# Sociology, Social Work, and Family Sciences
## PLO Data for Child Development (CDV) – Accelerate Undergraduate Studies (AUG)
## 2023-2024

**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 (formerly CDV4085): 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 |
| 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 |
| 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 |
| | CDV4083 | Summer 2023 | 9 | 33 | 34 | 33 | 0 |
| | CDV4083 | Fall 2023 | 11 | 27 | 55 | 18 | 0 |
| | CDV4083 | Spring 2024 | 7 | 0 | 57 | 29 | 14 |
| Integrated Communication | CDV4085 | Summer 2020 | 3 | 0 | 67 | 33 | 0 |
| | CDV4085 | Fall 2020 | 11 | 9 | 73 | 18 | 0 |

| Rubric Criteria | Course | Semester | N | 4 (Mastery) % | 3 (Proficiency) % | 2 (Developing) % | 1 (Beginning) % |
|---|---|---|---|---|---|---|---|
| | 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 |
| **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 |

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

## Conclusions Drawn from Data:

SU23 met one of the one (Reflection and Self-Assessment) of the five criteria and came close to meeting another (Connections to experience, 78%). This was a large online asynchronous class with 24 students and a random sampling was used for assessment. This course was taught by a veteran instructor.

FA23 met all criteria except for integrated communication which was close at 73%. There were three groups assessed for the fall cycle. Two groups were hybrid cohorts and one was asynchronous online; all used a random sampling for assessment. One hybrid course was small and had a random sampling of only 3 assignments.

SP24 - did not meet criteria for each area assessed. This was an asynchronous online class

with 16 students and a random sampling was used for the assessment.  It was noted that of the assignments assessed, students struggled to understand some terminology in the assignment and failed to use the resources provided in the assignment prompt and course materials.

Discussions and training on PLO1 and assignment expectations were completed with individual faculty for each of the SU23 - SP24 courses.

Updates from previous assessment cycle recommendations were not added to courses until SU24.  This included adding the PLO1 to the assignment prompt, adding scaffolding explanations in discussion boards and assignments in the course leading up to the final essay, rubric updates, and a video to explain the assignment expectations.

The signature assignment was assessed by the Program Director.

## Changes to be Made Based on Data:
The program director, department chair, and instructional designer will review the assignment set up and scaffolding for this assignment in a course update in SU24 and FA24.  First round of updates were made during the SU24 iteration of the course and additional improvements will be made leading up to the FA24 iteration of the course.  Creating student reflections and scaffolded assignments throughout the course may provide greater understanding and higher scores for PLO1.

**Rubric Used**:  Integrative Learning VALUE Rubric.

**Rubric Used**

## INTEGRATIVE LEARNING VALUE RUBRIC

*for more information, please contact value@aacu.org*

AAC&U Association of American Colleges and Universities

|  | 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 (AUG) – 2023-2024**

**Learning Outcome PLO 2:**
　　Evaluate the effects of family systems on the development of children and adolescents.

**Outcome Measure:**
　　CDV4083 (formerly CDV4085):  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 (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 |
| | 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 |
| **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 |

| Rubric Criteria | Course | Semester | N | 4 (Mastery) % | 3 (Proficiency) % | 2 (Developing) % | 1 (Beginning) % |
|---|---|---|---|---|---|---|---|
| | 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 |
| | 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*

**Conclusions Drawn from Data:**
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. A random sampling was used for all semester sections.

SU23 - criteria was met for four of the five assessed areas. 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 limiting the number of assignments assessed.

FA23 - criteria was met for two of the five assessed areas (Explanation of Issues and Influence of Context and Assumptions). 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 - criteria was met for one of the five assessed areas (Explanation of Issues). This was an asynchronous online class with 16 students. A large percentage of this class were English language learners.

The signature assignment was assessed by the Program Director.

**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 as well as 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.

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

**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. |

**PLO Data for CDV (AUG) – 2023-2024**

**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 (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 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 |
| **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 |
| **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 |
| **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 |

| Rubric Criteria | Course | Semester | N | 4 (Mastery) % | 3 (Proficiency) % | 2 (Developing) % | 1 (Beginning) % |
|---|---|---|---|---|---|---|---|
| | 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 |
| **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 |

*CDV3053 not offered Fall 2023

**Conclusions Drawn from Data:**

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

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

The following 2 criteria were not combined on the assessment rubric as recommended in 2021-2022 and 2022 - 2023: Identify Strategies and Propose Solutions/Hypotheses

SU23 - only one of the six criteria were met.  One section had only 5 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.

Criterion: Identify Strategies will be removed from future assessments due to the similarity to the criterion: Propose Solutions/Hypotheses.

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 critieria 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 critieria 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 (AUG) – 2023-2024**

**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(formerly CDV4085): 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 (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 |
| | 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) % |
|---|---|---|---|---|---|---|---|
| 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 |

| Rubric Criteria | Course | Semester | N | 4 (Mastery) % | 3 (Proficiency) % | 2 (Developing) % | 1 (Beginning) % |
|---|---|---|---|---|---|---|---|
| | 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 |

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

## Conclusions Drawn from Data:

Criteria for information literacy was added for this assessment cycle.

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. A sample paper was added to the assignment along with an introduction of the assignment in week 1 and a reminder in week 2 before it was due in week 4. A random sampling was used for all semester sections.

SU23 - criteria was met for four of the five assessed areas.  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 limiting the number of assignments assessed.

FA23 - criteria was met for two of the five assessed areas (Explanation of Issues and Influence of Context and Assumptions). 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 - criteria was met for one of the five assessed areas (Explanation of Issues). This was an asynchronous online class with 16 students.  A large percentage of this class were english language learners.

The signature assignment was assessed by the Program Director.

## 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 as well as 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.

Assignment in this course are being reviewed by the program director, department chair, and instructional designer for FA24 to improve prompt, rubric, and scaffolding of student learning for this PLO.

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 (AUG) – 2023-2024**

**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 (formerly CDV4085):  Media Project (part 2):  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 (pt 2) 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 | Spring 2024 | 7 | 14 | 86 | 0 | 0 |
| 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 |
| | CDV4085 | Spring 2023 | 5 | 20 | 40 | 40 | 0 |

| Rubric Criteria | Course | Semester | N | 4 (Mastery) % | 3 (Proficiency) % | 2 (Developing) % | 1 (Beginning) % |
|---|---|---|---|---|---|---|---|
| | CDV4083 | Summer 2023 | 11 | 55 | 27 | 18 | 0 |
| | CDV4083 | Fall 2023 | 13 | 23 | 31 | 46 | 0 |
| | CDV4083 | Spring 2024 | 7 | 14 | 43 | 43 | 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 | Spring 2024 | 7 | 14 | 43 | 43 | 0 |

**Conclusions Drawn from Data:**
SU23 and FA23 Students met and exceeded all benchmarks on rubric criteria for this PLO.

SP24 - assessment results not available.

The signature assignment was assessed by the Program Director.

**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 (pt 2) Assessment Rubric (based on the AAC&U Critical Thinking rubric).

**Rubric Used**

# CRITICAL THINKING VALUE RUBRIC

*for more information, please contact value@aacu.org*

AAC&U Association of American Colleges and Universities

| | Capstone<br>4 | Milestones | | Benchmark<br>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.<br>Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.<br>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.<br>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 (AUG) – 2023-2024**

**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 (formerly CDV4095):  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 | 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 |

| Rubric Criteria | Course | Semester | N | 4 Mastery % | 3 Proficiency % | 2 Developing % | 1 Beginning % |
|---|---|---|---|---|---|---|---|
| | CDV4095 | Summer 2020 | 3 | 33 | 67 | 0 | 0 |
| | CDV4095 | Fall 2020 | 14 | 43 | 50 | 7 | 0 |
| | CDV4095 | Spring 2021 | 6 | 33 | 67 | 0 | 0 |
| | CDV4095 | Summer 2021 | 10 | 20 | 80 | 0 | 0 |
| | CDV4095 | Fall 2021 | 14 | 29 | 57 | 14 | 0 |
| | CDV4095 | Spring 2022 | 7 | 8 | 92 | 0 | 0 |
| | CDV4095 | Fall 2022* | 12 | 50 | 42 | 8 | 0 |
| | CDV4095 | Spring 2023 | 5 | 40 | 60 | 0 | 0 |
| | CDV4093 | Spring 2023 | 2 | 0 | 50 | 50 | 0 |
| | CDV4093 | Summer 2023 | 3 | 33 | 67 | 0 | 0 |
| | CDV4093 | Fall 2023 | 17 | 35 | 59 | 6 | 0 |
| | CDV4093 | Spring 2024 | 9 | 67 | 22 | 11 | 0 |
| **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 |

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

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

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

**Oral Communication Value Rubric:**

| 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 |

| Rubric Criteria | Course | Semester | N | 4<br>Mastery<br>% | 3<br>Proficiency<br>% | 2<br>Developing<br>% | 1<br>Beginning<br>% |
|---|---|---|---|---|---|---|---|
| | 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 |
| 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 |

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

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

## 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 written communication.

**Written Communication:**
SU23, FA23, and SP24 = All benchmarks were met.
The signature assignment was assessed by the Program Director.

**Oral Communication:**
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:**

**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.

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.

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

**Rubric Used**

# WRITTEN COMMUNICATION VALUE RUBRIC

*for more information, please contact value@aacu.org*

| A·A·C·U | Association of American Colleges and Universities |

**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 3 | Milestones 2 | Benchmark 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. |

**Rubric Used**

# ORAL COMMUNICATION VALUE RUBRIC

Association of American Colleges and Universities

| | 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. |