Fall 2024, and Spring 2025	18	22	75	3	0
	CDV4093	Summer 2025	4	25	63	13	0
	CDV4093	Fall 2025	10	35	60	5	0
	CDV4093	Spring 2026	6	33	50	17	0
Content Development	CDV495	Spring 2017	7	14	57	29	0
	CDV495	Summer 2017	10	25	25	25	25
	CDV495	Fall 2017	44	23	41	36	0
	CDV495	Spring 2018	15	13	40	47	0
	CDV495	Summer 2018	48	27	60	13	0
	CDV495	Fall 2018	67	31	49	19	0
	CDV495	Spring 2019	39	33	46	21	0
	CDV4095	Summer 2019	NA	NA	NA	NA	NA
	CDV4095	Fall 2019	35	59	26	15	0
	CDV4095	Spring 2020	10	60	30	10	0
	CDV4095	Summer 2020	3	67	33	0	0
	CDV4095	Fall 2020	14	29	71	0	0
	CDV4095	Spring 2021	6	17	67	17	0
	CDV4095	Summer 2021	10	20	50	30	0
	CDV4095	Fall 2021	14	18	61	21	0
	CDV4095	Spring 2022	7	31	62	8	0
	CDV4095	Fall 2022*	12	42	33	25	0
	CDV4095	Spring 2023	5	20	80	0	0
	CDV4093	Spring 2023	2	0	50	50	0
	CDV4093	Summer 2023	3	33	34	33	0
	CDV4093	Fall 2023	17	35	47	18	0

Rubric Criteria	Course	Semester	N	4 Master y %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV4093	Spring 2024	9	56	33	11	0
	CDV4093	Summer 2024, Fall 2024, and Spring 2025	18	19	78	3	0
	CDV4093	Summer 2025	4	25	50	25	0
	CDV4093	Fall 2025	10	30	50	20	0
	CDV4093	Spring 2026	6	17	75	8	0
Genre and Disciplinary Conventions	CDV495	Spring 2017	7	0	57	43	0
	CDV495	Summer 2017	NA	NA	NA	NA	NA
	CDV495	Fall 2017	NA	NA	NA	NA	NA
	CDV495	Spring 2018	NA	NA	NA	NA	NA
	CDV495	Summer 2018	52	8	73	19	0
	CDV495	Fall 2018	NA	NA	NA	NA	NA
	CDV495	Spring 2019	NA	NA	NA	NA	NA
	CDV4095	Summer 2019	NA	NA	NA	NA	NA
	CDV4095	Fall 2019	35	68	29	3	0
	CDV4095	Spring 2020	10	50	50	0	0
	CDV4095	Summer 2020	3	33	67	0	0
	CDV4095	Fall 2020	14	57	43	0	0
	CDV4095	Spring 2021	6	50	33	17	0
	CDV4095	Summer 2021	10	100	0	0	0
	CDV4095	Fall 2021	14	4	86	11	0
	CDV4095	Spring 2022	7	0	100	0	0
	CDV4095	Fall 2022*	12	58	42	0	0
	CDV4095	Spring 2023	5	40	60	0	0
	CDV4093	Spring 2023	2	50	50	0	0
	CDV4093	Summer 2023	3	67	33	0	0
	CDV4093	Fall 2023	17	47	47	6	0
	CDV4093	Spring 2024	9	44	45	11	0
	CDV4093	Summer 2024, Fall 2024, and Spring 2025	18	22	61	17	0
	CDV4093	Summer 2025	4	13	63	25	0
	CDV4093	Fall 2025	10	25	60	15	0
	CDV4093	Spring 2026	6	25	50	25	0
Control of Syntax and Mechanics	CDV495	Spring 2017	7	14	43	43	0
	CDV495	Summer 2017	10	13	50	38	0
	CDV495	Fall 2017	44	14	47	40	0
	CDV495	Spring 2018	15	6	73	20	0

Rubric Criteria	Course	Semester	N	4 Master y %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV495	Summer 2018	48	21	69	10	0
	CDV495	Fall 2018	67	27	54	15	4
	CDV495	Spring 2019	39	28	64	8	0
	CDV4095	Summer 2019	NA	NA	NA	NA	NA
	CDV4095	Fall 2019	35	53	41	6	0
	CDV4095	Spring 2020	10	40	60	0	0
	CDV4095	Summer 2020	3	0	100	0	0
	CDV4095	Fall 2020	14	21	64	14	0
	CDV4095	Spring 2021	6	33	67	0	0
	CDV4095	Summer 2021	10	30	70	0	
	CDV4095	Fall 2021	14	14	71	14	0
	CDV4095	Spring 2022	7	8	92	0	0
	CDV4095	Fall 2022*	12	50	72	8	0
	CDV4095	Spring 2023	5	40	60	0	0
	CDV4093	Spring 2023	2	100	0	0	0
	CDV4093	Summer 2023	3	33	67	0	0
	CDV4093	Fall 2023	17	47	47	6	0
	CDV4093	Spring 2024	9	56	44	0	0
	CDV4093	Summer 2024, Fall 2024, and Spring 2025	18	19	61	19	0
	CDV4093	Summer 2025	4	50	25	25	0
	CDV4093	Fall 2025	10	30	40	30	0
	CDV4093	Spring 2026	6	41.67	33.33	25	0

ETS Proficiency Profile - Percentage of Students Marginal or Proficient

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

Conclusions Drawn from Data:

SU25 - Benchmarks were met for 1 of the 4 criteria

FA25 - Benchmarks were met for 2 of the 4 criteria

SP26 - Benchmarks were met for 2 of the 4 criteria.

This is a decline in performance compared to previous semesters. These results came as a surprise. The assessors noted that overall writing was strong. Students did well articulating their

child development knowledge, but need to work on making philosophy specific to specific professional roles and careers.

Changes to be Made Based on Data:

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.

A new scaffolding video for this assignment was added in Summer 2026.

All students are required to attend a mandatory consultation with the program director to review the philosophy of the course. This supports scaffolding of written expectations for philosophy.

Rubric Used: AAC&U Written Communication Value Rubric shows comparative data from assessing PLO6.

Rubric Used

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

	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.

CC Data for CDV (AUG) – 2025-2026

Core Competency: Quantitative Literacy

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

Outcome Measure:

CDV4083: School Report Card - Students analyze and compare the statistics of two schools in the San Diego area. They examine various metrics and create a school report card to identify potential factors contributing to the observed differences.

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 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 CDV4083): 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 that the benchmark was not met for that criterion):

Rubric Criteria	Course	Semester	N	4 Master y %	3 Proficiency %	2 Developing %	1 Beginning %
Interpretation	CDV4083	Fall 2023	13	23	69	8	0
	CDV4083	Spring 2024	8	0	75	25	0
	CDV4083	Summer 2024, Fall 2024, and Spring 2025	21	50	34	12	2
	CDV4083	Summer 2025	9	39	39	17	6
	CDV4083	Fall 2025	8	69	25	6	0
	CDV4083	Spring 2026	5	60	40	0	0
Application / Analysis	CDV4083	Fall 2023	13	23	69	8	0
	CDV4083	Spring 2024	8	0	50	50	0
	CDV4083	Summer 2024, Fall 2024, and Spring 2025	21	41	47	12	0

Rubric Criteria	Course	Semester	N	4 Master y %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV4083	Summer 2025	9	50	17	22	6
							*5.56 N/A
	CDV4083	Fall 2025	8	69	25	6	0
	CDV4083	Spring 2026	5	50	40	10	0

ETS Proficiency Profile: Percentage of Students Marginal or Proficient:

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

Conclusions Drawn from Data:

SU25 - Benchmarks were met for 1 of 2 criteria

FA25 - Benchmarks were met for all criteria

SP26 - Benchmarks were met for all criteria

SU25 - It is noted that this was the first course for a new professor in one section and a veteran professor in the second section. Two sections were taught. Asynchronous online. Improvements were seen in FA25 and SP26.

Changes to be Made Based on Data:

A review of the assignment, the prompt, the grading rubric, and the scaffolding activities is conducted annually to ensure that the assignment and learning objectives continue to align with the qualitative reasoning assessment criteria for the program.

Updates and training are provided to faculty to ensure they are aware of any changes in expectations or teaching/learning objectives for the course and specific assignments.



QUANTITATIVE LITERACY VALUE RUBRIC

For more information, please contact value@aacu.org



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.

CC Data for CDV (AUG) – 2025-2026

Core Competency: Information Literacy

Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand (Informational Literacy)

Outcome Measure:

CDV3053: 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 criterion of the four-point CDV3055_Research Paper Assessment Rubric (a compilation of criteria from the AAC&U Problem Solving and Information Literacy rubrics).

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

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

Longitudinal Data:

Percentages of scores from a randomized sampling of students assessed using the CDV3053_Research Paper Assessment Rubric (a compilation of criteria from the AAC&U Problem Solving and Information Literacy rubrics).

Information Literacy rubric. Throughout the report, pink-highlighted scores denote that the benchmark was not met for that criteria:

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
Define Problem (Problem Solving)	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

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV3055	Fall 2021	7	21	71	7	0
	CDV3055	Spring 2022	3	50	50	0	0
	CDV3055	Summer 2022	13	23	62	15	0
	CDV3055	Fall 2022	5	0	40	40	20
	CDV3053	Spring 2023	18	22	67	6	5
	CDV3053	Summer 2023	11	18	55	27	0
	CDV3053	Spring 2024*	20	60	35	0	5
	CDV3053	Summer 2024 and Spring 2025	17	44	53	3	0
	CDV3053	Summer 2025	10	15	45	40	0
	CDV3053	Spring 2026	13	15	39	46	0
Evaluate Information (Information Literacy)	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	31	31	38	0
	CDV3055	Fall 2022	5	40	40	20	0
	CDV3053	Spring 2023	18	33	33	28	6
	CDV3053	Summer 2023	11	18	45	27	9
	CDV3053	Spring 2024	20	60	40	0	0
	CDV3053	Summer 2024 and Spring 2025	17	35	53	12	0
	CDV3053	Summer 2025	10	20	40	25	15
	CDV3053	Spring 2026	13	23	38	38	0
Use Information Effectively (Information Literacy)	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	69	31	0
	CDV3055	Fall 2022	5	0	40	60	0
	CDV3053	Spring 2023	18	17	67	16	0
	CDV3053	Summer 2023	11	0	55	45	0
	CDV3053	Spring 2024	20	30	65	0	0
	CDV3053	Summer 2024 and	17	26	59	15	0

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
		Spring 2025					
	CDV3053	Summer 2025	10	5	50	40	5
	CDV3053	Spring 2026	13	12	65	23	0
Identify Strategies (This criteria will no longer be assessed as of SP24).	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	8	77	15	0
	CDV3055	Fall 2022	5	0	40	60	0
	CDV3053	Spring 2023	18	50	39	11	0
	CDV3053	Summer 2023	11	9	73	18	0
Propose Solutions/Hypotheses (Problem Solving)	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	77	8	0
	CDV3055	Fall 2022	5	0	40	60	0
	CDV3053	Spring 2023	18	39	44	11	6
	CDV3053	Summer 2023	11	9	64	27	0
	CDV3053	Spring 2024	20	35	60	0	5
		Summer 2024 and Spring 2025	17	29	62	9	0
	CDV3053	Summer 2025	10	25	35	35	5
	CDV3053	Spring 2026	13	19	58	23	0
Access and Use Information (Information Literacy)	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	69	31	0
	CDV3055	Fall 2022	5	0	20	40	40
	CDV3053	Spring 2023	18	11	44	39	6
	CDV3053	Summer 2023	11	9	27	64	0
	CDV3053	Spring 2024	20	30	55	15	0

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV3053	Summer 2024 and Spring 2025	17	24	68	3	6
	CDV3053	Summer 2025	10	5	55	35	5
	CDV3053	Spring 2026	13	12	58	31	0

Conclusions Drawn from Data:

This course was not run in FA25.

The full rubric used to assess this assignment includes 3 criteria for information literacy and 2 criteria for problem solving:

SU25/SP26 - benchmarks were not met for all criteria in this assessment cycle. It is noted that students can take CDV3053 at any time during their program cycle. This course was originally designed to be taken in the third or fourth semesters, and many students are now taking it as early as their first or second semester.

When evaluating only information literacy criteria:

SU25 - benchmarks not met for all information literacy criteria

SP26 - benchmarks not met for all information literacy criteria

When comparing 25-26 to 24-25, an overall decline in achievement was observed in the information literacy core competency.

A separate annotated bibliography assignment was included, and additional tutoring services were offered during these courses.

Changes to be Made Based on Data:

It is recommended that the program course sequence be reviewed to determine whether this course can be scheduled later in students' plans or whether a new course and assignment should be used to assess this core competency. There may be a change in Student Success Counseling, with counselors specializing in fewer programs. This might support better advising on course sequence to allow for more scaffolding of this core competency in earlier program courses.

The signature assignment was assessed by the Program Director and SSFS Co-Chair.



Rubric Used

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically* <i>*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013</i>	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally*	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

CC Data for CDV (AUG) – 2025-2026**Core Competency: Oral Communication**

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

Outcome Measure:

CDV4093: Preparation of professional statements and portfolio. Students will write and present their portfolios, including: Professional Philosophy, Professional goals, code of ethics, and discuss areas of professional service and experiences

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 criterion of a four-point rubric, AAC&U Oral Communication Value Rubric

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

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

Longitudinal Data:

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

Oral Communication Value Rubric (Pink highlighted section denotes that the benchmark was not met for that criterion.):

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
Organization	CDV495	Spring 2017	7	86	14	0	0
	CDV495	Summer 2017	10	NA	NA	NA	NA
	CDV495	Fall 2017	21	43	43	14	0
	CDV495	Spring 2018	16	44	44	13	0
	CDV495	Summer 2018	25	52	44	4	0
	CDV495	Fall 2018	34	71	29	0	0
	CDV495	Spring 2019	20	65	35	0	0
	CDV4095	Summer 2019	14	64	36	0	0
	CDV4095	Fall 2019	29	83	17	0	0
	CDV4095	Spring 2020*	NA	NA	NA	NA	NA
	CDV4095	Summer 2020	3	100	0	0	0

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV4095	Fall 2020	12	58	42	0	0
	CDV4095	Spring 2021	6	50	33	17	0
	CDV4095	Summer 2021	10	90	10	0	0
	CDV4095	Fall 2021	14	93	7	0	0
	CDV4095	Spring 2022	7	86	14	0	0
	CDV4095	Fall 2022*	12	50	42	8	0
	CDV4095	Spring 2023	5	2	80	0	0
	CDV4093	Spring 2023	2	50	50	0	0
	CDV4093	Summer 2023	3	67	33	0	0
	CDV4093	Fall 2023	17	59	41	0	0
	CDV4093	Spring 2024	9	89	11	0	0
	CDV4093	Summer 2024	7	57	29	14	0
	CDV4093	Fall 2024	23	63	29	4	4
	CDV4093	Spring 2025	15	76	12	0	12
	CDV4093	Summer 2025	5	60	40	0	0
	CDV4093	Fall 2025	13	77	15	8	0
	CDV4093	Spring 2026	8	63	38	0	0
Language	CDV495	Spring 2017	7	86	14	0	0
	CDV495	Summer 2017	10	NA	NA	NA	NA
	CDV495	Fall 2017	21	38	33	29	0
	CDV495	Spring 2018	16	31	56	13	0
	CDV495	Summer 2018	25	48	52	0	0
	CDV495	Fall 2018	34	76	24	0	0
	CDV495	Spring 2019	20	60	40	0	0
	CDV4095	Summer 2019	14	86	14	0	0
	CDV4095	Fall 2019	29	79	17	3	0
	CDV4095	Spring 2020	NA	NA	NA	NA	NA
	CDV4095	Summer 2020	3	67	0	33	0
	CDV4095	Fall 2020	12	50	50	0	0
	CDV4095	Spring 2021	6	33	33	33	0
	CDV4095	Summer 2021	10	90	10	0	0

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV4095	Fall 2021	14	64	36	0	0
	CDV4095	Spring 2022	7	29	71	0	0
	CDV4095	Fall 2022	12	50	50	0	0
	CDV4095	Spring 2023	5	20	80	0	0
	CDV4093	Spring 2023	2	50	50	0	0
	CDV4093	Summer 2023	3	67	33	0	0
	CDV4093	Fall 2023	17	41	59	0	0
	CDV4093	Spring 2024	9	100	0	0	0
	CDV4093	Summer 2024	7	57	43	0	0
	CDV4093	Fall 2024	23	63	30	4	4
	CDV4093	Spring 2025	15	47	35	6	12
	CDV4093	Summer 2025	5	0	100	0	0
	CDV4093	Fall 2025	13	54	46	0	0
	CDV4093	Spring 2026	8	50	25	25	0
Delivery	CDV495	Spring 2017	7	43	57	0	0
	CDV495	Summer 2017	10	NA	NA	NA	NA
	CDV495	Fall 2017	21	60	30	10	0
	CDV495	Spring 2018	16	38	31	25	6
	CDV495	Summer 2018	25	44	52	4	0
	CDV495	Fall 2018	34	74	24	3	0
	CDV495	Spring 2019	20	30	60	10	0
	CDV4095	Summer 2019	14	50	50	0	0
	CDV4095	Fall 2019	29	48	48	3	0
	CDV4095	Spring 2020	NA	NA	NA	NA	NA
	CDV4095	Summer 2020	3	67	33	0	0
	CDV4095	Fall 2020	12	17	67	17	0
	CDV4095	Spring 2021	6	0	67	33	0
	CDV4095	Summer 2021	10	60	40	0	0
	CDV4095	Fall 2021	14	93	7	0	0
	CDV4095	Spring 2022	7	43	57	0	0
	CDV4095	Fall 2022	12	5	50	0	0
	CDV4095	Spring 2023	5	20	80	0	0

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV4093	Spring 2023	2	50	50	0	0
	CDV4093	Summer 2023	3	67	33	0	0
	CDV4093	Fall 2023	17	59	41	0	0
	CDV4093	Spring 2024	9	44	56	0	0
	CDV4093	Summer 2024	7	29	71	0	0
	CDV4093	Fall 2024	23	54	38	4	4
	CDV4093	Spring 2025	15	78	6	6	12
	CDV4093	Summer 2025	5	20	80	0	0
	CDV4093	Fall 2025	13	62	39	0	0
	CDV4093	Spring 2026	8	50	50	0	0
Supporting Material	CDV495	Spring 2017	7	43	57	0	0
	CDV495	Summer 2017	10	NA	NA	NA	NA
	CDV495	Fall 2017	NA	NA	NA	NA	NA
	CDV495	Spring 2018	NA	NA	NA	NA	NA
	CDV495	Summer 2018	25	52	48	0	0
	CDV495	Fall 2018	34	88	12	0	0
	CDV495	Spring 2019	20	85	10	0	0
	CDV4095	Summer 2019	14	93	7	0	0
	CDV4095	Fall 2019	29	83	17	0	0
	CDV4095	Spring 2020	NA	NA	NA	NA	NA
	CDV4095	Summer 2020	3	100	0	0	0
	CDV4095	Fall 2020	12	75	17	8	0
	CDV4095	Spring 2021	6	50	33	17	0
	CDV4095	Summer 2021	10	80	20	0	0
	CDV4095	Fall 2021	14	100	0	0	0
	CDV4095	Spring 2022	7	100	0	0	0
	CDV4095	Fall 2022	12	75	25	0	0
	CDV4095	Spring 2023	5	6	40	0	0
	CDV4093	Spring 2023	2	100	0	0	0
	CDV4093	Summer 2023	3	100	0	0	0
	CDV4093	Fall 2023	17	59	41	0	0

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV4093	Spring 2024	9	89	11	0	0
	CDV4093	Summer 2024	7	57	29	14	0
	CDV4093	Fall 2024	23	83	8	4	4
	CDV4093	Spring 2025	15	77	12	0	12
	CDV4093	Summer 2025	5	100	0	0	0
	CDV4093	Fall 2025	13	70	31	0	0
	CDV4093	Spring 2026	8	63	25	0	13
Central Message - removed as of 25-26 assessment cycle	CDV495	Spring 2017	7	57	43	0	0
	CDV495	Summer 2017	10	NA	NA	NA	NA
	CDV495	Fall 2017	NA	NA	NA	NA	NA
	CDV495	Spring 2018	NA	NA	NA	NA	NA
	CDV495	Summer 2018	25	36	64	0	0
	CDV495	Fall 2018	34	62	38	0	0
	CDV495	Spring 2019	20	30	65	5	0
	CDV4095	Summer 2019	14	71	29	0	0
	CDV4095	Fall 2019	29	59	41	0	0
	CDV4095	Spring 2020	NA	NA	NA	NA	NA
	CDV4095	Summer 2020	3	67	33	0	0
	CDV4095	Fall 2020	12	42	58	0	0
	CDV4095	Spring 2021	6	0	83	17	0
	CDV4095	Summer 2021	10	90	10	0	0
	CDV4095	Fall 2021	14	57	43	0	0
	CDV4095	Spring 2022	7	29	71	0	0
	CDV4095	Fall 2022	12	50	50	0	0
	CDV4095	Spring 2023	5	60	40	0	0
	CDV4093	Spring 2023	2	50	50	0	0
	CDV4093	Summer 2023	3	33	67	0	0
	CDV4093	Fall 2023	17	41	59	0	0
	CDV4093	Spring 2024	9	89	11	0	0
	CDV4093	Summer 2024	7	29	57	14	0

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV4093	Fall 2024	23	54	38	4	4
	CDV4093	Spring 2025	15	59	24	6	12
	CDV4093	Summer 2025	5	Not Measured			
	CDV4093	Fall 2025	13	Not Measured			
	CDV4093	Spring 2026	8	Not Measured			

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

** This PLO was not assessed in Sum

Conclusions Drawn from Data:

SU25 - Benchmarks were met for all criteria

FA25 - Benchmarks were met for all criteria

SP26 - Benchmarks were met for 3 of the 4 criteria

It is noted that the language criterion in SP26 was lower than in previous semesters.

Hybrid students are required to attend in person and present. Asynchronous online students can present in person or via Zoom. Multiple faculty members attended the in-person sessions to assess the presentations. The Program Director and additional faculty were included in this assessment for all terms (in person and Zoom).

Changes to be Made Based on Data:

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 the oral communication core competency.

All hybrid cohorts present together on the main campus, dressed in professional attire at the conclusion of their program. They present to an audience of faculty, administrators, and peers. Each student is given four minutes to present a professional philosophy, code of ethics, and work samples from their ePortfolio. This course emphasizes preparation and a professional voice with students.

Asynchronous, online students are provided the option to present in person, and hybrid students are required to present in person. Online students are required to present over Zoom if they are unable to attend in person.

A new practice video assignment and updated instructions on presentation expectations were added to SU26 courses. Additional scaffolding on professional language for child development will be added to the preparation exercises for students.

The Central Message criterion in the AAC&U Oral Communication Value Rubric will be removed for the 26-27 assessment cycle. It is not included in the rubric for this assignment.

Rubric Used:

AAC&U Oral Communication Value Rubric

Rubric Used ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

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

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the 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 Removed as of 25-26 Assessment Cycle	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.