

MA Counseling PPS Credential Analysis of Candidate and Program Data

PPS in School Counseling Candidate Analysis Summary of Data Results from Signature Assignments

Course	Summary of Results	Areas for Improvement
<p>GED 641 School Communities in a Pluralistic Society</p>	<p>Data from the Signature Assignment for GED 641 indicate that data was collected from 57 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 4-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 3.96. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 4.0. The standard deviation was .15 indicating that the raters of the students' Signature Assignments in this class rated the quality of the assignments similarly, between 3 and 4 points further revealing that the average score is very near the mean 3.96. Scores for this Signature Assignment at each Regional Center are very high. They indicate that students across the PLNU Regional Centers are culturally aware and able to demonstrate cultural competence in the workplace.</p>	<p>These data indicate a need for students to further increase their cultural awareness and competence in working with a culturally diverse population.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on time.</p>
<p>GED 662 Foundations of Counseling & Counseling Theory</p>	<p>Data from the Signature Assignment for GED 662 indicates that data was collected from 62 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 4-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 3.67. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 3.8. The standard deviation was .35 indicating that the raters of the students' Signature Assignments in this class rated the quality of the assignments similarly, between 3 and 4 points further revealing that the average</p>	<p>To improve scores, candidates should reinforce their knowledge of each counseling theory with additional learning activities as well as increase their awareness of the scoring criteria and the point value associated with each in advance of completing the Signature Assignment.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature</p>

	<p>score is near the mean of 3.67. Scores represent candidate's range of ability from 3.46 to 3.94, to organize and apply knowledge of theory integration and use of writing mechanics. Candidates would benefit from additional pre-assessment review by examining each criterion and point value assigned within the scoring rubric.</p>	<p>Assignments to Taskstream on time.</p>
<p>GED 667A Comprehensive Counseling & Guidance Programs Coordination & Collaboration</p>	<p>GED 667A – Data from the Signature Assignment for GED 667A indicate that data collected was from 108 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 16-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 15.32. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 16. The standard deviation was 1.04 indicating that the raters of the students' Signature Assignments in this class rated the quality of the assignments further apart from one another, between 3.0 and 4.0 points further revealing that the average score is near the mean of 15.32.</p>	<p>To improve scores candidates should extend their review of the ASCA National Model principles to improve the application of this knowledge when completing this Signature Assignment.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on line.</p> <p>Scores on this Signature Assignment are wide ranging from 15.92 to 14.00 and indicate the need for candidates to extend their knowledge of the ASCA National Model, counselor responsibilities as outlined in that document and gain a clearer understanding of the school counselor's role in leadership and collaboration in the school setting.</p>

<p>GED 667B Comprehensive Counseling & Guidance Programs Coordination & Collaboration</p>	<p>GED 667B – Data from the Signature Assignment for GED 667B indicate that data collected was from 106 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 4-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 3.76. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 4. The standard deviation was .43 indicating that the raters of the students’ Signature Assignments in this class rated the quality of the assignments similarly, between 3.0 and 4.0 points further revealing that the average score is near the mean of 3.76. Scores for this Signature Assignment are moderately high at each Regional Center and indicate that candidates across the system are knowledgeable about the essential elements required for and development of a SPARC for school site programs.</p>	<p>To improve scores, candidates would benefit from additional insight into the criterion of the SPARC and further examination of outstanding SPARC examples.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on time.</p>
<p>GED 665 Safe Schools & Violence Prevention</p>	<p>Data from the Signature Assignment for GED 665 indicate that data collected was from 52 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 4-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream was 3.75. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 3.85. The standard deviation was .37 indicating that the raters of the students’ Signature Assignments in this class rated the quality of the assignments similarly, between 3.0 and 4.0 points further revealing that the average score is near the mean of 3.75. Scores for this Signature Assignment at each Regional Center are very high and indicate that</p>	<p>To improve scores candidates require additional training and practice in the written expression of their knowledge related to the Signature Assignment topic as well as formatting in APA style.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on time.</p>

	<p>candidates across the system are successfully able to demonstrate their understanding of issues related to at-risk children and violence prevention.</p>	
<p>GED 677 Teaching Strategies for Special Populations</p>	<p>Data from the Signature Assignment for GED 677 indicate that data collected was from 40 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 4-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 3.81. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 4. The standard deviation was .37 indicating that the raters of the students' Signature Assignments in this class rated the quality of the assignments similarly, between 3.0 and 4.0 points further revealing that the average score is near the mean of 3.81. Scores on this Signature Assignment are quite high and indicate that candidates are able to demonstrate an understanding of the needs of k-12 students with learning differences as well as cite the ways in which they would collaborate with key educators at a school site for the benefit of the child.</p>	<p>To improve scores candidates should continue to familiarize themselves with the criterion on the scoring rubric associated with this Signature Assignment.</p> <p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on time.</p>
<p>GED 687 Research, Field Studies & Practicum in Counseling and Guidance</p>	<p>Data from the Signature Assignment for GED 687 indicate that data collected was from 11 students enrolled in this class across all Point Loma Nazarene University Regional Centers from report period Fall 2010 to Fall 2011. The data indicate that on a 16-point scoring scale, the average score received by all students who submitted their Signature Assignment through the software-based assessment system Taskstream, was 14.91. The median is one of the measures of central tendency, also defined as the middle score in the frequency distribution. In this sample the median score was 16. The standard deviation was 1.45 indicating that</p>	<p>To improve scores candidates would benefit from reviewing case studies prior to their fieldwork experience.</p> <p>To compare a cross section of data from the three different centers, the Mission Valley Center will need to begin collecting data from this Signature Assignment in order for it to be aggregated in the next reporting period.</p>

	<p>the raters of the students' Signature Assignments in this class rated the quality of the assignments widely discrepant, between 3.0 and 4.0 points further revealing that the average score is near the mean of 14.91. Data from the Mission Valley Regional Center has not been aggregated for this reporting period. Scores from the Arcadia and Bakersfield Regional Centers indicate that candidates are able to apply their knowledge of the academic, career, and personal/social development needs of students as reflected in their case study project.</p>	<p>Review Signature Assignment and revise as needed. Ensure that all candidates submit Signature Assignments to Taskstream on time.</p>
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Use of Results
Master of Arts in Education: Concentration in Counseling
Pupil Personnel Services Credential

Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Assessment and Program Consistency	<ul style="list-style-type: none"> a. The Program Director for PPS will meet regularly with course instructors to review the data from the signature assignments as well as to ensure inter-rater reliability of assessments through consistent administration of the assignments and application of the rubrics. b. Monthly meetings of all Program Directors to review and ensure program consistency throughout the Centers c. All candidate admissions to exit data will be collected in Taskstream. The transition point system was set up in spring of 2011. Program Directors will need to monitor each candidate's progress through the program by indicating if they have MET or NOT MET criteria for each phase. d. Actively recruit adjunct faculty who hold terminal degrees and PPS credentials. 	<p>Common Standard 1: The education unit implements and monitors a credential recommendation process that ensures that <i>candidates</i> recommended for a credential have met all requirements.</p> <p>Common Standard 2: The education <i>unit</i> implements an assessment and <i>evaluation system</i> for ongoing program and unit evaluation and improvement.</p> <p>Common Standard 5: <i>Multiple measures</i> are used in an admission process that encourages and supports applicants from diverse populations.</p> <p>Common Standard 6: Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development and to assist each <i>candidate's professional placement</i>.</p>
2. Taskstream Signature Assignments	<ul style="list-style-type: none"> a. Additional Taskstream training or adjunct faculty to ensure successful submission and evaluation of signature assignments b. The process for assessing the 	Common Standard 1: The vision provides direction for <i>programs, courses, teaching, candidate performance</i> and experiences, scholarship,

	<p>Dispositions of Noble Character is in Taskstream and will be used to provide candidates with reflection and growth opportunities throughout the PPS program.</p> <ul style="list-style-type: none"> c. Site Supervisor Evaluation will be available on Taskstream to collect and analyze data more efficiently. d. Site Supervisors will complete the Dispositions of Noble Character Assessment on Taskstream along with the Site Supervisor evaluation. e. Ensure that all candidates submit Dispositions of Noble Character on Taskstream. In addition, Candidates will complete the School Counselor Growth Chart on Taskstream. f. The Program Directors and adjunct faculty need to collaborate to revise all signature assignments. g. The adjuncts and Program Directors need to ensure that the Taskstream system is used to assess and monitor Transition points for candidates. h. A new process was developed for candidates to complete the exit survey at the time of their final visit with the Program Advisor and Credential Analyst. Limited data was collected. 	<p>service, collaboration, and <i>unit</i> accountability.</p> <p>Common Standard 2: The system collects, analyzes, and utilizes data on candidate and <i>program completer</i> performance and <i>unit</i> operations.</p>
<p>3. Disposition Data</p>	<ul style="list-style-type: none"> a. More data will need to be collected from the Disposition process which was implemented in fall of 2010. b. The Transition Points which include the Disposition evaluation process and will need to be monitored by the PPS Program Director once candidates have completed a full cycle. An indication of “MET” or “NOT MET” will be used once candidates have completed each phase. c. More data will need to be 	<p>Common Standard 1: The education unit implements and monitors a credential recommendation process that ensures that <i>candidates</i> recommended for a credential have met all requirements.</p> <p>Common Standard 5: <i>Multiple measures</i> are used in an admission process that encourages and supports applicants from diverse populations.</p>

	<p>collected and cross-referenced with all centers offering the PPS program in order to have common expectations for candidate acceptances.</p>	<p>Common Standard 9: <i>Candidates</i> preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and <i>support</i> effectively all <i>students</i> in meeting the state adopted academic standards.</p>
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