

College of Education and Affiliated Programs
Annual Assessment Report
For Department of Social Work Program

Note: this report presents and analyzes data from the 2007-08 academic year. During that year, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data being presented in this report.

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The MSW PPSC Program prepares candidates to utilize their assessment, intervention, evaluation, research and organizational skills within the interdisciplinary educational team to provide coordinated and comprehensive services to children and their families. They are trained to provide appropriate prevention and intervention strategies to remove barriers to learning for children. The goals of the MSW PPSC Program are to prepare candidates to be able to:

1. Assist children in developing age-appropriate competence
2. Influence the school to be responsive to the needs and aspiration of the children it serves with regard to laws, policies, practices, and procedures
3. Assist in eliminating the barriers between the child and school, family and school, community and school
4. Engage in positive forces in individuals, families, and communities to change environmental properties and characteristics that have an adverse effect on the child's growth and adaptive functioning in the school setting
5. Engage community institutions and develop societal resources, networks, and support systems to meet the identified needs of school age children
6. Utilize research to inform policy and practice in the school setting
7. Translate the laws and policies governing schools and children into programs and activities designed to promote school achievement for high risk children

The program goals are congruent with the Department of Social Work's mission, the standards for school social workers established by the National Association of School Social Workers, the Counsel on Social Work Education and the California Commission on Teacher Credentialing.

The PPSC Program in School Social Work and Child Welfare and Attendance is embedded into the second year of the Masters of Social Work Program. The PPSC candidates take School Social Work (SW 665) as one of their electives and are placed in a school setting during their second year of field placement. They are required to do 100 extra hours during this field placement in order to meet the standards established by the California Commission on Teacher Credentialing (CCTC).

Of the approximate 200 students in the second year of the MSW Program, approximately 30 students a year enter the MSW PPSC Program. The Department of Social Work has 19 full time faculty and approximately 39 part-time faculty. The full-time faculty that teaches the School Social Work class is the consultant to the PPSC Program Coordinator who is a part-time faculty person. Together, they manage the program.

There have been no major changes to the MSW PPSC Program since the last CCTC accreditation process.

Tables 1 through 5 provide an overview of the program in 2007-08. Table 1 presents the programs learning outcomes, signature assignments, and how these elements map to various standards. Tables 2, 3 and 4 provide data on admission, advancement to culminating experience, and exit for candidates during the academic year, while Table 5 provides a count of the number of faculty involved in the program.

Table 1
Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1 Provide continuum of prevention and intervention services	Outcome 2 Advocate for and partner with families for service integration	Outcome 3 Understand and apply California laws related to child welfare and attendance, and special education	Outcome 4 Understand and apply relevant empirical and evidence-based school social work practice	Outcome 5 Assess, design, advocate for and deliver culturally-appropriate direct and indirect services
Signature Assignment(s)	Interim progress report and comprehensive skills evaluation				
National Standards					
State Standards					
Conceptual Framework	Social Responsibility & Service Collaboration	Social Responsibility & Service Collaboration	School Improvement	Research	Diversity

Table 2
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL	54	32	32

Table 3
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 2
	Advancement to Culminating Experience
	#
Other (Advanced Credential Programs Only)	28

Table 4
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 3
	Exit
	#
Credential	23 ¹

Table 5
Faculty Profile 2007-08

Status	Number
Full-time TT/Lect.	20 (1 associated with 680B and SW 665)
Part-time Lecturer	5 (7 associated with 680B)
Total:	40
	65

¹ Four students will be graduating Spring 2009 and will advance to culminating experience and exit the program.

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting. (Maps to campus criteria for assessment reports)

Program evaluation and candidate assessment data have been reviewed by the MSW PPSC Program Consultant, one full time Department of Social Work Assessment Committee member, and the MSW PPSC Program Coordinator.

Data

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
 - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome. (Maps to CTC Biennial Report Q2a)

At present this is a cross-sectional design with data collected at one time period. Data was collected at the end of the Spring 08 semester. Summer 08 data was not included.

The PPSC Comprehensive Skills Evaluations consists of 13 questions. The first 6 questions comprise the Standards of Knowledge and Skill for the PPSC candidates (SKS; Standards 1 through 7—only Standards 1-6 were used for this data collection); the last 5 questions comprise the Child Welfare and Attendance Specialization Standards (CWS; Standards 1 through 6—only standards 1-5 were used for this data collection).

Field Instructors responded to the questions on a 4 point scale, where 1= Unacceptable, 2=Beginning Skill Level, 3=Progressing in Demonstration of Skill, and 4=Consistent Demonstration of High Level of Skill Development.

The study participants are 26 Master's of Social Work professionals who hold a PPS credential in School Social Work and Child Welfare and Attendance. Each of these individuals supervises a social work student interested in obtaining their PPS credential in School Social Work and Child Welfare and Attendance. These 26 professionals completed the PPSC Comprehensive Skills Evaluation based on their student's performance. This represents data on all 26 students enrolled at the time.

The results for the SKS are presented in Table 6, arranged from highest to lowest scoring standards. Overall, the standards ranged from a high of $M=3.88$ ($SD=.33$), for both Professional Ethics *and* Direct Learning Support Services, and a low of $M=3.64$ ($SD=.49$), for Research. The other 3 standards ranged from $M=3.84$ to $M=3.80$.

Table 6
Standards of Knowledge and Skill for PPS Candidates (n=26)

<i>Standards of Knowledge and Skill</i>	<i>Mean</i>	<i>Std</i>
Professional Ethics (SLO #1, 2, 3, 4, 5)	3.88	.33
Direct Learning Support Services (SLO #1, 2, 3, 5)	3.88	.33
System Level Learning (SLO #3)	3.84	.37
Community Linkages/Partnerships (SLO #2 , 3)	3.84	.37
Wellness/Resiliency Promotion (SLO #1, 2, 5)	3.80	.41
Research (SLO #4)	3.64	.49

Statistics are based on a 4 point scale, where 4 = the highest score. Medians and modes for all 6 standards = 4.

The results for the CWS are presented in Table 7, arranged from highest to lowest scoring standards. Overall, the standards ranged from a high of $M=3.88$ ($SD=.33$), for Legal Issues, and a low of $M=3.64$ ($SD=.49$), for Collaboration & Partnership. The other 4 standards ranged from $M=3.80$ to $M=3.68$.

Table 7
Child Welfare & Attendance Specialization Standards (n=26)

<i>Child Welfare & Attendance Standards</i>	<i>Mean</i>	<i>Std</i>
Legal Issues (SLO #3)	3.88	.33
School Culture & Related Systems (SLO # 5)	3.80	.41
Assessment/Evaluation of Underachievers (SLO #3, 4, 5)	3.72	.46
Program Leadership & Management (SLO #3, 4, 5)	3.68	.48
Collaboration & Partnerships (SLO #2, 3)	3.64	.49

Statistics are based on a 4 point scale, where 4 = the highest score. Medians and modes for all 5 standards = 4.

In summary, all 11 standards that were used range from $M=3.88$ to $M=3.64$. These are very close to the ideal score of 4. Scores of 1 or 2, in fact, were never given for any of the 11 standards. In addition, the score that represents the middle score for all 11 standards is 4. Finally, the score that is most commonly given for any of the 11 standards is 4.

- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators of program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome. (Maps to CTC Biennial Report Q2a)

Complimentary Data

4. **OPTIONAL**: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources. (Maps to CTC Biennial Report Q2b)

In Fall, 2009 four former PPSC students from 2007-2008 will become PPSC field instructors for the CSULB Department of Social Work's PPSC Program. They will be working with the 2009-2010 PPSC students in the school settings.

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement. (Maps to CTC Biennial Report Q3, Campus Q3)

These are very promising preliminary findings. All of the scores for the standards are at more than an acceptable range. It would be difficult to justify making any changes based on these findings. In its favor, the evaluation is at the programmatic level and is completed by program constituents. Although summer 2008 students were not included in this evaluation, they will be included in future evaluations.

This does not constitute a program evaluation, although it is a good start. The *n* size is small, the data collection was cross-sectional, and only one type of program constituent was sampled. In addition, it is unclear whether the instrument used has been evaluated and/or standardized.

6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?
7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5. (Maps to CTC Biennial Report Q4, Campus Q4)

Currently, the Department of Social Work conducts a comprehensive evaluation of their Masters of Social Work Program. This evaluation includes PPSC students. Plans are being made to assess PPSC students once they are accepted into the PPSC Program, at midway, and at program exit, in order to conduct multivariate analysis. Assessment will take place from students, student's field instructors, and instructors. Standardized measures and satisfaction surveys will be administered. Most of the evaluation will focus on the programmatic level, although the individual level will also be evaluated. Other evaluation instruments will be used to evaluate students as they progress through the PPSC program.