

ISEE (ADC) GELO Assessment Data

ISEE GE Learning Outcome:

Outcome 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Outcome Measure:

EDU410 Signature Assessment (each year)

Criteria for Success (if applicable):

Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low).

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

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:

	Target: Average Score for the Group is 3.0 or higher				
	2015-16	2016-17	2017-18	Jan 2019	Jun 2019*
Outcome 1c: Information Literacy	3.95	3.32	3.58	3.59	3.58

Conclusions Drawn from Data:

Target is met. We attribute consistent scores to our course sequence which calls for this course to follow the foundational courses in our program, EDU302, 404 and 306. Consistently high scores on this indicator suggest candidates are well prepared to access and consume sources of information.

Changes to be Made Based on Data:

In order to guard against score inflation, we will continue active calibration among all full-time and adjunct faculty who score these assessments across both regional centers. These results and their continued importance for our students will be shared in faculty meetings and in bulletins with faculty members to reinforce the importance of focusing on digital literacy and its role in matching student need and teaching pedagogy.

Rubric Used

EDU410 Teaching Reading (Revised 8.9.2011)

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	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Data collection through anecdotal observation and conferences with students	Inappropriate, irrelevant, inaccurate or missing anecdotal evidence	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected anecdotal evidence	Appropriate, relevant, accurate and connected anecdotal evidence	Detailed, appropriate, relevant, accurate, clear, and purposefully connected anecdotal evidence	
Data collection to determine language abilities or special needs	Inappropriate, irrelevant, inaccurate or missing data to determine language abilities or special needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine language abilities or special needs	Appropriate, relevant, accurate and connected data to determine language abilities or special needs	Detailed, appropriate, relevant, accurate, clear, and purposefully connected data to determine language abilities or special needs	
Data collection through the administration of literacy assessments	Inappropriate, irrelevant, inaccurate or missing student work samples	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples	Appropriate, relevant, accurate and connected student work samples	Detailed, appropriate, relevant, accurate and clearly connected student work samples	
Reflection on student strengths and areas for growth	Inappropriate, irrelevant, inaccurate and missing data to connect to student strengths and areas for growth	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to student strengths and areas for growth	Appropriate, relevant, accurate and connected data to student strengths and areas for growth	Detailed, appropriate, relevant, accurate and clearly connected data to student strengths and areas for growth	
Setting of learning goals or next steps for student growth	Inappropriate, irrelevant, inaccurate and missing learning goals or next steps for student growth	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected learning goals or next steps for student growth	Appropriate, relevant, accurate and connected learning goals or next steps for student growth	Detailed, appropriate, relevant, accurate and clearly connected learning goals or next steps for student growth	