

Master of Arts in Education: Concentration in Counseling
Pupil Personnel Services Credential

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
Master of Arts in Education: Concentration in Counseling
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Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Maintains competencies in knowledge, skills of the school counseling profession, and practices attitudes that demonstrate the ability to ethically implement, maintain, and advocate for a results-based counseling program.	Equip 1. Demonstrates knowledge of ethical standards and practices of the counseling profession. (CTC 6,18) 2. Demonstrates knowledge and understanding of major counseling theories and their contribution to the counseling process. (CTC 17,25) 3. Identifies and demonstrates an understanding of the key/current critical issues in education and the need for appropriate action/reaction. (CTC 12, 22) 4. Understands the importance of collaboration within the school community. (CTC, 27)
Growing in a faith community.	Transform	Transform 1. Promotes the comprehensive counseling program through modeling of servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.	Transform 1. Demonstrates an understanding of effective leadership skills. (CTC 12, 22) 2. Understands the importance of developing cultural competence and the ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. (CTC 3) 3. Identifies the sources of cultural identity and the various agents that transmit culture and understand how a teacher's own cultural identity, assumptions, and expectations of students affect their students' learning and achievement. (CTC 3) 4. Understands the various issues surrounding universal access, equity for all students (including poverty), and employ techniques to protect and support all students in order to create an equitable learning environment in the classroom. (CTC 5) 5. Understands the importance of coordination and collaboration within the school community. (CTC 27)
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. Demonstrates knowledge of own belief system (spiritual self, personal philosophy) and willingness to model Christianity in the modern world. 2. Demonstrates knowledge and skill in academic assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects, and professional ethics. (CTC 1-30) 3. Demonstrates skills in current technology for communication and collecting, organizing, distributing, and analyzing data to facilitate effective outcomes and student achievement. (CTC 4, 15, 25,30 30)

Curriculum Map
Master of Arts in Education: Concentration in Counseling
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(Legend: D=Developed; M=Mastered; P=Practiced; Color **Yellow**=signature assignment; Color **Green**=assessed)

Program Learning Outcomes (PLOs) (Legend: D=Developed; M=Mastered; P=Practiced; Color Yellow =signature assignment)									
PPS Program Required Courses	1. School Counselor Leaders work collaboratively with other school personnel to coordinate the academic, social/emotional, and career planning needs of all students. This is achieved by:			2. Professional School Counselors demonstrate the attitude, skills, and knowledge that all students can learn, succeed, and should have equal access to quality education by:		3. Professional School Counselors will use technology for conducting and analyzing research in order to:			CTC Standard
	1a. Having a working knowledge of how to implement a comprehensive school counseling program using the ASCA model and understanding the cultural, political, legal, and social influences on the educational systems and the students served	1b. Maintaining competencies in knowledge, skills and practices and attitudes that demonstrate the ability to implement, maintain, and advocate a results-based counseling program	1c. Practices and models professional ethical standards set out by the American School Counselor Association and California Association of School Counselors	2a. Collecting and analyzing data in order to advocate for all students	2b. Cultivating on-going self-evaluation and life-long learning habits that promote PLNU dispositions of noble character and ASCA/CASC ethical standards	3a. Promote the comprehensive counseling program through modeling leadership that focuses on positive outcomes for student	3b. Communicate results to all school stakeholders	3c. Evaluate the on-going student needs and identify professional growth	
GED 633 Educational Law & Finance (3)			D,M	D,M	D,M		D	D	6,14,18,22
GED 641 School Communities in a Pluralistic Society (3)	D,M	D,M	D,M		D,M	D,M		D,M	1,3,8,13,18,21,24
GED 662 Foundations	D, P	D,P	D,P		D,P	D		D	1,16,17,18,25

of Counseling & Counseling Theory (3)									
GED 663 Individual and Group Counseling and Ethical Standards (3)	D	D,P	D		D	D,P		D,P	1,3,13,14,21,25,26,29
GED 664 Counseling for Academic Achievement and Career Development (3)	D,P	D,P	D,P	D,P	D,P	D,P		D	1,4,18,19,20,21,23
GED 667 Comprehensive Counseling and Guidance Programs: Coordination and Collaboration (3)	D,M,P	D,M,P	D,M,P	D,M,P	D,M,P	D,M,P	D,P	D,P	1,13,18,22,27,28,30
GED 670 Advanced Educational Psychology (3)		D			D,P			D,P	1,2,11,15,23,24,29
GED 681 Educational Measurement and Evaluation (3)		D,P		D,P		D,P	D,P	D,M,P	1,14,20,30
GED 672 Philosophy of Education (3)	D	D			D	D		D	1,16,17
GED 601 Foundations of Leadership and Educational Issues (3)	D,P	D,P	D,P		D	D,M,P	D,P	D,M,P	1,12,13,16,22
GED 675 Family Systems (3)	D,M,P	D	D		D			D	1,2,7,8,21,24
GED 677 Teaching Strategies for Special Populations (3)	D	D	D,M,P	D,M,P	D,M,P	D,M,P	D	D	6,15,18,23,29
GED 687 Research, Field Studies & Practicum in Counseling and Guidance (3 units for degree only) (9 units for PPS)	M,P	M,P	M,P	M,P	M,P	M,P	M,P	M,P	1-32

Multiple Year Assessment Plan Master of Arts in Education: Concentration in Counseling Pupil Personnel Services Credential

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 th 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 th 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 Master of Arts in Education: Concentration in Counseling Pupil Personnel Services Credential

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. Rubrics may be found in the appendix.

- **Signature Assignment:** In GED 641, candidates report on a particular cultural group present in their school district. They research the values, religious observances/holidays, learning styles, parental role in education, child rearing traditions, most appropriate ways to praise and discipline the children in school, communication styles (verbal and non-verbal), and how to best reach and teach these children. The project includes a reflection section on the most significant learning to the candidate and the application to teaching.
- **Signature Assignment:** In GED 662, Counseling and Counseling Theory, candidates are provided an overview of the school counseling profession including historical content and knowledge of social and cultural foundations. Foundational counseling theories, skills, and techniques are introduced as are stages of the counseling relationship. Purposes, types, and applications of research in counseling are introduced and the signature assignment is a research paper.
- **Signature Assignment:** In GED 667A and GED 677B, Comprehensive Counseling and Guidance Programs: Coordination and Collaboration, candidates gain an understanding of the development, operation, management, and ongoing evaluation of a comprehensive counseling and guidance program at the elementary, middle, and high school levels. The course describes, defines, and discusses the elements necessary for the development of an effective guidance program that includes coordination of services and collaboration with key individuals and groups including parents, administrators, teachers, and community-based organizations. Candidates use the Support Personnel and Accountability Report Card (SPARC) as their signature assignment.
- **Signature Assignment:** In GED 677, Teaching Strategies for Special Populations, candidates build on their knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each candidate will review and learn application principles for the statutory provisions of the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the

Rehabilitation Act of 1973, and discuss and reflect on subsequent changes in the Acts, statutory and/or local provisions relating to the education of students who are gifted and talented. A culminating leadership project reflecting collaboration, differentiation strategies, and student advocacy serves as the signature assignment.

- **Signature Assignment:** In GED 687, Research, Field Studies, and Practicum Counseling and Guidance, 100 hours of supervised fieldwork in counseling and guidance are archived. Candidates demonstrate their ability to reflect on their work as a school counselor through a culminating portfolio project in the GED 687 Fieldwork. The portfolio requires candidates to reflect on each of the CTC's 32 standards, write a paragraph stating how they demonstrate competency in each standard, and provide three pieces of evidence to support what they have stated. In addition, candidates are required to conduct four case studies on actual school clients during their fieldwork and one is submitted on TaskStream as a signature assignment.

2. Dispositions Assessments (2010)

Every PPS 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 *School Counselor Professional Growth Chart* will be completed on TaskStream. In GED 662, candidates will complete a self-assessment and have the choice between two professors to assess them from the following PPS courses. For courses GED 663, GED 664, GED 667, GED 665, GED 633, GED 601, GED 670, GED 641, and GED 681, candidates must ask the professor to complete their assessment within the first week of class. The final assessment will be completed by one of the Site Supervisors during the candidate's fieldwork (GED 687). After each assessment, candidates will complete a phase on the *School Counselor 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 completion 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. The results provide the program with feedback regarding the knowledge, skills and dispositions, and overall program satisfaction.

Summary of Data Collected
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Data Charts and Discussion of Findings

Results from PPS in School Counseling Signature Assignment Data

Course	Mission Valley					Arcadia					Bakersfield				
	N	Mean	Median	SD	%	N	Mean	Median	SD	%	N	Mean	Median	SD	%
GED 641 Signature Assignment	45	3.95/4	4	0.17	98.72	11	4.00/4	4	0	100	1	4.00/4	4	0	100
GED 662 Signature Assignment	32	3.86/4	4	0.21	96.41	28	3.46/4	3.5	0.36	86.61	2	3.60/4	3.6	0.57	90
GED 665 Signature Assignment	17	3.94/4	4	0.09	98.46	27	3.64/4	3.85	0.44	90.93	8	3.71/4	3.81	0.37	92.85
GED 667A Signature Assignment	53	15.92/16	16	0.38	99.53	48	14.85/16	15	1.11	92.84	7	14/00/16	14	1.15	87.5
GED 667B Signature Assignment	51	4.00/4	4	0	100	48	3.57/4	3.7	0.52	89.27	7	3.25/4	3.05	0.28	81.25
GED 677 Signature Assignment	17	3.98/4	4	0.07	99.56	19	3.67/4	4	0.44	91.84	4	3.76/4	3.8	0.28	94.06
GED 687 Signature Assignment	0	0	0	0	0	9	14/78/16	16	1.56	92.36	2	15.50/16	15.5	0.71	96.88

Dispositions of Noble Character Candidate Self Evaluation Data

Dispositions of Noble Character	Self Assessment Total from GED 662	1	2	3	4	Average
1. Spirit of Collaboration, Flexibility and Humility 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	44	0.00%	0.00%	29.55%	70.45%	3.7
2. Honesty & Integrity The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.	44	0.00%	0.00%	11.36%	88.64%	3.89
3. Caring, Patience, and Respect 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	44	0.00%	0.00%	29.55%	70.45%	3.7

achieve.						
4. Spirit of Collaboration, Flexibility and Humility 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	44	0.00%	0.00%	34.09%	65.91%	3.66
5. Harmony in Learning Community 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	44	0.00%	0.00%	36.64%	61.36%	3.61
6. Self-Awareness/Calling 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</i> that <i>servicing as a</i>	44	0.00%	0.00%	31.82%	68.18%	3.68

<i>professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</i>						
7. Perseverance with Challenge The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.	44	0.00%	0.00%	31.82%	68.18%	3.68
8. Diligence in Work Habits & /Responsibility for Learning 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.	44	0.00%	2.27%	27.27%	70.45%	3.68

Analysis of Candidate and Program Data

PPS in School Counseling Candidate Analysis Summary of Data Results from Signature Assignments

Course	Summary of Results	Areas for Improvement
<p>GED 641 School Communities in a Pluralistic Society</p>	<p>Data from the Signature Assignment for GED 641 indicate that data was collected from 57 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 4-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 3.96. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 4.0. The standard deviation was .15 indicating that the raters of the students' Signature Assignments in this class rated the quality of the assignments similarly, between 3 and 4 points further revealing that the average score is very near the mean 3.96. Scores for this Signature Assignment at each Regional Center are very high. They indicate that students across the PLNU Regional Centers are culturally aware and able to demonstrate cultural competence in the workplace.</p>	<p>These data indicate a need for students to further increase their cultural awareness and competence in working with a culturally diverse population.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on time.</p>
<p>GED 662 Foundations of Counseling & Counseling Theory</p>	<p>Data from the Signature Assignment for GED 662 indicates that data was collected from 62 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 4-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 3.67. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 3.8. The standard deviation was .35 indicating that the raters of the students' Signature Assignments in this class rated the quality of the assignments similarly, between 3 and 4 points further revealing that the average</p>	<p>To improve scores, candidates should reinforce their knowledge of each counseling theory with additional learning activities as well as increase their awareness of the scoring criteria and the point value associated with each in advance of completing the Signature Assignment.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature</p>

	<p>score is near the mean of 3.67. Scores represent candidate's range of ability from 3.46 to 3.94, to organize and apply knowledge of theory integration and use of writing mechanics. Candidates would benefit from additional pre-assessment review by examining each criterion and point value assigned within the scoring rubric.</p>	<p>Assignments to Taskstream on time.</p>
<p>GED 667A Comprehensive Counseling & Guidance Programs Coordination & Collaboration</p>	<p>GED 667A – Data from the Signature Assignment for GED 667A indicate that data collected was from 108 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 16-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 15.32. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 16. The standard deviation was 1.04 indicating that the raters of the students' Signature Assignments in this class rated the quality of the assignments further apart from one another, between 3.0 and 4.0 points further revealing that the average score is near the mean of 15.32.</p>	<p>To improve scores candidates should extend their review of the ASCA National Model principles to improve the application of this knowledge when completing this Signature Assignment.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on line.</p> <p>Scores on this Signature Assignment are wide ranging from 15.92 to 14.00 and indicate the need for candidates to extend their knowledge of the ASCA National Model, counselor responsibilities as outlined in that document and gain a clearer understanding of the school counselor's role in leadership and collaboration in the school setting.</p>

<p>GED 667B Comprehensive Counseling & Guidance Programs Coordination & Collaboration</p>	<p>GED 667B – Data from the Signature Assignment for GED 667B indicate that data collected was from 106 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 4-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 3.76. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 4. The standard deviation was .43 indicating that the raters of the students’ Signature Assignments in this class rated the quality of the assignments similarly, between 3.0 and 4.0 points further revealing that the average score is near the mean of 3.76. Scores for this Signature Assignment are moderately high at each Regional Center and indicate that candidates across the system are knowledgeable about the essential elements required for and development of a SPARC for school site programs.</p>	<p>To improve scores, candidates would benefit from additional insight into the criterion of the SPARC and further examination of outstanding SPARC examples.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on time.</p>
<p>GED 665 Safe Schools & Violence Prevention</p>	<p>Data from the Signature Assignment for GED 665 indicate that data collected was from 52 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 4-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream was 3.75. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 3.85. The standard deviation was .37 indicating that the raters of the students’ Signature Assignments in this class rated the quality of the assignments similarly, between 3.0 and 4.0 points further revealing that the average score is near the mean of 3.75. Scores for this Signature Assignment at each Regional Center are very high and indicate that</p>	<p>To improve scores candidates require additional training and practice in the written expression of their knowledge related to the Signature Assignment topic as well as formatting in APA style.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on time.</p>

	<p>candidates across the system are successfully able to demonstrate their understanding of issues related to at-risk children and violence prevention.</p>	
<p>GED 677 Teaching Strategies for Special Populations</p>	<p>Data from the Signature Assignment for GED 677 indicate that data collected was from 40 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 4-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 3.81. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 4. The standard deviation was .37 indicating that the raters of the students' Signature Assignments in this class rated the quality of the assignments similarly, between 3.0 and 4.0 points further revealing that the average score is near the mean of 3.81. Scores on this Signature Assignment are quite high and indicate that candidates are able to demonstrate an understanding of the needs of k-12 students with learning differences as well as cite the ways in which they would collaborate with key educators at a school site for the benefit of the child.</p>	<p>To improve scores candidates should continue to familiarize themselves with the criterion on the scoring rubric associated with this Signature Assignment.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on time.</p>
<p>GED 687 Research, Field Studies & Practicum in Counseling and Guidance</p>	<p>Data from the Signature Assignment for GED 687 indicate that data collected was from 11 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 16-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 14.91. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 16. The standard deviation was 1.45 indicating that</p>	<p>To improve scores candidates would benefit from reviewing case studies prior to their fieldwork experience.</p> <p>To compare a cross section of data from the three different centers, the Mission Valley Center will need to begin collecting data from this Signature Assignment in order for it to be aggregated in the next reporting period.</p>

	<p>the raters of the students' Signature Assignments in this class rated the quality of the assignments widely discrepant, between 3.0 and 4.0 points further revealing that the average score is near the mean of 14.91. Data from the Mission Valley Regional Center has not been aggregated for this reporting period. Scores from the Arcadia and Bakersfield Regional Centers indicate that candidates are able to apply their knowledge of the academic, career, and personal/social development needs of students as reflected in their case study project.</p>	<p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on time.</p>
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Use of Results
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Use of Assessment Results to Improve Candidate and Program Performance

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"> a. The Program Director for PPS 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. b. Monthly meetings of all Program Directors to review and ensure program consistency throughout the Centers c. All candidate admissions to exit data will be collected in Taskstream. The transition point system was set up in spring of 2011. Program Directors will need to monitor each candidate's progress through the program by indicating if they have MET or NOT MET criteria for each phase. d. Actively recruit adjunct faculty who hold terminal degrees and PPS credentials. 	<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>
2. Taskstream Signature Assignments	<ul style="list-style-type: none"> a. Additional Taskstream training or adjunct faculty to ensure successful submission and evaluation of signature assignments b. The process for assessing the 	Common Standard 1: The vision provides direction for <i>programs, courses, teaching, candidate performance</i> and experiences, scholarship,

	<p>Dispositions of Noble Character is in Taskstream and will be used to provide candidates with reflection and growth opportunities throughout the PPS program.</p> <ul style="list-style-type: none"> c. Site Supervisor Evaluation will be available on Taskstream to collect and analyze data more efficiently. d. Site Supervisors will complete the Dispositions of Noble Character Assessment on Taskstream along with the Site Supervisor evaluation. e. Ensure that all candidates submit Dispositions of Noble Character on Taskstream. In addition, Candidates will complete the School Counselor Growth Chart on Taskstream. f. The Program Directors and adjunct faculty need to collaborate to revise all signature assignments. g. The adjuncts and Program Directors need to ensure that the Taskstream system is used to assess and monitor Transition points for candidates. h. A new process was developed for candidates to complete the exit survey at the time of their final visit with the Program Advisor and Credential Analyst. Limited data was collected. 	<p>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. Disposition Data</p>	<ul style="list-style-type: none"> a. More data will need to be collected from the Disposition process which was implemented in fall of 2010. b. The Transition Points which include the Disposition evaluation process and will need to be monitored by the PPS Program Director once candidates have completed a full cycle. An indication of “MET” or “NOT MET” will be used once candidates have completed each phase. c. More data will need to be 	<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 5: <i>Multiple measures</i> are used in an admission process that encourages and supports applicants from diverse populations.</p>

	<p>collected and cross-referenced with all centers offering the PPS program in order to have common expectations for candidate acceptances.</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 662 - Counseling and Guidance Theory

	1	2	3	4	Score/ Level
Quality of Information as related to main topic (integrative perspective) and reason for choosing topic is clearly stated	Information is incomplete as it relates to the main topic and reason for choosing topic not stated	Information is partially related to the main topic but lacks in substance. Reason for choosing topic is basically stated.	Information is related to the main topic and reason for choosing topic is stated	Information is clearly and thoughtfully related to the main topic	
Organization of research paper	Organization lacks proper structure and shows limited understanding of guidelines established in course syllabus	Organization demonstrates some understanding of how to structure ideas and basic guidelines followed from course syllabus	Organization is evident and course guidelines basically followed	Organization is clearly identified and course guidelines completely followed	
Demonstrates application of knowledge gained from initial question	Knowledge gained is not demonstrated and there is insufficient evidence of research	Knowledge gained is limited and not sufficiently demonstrated throughout the research paper	Knowledge gained is evident at the conclusion of the research paper	Knowledge gained is evident through clear and thoughtful ideas discussed throughout paper	
Mechanics	Excessive grammatical, spelling, and/or punctuation errors. (A rewrite may be required to obtain a passing score between 3 and 4)	Many grammatical, spelling, and/or punctuation errors.	Limited (1-4) grammatical, spelling, and/or punctuation errors.	No grammatical, spelling, or punctuation errors.	
Resources (minimum of 10)	Some sources used are not cited and the source has no attribution (using an undocumented source will result in no credit for the document and possible disciplinary action).	All sources are accurately documented, but many are not in the APA format.	Appropriate and current references are used. All sources are accurately documented, but a few are not in the APA format.	Appropriate and current references are used. All sources are accurately documented in APA format.	

**GED 667A - Comprehensive Counseling & Guidance Programs:
Coordination & Collaboration**



	1	2	3	4	Score/ Level
Knowledge of the American School Counselor's National Model	Has limited understanding of the ASCA national model and its implementation	Demonstrates a fundamental understanding of the ASCA model and its implementation	Basic knowledge of the understanding of the ASCA model and its implementation are demonstrated	Well defined knowledge of the ASCA model and its implementation are demonstrated	
Communicates clearly and effectively during class presentations	Limited preparation was evident; information was unorganized and difficult to follow	Too much or not enough information shared, was read aloud, and unequally distributed between group presenters	Information was organized and distributed equally among the group, however more awareness of how to effectively present the material needed to be demonstrated	Information was well organized, group members shared equal responsibility, and effective communication skills were evident	
Demonstrates knowledge of professional school counseling responsibilities	Limited understanding of professional school counseling responsibilities	Demonstrates some understanding of professional school counseling responsibilities; areas of growth are identified.	General knowledge of professional school counseling responsibilities is demonstrated.	Well defined knowledge of professional school counseling responsibilities can be articulated effectively	
Leadership and Collaboration	Has limited understanding of the leadership skills necessary in the school counseling profession. Knowledge of the critical skills needed to collaborate are not evident at this time	Some understanding of leadership and collaboration are demonstrated	Demonstration of leadership skills are emerging, understanding of the need to collaborate in order to better serve students is conceptualized	High commitment to develop leadership and collaboration skills are evident and demonstrated	

GED 667B - Comprehensive Counseling & Guidance Programs: Coordination & Collaboration

	1	2	3	4	Score/ Level
Category 1: Principal's message	Some Statements and explanations were not included and/or poorly written and unstructured	Statements and explanations were included, but poorly written and structure was weak	Four out of five statements were included, well written and structured	All statements were included, structured clearly, defined and well written	
Category 2: Student Support Personnel Team	Some Statements, explanations, and a chart were not included and/or poorly written and unstructured	Statements, explanations, and a chart were included, but poorly written and structure was weak	Three out of four statements and/or explanations were included, chart was sufficient, well written and structured	All statements, explanations, and chart were included, clearly defined, well written and well structured	
Category 3: School Climate and Safety	Some Statements, explanations and graphs were not included and/or poorly written and unstructured	Statements, explanations and graphs were included, but poorly written with limited structure	All statements, explanations, graphs, process and perception data were included and sufficiently represented	All statements, explanations, graphs, process and perception data were clearly defined, well written and structured	
Category 4: Student Results	Some statements, explanations, and graphs were not included and/or poorly written and ASCA standards were missing	Statements, explanations, and graphs were included and/or poorly written without linking ASCA standards	All statements, explanations, and graphs were included with ASCA standards sufficiently embedded	All statements, explanations, and graphs were clearly included with ASCA standards evidently embedded	
Category 5: Community Partnership/Resources	Some statements, resources, volunteer activities and contact information were not included	Statements, resources, volunteer activities, and contact information were included but poorly written	All statements, resources, volunteer activities, and contact information were included	All statements, resources, volunteer activities, and contact information were included and demonstrated a working knowledge of the ASCA national model	
Category 6: Content	SPARC guidelines regarding content, format, and grammatical errors were not followed and	Some SPARC guidelines regarding content, format, and grammatical errors were followed but lack of	SPARC guidelines regarding content, format, and grammatical errors were sufficiently followed	SPARC guidelines regarding content, format, and grammatical errors were followed. No more	
	SPARC must be edited and then resubmitted	editing was evident	however more than 2 errors were noted	than two errors were noted.	

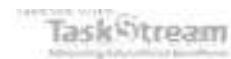
GED 687 - Research, Field Studies, and Practicum in Counseling & Guidance

	1	2	3	4	Score/ Level
Knowledge and skills in applying themes and functions of school counseling	Limited knowledge and skills have been identified and functions of school counselor not observed to satisfaction of standards	Fundamental knowledge and skills have been identified and functions of a school counselor demonstrated below level of satisfaction	General knowledge and skills are evident. Demonstration of school counselor functions observed, application is satisfactory	High commitment of applying knowledge and skills within the functions of school counseling are evident and exceed expectations	
Demonstration of ability to address the academic, social/emotional, and vocational needs within a diverse school community	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	Partial understanding of legal and ethical issues has 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	Candidate demonstrates general knowledge and legal and ethical issues and a commitment to professional growth in this area	Candidate demonstrates competency in their understanding of the critical nature of adhering to high standards of professional legal and ethical practices	
Ability to utilize appropriate counseling standards of practice	Limited awareness of appropriate counseling practices were demonstrated	Basic awareness of appropriate counseling practices were demonstrated	Sufficient understanding of how to utilize appropriate counseling practices were demonstrated	Demonstrates a thorough and applied understanding of the appropriate counseling practices	

GED 641 School Communities in a Pluralistic Society

	Elements Not Evident	Elements Somewhat Evident	Elements Evident	Elements Highly Evident	Score/Level
Slides	Includes <9 slides with <4 related photos. Not all the required information is evident	Includes 10 slides with 4+ related photos; bullets include the basic required information.	Includes 11+ slides that include more than the basic aspects of the culture with 5+ related photos; bullets are well described, but concise.	Includes 12-15 slides covering many aspects of the culture with 6+ related photos; bullets focus on the more significant information.	
Information sources	Includes information from a few sources and includes a list of "Works Cited" at the end.	Includes accurate information from books and the internet. Includes "Works Cited."	Includes accurate information taken from personal interview(s) as well as information from books and the internet. Includes "Works Cited"	Includes quotes from a personal interview with a person from that culture as well as current information from books, internet. Includes "Works Cited."	
Application of information	Includes some accurate cultural information that would help educators.	Includes accurate cultural information that would help other educators effectively teach the students and one other aspect (praise discipline or learning style or parent communication)	Includes accurate cultural information that would help educators effectively teach the educators and two other aspects (praise/discipline, learning style or parent communication)	The oral presentation effectively communicates critical information; candidate adds relevant description to the bulleted items. Music from the culture is included in some way.	
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. Music from the culture is included in some way.	

GED 677 - Teaching Strategies for Special Populations



	1	2	3	4	Score / Level
Collaboration with Key Educators at School Site	Little or no evidence of collaboration with key educators (administrator, special education teacher, counselor, psychologist) that promote inclusive practices for students with diverse needs.	A partial statement of collaboration with key educators (administrator, special education teacher, counselor, psychologist) that promotes inclusive practices for students with diverse needs.	Clear statements of collaboration with key educators (administrator, special education teacher, counselor, psychologist) that promote inclusive practices for students with diverse needs.	Clear, consistent, and convincing, statements of collaboration with key educators (administrator, special education teacher, counselor, psychologist) that promote inclusive practices for students with diverse needs.	
Power Point Presentation	Little or no evidence in presentation of the personal philosophy of inclusive practices	Partially shows evidence in the presentation of the personal philosophy of inclusive practices	Clearly shows evidence in the presentation of the personal philosophy of inclusive practices	Clearly, consistently, and convincingly shows evidence in the presentation of the personal philosophy of inclusive practices	
Power Point Presentation	Little or no evidence in presentation of the specific classroom strategies for student success	Partially shows evidence in the presentation of the specific classroom strategies for student success	Clearly shows evidence in the presentation of the specific classroom strategies for student success	Clearly, consistently, and convincingly shows evidence in the presentation of the specific classroom strategies for student success	
Power Point Presentation	Little or no evidence in presentation of the example of individual differentiation for students with diverse needs	Partially shows evidence in the presentation of the example of individual differentiation for students with diverse needs.	Clearly shows evidence in the presentation of the example of individual differentiation for student with diverse needs.	Clearly, consistently, and convincingly shows evidence in the presentation of the example of individual differentiation for student with diverse needs.	
Reflection	Little or no statements of: - Promotion of and	Partial statements of: -Promotion of and	Clear statements of: -Promotion of and	Clear and consistent, and convincing statements of:	
	participation in inclusive practices for students with diverse needs at school. -Role of leadership and advocacy on behalf of all students at school.	participation in inclusive practices for students with diverse needs at school. -Role of leadership and advocacy on behalf of all students at school.	participation in inclusive practices for students with diverse needs at schools. -Role of leadership and advocacy on behalf of all students at school.	- Promotion of and participation in inclusive practices for students with diverse needs at school. -Role of leadership and advocacy on behalf of all students at school.	

GED 665 - Safe Schools and Violence Prevention

	1	2	3	4	Score/ Level
Quality of Information as related to main topic and reason for choosing topic is clearly stated	Information is incomplete as it relates to the main topic and reason for choosing topic not stated	Information is partially related to the main topic but lacks in substance. Reason for choosing topic is basically stated.	Information is related to the main topic and reason for choosing topic is stated	Information is clearly and thoughtfully related to the main topic	
Organization of research paper	Organization lacks proper structure and shows limited understanding of guidelines established in course syllabus	Organization demonstrates some understanding of how to structure ideas and basic guidelines followed from course syllabus	Organization is evident and course guidelines basically followed	Organization is clearly identified and course guidelines completely followed	
Demonstrates knowledge gained from initial question	Knowledge gained is not demonstrated and there is insufficient evidence of research	Knowledge gained is limited and not sufficiently demonstrated throughout the research paper	Knowledge gained is evident at the conclusion of the research paper	Knowledge gained is evident through clear and thoughtful ideas discussed throughout paper	
Mechanics	Excessive grammatical, spelling, and/or punctuation errors. (A rewrite may be required to obtain a passing score between 3 and 4)	Many grammatical, spelling, and/or punctuation errors.	Limited (1-4) grammatical, spelling, and/or punctuation errors.	No grammatical, spelling, or punctuation errors.	
Resources (minimum of 10)	Some sources used are not cited and the source has no attribution (using an undocumented source will result in no credit for the document and possible disciplinary action).	All sources are accurately documented, but many are not in the APA format.	Appropriate and current references are used. All sources are accurately documented, but a few are not in the APA format.	Appropriate and current references are used. All sources are accurately documented in APA format.	

Course: GED 647 Charter School Signature Assignment

Description: For your final project you will be required to 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.

	1	2	3	4	Weight?
Demonstration of how to address barriers to learning within the context of a charter school for at-risk student populations	Information is incomplete as it relates to the main topic and reason for choosing topic not stated	Information is partially related to the main topic but lacks in substance. Reason for choosing topic is basically stated.	Information is related to the main topic and reason for choosing topic is stated	Information is clearly and thoughtfully related to the main topic	25%
Organization of research paper	Organization lacks proper structure and shows limited understanding of guidelines established in course syllabus	Organization demonstrates some understanding of how to structure ideas and basic guidelines followed from course syllabus	Organization is evident and course guidelines basically followed	Organization is clearly identified and course guidelines completely followed	20%
Knowledge of charter school development as stated in guidelines is evident	Knowledge gained is not demonstrated and there is insufficient evidence of research	Knowledge gained is limited and not sufficiently demonstrated throughout the research paper	Knowledge gained is evident at the conclusion of the research paper	Knowledge gained is evident through clear and thoughtful ideas discussed throughout paper	25%
Mechanics	Excessive grammatical, spelling, and/or punctuation errors. (A rewrite may be required to obtain a passing score between 3 and 4)	Many grammatical, spelling, and/or punctuation errors.	Limited (1-4) grammatical, spelling, and/or punctuation errors.	No grammatical, spelling, or punctuation errors.	15%
Resources (minimum of 10)	Some sources used are not cited and the source has no attribution (using an undocumented source will result in no credit for the document and possible disciplinary action).	All sources are accurately documented, but many are not in the APA format.	Appropriate and current references are used. All sources are accurately documented, but a few are not in the APA format.	Appropriate and current references are used. All sources are accurately documented in APA format.	15%

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>1. Dignity & Honor</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>2. Honesty & Integrity</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>3. Caring, Patience, and Respect</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>4. Spirit of Collaboration, Flexibility and Humility</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>5. Harmony in Learning Community</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>6. Self-Awareness/Calling</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>7. Perseverance with Challenge</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>8. Diligence in Work Habits & /Responsibility for Learning</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.)

PPS Program Exit 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