

Intellectual Skills-Core Competencies (Data Collection and Analysis) Assessment Data

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

Green = Update annually

Learning Outcome:

Intellectual Skills/Core Competencies:

- Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project.
- Provides evidence of contributing to, expanding, evaluating or refining the information base within the field of study.
- Investigates a core issue in the field of study from the perspective of a different point in time or a different culture, language, political order or technological context.
- Uses appropriate logical, mathematical or statistical methods.
- Articulates applications of quantitative methods.
- Identifies, chooses and defends the choice of a mathematical model appropriate to a problem in the social sciences or applied sciences.
- Creates coherent arguments or explanations summarizing his/her work or that of collaborators in two or more media or languages for both general and specialized audiences.

Outcome Measure:

GED 689 Final Project

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

Data Collection and Analysis: 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

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	(Intellectual Skills, DQP 3)	MA - Counseling & Guidance	1	3.5	87.5	3.5	0
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Ed Leadership (1.31.12)	0				
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Special Education	7	3.64	91.07	4	0.48
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	9	3.39	84.86	3.8	0.99
GED 689 Written	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	9	3.92	97.92	4	0.13
Overall Average				3.65 (out of 4.00)	91.28333	3.933333	1.6

MV 2016 -2017 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	(Intellectual Skills, DQP 3)	MA - Counseling & Guidance	25	3.58/4	89.55	3.8	0.47
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Ed Leadership (1.31.12)	0				
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Special Education	11	3.59/4	89.77	3.5	0.47
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	14	3.54/4	88.39	4	0.71
GED 689 Written	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	16	3.38/4	84.38	3.5	0.47
Overall Average				3.52 (out of 4.00)	88.0225	3.7	0.53

MV 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	(Intellectual Skills, DQP 3)	MA - Counseling & Guidance	30	3.55/4	88.83	3.75	0.53
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Ed Leadership (1.31.12)	1	3.50/4	87.5	3.5	0
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Special Education	13	3.69/4	92.31	4	0.43
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	16	3.42/4	85.47	3.25	0.45
GED 689 Written	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	14	3.57/4	89.29	3.5	0.4
Overall Average				3.54 (out of 4.00)	88.68	3.6	0.362

MV 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	(Intellectual Skills, DQP 3)	MA - Counseling & Guidance	24	3.43/4	85.83	3.25	0.46
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Ed Leadership (1.31.12)	0				
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Special Education	7	3.64/4	91.07	3.5	0.28
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	11	3.43/4	85.68	3.5	0.45
GED 689 Written	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	14	3.70/4	92.59	4	0.42
Overall Average				3.55 (out of 4.00)	88.79	3.56	0.40

Bakersfield:

BK 2015-2016 GED 689 W Data

Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median	Standard Deviation
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Counseling & Guidance	0				
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Ed Leadership (1.31.12)	0				
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Special Education	6	3.33/4	83.33	3	0.52
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	9	3.44/4	86.11	3	0.53
GED 689 Written	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	4	3.75/4	93.75	4	0.5
Overall Average				3.5 (out of 4.00)	87.73	3.333333333	0.516666667

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	Standard Deviation for Group
3	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Counseling & Guidance	0				
4	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Ed Leadership (1.31.12)	0				
5	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Special Education	9	3.44/4	86.11	3	0.53
6	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	10	3.70/4	92.5	4	0.48
7	GED 689 Written	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	8	3.75/4	93.75	4	0.46
8	Overall Average				3.63 (out of 4.00)	90.78666667	3.66666667	0.49

BK 2017 -2018 GED 689 W Data ☆

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	A	B	C	D	E	F	G	H
1	BK 2017 -2018 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	(Intellectual Skills, DQP 3)	MA - Counseling & Guidance	0				
4	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Ed Leadership (1.31.12)	3	4.00/4	100	4	0
5	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Special Education	5	3.30/4	82.5	3	0.45
6	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	6	3.67/4	91.67	4	0.52
7	GED 689 Written	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	7	3.79/4	94.64	4	0.39
8	Overall Average				3.69 (out of 4.00)	89.60333333	3.75	0.34

BK 2018 -2019 GED 689 W Data ☆

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	A	B	C	D	E	F	G	H
1	BK 2018 -2019 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	(Intellectual Skills, DQP 3)	MA - Counseling & Guidance	0				
4	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Ed Leadership (1.31.12)	3	4.00/4	100	4	0
5	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Special Education	2	4.00/4	100	4	0
6	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	0				
7	GED 689 Written	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	9	3.83/4	95.83	4	0.35
8	Overall Average				3.69 (out of 4.00)	98.61	4	0.12

Aggregated Data:

2015 - 2016 GED 689 W Aggregated Data ☆

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	B	C	D	E	F	G	H
2	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median	Standard Deviation
3	(Intellectual Skills, DQP 3)	MA - Special Education	15	3.57	89.17	4	0.5
4	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	18	3.42	85.49	3.78	0.77
5	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	15	3.82	95.42	4	0.35
6	(Intellectual Skills, DQP 3)	MAT - Single Subject (Rev. 8/2011)	14	3.57	89.29	3.75	0.47
7	(Intellectual Skills, DQP 3)	MAT - SPED Intern Moderate/Severe (2.16.12)	1	3	75	3	0
8	(Intellectual Skills, DQP 3)	MAT - SPED Traditional Mild/Moderate (Rev. 8.30.11)	8	3.75	93.75	4	0.46
9	(Intellectual Skills, DQP 3)	MAT - SPED Traditional Moderate/Severe (Rev. 8.30.11)	1	4	100	4	0
10				3.54 (out of 4.00)	88.67125	3.7225	0.3625

2016 - 2017 GED 689 W Aggregated Data ☆

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	A	B	C	D	E	F	G	H
1	2016 - 2017 GED 689 W Aggregated Data							
2	Group Name	Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median	Standard Deviation
3	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Counseling & Guidance	25	3.58/4	89.55	3.8	0.47
4	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Ed Leadership (1.31.12)	0				
5	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Special Education	20	3.53/4	88.13	3.5	0.47
6	GED 689 Written	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	24	3.60/4	90.1	4	0.71
7	GED 689 Written	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	25	3.48/4	87	3.5	0.47
8	Overall Average				3.54	88.695	3.7	0.53

2017 - 2018 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	(Intellectual Skills, DQP 3)	MA - Counseling & Guidance	30	3.55/4	88.83	3.75	0.53
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Ed Leadership (1.31.12)	4	3.88/4	96.88	4	0.25
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Special Education	18	3.58/4	89.58	3.75	0.46
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	22	3.49/4	87.16	3.6	0.47
GED 689 Written	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	21	3.64/4	91.07	3.75	0.4
Overall Average				3.62 (out of 4.00)	90.704	3.77	0.422

2018 - 2019 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	(Intellectual Skills, DQP 3)	MA - Counseling & Guidance	24	3.43/4	85.83	3.25	0.46
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Ed Leadership (1.31.12)	3	4.00/4	100	4	0
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Special Education	9	3.72/4	93.06	3.75	0.29
GED 689 Written	(Intellectual Skills, DQP 3)	MA - Teaching and Learning	11	3.43/4	85.68	3.5	0.45
GED 689 Written	(Intellectual Skills, DQP 3)	MAT - Multiple Subject	23	3.75/4	93.86	4	0.39
Overall Average				3.67 (out of 4.00)	91.69	3.70	0.32

Conclusions Drawn from Data:

Data indicate students at MV, Bakersfield and in aggregate exceeded Expectations for Success. The 2018-19 Aggregate Overall Average maintained the indicator trajectory reaching 3.67, its highest level over the last four years. SOE Students are exceeding the standard related to data collection and analysis.

Changes to be Made Based on Data:

Students are taught many of the skills they apply in their thesis project when they take GED689. In Spring 2019, GED689 adopted a new text book. Assuring students continue learning and applying the requisite analytical skills for success on this indicator is important going forward. As students matriculate from GED689 into their thesis projects, project mentors will serve as leading student success indicators. Learning from the mentors how well the new book supports data collection and analysis, then tweaking accordingly will be critical to continuing the upward trend line of performance on this indicator.

Rubric Used

GED 689P Written Product

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	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard
Data Collection and Analysis (Intellectual Skills, DQP 3)	<ul style="list-style-type: none"> Little or no description of target population Little or no description of how the data was collected Utilizes one source of data No analysis of the data 	<ul style="list-style-type: none"> Some description of target population Minimal description of how data was collected Utilizes one or two sources of data Little analysis of the data 	<ul style="list-style-type: none"> Description of target population Some details of how data was collected Utilizes at least two sources of data Analysis of the data mentions themes and patterns 	<ul style="list-style-type: none"> Clear description of target population Detailed description of how data was collected Utilizes multiple data sources Detailed analysis of the data provides identification of themes and patterns

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, and
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.)