Action Plan (Applied and Collaborative Learning) Assessment Data

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

Green = Update annually

Learning Outcome:

Applied and Collaborative Learning:

- **Creates a project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills gleaned from at least two fields of study in different segments of the curriculum.**

- **Articulates the ways in which the two sources of knowledge influenced the result.**

- **Designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of study to a practical challenge, articulates in writing or another medium the insights gained from this experience, and assesses (with appropriate citations) approaches, scholarly debates or standards for professional performance applicable to the challenge.**

Outcome Measure:

GED 689 Final Project

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

Action Plan: 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**
5. Civic and Global Learning

Longitudinal Data:

Mission Valley:

MV 2015 - 2016 GED 689 W Data

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	A	B	C	D	E	F	G	H
1	MV 2015 - 2016 GED 689 W Data							
2	Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
3	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Counseling & Guidance	1	4.00	100	4	0
4	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Ed Leadership (1.31.12)	0				
5	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Special Education	7	3.79	94.64	4	0.37
6	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Teaching and Learning	9	3.42	85.56	3	0.5
7	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MAT - Multiple Subject	9	3.94	98.61	4	0.17
8	Overall Average				3.71 (out of 4.00)	92.9367	3.666667	1.04

MV 2016 -2017 GED 689 W Data

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	A	B	C	D	E	F	G	H
1	MV 2016 -2017 GED 689 W Data							
2	Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
3	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Counseling & Guidance	25	3.72/4	93	4	0.46
4	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Ed Leadership (1.31.12)	0				
5	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Special Education	11	3.84/4	96.02	4	0.46
6	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Teaching and Learning	14	3.86/4	96.43	4	0.38
7	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MAT - Multiple Subject	16	3.44/4	85.94	4	0.49
8	Overall Average				3.71 (out of 4.00)	92.8475	4	0.4475

MV 2017 -2018 GED 689 W Data

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	A	B	C	D	E	F	G	H
1	MV 2017 - 2018 GED 689 W Data							
2	Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Gro	Standard Deviation for Group
3	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Counseling & Guidance	30	3.66/4	91.42	4	0.5
4	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Ed Leadership (1.31.12)	1	4.00/4	100	4	0
5	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Special Education	13	3.85/4	96.15	4	0.32
6	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Teaching and Learning	16	3.63/4	90.63	4	0.47
7	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MAT - Multiple Subject	14	3.48/4	87.05	3.5	0.59
8	Overall Average				3.72 (out of 4.00)	93.05	3.9	0.376

MV 2018 -2019 GED 689 W Data

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	A	B	C	D	E	F	G	H
1	MV 2018 - 2019 GED 689 W Data							
2	Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Grou	Standard Deviation for Group
3	GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	24	3.43/4	85.83	3.25	0.46
4	GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	0				
5	GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	7	3.52/4	87.93	3.62	0.38
6	GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	11	3.46/4	86.59	3.5	0.43
7	GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	14	3.58/4	89.55	3.68	0.42
8	Overall Average				3.50 (out of 4.00)	87.48	3.51	0.42

Bakersfield:

BK 2015-2016 GED 689 W Data

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	A	B	C	D	E	F	G	H
1	BK 2015-2016 GED 689 W Data							
2	Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median	Standard Deviation
3	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Counseling & Guidance	0				
4	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Ed Leadership (1.31.12)	0				
5	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Special Education	6	3.50/4	87.5	3.5	0.55
6	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Teaching and Learning	9	3.78/4	94.44	4	0.44
7	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MAT - Multiple Subject	4	4.00/4	100	4	0
8	Overall Average				3.76 (out of 4.00)	93.98	3.833333333	0.33

BK 2016 -2017 GED 689 W Data

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	A	B	C	D	E	F	G	H
1	BK 2016 -2017 GED 689 W Data							
2	Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
3	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Counseling & Guidance	0				
4	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Ed Leadership (1.31.12)	0				
5	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Special Education	9	3.44/4	86.11	3	0.53
6	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Teaching and Learning	10	3.75/4	93.75	4	0.42
7	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MAT - Multiple Subject	8	3.88/4	96.88	4	0.35
8	Overall Average				3.69 (out of 4.00)	92.24666667	3.666666667	0.4333333333

BK 2017 -2018 GED 689 W Data

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BK 2017 - 2018 GED 689 W Data							
Group Name	**Rubric Criteria**	**DRF Name**	**Authors evaluated**	**Average for Group (Raw)**	**Average for Group (%)**	**Median for Group**	**Standard Deviation for Group**
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Counseling & Guidance	0				
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Ed Leadership (1.31.12)	3	4.00/4	100	4	0
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Special Education	5	3.40/4	85	3.5	0.42
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Teaching and Learning	6	3.83/4	95.83	4	0.41
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MAT - Multiple Subject	7	3.71/4	92.86	4	0.49
Overall Average				**3.73 (out of 4.00)**	**91.23**	**3.875**	**0.33**

BK 2018 -2019 GED 689 W Data

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BK 2018 - 2019 GED 689 W Data							
Group Name	**Rubric Criteria**	**DRF Name**	**Authors evaluated**	**Average for Group (Raw)**	**Average for Group (%)**	**Median for Group**	**Standard Deviation for Group**
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Counseling & Guidance	0				
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Ed Leadership (1.31.12)	3	3.83/4	95.83	4	0.29
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Special Education	2	4.00/4	100	4	0
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Teaching and Learning	0				
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MAT - Multiple Subject	9	4.00/4	100	4	0
Overall Average				**3.94 (out of 4.00)**	**98.61**	**4**	**0.10**

Aggregated Data:

2015 - 2016 GED 689 W Aggregated Data

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2015 - 2016 GED 689 W	2015 - 2016 GED 689 W Aggregated Data						
Group Name	**Rubric Criteria**	**DRF Name**	**Authors evaluated**	**Average for Group (Raw)**	**Average for Group**	**Median**	**Standard Deviation**
GED 689P Written	(Applied and Collaborative Learning, DQP 4)	MA - Special Education	15	3.7	92.5	4	0.45
GED 689P Written	(Applied and Collaborative Learning, DQP 4)	MA - Teaching and Learning	18	3.6	90	4	0.49
GED 689P Written	(Applied and Collaborative Learning, DQP 4)	MAT - Multiple Subject	15	3.9	97.5	4	0.28
GED 689P Written	(Applied and Collaborative Learning, DQP 4)	MAT - Single Subject (Rev. 8/2011)	14	3.75	93.75	4	0.43
GED 689P Written	(Applied and Collaborative Learning, DQP 4)	MAT - SPED Intern Moderate/Severe (2.16.12)	1	4	100	4	0
GED 689P Written	(Applied and Collaborative Learning, DQP 4)	MAT - SPED Traditional Mild/Moderate (Rev. 8.30.11)	8	3.72	92.97	4	0.45
GED 689P Written	(Applied and Collaborative Learning, DQP 4)	MAT - SPED Traditional Moderate/Severe (Rev. 8.30.11)	1	3	75	3	0
Overall Average				**3.70 (out of 4.00)**	**92.715**	**3.875**	**0.2625**

2016 - 2017 GED 689 W Aggregated Data

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2016 - 2017 GED 689 W Aggregated Data							
Group Name	**Rubric Criteria**	**Folio Area**	**Authors evaluated**	**Average for Group (Raw)**	**Average for Group (%)**	**Median**	**Standard Deviation**
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Counseling & Guidance	25	3.72/4	93	4	0.46
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Ed Leadership (1.31.12)	0				
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Special Education	20	3.66/4	91.56	4	0.46
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Teaching and Learning	24	3.81/4	95.31	4	0.38
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MAT - Multiple Subject	25	3.56/4	89	4	0.49
Overall Average				**3.68 (out of 4.00)**	**92.2175**	**4**	**0.4475**

2017 - 2018 GED 689 W Aggregated Data

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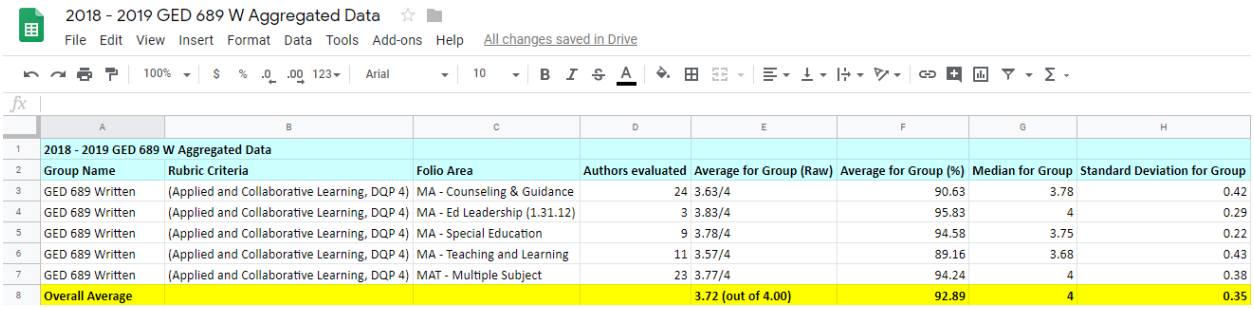
2017 - 2018 GED 689 W Aggregated Data							
Group Name	**Rubric Criteria**	**Folio Area**	**Authors evaluated**	**Average for Group (Raw)**	**Average for Group (%)**	**Median for Group**	**Standard Deviation for Group**
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Counseling & Guidance	30	3.66/4	91.42	4	0.5
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Ed Leadership (1.31.12)	4	4.00/4	100	4	0
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Special Education	18	3.72/4	93.06	4	0.39
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Teaching and Learning	22	3.68/4	92.05	4	0.45
GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MAT - Multiple Subject	21	3.56/4	88.99	4	0.56
Overall Average				**3.72**	**93.104**	**4**	**0.38**


2018 - 2019 GED 689 W Aggregated Data

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	A	B	C	D	E	F	G	H
1	2018 - 2019 GED 689 W Aggregated Data							
2	Group Name	Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
3	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Counseling & Guidance	24	3.63/4	90.63	3.78	0.42
4	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Ed Leadership (1.31.12)	3	3.83/4	95.83	4	0.29
5	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Special Education	9	3.78/4	94.58	3.75	0.22
6	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MA - Teaching and Learning	11	3.57/4	89.16	3.68	0.43
7	GED 689 Written	(Applied and Collaborative Learning, DQP 4)	MAT - Multiple Subject	23	3.77/4	94.24	4	0.38
8	Overall Average				3.72 (out of 4.00)	92.89	4	0.35

Conclusions Drawn from Data:

2018-19 data from each of the regional centers and in aggregate indicate candidates are exceeding expectation. The criteria for success is set at/above 3.0 on a four-point scale. Noteworthy observations of the data include:

- Aggregate scores were unchanged from 2017-18 to 2018-19. However the location subgroup data reflects changes that are not apparent at the SOE level.
- A drop in all MV indicators from 2017-18 to 2018-19.
  - The overall %Average dropped from 93.05 in 2017-18 to 87.48 in 2018-19.
  - Focusing on the %Average as the indicator, the largest decrease occurred in the MA – Special Education program where the 2017-18 average was 96.15 and in 2018-19 the average was 87.93.
- An increase in all BK indicators from 2017-18 to 2018-19.
  - Improved Special Ed scores in 2018-19
  - Improved MAT scores in 2018-19

Changes to be Made Based on Data:

Scores indicate students are meeting expectations though aggregate scores dipped slightly from the previous year driven primarily by decreases in MV candidate scores. We are will workshop these data 9/7/19 to calibrate these findings and learn whether the dip in scores reflects a dip in student achievement or changing expectations among instructors. This calibration will revisit the rubric, scoring process and score reliability.

This indicator reflects critical thinking and writing ability. SOE has recently implemented a writing quality rubric in an effort to identify students in need of writing support before they reach the thesis project. As the data from this indicator becomes available, it will shape instruction and policy to ensure student preparation and products continue to meet expectations of rigor and quality.

Rubric Used

GED 689P Written Product

Created with

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard
Action Plan (Applied and Collaborative Learning, DQP 4)	• No recommendations or action plan	• Little connection between findings of the study, recommendations or action plan and the original questions • Most components of the action plan are missing	• Some connection between findings of the study, recommendations or action plan and the original questions • Elements of the action plan are missing	• Specific and clear connection between findings of the study, recommendations or action plan and the original questions

Assessment Data Sample

Learning Outcome:
Mathematics Outcome #2: Students will be able to write proofs

Outcome Measure:
MTH242 Signature Assignment (each year)

Criteria for Success:
80% of the students to score a 2.5 or higher (on a scale of 1-4 with 1 being low) in each of the four areas:

- Statement of the problem
- Logic
- Symbolism
- Justification

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:

	Percentage of Class at 2.5 or Higher			
	2011	**2012**	**2013**	**2014**
Statement of Problem	100%	100%	100%	100%
Logic	100%	88%	100%	100%
Symbolism	100%	100%	100%	100%
Justification	86%	75%	100%	83%

Conclusions Drawn from Data:
The one point of weakness seems to be in the area of the justification of the steps of the proof.

Changes to be Made Based on Data:
Continue to emphasize the fundamental importance of the need to justify each step of the proof in MTH242 and use this rubric to assess some of the early proof assignments in the class so that students have a clear indication that their lack of justification is weak point.

Rubric Used

Proof Writing Rubric (MTH242, MTH424, MTH444)

	Unsatisfactory	Low Satisfactory	High Satisfactory	Outstanding
Statement of the Problem	Can not determine what is given and what needs to be proved	Misses one part of the hypothesis or the conclusion	Makes one minor error in identifying hypothesis or conclusion	Understands what is given and what is to be proved
Logic	Proof has major flaws that make it invalid.	Proof misses more than one major element.	Proof has the main flow of the logic correct but misses one major element	Statements flow logically from one another
Symbolism	There are many errors in the use of symbolic notation	There are more than two errors in symbolic notation	There are two or fewer minor errors in symbolic notation (e.g. missing parentheses)	All symbols are used correctly
Justification	There are several errors in the justification	There is one major mistake in justification or more than two minor errors.	There are two or fewer minor errors in justification for the steps.	Every logical step has the appropriate reason (theorem, definition, lemma, etc.)