

Sociology, Social Work, and Family Sciences
PLO Data for Child Development (CDV) – Adult Degree Completion
2024-2025

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:

CDV4083: 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

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV4085	Fall 2022	12	42	50	8	0
	CDV4083	Fall 2022	6	17	33	17	33
	CDV4085	Spring 2023	3	33	34	33	0
	CDV4083	Summer 2023	9	45	33	22	0
	CDV4083	Fall 2023	11	27	64	9	0
	CDV4083	Spring 2024	7	0	71	29	0
	CDV4083	Summer 2024 Fall 2024 Spring 2025	23	30	48	22	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	34	8	0
	CDV4083	Fall 2022	6	17	50	33	0
	CDV4085	Spring 2023	3	33	34	33	0
	CDV4083	Summer 2023	9	44	22	33	0
	CDV4083	Fall 2023	11	27	55	9	9
	CDV4083	Spring 2024	7	14	29	57	0
	CDV4083	Summer 2024 Fall 2024 Spring 2025	23	22	61	17	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	42	8	0
	CDV4083	Fall 2022	6	17	33	17	33
	CDV4085	Spring 2023	3	33	34	33	0

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV4083	Summer 2023	9	33	34	33	0
	CDV4083	Fall 2023	11	27	55	18	0
	CDV4083	Spring 2024	7	0	57	29	14
	CDV4083	Summer 2024 Fall 2024 Spring 2025	23	24	56	20	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	42	33	25	0
	CDV4083	Fall 2022	6	17	83	0	0
	CDV4085	Spring 2023	3	33	0	67	0
	CDV4083	Summer 2023	9	33	34	33	0
	CDV4083	Fall 2023	11	18	55	27	0
	CDV4083	Spring 2024	7	0	43	57	0
	CDV4083	Summer 2024 Fall 2024 Spring 2025	23	15	65	20	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
	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	67	0	0
	CDV4083	Fall 2022	6	0	100	0	0
	CDV4085	Spring 2023	3	0	100	0	0
	CDV4083	Summer 2023	9	67	33	0	0
	CDV4083	Fall 2023	11	18	73	9	0
	CDV4083	Spring 2024	7	0	57	29	14

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV4083	Summer 2024 Fall 2024 Spring 2025	23	11	76	13	0

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

Conclusions Drawn from Data:

This report combines the semesters for the 2024-2025 reporting cycle into one line rather than separating percentages out by semester. This was the first reporting academic year using Watermark's Assessment Projects to collect assessment data, and after discovering report filtering limitations, we will revise so that reporting is available semester-by-semester in the future.

Criteria for PLO 1

Connections to experience - 78% (Not met)

Connections to discipline - 83% (Met)

Transfer: Adapts and applies skills... - 80% (Met)

Integrated Communication - 80% (Met)

Reflection and Self-Assessment - 87% (Met)

The only criteria not met for this assignment was connections to experience. Students and faculty have shared that requirements of this assignment has been a little confusing. A review the assignment and updates to the rubric were made since the last assessment cycle. Scaffolding and direction for faculty were provided by the program director and improvements were seen from the previous assignment cycle. It was noted in several assessment assignments that students took a general approach to connecting their own experiences to the learning which did not provide enough insight into their critical thinking or depth of knowledge.

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

Changes to be Made Based on Data:

The assignment prompt is being reviewed and updated by the program director and teaching faculty for the course will be consulted on the ease of understanding expectations.

Adjustments will be made as needed to clarify expectations. Coaching on assessment and expectations will also be provided with specific focus on student connections to their experiences.

Rubric Used: Integrative Learning VALUE Rubric.

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) – 2024-2025**Learning Outcome PLO 2:**

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

Outcome Measure:

CDV4083: 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 CDV4083_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 (Writing CC, Critical Thinking CC)	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

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	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 Spring 2025	22	27	64	7	2
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 Spring 2025	22	36	50	14	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 Spring 2025	22	27	62	11	0
Influence of Context and Assumptions (Critical Thinking)	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

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	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
	CDV4083	Summer 2024 Fall 2024 Spring 2025	22	29	57	14	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	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
	CDV4083	Summer 2024 Fall 2024 Spring 2025	22	25	59	16	0

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

*** Added criteria to rubric Summer 2023*

Conclusions Drawn from Data:

This report combines the semesters for the 2024-2025 reporting cycle into one line rather than separating percentages out by semester. This was the first reporting academic year using Watermark's Assessment Projects to collect assessment data, and after discovering report filtering limitations, we will revise so that reporting is available semester-by-semester in the future.

Criteria for PLO 2

Explanation of Issues - 91% (Met)

Access the Needed Information - 86% (Met)

Use of Information Effectively - 89% (Met)

Influence of Context and Assumptions - 86% (Met)

Conclusions and Related Outcomes - 84% (Met)

NOTE: The same rubric and assignment is used to assess both PLO 2 and 4.

Criteria was met for all assessed areas. Critical thinking document was used with updated column for both the popular article and the peer-reviewed article. A video was added to the assignment instructions in week 4 to remind students that this assignment would be due in week 5. Faculty were trained on the use of the worksheet and it was included as a required portion of the assignment and grading rubric.

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

Changes to be Made Based on Data:

A review of the assignment and consultation with the teaching faculty will be done to maintain improvement on this PLO. A course review will be conducted to see if the worksheet can be added earlier in the course to create a scaffolded experience for the article critique assignment rather than including it as a part of the assignment. Updates will be made based on these reviews beginning in Fall 2025.

Program Director is researching use of AI tools with possible integration into the Article Critique assignment. Piloting in Fall 25 or Spring 26.

Rubric Used: **CDV4083_Article Critique Assessment Rubric** (a compilation of criterion from the AAC&U Critical Thinking and Information Literacy rubrics).

Rubric Used

CDV4083 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.
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, retries 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.

PLO Data for CDV (ADC) – 2024-2025**Learning Outcome PLO 3:**

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

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 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:

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

CDV Program Learning Outcome 3: Percentages of scores from a randomized sampling of students assessed using the CDV3053_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

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	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 Fall 2024 Spring 2025	17	44	53	3	0
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	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 Fall 2024 Spring 2025	17	35	53	12	0
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	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 Fall 2024 Spring 2025	17	26	59	15	0

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
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	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
	CDV3053	Summer 2024 Fall 2024 Spring 2025	17	29	62	9	0
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	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 Fall 2024 Spring 2025	17	23	68	3	6

*CDV3053 not offered Fall 2023

Conclusions Drawn from Data:

This report combines the semesters for the 2024-2025 reporting cycle into one line rather than separating percentages out by semester. This was the first reporting academic year using Watermark's Assessment Projects to collect assessment data, and after discovering report filtering limitations, we will revise so that reporting is available semester-by-semester in the future.

Criteria for PLO 3

Define the Problem - 97% (Met)

Evaluate Information - 88% (Met)

Use Information Effectively - 85% (Met)

Propose Solutions/Hypotheses - 91% (Met)

Access and Use Information - 91% (Met)

Criteria was met for all of the assessed areas. A review of the assignment was done after the previous assessment cycle and it was determined that this was still the best assignment for assessing PLO3. Even though it is earlier in the program, majority of students are still at a jr. level when taking this course and are required to complete WRT3001 and CDV3023 as prerequisites in preparation for this course.

Scaffolding for the research assignment was added to week 2 along with access to the literature table that replaced the annotated bibliography portion of the assignment. This provided students the opportunity to begin working on the assignment and finding quality research earlier in the course. A rough draft was added to week 4 to allow faculty to provide feedback and scaffolding before the final due date in week 6. Adding the literature table and additional scaffolding resulted in greater understanding of assignment expectations and supported student learning to meet PLO3.

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

Changes to be Made Based on Data:

While the assessment was strong for this cycle, the assessors did take note of additional areas of improvement including supporting students in finding the most up to date research for their topic and clearly writing a problem statement for their research project.

Scaffolding and training are being provided for the teaching faculty. A new textbook is also being added to the course in Fall 2025 to provide the most up to date information and approach associated with this course and PLO3.

Rubric Used CDV3053_Research Paper Assessment Rubric (a compilation of criterion from the AAC&U Problem Solving and Information Literacy rubrics).

Rubric Used

CDV3053_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) (no longer assessed as of SP2024)	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) – 2024-2025**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:

CDV4083: 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.

Longitudinal Data:

Program Learning Outcome 4: Percentages of scores from a randomized sampling of students assessed using the CDV4083_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 (Writing CC)	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	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

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV4083	Summer 2024 Fall 2024 Spring 2025	22	27	64	7	2
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 Spring 2025	22	36	50	14	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 Spring 2025	22	27	62	11	0
Influence of Context and Assumptions (Critical Thinking)	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	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

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV4083	Fall 2023	13	23	62	15	0
	CDV4083	Spring 2024	9	0	67	33	0
	CDV4083	Summer 2024 Fall 2024 Spring 2025	22	29	57	14	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	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
	CDV4083	Summer 2024 Fall 2024 Spring 2025	22	25	59	16	0

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

Conclusions Drawn from Data:

This report combines the semesters for the 2024-2025 reporting cycle into one line rather than separating percentages out by semester. This was the first reporting academic year using Watermark's Assessment Projects to collect assessment data, and after discovering report filtering limitations, we will revise so that reporting is available semester-by-semester in the future.

Criteria for PLO 4

Explanation of Issues - 91% (Met)

Access the Needed Information - 86% (Met)

Use of Information Effectively - 89% (Met)

Influence of Context and Assumptions - 86% (Met)

Conclusions and Related Outcomes - 84% (Met)

NOTE: The same rubric and assignment is used to assess both PLO 2 and 4.

Criteria was met for all assessed areas. Critical thinking document was used with updated column for both the popular article and the peer-reviewed article. A video was added to the assignment instructions in week 4 to remind students that this assignment would be due in week 5. Faculty were trained on the use of the worksheet and it was included as a required portion of the assignment and grading rubric.

The information literacy criteria was met for this PLO and was specifically added to the assessment rubric for PLO4.

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

Changes to be Made Based on Data:

A review of the assignment and consultation with the teaching faculty will be done to maintain improvement on this PLO. A course review will be conducted to see if the worksheet can be added earlier in the course to create a scaffolded experience for the article critique assignment rather than including it as a part of the assignment. Updates will be made based on these reviews beginning in Fall 2025.

Program Director is researching use of AI tools with possible integration into the Article Critique assignment. Piloting in Fall 25 or Spring 26.

Rubric Used: **CDV4083_Article Critique Assessment Rubric** (a compilation of criterion from the AAC&U Critical Thinking and Information Literacy rubrics).

Rubric Used

CDV4083 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) – 2024-2025**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:

CDV4083: Media Project: 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 student scores using the **Critical Thinking Value Rubric**:

Program Learning Outcome 5: Percentages of scores from a randomized sampling of students assessed using the CDV4083_Media Project 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	Summer 2017	20	11	61	17	11
	CDV4085	Fall 2017	41	69	22	6	3
	CDV4085	Spring 2018	16	19	63	19	0
	CDV4085	Summer 2018	52	33	52	15	0
	CDV4085	Fall 2018	68	15	62	23	0
	CDV4085	Spring 2019	42	15	54	24	7
	CDV4085	Summer 2019	13	50	46	4	0

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV4085	Fall 2019	35	36	61	3	0
	CDV4085	Spring 2020	11	14	86	0	0
	CDV4085	Summer 2020	3	17	83	0	0
	CDV4085	Fall 2020	11	27	68	5	0
	CDV4085	Spring 2021	6	25	67	8	0
	CDV4085	Summer 2021	4	13	88	0	0
	CDV4085	Fall 2021	14	80	80	0	0
	CDV4085	Spring 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	3	20	80	0	0
	CDV4083	Summer 2023	11	64	36	0	0
	CDV4083	Fall 2023	13	31	54	8	7
	CDV4083	Summer 2024 Fall 2024 Spring 2025	22	48	45	5	2
Evidence	CDV4085	Summer 2017	20	17	50	33	0
	CDV4085	Fall 2017	41	41	34	22	3
	CDV4085	Spring 2018	16	0	63	38	0
	CDV4085	Summer 2018	52	21	58	19	2
	CDV4085	Fall 2018	68	13	56	31	0
	CDV4085	Spring 2019	42	17	59	20	5
	CDV4085	Summer 2019	13	21	71	8	0
	CDV4085	Fall 2019	35	32	59	9	0
	CDV4085	Spring 2020	11	14	55	27	5
	CDV4085	Summer 2020	3	33	67	0	0
	CDV4085	Fall 2020	11	18	82	0	0
	CDV4085	Spring 2021	6	42	50	8	0
	CDV4085	Summer 2021	4	25	75	0	0
	CDV4085	Fall 2021	14	57	43	0	0
	CDV4085	Spring 2022	7	31	69	0	0
	CDV4085	Fall 2022*	12	33	58	8	0
	CDV4083	Fall 2022	6	17	67	17	0

Rubric Criteria	Course	Semester	N	4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
	CDV4085	Spring 2023	5	20	40	40	0
	CDV4083	Summer 2023	11	55	27	18	0
	CDV4083	Fall 2023	13	23	31	46	0
	CDV4083	Summer 2024 Fall 2024 Spring 2025	22	45	44	11	0
Influence of Context	CDV4085	Summer 2017	20	11	44	44	0
	CDV4085	Fall 2017	41	59	25	13	3
	CDV4085	Spring 2018	16	0	69	25	6
	CDV4085	Summer 2018	52	21	60	19	0
	CDV4085	Fall 2018	68	15	49	34	2
	CDV4085	Spring 2019	42	29	29	37	5
	CDV4085	Summer 2019	13	17	75	8	0
	CDV4085	Fall 2019	35	35	59	6	0
	CDV4085	Spring 2020	11	18	77	5	0
	CDV4085	Summer 2020	3	17	83	0	0
	CDV4085	Fall 2020	11	45	55	0	0
	CDV4085	Spring 2021	6	17	75	8	0
	CDV4085	Summer 2021	4	38	63	0	0
	CDV4085	Fall 2021	14	25	71	4	0
	CDV4085	Spring 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
	CDV4083	Summer 2023	11	55	27	18	0
	CDV4083	Fall 2023	13	23	54	23	0
	CDV4083	Summer 2024 Fall 2024 Spring 2025	22	59	36	5	0

Conclusions Drawn from Data:

This report combines the semesters for the 2024-2025 reporting cycle into one line rather than separating percentages out by semester. This was the first reporting academic year using Watermark's Assessment Projects to collect assessment data, and after discovering report filtering limitations, we will revise so that reporting is available semester-by-semester in the future.

Criteria for PLO 5

Explanation of Issues - 93% (Met)

Evidence - 89% (Met)

Influence of Context - 95% (Met)

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: CDV4083_Media Project Assessment Rubric (based on the AAC&U Critical Thinking rubric).

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) – 2024-2025**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:

CDV4093: 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				4	3	2	1
	Course	Semester	N	Mastery %	Proficiency %	Developing %	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	4 3 2 1 Mastery Proficiency Developing Beginning % % % %						
	Course	Semester	N				
	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 Spring 2025	18	22	75	3	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

Rubric Criteria	4 Mastery % 3 Proficiency % 2 Developing % 1 Beginning %						
	Course	Semester	N				
	CDV4093	Summer 2023	3	33	34	33	0
	CDV4093	Fall 2023	17	35	47	18	0
	CDV4093	Spring 2024	9	56	33	11	0
	CDV4093	Summer 2024 Fall 2024 Spring 2025	18	19	78	3	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 Spring 2025	18	22	61	17	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	4 Mastery 3 Proficiency 2 Developing 1 Beginning						
	Course	Semester	N	%	%	%	%
	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	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 Spring 2025	18	19	62	19	0

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

Oral Communication Value Rubric:

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

Rubric Criteria	4 3 2 1						
	Course	Semester	N	Mastery %	Proficiency %	Developing %	Beginning %
	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
	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	59	14	0
	CDV4093	Fall 2024	23	63	29	4	4
	CDV4093	Spring 2025	15	76	12	12	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
	CDV4095	Fall 2021	14	64	36	0	0
	CDV4095	Spring 2022	7	29	71	0	0

Rubric Criteria				4	3	2	1
	Course	Semester	N	Mastery %	Proficiency %	Developing %	Beginning %
	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	29	4	4
	CDV4093	Spring 2025	15	47	35	6	12
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
	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	76	6	6	12
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

Rubric Criteria	4 3 2 1						
	Course	Semester	N	Mastery %	Proficiency %	Developing %	Beginning %
	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
	CDV4093	Spring 2024	9	89	11	0	0
	CDV4093	Summer 2024	7	57	29	14	0
	CDV4093	Fall 2024	23	84	8	4	4
	CDV4093	Spring 2025	15	76	12	0	12
Central Message	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

Rubric Criteria							
	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV4093	Fall 2023	17	41	59	0	0
	CDV4093	Spring 2024	9	89	11	0	0
	CDV4093	Summer 2024	7	29	57	14	0
	CDV4093	Fall 2024	23	54	38	4	4
	CDV4093	Spring 2025	15	59	23	6	12

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

Conclusions Drawn from Data:

Conclusions Drawn from Data:

Unlike other reports in this cycle. Data was available for each semester.

Criteria for PLO 6 - Written Communication

All benchmarks met for each semester in the assessment cycle.

Program Director and department chair completed assessment for written communication.

Criteria for PLO 6 - Oral Communication

All benchmarks met for each semester in the assessment cycle.

Hybrid students are required to present in person. Online students are given the option to present in person with the hybrid group or submit a recording of their presentation. Starting in Spring 2025, online students are now required to present over Zoom if they are not able to present in person.

Program Director and a teaching faculty member for CDV4093 completed the assessment for oral communication.

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.

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.

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.

Online students are given the option to present in person with the hybrid group or submit a recording of their presentation. Starting in Spring 2025, online students are now required to present over Zoom if they are not able to present in person. Same criteria for presentations applies to both hybrid and online students.

Rubric Used:

AAC&U Written Communication Value Rubric and AAC&U Oral Communication Value Rubric

Rubric Used

WRITTEN COMMUNICATION VALUE RUBRICfor 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



	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.