

**Pupil Personnel Services 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 student 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 662:**

Data for the Signature Assignment in GED 662 indicate an increase in 4 of the 5 criterion scores from the 2012 data to the 2013 data. The singular criterion yielding lower score averages in 2013 was that which read "minimum of 10 APA format citations" as indicated on the rubric for the Signature Assignment. The 2012 data for this criterion demonstrated an average of 3.86 on a 4 point scale and the 2013 data resulted in an average of 3.85, indicating a slight drop in average scores.

**GED 665:**

Data for the Signature Assignment in GED 665 indicate increases in each criterion score assessed between the 2012 and 2013. The lowest average score (86.25%) was found in the criterion which read "candidate demonstrates graduate level APA writing format." Although this criterion increased by more than two percentage points (84.12% in 2012 vs 86.25% in 2013), it indicates that candidates would benefit from additional insight into the nuances of APA writing standards. The criterion with the greatest percentage point increase was the criterion which read "candidate is able to demonstrate how to use the knowledge gained within a comprehensive school safety plan model." In 2012 the average was 86.32% and in 2013 the average was 93.75%, indicating more than a seven percentage point increase. This increase is due to the abundant information available to share with candidates about school safety plan models.

**GED 667A:**

Data for the Signature Assignment in GED 667A indicate increases in each of the four criterion scores assessed between 2012 and 2013. The criterion with the greatest percentage point increase was the criterion that read “analysis of ethics and legal mandates.” In 2012 the average was 91.91% and in 2013 the average was 100.00%, indicating a nine percentage point increase.

**GED 667B:**

Data for the Signature Assignment in GED 667B indicate increases in each of the four criterion scores assessed between 2012 and 2013. The criterion with the greatest percentage point increase was the criterion that read “school climate and safety assessment, using data to identify the needs of students and address barriers to learning.” In 2012 the average was 92.97% and in 2013 the average was 100.00%, indicating an eight percentage point increase.

**GED 687S2:**

Data for the ASCA Folio in GED 687S2 (Seminar classes held in the Spring) indicated an increase in 3 of the 4 between the 2012 and 2013 assessment of scores on this cumulative project. Average percentile scores on the highest three criterion was 96.94% in 2012 and 98.81% in 2013. The lowest score in both assessments was the criterion which read “identify legal and ethical issues when working with K-12 students and their families.” The percentage score for this criterion in 2013 was 77.38% indicating that candidates either do not know which ethical or legal issues are relevant per the cases they report on or they are overlooking this criterion when completing the assignment in their ASCA Folios. This is perplexing since candidates examine legal and/or ethical issues in GED 663, GED 667 and GED 687S2.