

**Childhood Development – Adult Degree Completion (ADC)  
Written Communication GELO 1.a & Competency Assessment  
2018-2019**

**Learning Outcome:**

Written: 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**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>ETS Proficiency Profile Level 2 Writing</b>	N/A	N/A	N/A	N/A	55.6%	28.8%	30%

**Conclusions Drawn from Data:**

The criteria of 75% was not met. It is important to note that this year ETS Proficiency Profile Exam was administered online and there were multiple access issues within the cohorts. A slight increase from 2017-18 was exhibited. Students in the CDV program are primarily assessed through writing, projects, and presentations and are not assessed through exams or tests in their courses. Many of the ADC students are also English as a second language learners. The ETS Proficiency Profile focuses on grammar and identifying inaccuracies in written work.

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

It is the hope of this program that the online component of the ETS Proficiency Profile will be revisited to establish a more accurate outcome. 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: A writing course has being added to the program to help improve competencies in written word. Additional writing support will be encouraged by faculty for those students scoring low on writing competencies. Referrals will be made to the GPS Writing Center as well as the Brainfuse tool on Canvas. Special training will be made available to faculty on meeting the needs of English as a second language learners. We will also return to using the paper

version of the exam in place of the online version to reduce frustration and stress for students taking this exam.

**Rubric Used:** No rubric. We use the ETS Proficiency Profile test results.

**Childhood Development – Adult Degree Completion (ADC)  
Written Communication GELO 1.a & Core Competency Assessment  
2018-2019**

**Learning Outcome:**

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

**Outcome Measure:**

CDV495: Preparation of a professional statements and portfolio. Students will write and present their portfolios including: Professional Philosophy.

**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:**

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

**AAC&U Written Communication Value Rubric:**

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
Context and Purpose	CDV495	SP 2017	7	29	57	14	0
	CDV495	SU 2017	8	25	38	38	0
	CDV495	FA 2017	44	36	36	25	2
	CDV495	SP 2018	15	20	60	20	0
	CDV495	SU 2018	48	23	60	17	0
	CDV495	FA 2018	67	18	57	25	0
	CDV495	SP 2019	39	26	56	18	0
Content Development	CDV495	SP 2017	7	14	57	29	0
	CDV495	SU 2017	8	25	25	25	25
	CDV495	FA 2017	44	23	41	36	0
	CDV495	SP 2018	15	13	40	47	0
	CDV495	SU 2018	48	27	60	13	0
	CDV495	FA 2018	67	31	49	19	0
	CDV495	SP 2019	39	33	46	21	0

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
Genre and Disciplinary Conventions	CDV495	SP 2017	7	0	57	43	0
	CDV495	SU 2018	48	8	73	19	0
Sources and Evidence	CDV495	SP 2017	7	14	86	0	0
	CDV495	SU 2018	48	6	75	19	0
Control of Syntax and Mechanics	CDV495	SP 2017	7	14	43	43	0
	CDV495	SU 2017	8	13	50	38	0
	CDV495	FA 2017	44	14	47	40	0
	CDV495	SP 2018	15	6	73	20	0
	CDV495	SU 2018	48	21	69	10	0
	CDV495	FA 2018	67	27	54	15	4
	CDV495	SP 2019	39	28	64	8	0

**Conclusions Drawn from Data:**

Overall, the criteria of 80% or higher for success was met throughout the cohorts. 80% was achieved for context and purpose, 82% was achieved for content development, and 88% was achieved for control of syntax and mechanics.

The overall percentage increased 18% from 2017-2018. Student population continues to be a large percentage of English as a second language learners in the makeup of each cohort. All but one of these courses were taught by the program director and mandatory student consultations were required for support and scaffolding of this assignment and writing expectations. Additional referrals for writing support was made to the CEL writing center and Brainfuse.

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

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

A writing course has been added to the program to help improve competencies in written word and results from students taking this course will be evaluated starting with the Summer 2019 cohorts. 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. The focus will be consistent alignment of rubrics throughout the cohorts. A mandatory student consultation or workshop with the Program Director for Professional Philosophy will be added to the first seven weeks of the capstone course. Additional writing support will be encouraged by faculty for those students scoring low on writing competencies. Referrals will continue to be made to the GPS Writing Center as well as the Brainfuse tool on Canvas.

**Rubric Used:**

AAC&U Written Communication Value Rubric

**Rubric Used**

**WRITTEN COMMUNICATION VALUE RUBRIC**

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



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

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

	<b>Capstone 4</b>	<b>Milestones</b>		<b>Benchmark 1</b>
		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.