

**PUPIL PERSONNEL SERVICES CREDENTIAL
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 662 Signature Assignment	Foundations of Counseling and Counseling Theory: <i>Candidates will write an 8-12 page APA style research paper discussing the integrative perspective of counseling theory. Discussion will include definition, use with culturally diverse K-12 or college-age students, goals of use, and the value of integrative perspective.</i>	PPS-School Counseling Standards 17, 18, 25
GED 665 Signature Assignment	Safe Schools and Violence Prevention: <i>Candidates will write an 8-12 page, APA style research paper discussing an approved course-related topic. The paper will include the rationale behind the topic of choice, the method of research, supportive statements regarding the topic, and what is to be accomplished from the research.</i>	PPS-School Counseling Standards 1, 9, 14, 21, 25, 29
GED 667A Signature Assignment	Comprehensive Counseling and Guidance; Coordination and Collaboration: <i>This is a team project. Using the ASCA model, teams will design a Comprehensive Counseling and Guidance Program for an elementary, middle or high school that will include a power point presentation for a targeted audience.</i>	PPS-School Counseling Standards 13, 18, 22, 27, 28, 30

<p>GED 667B Signature Assignment</p>	<p>Comprehensive Counseling and Guidance; Coordination and Collaboration (ASCA Project): <i>Candidates will select a school upon which to complete a Support Personnel Accountability Report Card (SPARC) document. The SPARC is an annual, voluntary, continuous improvement process that identifies key career and college readiness student outcomes achieved through student support team contributions and collaborative work.</i></p>	<p>PPS-School Counseling Standards 13, 18, 22, 27, 28, 30</p>
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Summary: Evidence and Analysis of Candidate and Program Data

Aggregate data was used in this report due to the Arcadia program closure and the Bakersfield program suspension. Data collected from all sites was inconsistent or represented fluctuating candidate responses.

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 of each year) 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.

DISPOSITIONS:

In both academic years, the dispositions receiving the lowest scores were perseverance (average of 3.58) and reflective learner (3.53). The program may want to consider additional training for the fieldwork supervisors.

EXIT SURVEY:

The data shows overall candidate satisfaction with the credentialing program (all scores average over 3.50 on a 4 point basis). In looking at the lowest scores, the areas scoring the lowest were: fieldwork application (3.80), conducting research (3.66), and faculty preparation (3.20). PPS program faculty may consider additional training for university supervisors, adding a research option, and ensuring that faculty members are following the contents of the course syllabi.