

CWA EVIDENCE OF STUDENT LEARNING 2015-2016

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. 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 ATTENDANCE 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

GED 645: For this signature assignment, nine participants entered data in 2012-13, one participant entered data in 2013-14, two participants entered data for 2014-15, and one participant entered data for 2015-16. The 2013-14, 2014-15, and 2015-16 data all reveal a score of 4.00/4.00 on all four criteria. In review of the data from 2012-13, 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 all academic years 2012-13, 2013-14, 2014-15, and 2015-16, data indicated consistent scores of 4.00/4.00.

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 4.00/4.00 across the criteria for all years (see GED 646A) and indicating a competence in technology and presentation abilities, anecdotal student feedback continues to indicate candidates do not see 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. NOTE: This is an ongoing item for consideration and review.*

GED 647: The data for 2012-13 and 2013-14 only had one response over the course of two years. For 2014-15 and 2015-16, only four candidates submitted work. All candidates who submitted work received scores of 4.00/4.00 for all criteria during these four academic 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.*