Civic and Global Learning (Impact on Teaching Practice) Assessment Data

Blue = Update every few years and/or when something changes that would impact the documents.

Green = Update annually

Learning Outcome:

Civic and Global Learning:

 Assesses and develops a position on a public policy question with significance in the field of study, taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.

Outcome Measure:

GED 689 Final Project

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

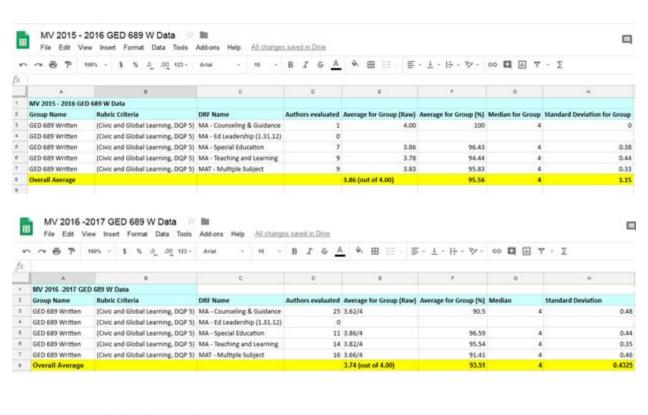
Impact on Teaching Practice: Score of (3) out of a possible (4) points on rubric.

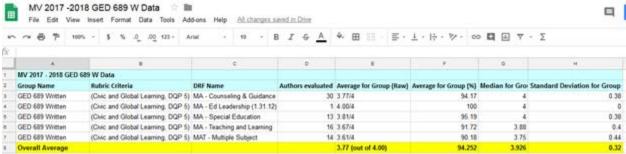
Aligned with DQP Learning Areas (circle one or more but not all five):

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

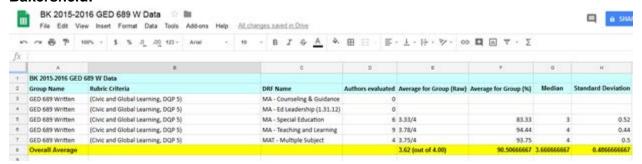
Longitudinal Data:

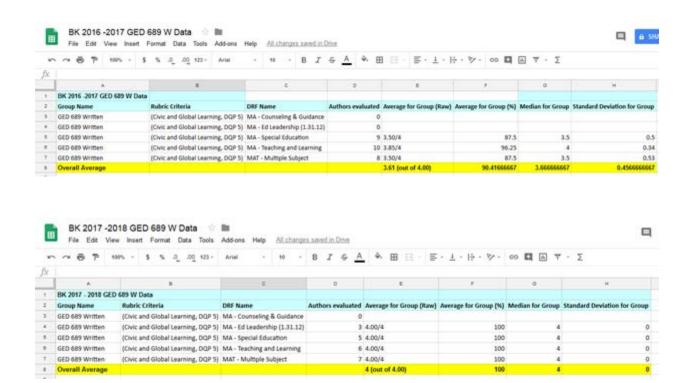
Mission Valley:



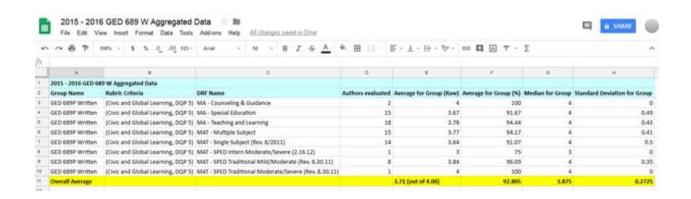


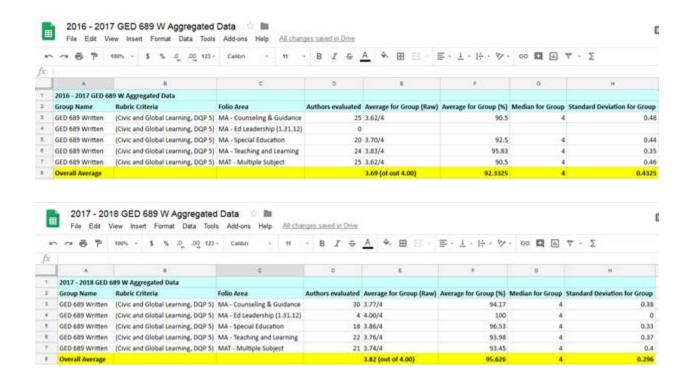
Bakersfield:





Aggregated Data:





Conclusions Drawn from Data:

All of the individual program data as well as the aggregated scores for each regional center meet the criteria of an overall average ratings score of at least a (3) for the area of DQP: Civic and Global Learning.

Changes to be Made Based on Data:

As we have made changes to the way in which GED 689: P1 and P2 mentoring is delivered, we have discussed how the rubric does not accurately reflect all of the rigor indicated within the DQP descriptions of master's level work. This will be reviewed and a pilot project developed for the Spring of 2019.

GED 689P Written Product



Impact on
Teaching
Practice
(Civic and
Global
Learning,
DQP 5)

Far Below Standard Below Standard Meets Standard Exceeds Standard Project describes no transformation of candidates' Project describes little transformation of candidates' Project describes some transformation of candidates' Project describes clear transformation of candidates' knowledge, skills and dispositions
• Project does not describe how and why research improves knowledge, skills and dispositions
• Project describes very little of how and why research improves knowledge, skills and dispositions
• Project describes how and why research improves student knowledge, skills and dispositions
• Project clearly describes how and why research improves student learning
Project is vaguely situated in and tied to existing body of literature student learning learning student learning Project does not refer to existing body of literature or literature is inappropriate Project is situated in and tied to existing body of lite Project clearly refers to existing body of literature or literature is appropriate