

**PUPIL PERSONNEL SERVICES CREDENTIAL
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 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
GED 667B Signature Assignment	Comprehensive Counseling and Guidance; Coordination and Collaboration (ASCA Project): <i>Candidates will select a school upon which to complete a Support</i>	PPS-School Counseling Standards 13, 18, 22, 27, 28, 30

	Personnel Accountability Report Card (SPARC) document. <i>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>	
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Summary: Evidence and Analysis of Candidate and Program Data

GED 662:

Data for the Signature Assignment in GED 662 indicate a continual stable overall mean score in five criteria since 2012-2013. The 2012-2013 data for this criterion demonstrated an average of 3.86/4.00, the 2013-2014 data resulted in an average of 3.85/4.00, the 2014-2015 data resulted in an average of 3.78/4.00, and the 2015-2016 data resulted in an average of 3.76/4.00.

GED 665:

Data for the Signature Assignment in GED 665 indicate overall increases in the average criteria score assessed between from 2012 to 2016. The lowest average score for 2015-2016 (87.75%) was found in the criterion which read “candidate demonstrates graduate level APA writing format.” This indicates that candidates may benefit from additional insight into the nuances of APA writing standards. The criterion with the greatest percentage point increase from 2014-2015 to 2015-2016 was the criterion which read “candidate is able to demonstrate how to use the knowledge gained within a comprehensive school safety plan model.” This increase may be 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 overall increases in the mean criteria scores assessed between 2012 and 2016. The criterion with the greatest percentage point increase from 2014-2015 to 2015-2016 was the criterion “analysis of ethics and legal mandates.”

GED 667B:

Data for the Signature Assignment in GED 667B indicate overall increases in the mean criteria scores assessed between 2012 and 2016. The criterion with the greatest percentage point increase from 2014-2015 to 2015-2016 was the criterion “school climate and safety assessment, using data to identify the needs of students and address barriers to learning.” Since 2012, the criterion has seen an eight percentage point increase.