

**Multiple/Single Subject Clear Credential**  
**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 641:** Strengths: Although the data represents a small number of students, all students met the program learning outcomes.

Areas for Improvement: This course will undergo a change in the rubric criteria for scoring the signature assignment, as we have found through candidate data we are mixing content knowledge with presentation criteria, giving us a false sense of candidate knowledge in some cases.

**GED 642:** Strengths: Students at all regional centers met the program learning outcomes. Mission Valley's data reflects students who selected an incorrect coding and were not completing the Clear Credential Program.

Areas for Improvement: Clear Credential Program faculty need to evaluate communication strategies of program coding in our assessment collection data system in order to better identify clear program participants.

**GED 673:** Strengths: Students at all regional centers met the program learning outcomes.

Areas for Improvement: Students at the Bakersfield Regional Center would benefit from more detailed instruction on components of meaningful reflection.

**GED 677:** Strengths: Students at the Mission Valley Regional Center met the program learning outcomes.

Areas for Improvement: Building an online version of GED 677 will allow all students in our program to have access to the same course and therefore can gather data across all regional centers.

**DISPOSITION ASSESSMENT:** Overall, the candidates exhibited exceptional dispositions of noble character. However, the data for the dispositions assessment reflects students across several programs, therefore, does not accurately reflect dispositions for Clear Credential candidates only. It would be

beneficial for program faculty to develop a system that reflects data only for Clear candidates in order to better evaluate candidate and program learning outcomes.

**EXIT SURVEY:** The data for the exit survey reflects all students completing the Master of Arts in Teaching and Learning, of which the Clear Credential is one of the in depth options. It would be beneficial to develop an exit survey that reflects data for Clear candidates only in order to better evaluation candidate and program learning outcomes.