

Analysis of Candidate and Program Data

Assessment	Candidate Competence	Program Effectiveness	Strengths	Areas for Improvement
GED 603 Signature Assignment	<p>All candidates are scoring above the proficient level – 3 is proficient</p> <p>Ethnic groups are also above the proficient level including the groups who scored below in 2008-09</p>	Students are meeting or exceeding candidate learning outcome expectations	<p>Data indicate that candidates are able to create a vision statement, explore their values, and use student needs as a foundation for both.</p> <p>As the overall numbers of the program have increased so has the ethnic representation this is a reflection of our community</p>	<p>Continue to work on calibration and modify the rubric to align with and assess signature assignment outcomes.</p> <p>Run a test of significance for all course.</p> <p>To ensure instructional consistency across centers assign course leads to schedule collaborative course planning sessions and ensure centralized syllabi review prior to each semester.</p> <p>Disaggregate 2011-12 results by years of experience and job assignment.</p>
GED 604 Signature Assignment	Same as GED 603	Prepares candidates for immediate application as a new administrator.	The assignment is very practical and applicable to candidate experience and immediate application for new administrators.	Same as GED 603
GED 606 Signature Assignment	<p>All candidates are scoring above the proficient level – 3 is proficient</p> <p>Ethnic groups are also above</p>	<p>Prepares candidates for immediate application as a new administrator</p> <p>Consistency of instruction</p>	The assignment is very practical and applicable to candidate experience and immediate application for new administrators.	Same as GED 603

	<p>the proficient level including the groups who scored below in 2008-09</p> <p>All sub-groups scored within the same score range.</p>	and candidate mastery across all centers	Calibration activity positively affected consistency of assessments	
GED 609 Signature Assignment	Same as GED 603	Practical assignment that prepares candidates for immediate application as administrators in working with diverse populations	Same as GED 609	Same as GED 603
GED 610 Signature Assignment	Same as GED 603	Practical assignment that prepares candidates for immediate application as administrators in working with diverse populations	Same as GED 609	<p>Range of scores may be reflective of the fact the data was collected before the calibration activity in 2010</p> <p>Same as GED 603</p>
GED 611 Signature Assignment	Same as GED 603	Practical assignment that prepares candidates for immediate application as administrators in working with diverse populations	Same as GED 609	<p>Range of scores may be reflective of the fact the data was collected before the calibration activity in 2010</p> <p>Same as GED 603</p>
Professional Dispositions	Process put into place in 2010-11	Not enough data to assess	Not enough data to assess	Full implementation in 2011-12 of transition points with dispositional assessments
Exit Surveys	From limited data: candidates feel program effectively prepared them for leadership positions	Not enough data to assess	Not enough data to assess	<p>Ensure consistent application of the process for collecting exit data</p> <p>Limited quantitative and qualitative data indicate a need to review and revise</p>

				required fieldwork activities and to align them more closely to course outcomes and current school leadership realities to them more applicable and supportive of candidate competence.
Alumni Surveys	Process put into place in 2010-11 Not enough data	Not enough data to assess	Not enough data to assess	Full implementation in 2011-12 to ensure a larger respondent pool Limited quantitative and qualitative data indicate a need to review and revise required fieldwork activities and to align them more closely to course outcomes and current school leadership realities to them more applicable and supportive of candidate competence.
Employer Surveys	No data	No data	No data	Implement 2011-12

Use of Results
Master of Arts in Education: Concentration in Education Leadership
Administrative Services Preliminary 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)
<i>Dispositions</i>	<i>Implement transition points for collection of dispositional data.</i>	<i>Program Standards 6(a)(b)(c)(d)(e)(f)</i> <i>Common Standards 2, 6, 7, 9</i>

<i>Signature assignments</i>	<i>Alignment of Rubrics with program standards/outcomes, continued calibration and collaborative course planning and syllabi checks</i>	<i>Program Standards 6(a)(b)(c)(d)(e)(f) Common Standard 2, 9</i>
<i>Exit surveys</i>	<i>Full implementation and consistent collection of data and include disaggregation by years of experience, teaching position, etc. Revision of fieldwork activities and designation of additional required activities at each CPSEL level.</i>	<i>Program Standards 6(a)(b)(c)(d)(e)(f) Common Standard 2</i>
<i>Alumni Survey</i>	<i>Full implementation Revision of fieldwork activities and designation of additional required activities at each CPSEL level.</i>	<i>Program Standards 6(a)(b)(c)(d)(e)(f) Common Standard 2, 9</i>
<i>Employer Survey</i>	<i>Develop process and procedures for data collection</i>	<i>Program Standards 6(a)(b)(c)(d)(e)(f) Common Standard 2, 9</i>