

**Family and Consumer Science – College of Extended Learning  
BA in Child Development  
Written Communication Core Competency Assessment  
2016-2017**

**Learning Outcome:**

GELO 1.a & CC: Written Communication: Students will be able to write about their work with precision, clarity and organization.

**Outcome Measure:**

CDV495: Preparation of a personal professional ePortfolio in Senior Seminar course focused on professional philosophy and code of ethics.

**Criteria for Success (if applicable):**

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

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

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

**Longitudinal Data:**

This is the first year of the program and no longitudinal data exists.

**Written Communication Value Rubric:**

Rubric Criteria	Course	Semester	N	Capstone (mastery)	Milestone (proficiency)	Milestone (developing)	Benchmark (beginning)
				4	3	2	1
Context and Purpose	CDV495	Spring 2017	7	29%	57%	14%	0%
Content Development	CDV495	Spring 2017	7	14%	57%	29%	0%
Genre and Disciplinary Conventions	CDV495	Spring 2017	7	0%	57%	43%	0%
Sources and Evidence	CDV495	Spring 2017	7	14%	86%	0%	0%
Control of Syntax and Mechanics	CDV495	Spring 2017	7	14%	43%	43%	0%

**Conclusions Drawn from Data:**

The areas that met the criteria of 80% are Context and Purpose 86% and Sources and Evidence 100%. The areas that did not meet criteria of 80% are Content Development 71%, Genre and Disciplinary Conventions 57%, and Control of Syntax and Mechanics 57%.

**Changes to be Made Based on Data:**

In the mid semester assessment of draft both Genre and Disciplinary Conventions and Control of Syntax and Mechanics will be added to rubric to help students focus on what needs to be understood.

**Rubric Used:**

AAC&U Written Communication Rubric

## Rubric Used



## WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact [val@aacu.org](mailto:val@aacu.org)

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

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

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Context of and Purpose for Writing</b> <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).
<b>Content Development</b>	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.
<b>Genre and Disciplinary Conventions</b> <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.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	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.

**CHILD DEVELOPMENT (ADC)  
General Education**

**Learning Outcome:**

GELO 1a & CC: Written Communication: Students will be able to effectively express ideas and information to others through written communication.

**Outcome Measure:**

ETS Proficiency Profile Exam

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

75% of the students will be marginal or proficient at Level 2 Writing.

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

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

**Longitudinal Data:**

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
<b>ETS Proficiency Profile Level 2 Writing</b>	N/A	N/A	N/A	N/A	68.2%

**Conclusions Drawn from Data:**

The criteria was not met of 75%.

**Changes to be Made Based on Data:**

The writing is a high priority in the degree completion Child Development program. The students are coming in at a lower level of writing ability than our traditional students. Changes are being made throughout the program to increase the level of writing of our students. This is being done by the following changes: The weekly online discussion board rubric points in courses will be weighted to encourage development of writing proficiency throughout the program. A revised rubric including ethical reasoning, value and critical thinking will be created to assess the critical paper in CDV 485 in the future. In CDV 355, a requirement of turning in a rough draft of research paper midterm will be added to the course. Students will be required to make revisions on final draft. Professors will be able to refer students as needed to writing center for additional help.

**Rubric Used**

No rubric. We use the ETS Proficiency Profile test results.