Child Development (CDV) – Adult Undergraduate Studies (AUG)
Core Competency Assessment
2023-2024

Core Competency: Critical Thinking
Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:
CDV4083 (formerly CDV4085): Article Critique - Students read a current article on any topic in child development in a non-professional magazine, newspaper, or online. The student will then summarize the article, including facts, findings, and the author's opinion/advice. The student will then provide their opinion based on a thorough, critical analysis of the article – and cite at least one professional/peer-edited journal that supports or discredits the article with documented research.

ETS Proficiency Profile Exam (no longer administered after the 2022-2023 academic year). The criteria for success while using ETS to provide Core Competency assessment data was 70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

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 CDV4083/4085): 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 the report pink highlighted scores denote the benchmark was not met for that criteria)**:**

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
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 Developing %	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
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
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
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
	CDV4083	Fall 2023	13	23	62	15	0
	CDV4083	Spring 2024	9	0	67	33	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

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV4083	Summer 2023	10	30	40	30	0
	CDV4083	Fall 2023	13	23	46	31	0
	CDV4083	Spring 2024	9	0	45	44	11

*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 N = 52	2017-18 N = 52	2018-19 N = 43	2019-20 N = 57	2020-21 N = 39	2021-22 N = 39	2022-23
Level 2 Critical Thinking	N/A	83.3%	40.4%	26.9%	44.2%	28.1%	19.1%	20.0%

==**Conclusions Drawn from Data:**==

Critical Thinking Assessment was completed utilizing 3 Criteria from the AAC&U Critical Thinking Value Rubric (Explanation of Issues, Influence of Context and Assumptions, Conclusions and Related Outcomes) CDV4083 – Article Critique Assignment (PLOs 2 and 4)

The critical thinking worksheet was added to this course as a scaffolded assignment for this course. Students use this worksheet on the contemporary article but not the research article. Random sampling was used for all semester sections.

SU23 - Benchmark was met for two of the three assessed areas for critical thinking. (Explanation of issues and influence of context and assumptions). Benchmark was not met (70%) for Conclusions and Related Outcomes but was an overall improvement from the 2022-2023 assessment cycle. This was a large, asynchronous online class with 24 students taught by a veteran instructor. The critical thinking worksheet was added as a scaffolded assignment before the final article critique was due. Two of the students in the sample did not turn in the assignment, which limited the number of assignments assessed.

FA23 - Benchmark was met for two of the three assessed areas for critical thinking. (Explanation of issues and influence of context and assumptions). Benchmark was not met (69%) for Conclusions and Related Outcomes but was an overall improvement from the 2022-2023 assessment cycle. There were three groups assessed for the fall cycle. Two groups were hybrid cohorts and one was asynchronous online. One hybrid course was small and had a random sampling of only 3 assignments.

SP24 - Benchmark was met for one of the three assessed areas for critical thinking. (Explanation of issues). Benchmarks were not met (67%) for Influence of Context and Assumptions and (45%) for Conclusions and Related Outcomes. This was an asynchronous online class with 16 students and a large percentage of English language learners.

Changes to be Made Based on Data:

A review of the critical thinking worksheet will be done and updated to include an evaluation of the research article and the contemporary article. A document with a chart will be created using the worksheet to support students in evaluating the two articles side-by-side.

A video will be added to the scaffolded assignment and final assignment.

Additional coaching will be provided in the assignment prompt to develop a strong conclusion for the paper.

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

Rubric Used

CDV4083 (formerly CDV4085) 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.

CC Data for CDV (AUG) - 2023-2024

Core Competency: Written
Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:
CDV4093 (formerly CDV4095): Preparation of professional statements and portfolio. Students will write and present their Professional Philosophy and their eportfolios.

ETS Proficiency Profile Exam no longer administered after the 2022-2023 academic year). The criteria for success while using ETS to provide Core Competency assessment data was 70% of the students will be marginal or proficient at Level 2 Writing.

Criteria for Success (how do you judge if the students have met your standards):
80% of students will score a three or higher on each criteria of 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 Mastery %	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
	CDV4095	Summer 2020	3	33	67	0	0
	CDV4095	Fall 2020	14	43	50	7	0

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	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
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
	CDV4093	Spring 2024	9	56	33	11	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

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

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:
An evaluation of the assignments was conducted by the Department Chair and Program Director as a result of the 2022-2023 assessment, and it was determined that this was a good assignment for PLO6 and CC - written communication.

Random sampling was used for this assessment.

Written Communication:
SU23, FA23, and SP24 = All benchmarks were met.

The signature assignment was assessed by the Program Director.

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 and CC - Written Communication.

Students now have free access to a student Grammarly account and are being encouraged by Student Success, faculty, and the program director to utilize this tool to improve their professional and academic writing.

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

Rubric Used

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

	Capstone	Milestones		Benchmark
	4	3	2	1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	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 *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	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) – 2023-2024

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 that contribute to the differences observed.

ETS Proficiency Profile Exam (no longer administered after the 2022-2023 academic year). The criteria for success while using ETS to provide Core Competency assessment data was 70% of the students will be marginal or proficient at Level 2 Math.

Criteria for Success (how do you judge if the students have met your standards):
80% of students will score a three or higher on each criteria of the four-point AAC&U Quantitative Reasoning Value Rubrics

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Quantitative Reasoning CC (scoring in CDV4083): Percentages of scores from a randomized sampling of students assessed using applicable criteria from the AAC&U Quantitative Reasoning 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 %
Interpretation	CDV4083	Fall 2023	13	23	69	8	0
	CDV4083	Spring 2024	8	0	75	25	0
Application / Analysis	CDV4083	Fall 2023	13	23	69	8	0
	CDV4083	Spring 2024	8	0	50	50	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:

Quantitative Assessment utilizes two criteria from the AAC&C Quantitative Reasoning Value Rubric: Interpretation and Application/Analysis. This was the first cycle of piloting the school report card assignment for quantitative reasoning in the CDV program. Random sampling was used for this assessment.

FA23 Benchmarks were met for both criteria. Two of the three sections of this course were taught in the hybrid modality.

SP24 Benchmark was not met for either criterion. This was an asynchronous online class with 16 students. It was noted that of the assignments assessed, students struggled to understand some terminology in the assignments and failed to use the resources provided in the assignment prompt and course materials. Additional video scaffolding and explanations are needed for the online modality, along with a clear example/sample of exemplar student work.

Changes to be Made Based on Data:
Additional support and updates to assignments will be added to this course and assignment in FA24 to explain expectations on reporting numerical data and comparisons. Video tutorials will be added to the online modality, and instructor resources for scaffolding will be added to the online and hybrid modalities. An exemplary student work sample will be added to the Canvas assignment prompt.

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 *Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.*	Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.*	Attempts to explain information presented in mathematical forms but draws incorrect conclusions about what the information means. *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.*
Application/Analysis *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis*	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) – 2023-2024

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 (formerly CDV3055): 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 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
(Problem Solving)	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
	CDV3055	Summer 2022	13	23	62	15	0
	CDV3055	Fall 2022	5	0	40	40	20
	CDV3053	Spring 2023	18	22	67	6	5

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV3053	Summer 2023	11	18	55	27	0
	CDV3053	Spring 2024*	20	60	35	0	5
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
Use Information Effectively to Accomplish a Specific Purpose (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
Identify Strategies (Problem Solving) (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

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	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
Access and Use Information Ethically and Legally (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

*CDV3053 not offered Fall 2023

Conclusions Drawn from Data:
Information Literacy Assessment was completed utilizing 3 Criteria from the AAC&U Information Literacy Value Rubric (Evaluate Information, Use Information Effectively to Accomplish a Specific Purpose, and Assess and Use Information Ethically and Legally)
CDV3053 - Research Paper (PLO 5)

The timing of the assignment was reviewed and determined to still be the best option for the assessment of PLO and CCs. Students must complete CDV3023 and WRT3001 as prerequisites for this course.

Training was provided to faculty before the Spring 2023 courses were offered.

SU23 - benchmarks were not met for any of the three criteria. One section had only five students, and only two were assessed. Another section was a larger class (19 students) with a large percentage of English language learners. One of the students in the random sampling dropped the class before submitting the assignment.

SP24 - all criteria were met by the three different class sections assessed. One group was a hybrid class, and the other two were asynchronous, online, with 12 to 13 students in each class. Additional training was provided to faculty before this course.

The signature assignment was assessed by the Program Director.

Changes to be Made Based on Data:
Beginning SU23, the assignment was updated to include a literature table in place of the annotated bibliography to scaffold the research process. Students are assigned to complete the literature table assignment and get feedback from the instructor before the final research paper is due.

The signature assignment was assessed by the Program Director.

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* **Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally*	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

CC Data for CDV (AUG) – 2023-2024

<u>Core Competency: Oral Communication</u>
Students will be able to speak about their work with precision, clarity, and organization (Oral Communication).

Outcome Measure:
CDV4093 (formerly CDV4095): 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

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

<u>Oral Communication Value Rubric</u> (Pink highlighted section denotes that the benchmark was not met for that criteria.)**:**

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
	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

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	89	11	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
	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
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

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	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
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
	CDV4093	Spring 2024	9	89	11	0	0
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

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

*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:
SU23, FA23, and SP24 = All benchmarks were met.

Multiple faculty members attended the in-person sessions to assess the presentations for cohorts from Mira Costa College and Southwestern College in FA23. The Program Director was included in this assessment with other faculty.

The oral communication assessment for online students in SU23, FA23, and SP24 was completed by the Program Director.

Students are encouraged to practice orally in front of friends and family before giving their formal presentation on the main campus or by video. Announcements, optional consultations, and updated resources on best practices from the Department Chair were provided.

Changes to be Made Based on Data:
All hybrid 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.

A review of fully online presentation techniques and scaffolding is being reviewed for OUS students. New presentation tools and video tools are being introduced. Training on video and presentation technology is needed for faculty and students to ease the stress with creating online videos.   Online students are always provided the option to present in person, and hybrid students are required to present in person.

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	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.