

**Child Welfare and Attendance Certificate**  
**Annual Assessment Report**  
**School of Education**  
**2010-2011 Academic Year**

**Assessment Plan Description**

**School of Education Expanded Statement of Purpose**

*Mission Statement*

Point Loma Nazarene University School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

*Vision*

Point Loma Nazarene University School of Education is a prominent Christian voice in higher education – looked at as a wellspring of resources and support in the areas of pedagogy, leadership, clinical practice, technology, and innovation.

The School of Education is recognized as:

- a Christian learning community that promotes excellence in academic preparation, wholeness in personal development, and faithfulness to mission,
- a source of expertise and resources within the surrounding communities,
- a vital force of change in the transformation of educational landscapes,
- an exemplary model of servant leadership and commitment to ministry, and
- a candidate-centered learning environment where diversity is respected, valued, and encouraged.

**Program Learning Outcomes  
Child Welfare and Attendance Certificate**

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Maintains competencies in knowledge and skills of the child welfare and attendance specialist regarding the history, philosophy, and laws related to K-12 students in the California public education system.	Equip 1. Demonstrates knowledge of the history, philosophy, and trends in Child Welfare and Attendance (CWA) Programs. (CTC 1) 2. Demonstrates knowledge and application of laws found in the California Education Code, Penal Code, local and civil ordinances and relevant federal and state laws. (CTC 2)
Growing in a faith community.	Transform	Transform 1. Promotes the child welfare and attendance program through modeling servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.	Transform 1. Demonstrates leadership skills and knowledge of program goals and management objectives of the CWA programs. (CTC 3) 2. Demonstrates K-12 student advocacy role and understanding of emotional, familial, educational, institutional, and community barriers to successful academic achievement by at-risk and under-achieving K-12 students. (CTC 5, 6)
Serving in the context of faith.	Empower	Empower 1. Engages in on-going professional self-evaluation and personal self-reflection using the dispositions. 2. Assesses student needs routinely and uses technology to conduct, analyze, and evaluate research data and communicate results to all school stakeholders.	Empower 1. Completes a Minimum of 150 hours of supervised field experience while demonstrating a command of the state, local, and federal laws pertaining to parent and pupil rights regarding the child's education and attendance. (CTC 7)

## Curriculum Map Child Welfare and Attendance Certificate

(Legend: D=Developed; M=Mastered; P=Practiced; Color **Yellow**=signature assignment; Color **Green**=assessed)

CWA Program Required Courses	Standard 1			Standard 2			Standard 3			CTC
	1a. Candidates gain competencies in knowledge and skills of the child welfare & attendance specialist regarding the history, philosophy, and laws related to K-12 students in the California public education system	1b. Demonstrates knowledge of the history, philosophy, and trends in Child Welfare and Attendance (CWA) Programs	1c. Demonstrates knowledge and application of laws found in the California Education Code, Penal Code, local and civil ordinances and relevant federal and state laws	2a. Promotes the Child Welfare & Attendance program through modeling servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed	2b. Demonstrates leadership skills and knowledge of program goals and management objectives of the CWA programs	2c. Demonstrates K-12 student advocacy role and understanding of emotional, familial, educational, institutional, and community barriers to successful academic achievement by at-risk and under-achieving K-12 students	3a. Engages in on-going professional self-evaluation and personal self-reflection using the dispositions	3b. Assess <i>student needs routinely and uses technology to conduct, analyze, and evaluate research data</i> and communicate results to all school stakeholders	3c. Completes a minimum of 150 hours of supervised field experience while demonstrating a command of the state, local, and federal laws pertaining to parent and pupil rights regarding the child's education and attendance	
GED 645 The Laws and Professional Role of Child Welfare and Attendance Counselor (3)	D,M,P	D,M,P	D,M,P	D,M,P	D,M,P	D,M,	D,M,P	D,M,P	D,M,P	1,2,3,4
GED 646 Child Welfare and Attendance Program; Leadership, Management, Collaboration and	D,M,P	D,M,P	D,M,P	D,M,P	D,M,P	D,M,	D,M,P	D,M,P	D,M,P	1,3,4

Parent/Community Partnerships (3)										
GED 647 School Culture and Addressing Barriers to Student Achievement (3)	D,M,P	D,M,P	D,M,P	D,M,P	D,M,P	D,M,	D,M,P	D,M,P	D,M,P	1,3,4,5,6
GED 688 Field Experience-Child Welfare and Attendance (150 hours) (3)	D,M,P	D,M,P	D,M,P	D,M,P	D,M,P	D,M,	D,M,P	D,M,P	D,M,P	1,2,3,4,5,6,7,8

## Multiple Year Assessment Plan Child Welfare and Attendance Certificate

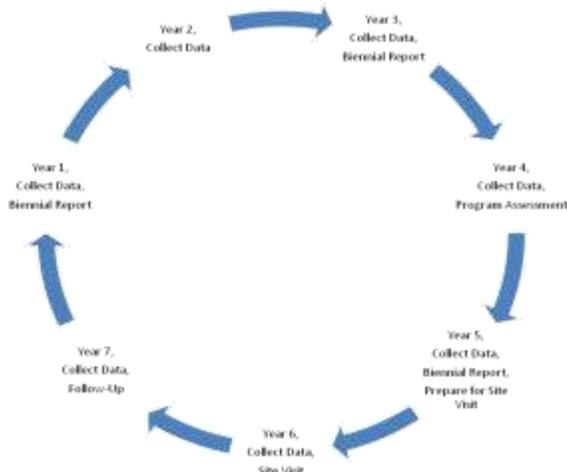
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation cycle provide the structure for this ongoing, in depth, internal and external review process.

The following table lists the activities of the accreditation cycle. All data collected are disaggregated by program and regional center, and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTS studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

### *CTC Seven Year Cycle of “Red Cohort” Activities:*

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection  Program Assessment	Institutional Data Collection  Biennial Report	Institutional Data Collection  Site Visit	Institutional Data Collection  Site Visit follow-up	Institutional Data Collection  Biennial Report	Institutional Data Collection	Institutional Data Collection  Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7 <sup>th</sup> Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback What & When	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7 <sup>th</sup> Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

### *CTC Accreditation Cycle*



## Assessment Activities

### **Methods of Assessment and Criteria for Success Child Welfare and Attendance Certificate**

Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. They are listed below. Accompanying forms and rubrics are included in the appendix.

#### ***1. Coursework Assessments (2008)***

Using TaskStream as the primary data storage system, the program collects key assessments known as signature assignments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. At the end of each academic year, collected data is disaggregated by regional center and analyzed with results identifying areas for program improvement.

- **Signature Assignment:** In GED 645, The Laws and Professional Role of Child Welfare and Attendance Counselors, candidates are equipped with the knowledge of federal laws pertaining to child welfare and attendance. Emphasis is on candidates acquiring the skills and knowledge necessary to provide staff development and implement school-wide effective prevention and intervention strategies to promote student success. The signature assignment requires candidates to respond to a case study demonstrating their knowledge and understanding of laws relating to minors.
- **Signature Assignment:** In GED 646A and GED 646B, Child Welfare and Attendance Program: Leadership, Management, Collaboration, and Community/Partnerships, candidates are provided with the knowledge and skills to collaborate with schools, law enforcement, child welfare, parents, and community agencies in order to implement effective strategies and programs that improve student attendance. In GED 646 candidates demonstrate their knowledge in addressing laws relating to minors from a leadership perspective in signature assignment research paper.
- **Signature Assignment:** In GED 647, School Culture and Addressing Barriers to Student Achievement, candidates design a "Charter School" utilizing evidence-based programs for identified "high-risk" students in grades 7-12. There are twenty students in each grade level for a total of 120 students. The students can be referred through the LEAs, Department of Probation, the courts, DCFS, SARB and/or parents.

#### ***2. Dispositions Assessments (2010)***

Every CWA candidate will have four opportunities to be assessed and track their growth on the Dispositions of Noble Character throughout the program. All Disposition assessments and the *CWA Professional Growth Chart* will be completed on TaskStream. In GED 645, candidates will complete a self-assessment and in GED 646 and GED 647 professors will complete the assessment. The final assessment will be completed by the primary Site Supervisor during the candidate's fieldwork (GED 688). After each assessment, candidates will complete a phase on the *CWA Professional Growth Chart*. Candidates who receive a one

or two rating from a professor or site supervisor must meet with the professor and Program Director to discuss the growth plan in the identified Disposition.

### ***3. Exit Surveys for Program Completers (2009)***

Following the fulfillment of the candidate's program of study, each candidate completes an exit survey. The survey probes candidate satisfaction in the area of course content, instructional delivery, learned skills, and overall satisfaction. Collected data is analyzed with results identifying areas for program improvement.

### ***4. Follow-up Surveys (2011)***

Follow-up surveys are sent to graduated candidates as well as their employers in the spring following their graduation from the program. Completed survey data is considered confidential. Results provide the program with feedback regarding the knowledge, skills, and dispositions and overall program satisfaction.

**Summary of Data Collected  
Child Welfare and Attendance Certificate**

**Data Charts and Discussion of Findings**

CWA Candidate Summary of Data Results

All CWA Signature Assignments				
COURSE	N	MEAN	MEDIAN	STANDARD DEV.
GED 645				
GED 646				
GED 647				
GED 688				

Most candidates scored in the 4-3 range in most descriptors with the exception of the last category, “Assessment and Appraisal”. In this category candidates were not observed participating in these types of activities on a consistent basis. Coordinators have determined that the wording in this category needs to be revised and updated to reflect current practices at each site. From 2007-2009, candidates showed improvement or remained relatively the same in most descriptors, however some declines were present. In response to these findings, more research will be conducted to identify specific skills, strategies and dispositions that can be strengthened to promote candidate’s preparation in becoming an effective school counselor.

**Analysis of Candidate and Program Data**

CWA Candidate Summary of Data Results

Course	Summary of Results	Areas for Improvement
GED 645	Data from the Signature Assignment for GED 645 indicate that at the time this report was filled, data collected was from a small sample of the overall student population of 10 out of 127 enrolled in this class at all Point Loma Nazarene University Regional Centers from report period Fall 2008 to Fall 2009.	Review signature assignment and revise as needed. Ensure that all candidates submit signature assignments on Taskstream.
GED 646		
GED 647		
GED 648		
GED 688		

**Use of Results**  
**Child Welfare and Attendance Certificate**

**Use of Assessment Results to Improve Candidate and Program Performance**

Table 7

Assessment results reported in this document are directing program improvement

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Assessment and Program Consistency	<ul style="list-style-type: none"> <li>a. University Program Coordinators at each Regional Center will meet regularly with course instructors to review the data from the signature assignments as well as to ensure inter-rater reliability of assessments through consistent administration of the assignments and application of the rubrics.</li> <li>b. Monthly meetings of all Program Coordinators to review and ensure program consistency throughout the Centers</li> <li>c. Revisions of evaluation of candidates during transition points and rubrics will be developed for program consistency</li> <li>d. Actively recruit adjunct faculty who hold terminal degrees and PPS credentials</li> <li>e. Create rubric for writing sample and candidate acceptance</li> <li>f. Create candidate exit survey to be completed on Taskstream</li> <li>g. Collect and analyze data from the CWA program</li> </ul>	<p>Common Standard 1: The education unit implements and monitors a credential recommendation process that ensures that <i>candidates</i> recommended for a credential have met all requirements.</p> <p>Common Standard 2: The education <i>unit</i> implements an assessment and <i>evaluation system</i> for ongoing program and unit evaluation and improvement.</p> <p>Common Standard 5: <i>Multiple measures</i> are used in an admission process that encourages and supports applicants from diverse populations.</p> <p>Common Standard 6: Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development and to assist each <i>candidate's professional placement</i>.</p>

<p>2. Taskstream Signature Assignments</p>	<ul style="list-style-type: none"> <li>a. Additional Taskstream training or adjunct faculty to ensure successful submission and evaluation of signature assignments</li> <li>b. Add a signature assignment for Dispositions of Noble Character</li> <li>c. Add site supervisor's evaluation on Taskstream and create a temporary access</li> <li>d. Ensure that all candidate's submit assignments on Taskstream</li> <li>e. Collaborate with adjuncts regarding creation and/or revision of signature assignments</li> <li>f. Pilot putting the portfolio and exit survey on Taskstream; include rubric</li> <li>g. Collect data from CWA program thru signature assignments and evaluation of candidates</li> <li>h. Collect and analyze data from the CWA program</li> </ul>	<p>Common Standard 1: The vision provides direction for <i>programs, courses, teaching, candidate performance</i> and experiences, scholarship, service, collaboration, and <i>unit</i> accountability.</p> <p>Common Standard 2: The system collects, analyzes, and utilizes data on candidate and <i>program completer</i> performance and <i>unit</i> operations.</p>
<p>3. Site Supervisor Evaluation Data</p>	<ul style="list-style-type: none"> <li>a. PLNU dispositions can be utilized to address areas where growth needs were targeted</li> <li>b. Site supervisors need on-going training to effectively evaluate candidates and provide support in areas where growth is needed</li> <li>c. Site supervisor evaluation needs to be revised to align with current school practices, such as specific assessments, post high school options and pathways, and various uses of technology. Research will be conducted to gain more information from local school districts.</li> <li>d. Descriptors noted as targeted areas of needed growth can be addressed through seminars, advisement, and field work supervision</li> <li>e. Evaluation data can be</li> </ul>	<p>Common Standards 1: The education <i>unit</i> implements and monitors a credential recommendation process that ensures that <i>candidates</i> recommended for a credential have met all requirements.</p> <p>Common Standard 3: A process that is inclusive of all <i>programs</i> is in place to determine resource needs.</p> <p>Common Standard 4: <i>Qualified persons</i> are employed and assigned to teach all courses, to provide <i>professional development</i>, and to supervise <i>field-based and/or clinical</i></p>

	<p>collected thru Taskstream. Data collected can be utilized for program improvement purposes each year.</p> <ul style="list-style-type: none"> <li>f. Current findings will be shared with Advisory Board for suggestions on future program improvements in Field work and Clinical Practice</li> <li>g. On-going field work revisions to be consistent across centers</li> <li>h. Collect and analyze data from CWA from candidate evaluations</li> </ul>	<p><i>experiences</i> in each credential and certificate program.</p> <p>Common Standard 7: <i>The unit</i> and its partners design, implement, and regularly evaluate a planned sequence of <i>field-based and clinical experiences</i> in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards.</p> <p>Common Standard 8: <i>Supervisors</i> are trained in <i>supervision</i>, oriented to the <i>supervisory</i> role, evaluated and recognized in a systematic manner.</p> <p>Common Standard 9: <i>Candidates</i> preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and <i>support</i> effectively all <i>students</i> in meeting the state adopted academic standards.</p>
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# APPENDIX

## GED 645 Case Study Review Rubric

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Score/ Level</b>
Knowledge and skills in applying themes and functions of the CWA professional	Limited knowledge and skills have been identified and functions of a CWA professional not observed to satisfaction of standards	Fundamental knowledge and skills have been identified and functions of a CWA demonstrated below level of satisfaction	General knowledge and skills are evident. Demonstration of CWA professional functions observed, application is satisfactory	High commitment of applying knowledge and skills within the functions of a CWA professional are evident and exceed expectation	
Demonstration of ability to address the academic, social/emotional, and vocational needs of underachieving student populations	Narrow description of the problem and candidate's limited response to it.	Basic description of problem and candidate's inconsistent response to it	Candidate's description of problem and response were sufficient	Well defined problem and thorough candidate response.	
Legal and Ethical issues facing CWA professionals, including identification of California codes relating to minors	Partial understanding of legal and ethical issues have been observed. Candidate will need to address identified areas of concern	Fundamental understanding of legal and ethical issues has been observed. Candidate will need to address specific areas of concern regarding knowledge of California codes relating to minors	Candidate demonstrates general knowledge of legal and ethical issues and understand California codes relating to minors. A commitment to professional growth in this area is identified.	Candidate demonstrates competency in their understanding of the critical nature of adhering to high standards of professional legal and ethical practices including knowledge of California codes relating to minors	
Ability to utilize appropriate CWA standards of practice	Limited awareness of appropriate CWA practices were demonstrated	Basic awareness of appropriate CWA practices were demonstrated	Sufficient understanding of how to utilize appropriate CWA practices were demonstrated	Demonstrates a thorough and applied understanding of the appropriate CWA practices	

## GED 646A: Paper

	1	2	3	4	Weight	Score/ Level
Information	The assigned paper contains incomplete and inaccurate information but reflects some understanding of the subject. No references to materials covered in the cases.	The paper has some information needed for a complete and accurate understanding of the topic with little reference to material covered in the class.	The paper has almost all of the information needed for a complete and accurate understanding of the topic with some references to material covered in the class.	The paper contains all the information needed for a complete and accurate understanding of the topic with references to materials covered in the course.	25%	
Use of Material and Course Content: Leadership	There is very little evidence of the use of reference material covered in class.	There is little evidence of the use of references from the materials, primarily textbooks	There is limited evidence of the use of references to material covered in the course	There is clear evidence of the use of references to materials covered in the course from all sources	30%	
Demonstrate Ability to Developing Collaboratives and Partnerships	Limited awareness of appropriate methods of partnership development	Basic awareness of appropriate methods of partnership development	Sufficient understanding of appropriate methods of partnership development	Demonstrates a thorough and applied understanding of appropriate methods of partnership development	30%	
Writing structure and organization	The body includes <5 pages written in standard English, but grammar and/or spelling errors may be present	The body includes 4-5 pages written in standard English with only a few spelling or grammar errors	The body includes 5 well written and well organized pages with virtually no errors	The body includes 5 well written pages that are impeccably organized and fluid with no errors	15%	

## GED 646B: Power Point Presentation

	1	2	3	4	5	Score/ Level
Slides	Includes <9 slides. Not all the required information is provided	Includes 10 slides; more organization to slides; bulleted information	Includes 11 slides that include more than the basic aspects of leadership; bullets are appropriately utilized	Includes 12-15 slides covering many aspects of laws and ethics in leadership; bullets focus on the more significant information	25%	
Use of Material and Course Content: Leadership	There is very little evidence of the use of references to material covered in class	There is little evidence of the use of references from the materials, primarily textbooks	There is limited evidence of the use of references to material covered in the course	There is clear evidence of the use of references to materials covered in the course from all sources	25%	
Content	Slide presentation lacked interest, was not appropriate in length and intended audience would not be receptive	Slide presentation was interesting, appropriate in length and audience would be receptive	Slide presentation was interesting, appropriate in length and audience would learn content of chapter	Slide was highly interesting, appropriate length and audience would learn and/or be inspired to next steps	30%	
Oral Presentation	The Power Point is not presented orally in such a way as to get the listeners' attention	The oral presentation consists more of reading the Power Point and adding some relevant description of the bulleted items	The oral presentation communicates the key information in an engaging manner and includes relevant description of the bulleted items	The oral presentation effectively communicates critical information; candidate adds relevant description to the bulleted items	20%	

## Point Loma Nazarene University

### Dispositions and Indicators of Noble Character

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_ Course: \_\_\_\_\_

Check one:  Self-assessment     Professor/University Supervisor     Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Share behavioral evidence to substantiate rating. Performance levels indicated as 1 or 2 require an evidence statement. Evidence box will expand as needed.

Indicator	Performance Level (1-4)	Evidence
<p><b>1. Dignity &amp; Honor</b></p> <p>The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, <i>committed to civility, respect, hospitality, grace, and service.</i></p>		
<p><b>2. Honesty &amp; Integrity</b></p> <p>The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.</p>		
<p><b>3. Caring, Patience, and Respect</b></p> <p>The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.</p>		
<p><b>4. Spirit of Collaboration, Flexibility and Humility</b></p> <p>The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.</p>		
<p><b>5. Harmony in Learning Community</b></p> <p>The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.</p>		

<p><b>6. Self-Awareness/Calling</b></p> <p>The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate <i>demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</i></p>		
<p><b>7. Perseverance with Challenge</b></p> <p>The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.</p>		
<p><b>8. Diligence in Work Habits &amp; /Responsibility for Learning</b></p> <p>The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.</p>		

**RUBRICS FOR PERFORMANCE LEVEL**

**4** - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed

**3** -Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.

**2** -Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.

**1** – Demonstrates indicator infrequently if at all.

**OVERALL RATING:** \_\_\_\_\_ (Performance level most descriptive of overall performance throughout the Quad.)

8/20/10

Capstone Assessment

Property of Point Loma Nazarene University

S.O.E. Dispositions of Noble Character  
**Child Welfare and Attendance Professional Growth Chart**

***This form is to be used by CWA Candidates to track growth in Disposition Assessments***

**Directions:** after each Disposition assessment is completed on TaskStream; self, professors, and site supervisor, identify specific personal and professional goals for growth and how you will achieve them. A Disposition paper will be required during GED 688 Fieldwork evaluating the outcomes of your growth plan. All will be placed on TaskStream.

Assessment	Identify Disposition where growth is needed	Please state specific goals and how you will achieve them to demonstrate growth in the identified Disposition
Self Assessment: Phase One (GED 645)		
Date:		
Professor: Phase Two (GED 646)		
Name of Professor: Date:		
Professor: Phase Three (GED 647)		
Name of Professor: Date:		
Site Supervisor: Phase Four (GED 688)		
Name of Site Supervisor: Date:		

**Candidates who receive a 1-2 rating from a professor or site supervisor, must meet with the professor and Program Director to discuss the growth plan in the identified Disposition.**

## CWA Program Survey: 2010

1. Select the year you entered the MA/PPS program:
2. Select the semester and year you completed your program:
3. Gender
4. Ethnicity (optional)
5. Years of Classroom Teaching
6. Age
7. Current Professional Status
8. Select all degrees, certificates, and credentials you have completed at PLNU
9. My initial experience with Point Loma Nazarene University was positive
10. The Admissions staff was accessible, knowledgeable, and helpful
11. Overall, the advising and scheduling services were accessible and helpful
12. Overall, I felt prepared to enter the counseling profession in a k-12 school
13. Overall, the teaching faculty demonstrated their subject matter expertise
14. Overall, the teaching faculty helped me become more knowledgeable and sensitive in my preparation to work with diverse students, including students with exceptionalities
15. Overall, the course syllabi were clear and helpful
16. Overall, the faculty modeled appropriate professional dispositions
17. The MA/PPS increased my ability to:
  - a. Work with students from diverse backgrounds other than my own
  - b. Utilize various strategies when providing academic advisement to k-12 students
  - c. Utilize various strategies when providing one on one counseling for students experiencing social/emotional challenges
  - d. Assess student's needs within the academic, social/emotional, and vocational domains
18. The MA/PPS program increased my ability to:
  - a. Feel competent in the 32 state standards set out by CTC
  - b. Collect and analyze data in order to create effective programs for k-12 students
  - c. Understand and apply college/career counseling knowledge when advising students
  - d. Apply legal and ethical knowledge when working with k-12 students
  - e. Understand various family dynamics and the impact on student learning
  - f. Collaborate and coordinate services on behalf of students
  - g. Use technology for various student services
  - h. Take on leadership roles that enable collaboration with colleagues to better serve k-12 students
  - i. Research conducted during graduate studies that relate to real world application such as in GED 662 and GED 665
  - j. Have a successful field experience where I was able to apply theory to practice under the supervision of a qualified counselor
  - k. Implement prevention and intervention models within a comprehensive counseling program such as taught in GED 667
  - l. Understand the responsibilities required during my field experience
  - m. Feel confident working with learners from diverse backgrounds; culturally, learning style, religious affiliation, gender, and socioeconomic status
19. List 2-3 counseling strategies, courses, and /or assignments that were most relevant and applicable to you as a counselor presently
20. List 2-3 counseling strategies, courses, and/or assignment that were most relevant and applicable to you as a counselor presently
21. List any program strengths or suggestions you have regarding your overall experience in the MA/PPS program

Survey of Alumni  
One Year Out (Spring 2010 graduates)  
Surveys completed on Survey Monkey

Demographics

1. Select gender
2. Select racial/ethnic background
3. Select program and the year student entered the program
4. Select Regional Center where majority of coursework completed

Program Analysis and Current Employment

5. Select licensure that student was most recently awarded;
  - a. Select program
  - b. Select Preliminary Credential, Clear Credential, Certificate
6. Further studies since program completion
  - a. Select Completion of Additional Degree(s), Additional Graduate Work, Professional Workshops, None, Other (please specify)
7. Current employment status
  - a. Select Part-time in the field of education, Full-time in the field of education, Not employed in the field of education
8. Select type of organization where student is currently employed
  - a. Select Higher Education University/College, Community College, K-12 Elementary, K-12 Secondary, Government, Business or Industry, Self-employed or Private Sector, Non-Profit Organization, Other (please specify)
9. Select primary responsibility in current position
  - a. Select Teaching, Administration or Management, Research, Professional Services, Other (please specify)
10. What is student's current job title for primary responsibilities
11. Select the geographic region where student is currently employed
  - a. Select San Diego County, Los Angeles County, Kern County, Riverside County, Imperial County, Tulare County, In California other than listed counties, Other State (USA), Outside USA
12. Information about current supervisor/employer
13. Select the program/level that best describes your educational focus at PLNU
  - a. Select Master of Arts in Teaching (MAT, MS/SS/Special Education; Master of Arts in Education (MATL), Clear/CLAD/Reading Certificate; School Counseling (PPS, CWA); Educational Leadership (Preliminary, Clear)

Content Knowledge Preparation – 5-point Likert Scale

14. A. The program prepared student for the “real” work and the daily tasks in his/her content area of choice
- B. The courses were relevant for student's intended profession
- C. Courses addressed current developments in student's field
- D. The courses presented current literature in student's field
- E. The student acquired a strong knowledge base in his/her area of specialization

Perceptions of Preparation: Pedagogical Content Knowledge & Skills – 5-point Likert Scale

15. A. Carry out your professional responsibilities
- B. Impact student achievement
- C. Use appropriate technologies in your work

- D. Apply critical thinking skills
- E. Employ problem-solving skills
- F. Use interpersonal skills
- G. Communicate in writing, complete professional projects
- H. Respond to diverse student/community needs

Professional Pedagogical Knowledge and Skills Preparation – 5-point Likert Scale

16. A. The courses addressed current developments in my field  
 B. Student acquired a stronger pedagogical knowledge and skill base  
 C. Student is an active member of a professional organization  
 D. Student pursues and conducts own research agenda  
 E. Student critically evaluates the literature in his/her field  
 F. Student designs and manages professional projects  
 G. Student pursues his/her professional career insights

Perceptions of Preparation: Rate how well the program enhanced the ability to help all students learn – 5-point Likert Scale

17. A. Carry out student’s professional abilities  
 B. Impact student achievement  
 C. Use appropriate technologies in student’s work  
 D. Employ problem-solving skills  
 E. Use interpersonal skills  
 F. Communicate effectively with students, families, and community  
 G. Respond to diverse student/community needs

Knowledge & Skills Preparation – 5-point Likert Scale

18. A. The courses were relevant for student’s intended profession  
 B. The courses addressed current developments in student’s field  
 C. Student acquired a strong knowledge base in his/her area of specialization  
 D. Student designs and manages professional projects  
 E. Student uses appropriate technologies in his/her work  
 F. Student is pursuing his/her professional career interests

Perceptions of Preparation: Rate how well program enhanced student’s ability to create positive learning environments – 5-point Likert Scale

19. A. Carry out student’s professional responsibilities  
 B. Impact student achievement  
 C. Assume a leadership role  
 D. Apply critical thinking skills  
 E. Employ problem-solving skills  
 F. Use interpersonal skills  
 G. Communicate effectively with students, families, and community  
 H. Critically evaluate the literature in student’s field

Professional Dispositions and Scholarly Qualities: To what degree does each disposition support student in his/her current role – 5-point Likert Scale

20. A. Dignity and honor
- B. Honesty and integrity
- C. Caring, patience, and respect
- D. Flexibility and humility
- E. Harmony in learning community
- F. Self-awareness/calling
- G. Perseverance with challenge
- H. Diligence in work habits and responsibility for learning

In Retrospect: Reflections – 5-point Likert scale

21. A. If student had the opportunity to repeat studies at PLNU, would he/she
- B. If student had the opportunity to pursue graduate studies in the same field he/she chose, would he/she
22. What are two most important contributions or achievements to his/her field since completing degree
23. What were two strongest aspects of his/her graduate education at PLNU
24. List two ways the program could be improved

Survey of Employers and Supervisors (Advanced Degree)

1. Graduate's name

Part 1: Demographics and Current Position

2. Select geographic region that institution is located
  - a. Select San Diego County, Los Angeles County, Kern County, Riverside County, Tulare County, In California aside from counties listed, Other State (USA), Outside USA
3. Which of the following best describes the organization
  - b. Select Primary or elementary school system, Secondary or High School system, Higher education university/college, Community college, School district office, Government, Other (i.e. Charter, Private, etc.,)
4. What is the employee's/graduate's job title
5. Which of the following best describes your relationship with the graduate
  - c. Select Employer, Supervisor, Director of the Division, Other (please specify)
6. How long have you known the graduate in your workplace
  - d. Select Less than a year, 1-2 years, 3-4 years, Over 4 years

Part Two:

*Content Knowledge: Rate the impact that PLNU preparation program had on the following areas (Poor – Excellent)*

7. A. Content knowledge for assigned role and duties  
B. Technology-based knowledge and skills  
C. Knowledge of the law and legal responsibilities

*Pedagogical Content Knowledge & Skills: Rate the impact PLNU preparation program had on the following areas (Poor – Excellent)*

8. A. Instructional and pedagogical skills  
B. Impact on student achievement  
C. Ability to organize work and the learning environment  
D. Communication with students, families, and community  
E. Carry out professional responsibilities  
F. Respond to diverse student/community needs

*Dispositions: Rate the impact that PLNU training has had on professional and scholarly qualities, reflected in habits of mind and emotion shown in behavior and relationships (Poor – Excellent)*

9. A. Dignity and honor  
B. Honesty and integrity  
C. Caring, patience, and respect  
D. Flexibility and humility  
E. Harmony in learning community  
F. Self-awareness/calling  
G. Perseverance with challenge  
H. Diligence in work habits and responsibility for learning

*Rate the graduate/employee/University in the following questions (Poor – Excellent)*

10. A. To what extent has the graduate's/employee's university training added to his/her ability for career advancement
  - B. What is your overall rating of the educational training received by the graduate as it pertains to his/her job (student achievement)
  - C. The university has been effective in communication and collaboration with involved parties at the school/district
  - D. The university has provided additional learning opportunities and support with involved parties at the school/district
11. Indicate any additional areas that are of concern or areas that will enhance the overall effectiveness of the preparation of educators
  12. If willing to do a brief interview, please include your name and best contact information