

## CWA EVIDENCE OF STUDENT LEARNING

### Assessment Instruments

A signature assignment is required for each course. Data collected through the assignment is uploaded to Task Stream. Also collected is on-going formative data on Dispositions of Noble Character. Additional assessments are conducted by each professor and utilized to formulate a grade for each candidate. Data is analyzed biennially resulting in ongoing changes for program improvement. In the 2014-2015 school year there was no biennial report due to the California Teacher for Credentialing. The following cites a summary of evidence of the student learning which has been used for continued improvement.

Evaluation Instrument (Direct)	Description	Standards Assessed
GED 645	THE LAW AND THE PROFESSIONAL ROLE OF THE CHILD WELFARE AND ATENDANCE COUNSELOR	1, 2, 3, 4
GED 646A	LEADERSHIP, MANAGEMENT, COLLABORATION AND COMMUNITY/PARENT PARTNERSHIP	1,3,4
GED 646B	LEADERSHIP, MANAGEMENT, COLLABORATION AND COMMUNITY/PARENT PARTNERSHIP	1,3,4
GED 647	SCHOOL CULTURE AND BARRIERS TO STUDENT ACHIEVEMENT	1,3,4,5,6

### Summary: Evidence and Analysis of Candidate and Program Data

#### Exit Survey Data

**GED 645:** For this signature assignment, nine participants entered data in 2012-13 and one participant entered data in 2013-14. With the 2013-14 data revealing a score of 4.00 on all four criteria, the reviewers focused on the 2012-13 data. The scores of two criteria fell below the 4.00 mark. The second criteria addressing the academic, social emotional and vocational needs of underachieving student populations received a mean score of 3.78 with a standard deviation of .44. The third criteria addressing the legal and ethical issues facing CWA professionals, including identification of California codes relating to minors received a score of 3.89 with a standard deviation of .33. Although underachieving student populations is introduced in GED 645 and developed/mastered in 647, additional instruction in this area should be considered. *More specifically, instruction could be enhanced with regards to how the law protects underachieving students as well as the CWA counselor's role in working with underachieving students.*

**GED 646A:** In GED 646, candidates are provided with the knowledge and skills to collaborate with schools, law enforcement, child welfare, parents, and community agencies. The culminating

signature assignment (GED 646A) focuses on the development of a research paper that requires candidates to demonstrate their knowledge in addressing laws relating to minors from a leadership perspective and to implement effective strategies and programs that improve student attendance. For both academic years, data indicated consistent scores of 4.00. The data indicates that there were no weaknesses in the presentation of the course in year 2012 and 2013.

**GED 646B:** In GED 646, candidates are provided with the knowledge and skills to collaborate with schools, law enforcement, child welfare, parents, and community agencies. The second signature assignment of this course (GED 646B), candidates present their research project. Although candidates received strong scores of 4.00 across the criteria for two years and indicating a competence in technology and presentation abilities, the exit data (4.33/5.00) did not indicate candidates' seeing the presentation as adequate in using technology for various student services. *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 over the course of two years. It is obvious that all candidates did not upload the assignments into Taskstream for grading. At this time, there is not sufficient data to indicate the strengths and improvements needed for this course. *The course instructor(s) and candidates will need to be advised as to the importance of data collection and the mandate that signature assignments be uploaded onto Taskstream prior to the award of a course grade.*

**DISPOSITION ASSESSMENT:** Data collected in 2012 yielded a mean score of 3.76/4.00. The lowest scoring indicator being #8: diligence in work habits and attending to the responsibilities of the learning community. It is interesting to note, that through course discussion with the candidates, the candidates felt that as a result of their studies in the CWA Authorization program that their dignity, self-worth, and honor had improved. They also suggested that they received sufficient guidance in their dispositions to make the necessary changes in their own personal lives as well as in their professional lives. *It would be of value to consider the use of team-based learning, project-based learning so that candidates can better their accountability within a learning community.* Data in the 2013 academic year received a 3.75/4.00 for each of the indicators. Although this aggregated score demonstrates competence in the candidates' dispositions, it is lower than the previous year. *The program needs to consider a weekly focus on dispositions that can be integrated into the devotion, instruction, or activities.*

**EXIT SURVEY:** In the 2012 academic year, there were 5 areas noted that received a 4.33/5.00. These were:

- Accessible advisement and scheduling services
- Candidate understanding of college/career counseling
- Candidate understanding of family dynamics and the impact on student learning
- Candidate use of technology for student learning
- Application of theory to practice under the supervision of a qualified counselor

Even though there were a small number of responses for 2013, scoring for all areas received a score of 5.00. 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. *This*

*practice should continue. With regards to the other areas of content (college/career counseling, family dynamics and impact on learning, technology for student learning,) the instruction and assessments need to be revised so as to better integrate and practice these concepts. Additional sessions between candidates, counselors as well as with the fieldwork instruction should be considered to ensure appropriate application of theory.*