

Child Welfare and Attendance Credential - CWA
Evidence of Candidate Learning
Summer 2014

For each year of the assessment cycle, data is collected through internal and external sources. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Candidate Learning Outcomes and Curriculum Maps for this alignment.)

Using Taskstream as the primary data storage system, the program analyzes assessment data biennially to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. This evidence of candidate learning is reported in the CTC Biennial Report. (Please see the Biennial Report 2012-14 in Points of Distinction for actual data tables citing evidence of candidate learning.)

In the analysis, strengths and areas for improvement are identified to include: a) candidate competence; and b) program effectiveness. Based upon the findings, the programmatic changes and improvements are implemented to improve candidate performance, program quality and program operations.

Analyses and Discussion of Candidate and Program Data

GED 645: Candidates stated that they acquired sufficient knowledge and skills in knowing how to apply the various themes required to be a proficient CWA counselor. With this knowledge, candidates indicated that they had the ability to utilize the standards in the CWA profession. In 2012, the data indicated that there needed to be an improvement in assisting candidates in understanding the legal and ethical issues that are addressed by the California Education Code. In the 645, the issue of meeting the needs of underachieving student populations is addressed in 647, but there needs to be more clarity in the 645 course how the problem of underachieving students is addressed as a result of knowing the laws and the CWA's role in working with these students. In the 2013 data, candidates indicated that the improvement needed in the 2 areas was accomplished.

GED 646A: Data indicates that there was sufficient information presented that enabled the candidates to know how to be effective leaders in the CWA profession. A strength was indicated that the candidates received sufficient knowledge about how to effectively manage the CWA area within a school district. Another strength demonstrated was the ability how to develop and create successful collaborative and partnerships with staff, students, parents, and community agencies and leadership. The data indicates that there were no weaknesses in the presentation of the course in year 2012 and 2013.

GED 646B: According to the data, the assessment of using a power point presentation was not seen as a positive in the candidates ability to be more prepared to be effective CWA counselors. There needs to be a review of how this assessment can be used for the benefit of the candidates in preparing presentations and making oral presentations to staff, students, parents, and community agencies.

GED 647: The data for 2012 and 2013 only had one response in each year. This isn't sufficient data to indicate the strengths and improvements needed for this course. An improvement needed is to have the

candidates fill out the surveys so that there can be data indicating the strengths and areas of improvement for the course.

DISPOSITION ASSESSMENT: Candidates indicated --- talked about disposition in class and that is why they rated themselves at a 4. The candidates felt that as a result of their studies in the CWA Authorization program that the instruction improved their dignity, self-worth, and honor. Through the program, the candidates indicated that they received sufficient instruction to make the necessary changes in their own personal lives as well as in their professional lives. Therefore, they rated themselves a 4 on each one of the dispositions.

EXIT SURVEY:

There was marked improvement in students understanding what they needed to accomplish in order to meet the requirements for the CWA Authorization from 2012 to 2013. Even though there was a small number of responses for 2012, it was noted that there needed to be clearer explanation of what was required of the candidates in completing the authorization. This was accomplished by having a one-on-one meeting with the candidates in addition to the group meeting explaining the requirements of the authorization program.