

General Education

Learning Outcome:

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

Outcome Measure: ETS

Proficiency Profile Exam

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

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

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

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

Longitudinal Data:

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Writing	N/A	N/A	N/A	N/A	68.2%	36.7%

Conclusions Drawn from Data:

The criteria was not met of 75%. It is important to note that this year ETS Proficiency Profile Exam was administered online. A significant decline from 2016-17 was exhibited. Students in the CDV program are primarily assessed through writing, projects, and presentations and are not assessed through exams or tests in their courses. Many of the ADC students are also English as a second language learners. The ETS Proficiency Profile focuses on grammar and identifying inaccuracies in written work.

Changes to be Made Based on Data:

It is the hope of this program that the online component of the ETS Proficiency Profile will be revisited to establish a more accurate outcome. The writing is a high priority in the degree completion Child Development program. The students are coming in at a lower level of writing ability than our traditional students. Changes are being made throughout the program to increase the level of writing of our students. This is being done by the following changes: A writing course is being added to the program to help improve competencies in written word. Additional writing support will be encouraged by faculty for those students scoring low on writing competencies. Referrals will be made to the GPS Writing Center as well as the Brainfuse tool on Canvas. Special training will be made available to faculty on meeting the needs of English as a second language learners.

Rubric Used

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

**Sociology, Social Work, and Family Sciences
Childhood Development – Adult Degree Completion
Written Competency Assessment 2017-
2018**

Learning Outcome:

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

Outcome Measure:

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

Criteria for Success (if applicable):

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

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

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

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

AAC&U Written Communication Value Rubric:

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
					3	2	1
Context and Purpose	CDV495_1	SP 2017	7	29	57	14	0
	CDV495_2	SU 2017	10	25	38	38	0

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
	CDV495_3	FA 2017	14	21	36	36	7
	CDV495_4	FA 2017	20	40	45	15	0
	CDV495_5	FA 2017	11	50	20	30	0
	CDV495_6	SP 2018	15	20	60	20	0
Content Development	CDV495_1	SP 2017	7	14%	57%	29%	0%
	CDV495_2	SU 2017	10	25	25	25	25
	CDV495_3	FA 2017	14	7	29	64	0
	CDV495_4	FA 2017	20	35	40	25	0
	CDV495_5	FA 2017	11	50	20	30	0
	CDV495_6	SP 2018	15	13	40	47	0
Genre and Disciplinary Conventions	CDV495_1	SP 2017	7	0%	57%	43%	0%
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	14	NA	NA	NA	NA
	CDV495_4	FA 2017	20	NA	NA	NA	NA
	CDV495_5	FA 2017	11	NA	NA	NA	NA
	CDV495_6	SP 2018	15	NA	NA	NA	NA
Sources and Evidence	CDV495_1	SP 2017	7	14%	86%	0%	0%
Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1

	CDV495 _2	SU 2017	10	NA	NA	NA	NA
	CDV495 _3	FA 2017	14	NA	NA	NA	NA
	CDV495 _4	FA 2017	20	NA	NA	NA	NA
	CDV495 _5	FA 2017	11	NA	NA	NA	NA
	CDV495 _6	SP 2018	15	NA	NA	NA	NA
Control of Syntax and Mechanics	CDV495 _1	SP 2017	7	14%	43%	43%	0%
	CDV495 _2	SU 2017	10	13	50	38	0
	CDV495 _3	FA 2017	14	0	36	64	0
	CDV495 _4	FA 2017	20	21	47	32	0
	CDV495 _5	FA 2017	11	20	60	20	0
	CDV495 _6	SP 2018	15	6	73	20	0

Conclusions Drawn from Data:

Overall, the criteria of 80% or higher for success was sporadically made throughout the cohorts. Context and purpose, student scores ranged from 86% to 57%. Content development, student scores ranged from 75% to 36%. Control of Syntax and mechanics, students scored from 80% to 34%. It is apparent that cohorts that are struggling have predominant English as a second language learners in the make up of the cohort.

This was assessed by the Program Director and the Department Chair; careful alignment was done with rubric.

Changes to be Made Based on Data:

A writing course is being added to the program to help improve competencies in written word. Professors will be scaffolded in alignment of rubrics and understanding of how this assignment is evaluated against written core competency and how to help students develop a strong professional voice. The focus will be consistent alignment of rubrics throughout the cohorts. This will be done through faculty training. Additional writing support will be encouraged by faculty for those students scoring low on writing competencies. Referrals will be made to the

GPS Writing Center as well as the Brainfuse tool on Canvas. Special training will be made available to faculty on meeting the needs of English as a second language learners. A focus on control of syntax and mechanics will be addressed, scaffolding students to use professional, graceful language throughout professional philosophy.

Rubric Used:

AAC&U Written Communication Value Rubric

Rubric Used

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



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

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

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.

Sources and Evidence	Demonstrates skillful use of highquality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
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.