



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

Note: this report presents and analyzes data from the 2009-10 academic year. During that year, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system.

**Background**

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report? (Maps to CTC Biennial Report Q1)

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 School 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 30-40 students a year enter the MSW PPSC Program. The School 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 full-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, although a new coordinator assumed leadership for the program in the Fall, 2010

**Table 1**

*Program Student Learning Outcomes and Relevant Standards*

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

**Table 2****Social Work Program Specific Candidate Information, 2009-2010 (snapshot taken F08)**

Category	Transition Point 1			Transition Point 2	Transition Point 3
	Admission to Program			Advancement to Culminating Experience	Exit
	Applied	Accepted	Matriculated		
<b>680B</b>	57	44	44	28	23
<b>TOTAL</b>	57	44	44	28	23

**Table 3**

Faculty Profile 2009-10	
Status	Number
Full-time TT	1 associated with SW 665
Full-time Lecture	1 associated with 680A/B
Part-time Lecture	7 associated with 680A/B
Total:	<b>9</b>

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 School 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)

**Table 4**

<b>Student Learning Outcome</b>	<b>Student Learning Outcomes</b>	<b>Signature Assignment(s)</b>	<b>Description of the Assignment</b>
<b>1-5</b>	<ol style="list-style-type: none"> <li>1. Provide continuum of prevention and intervention services</li> <li>2. Advocate for and partner with families for service integration</li> <li>3. Understand and apply California laws related to child welfare and attendance, and special education</li> <li>4. Understand and apply relevant empirical and evidence-based school social work practice</li> <li>5. Assess, design, advocate for and deliver culturally-appropriate direct and indirect services</li> </ol>	SW 680 A & B: Interim Progress Report	The Interim Progress Report is completed by the Field Instructor at the mid-semester point during both semesters. The student then submits this report to their Field Seminar Instructor. Based on this report, the Field Seminar Instructor will know the student's strengths, weaknesses and challenges leading the seminar instructor to provide appropriate support and/or complete a field site visit with the student and the Field Instructor.
<b>1-5</b>	<ol style="list-style-type: none"> <li>1. Provide continuum of prevention and intervention services</li> <li>2. Advocate for and partner with families for service integration</li> <li>3. Understand and apply California laws related to child welfare and attendance, and special education</li> <li>4. Understand and apply relevant empirical and evidence-based school social work practice</li> <li>5. Assess, design, advocate for and deliver culturally-appropriate direct and indirect services</li> </ol>	SW 680 A & B: Comprehensive Skills Evaluation	The PPSC Comprehensive Skills Evaluation is completed by the Field Instructor at the end of the first semester (mid-way through program) and at the end of the second semester (at the end of the program). The Field Instructor uses this evaluation to respond to the demonstrated competencies of the student as related to CCTC's Generic and Specialist Core Competencies for the PPS Credential in School Social Work and Child Welfare and Attendance.

At present data are collected using a cross-sectional design with data collected at two time periods. Data was collected at the end of the Fall 2009 semester and Spring 2010 semester. Summer 10 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).

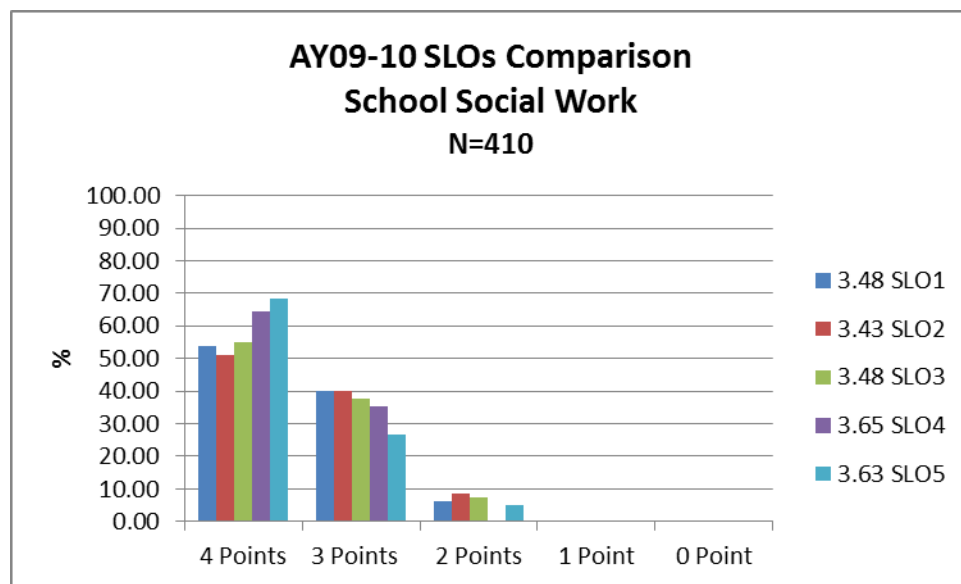
Field Instructors responded to the questions on a 4 point scale, where 1= Unacceptable, 2=Beginning Skill Level, 3=Progressing in Demonstration of Skill, and 4=Consistent Demonstration of High Level of Skill Development.

The study participants are 38 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 38 professionals completed the PPSC Comprehensive Skills Evaluation based on their student's performance. This represents data on all 44 students enrolled at the time.

Completed forms were sent to the College of Education where the data was transformed into histograms. The results for the SKS are presented in Figure 1. Overall, the standards ranged from a high of  $M=3.65$  For SLO4 to a low of  $M=3.43$  for SLO2. The other 3 standards ranged from  $M=3.63$  to  $M=3.48$ .

**Figure 1**

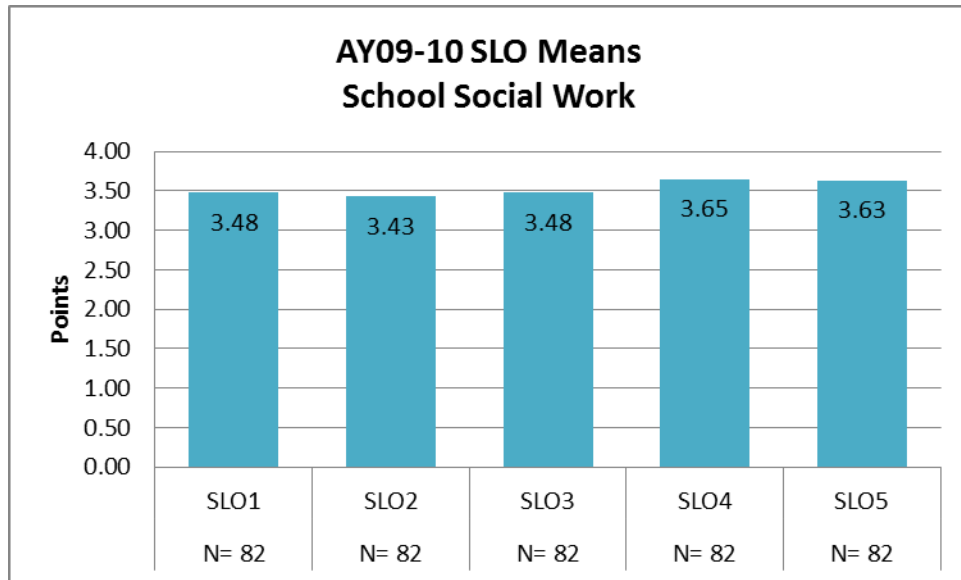
*AY09-10 SLOs Comparisons*



*Statistics are based on a 4 point scale, where 4 = the highest score.*

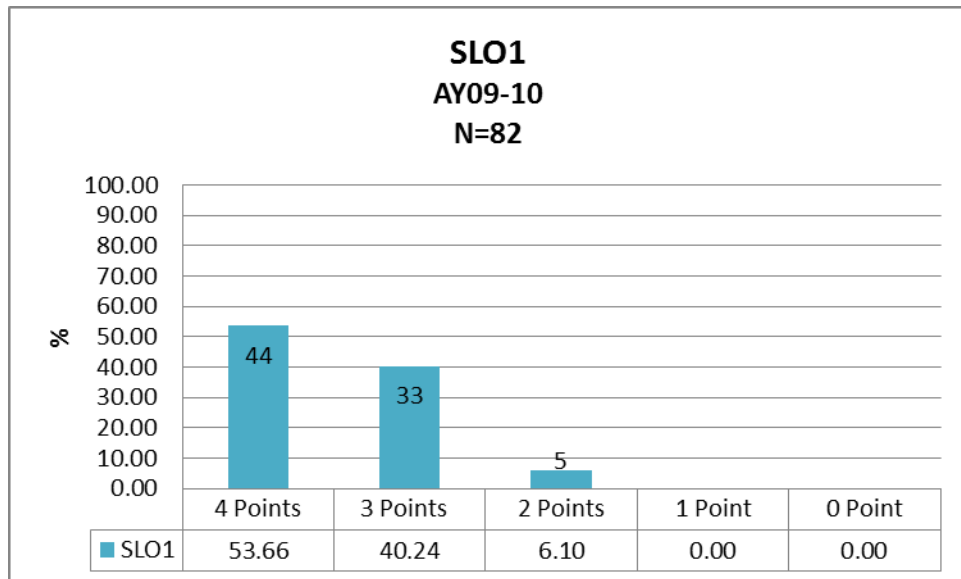
The following Tables are more detailed depictions of Figure 1.

**Figure 2**

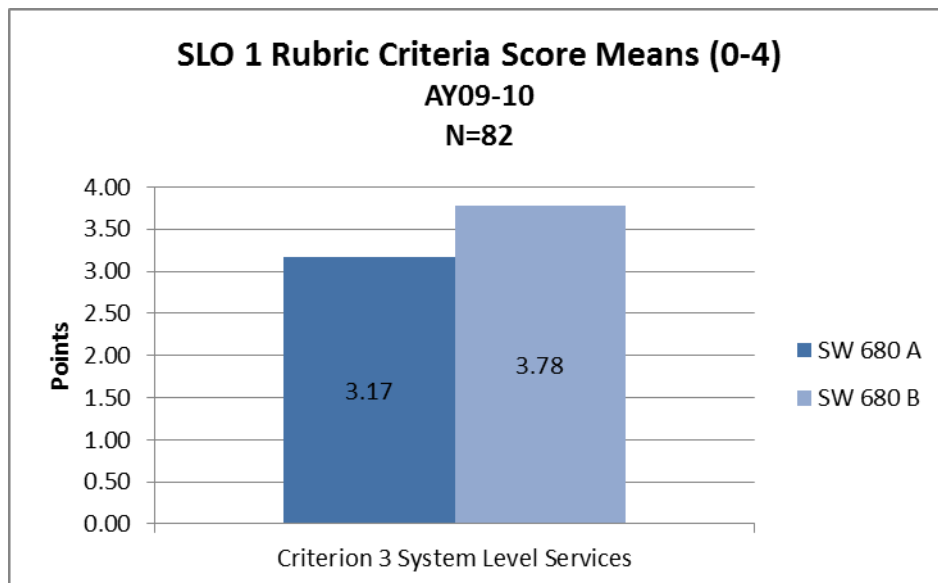


**Figure 3**

**Outcome 1:** *Provide continuum of prevention and intervention services*

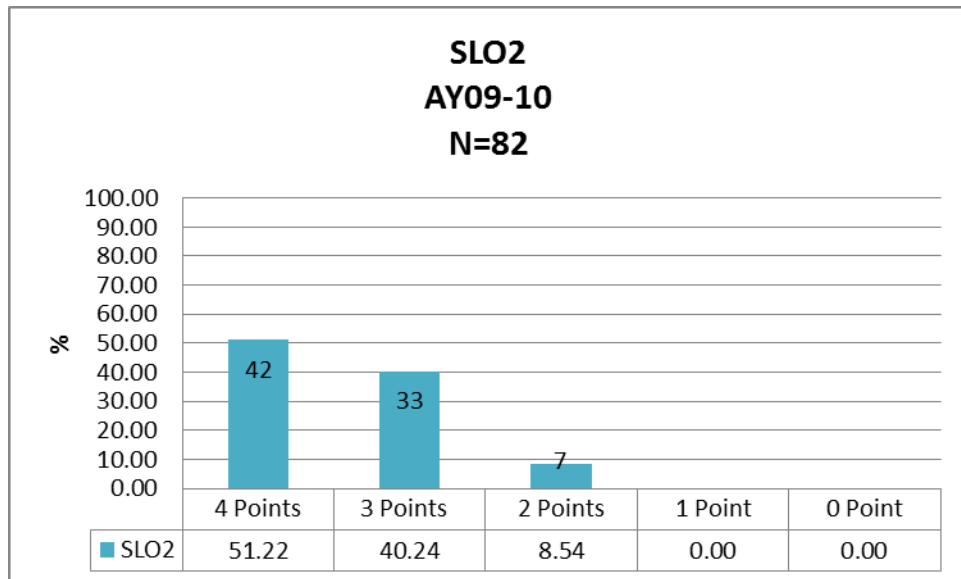


**Figure 4**

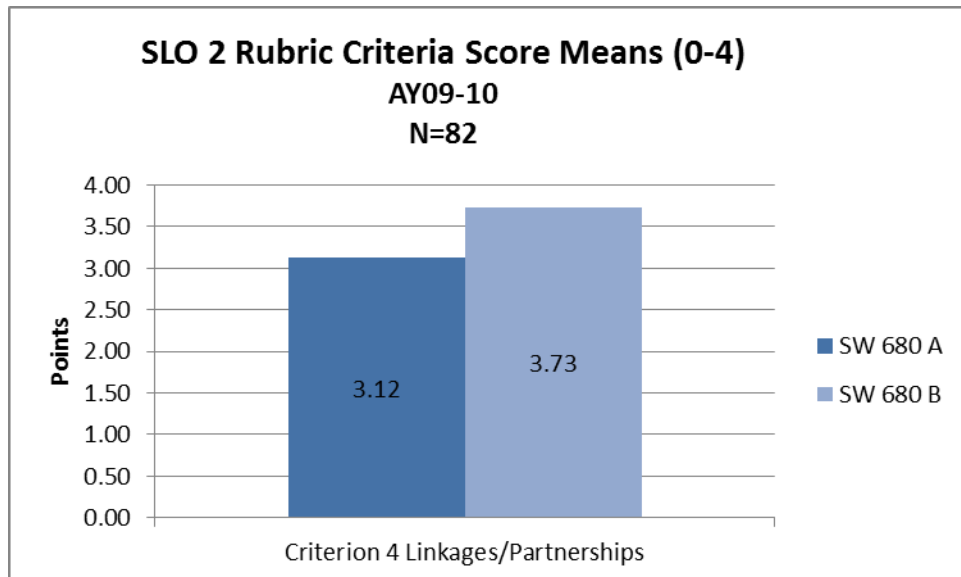


**Figure 5**

**Outcome 2: Advocate for and partner with families for service integration**



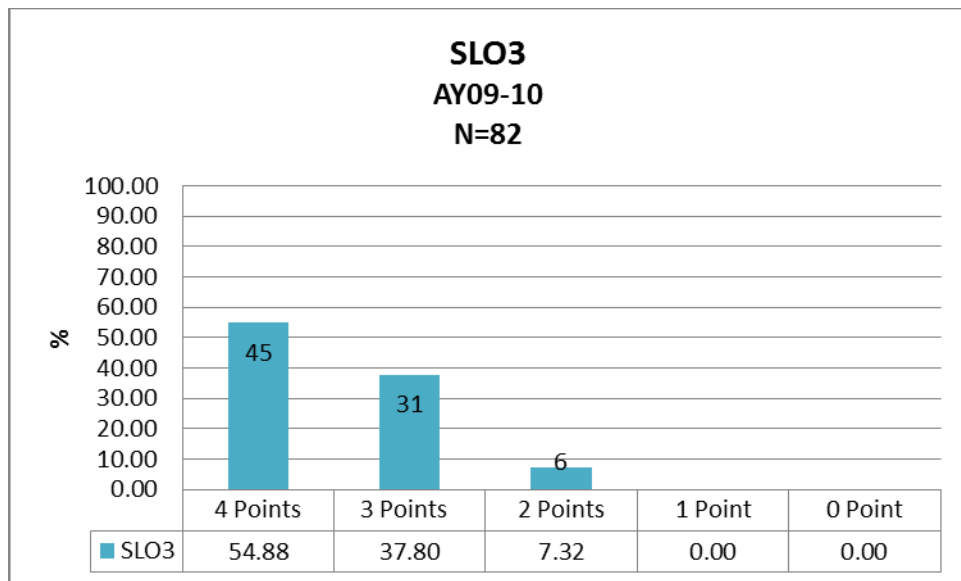
**Figure 6**



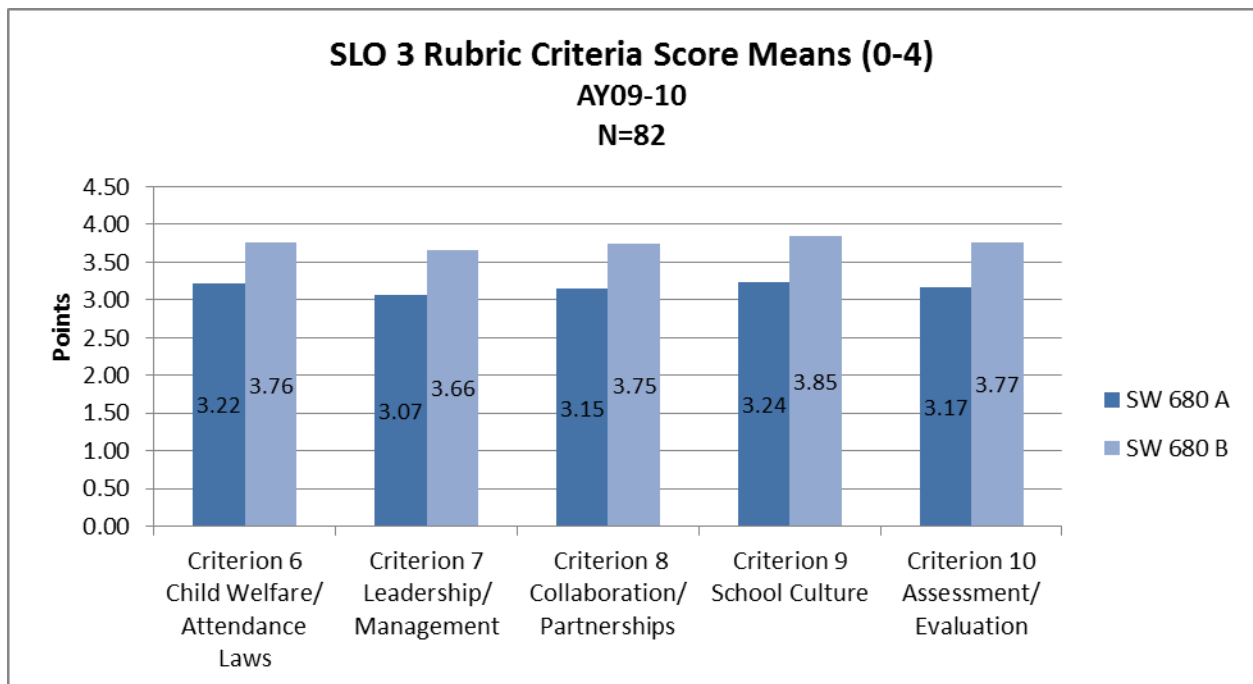


**Figure 7**

**Outcome 3:** Understand and apply California laws related to child welfare and attendance, and special education

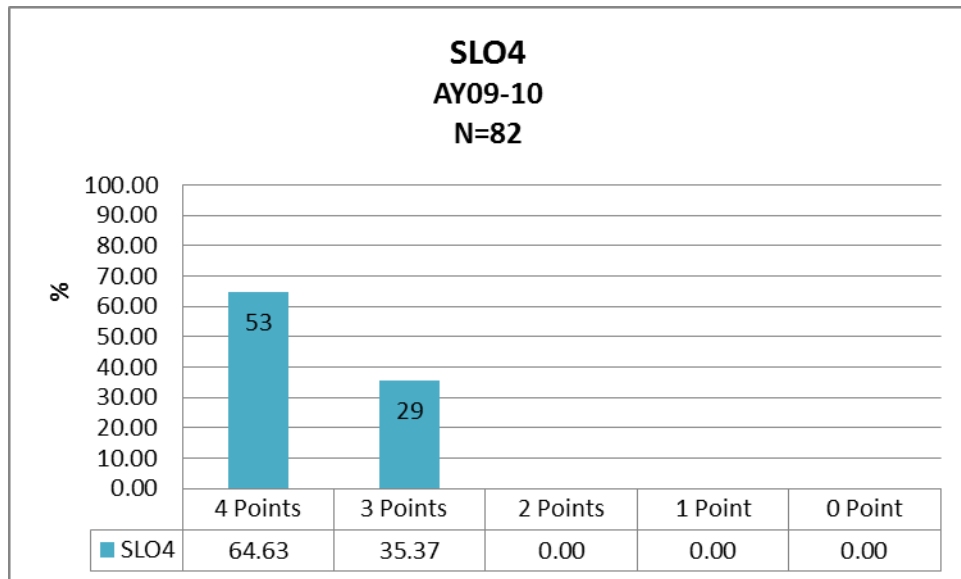


**Figure 8**

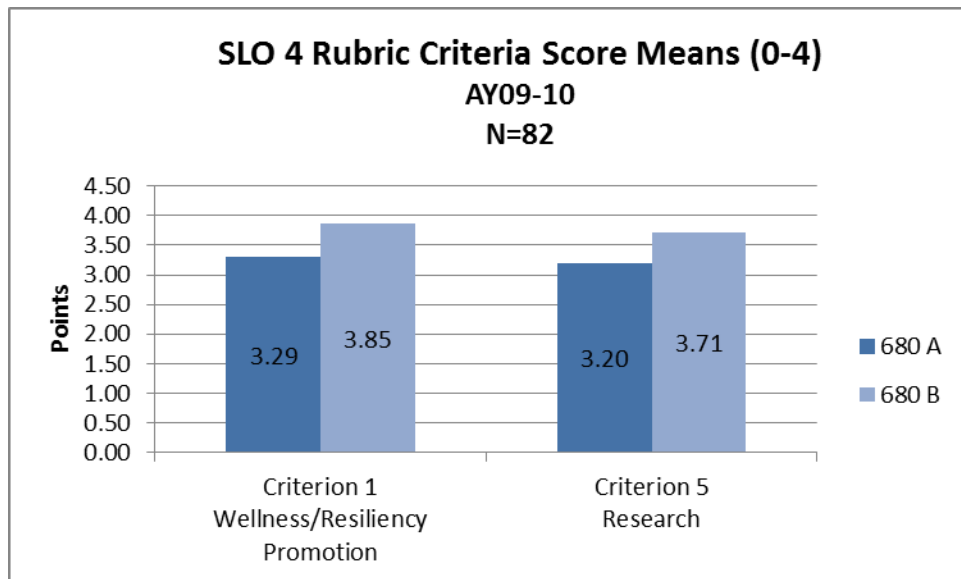


**Figure 9**

**Outcome 4:** Understand and apply relevant empirical and evidence-based school social work practice

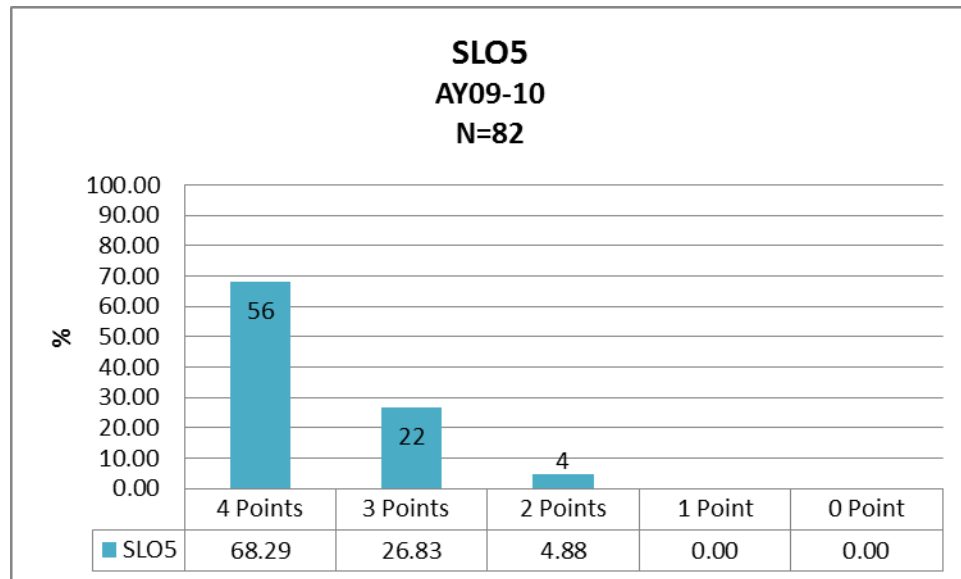


**Figure 10**

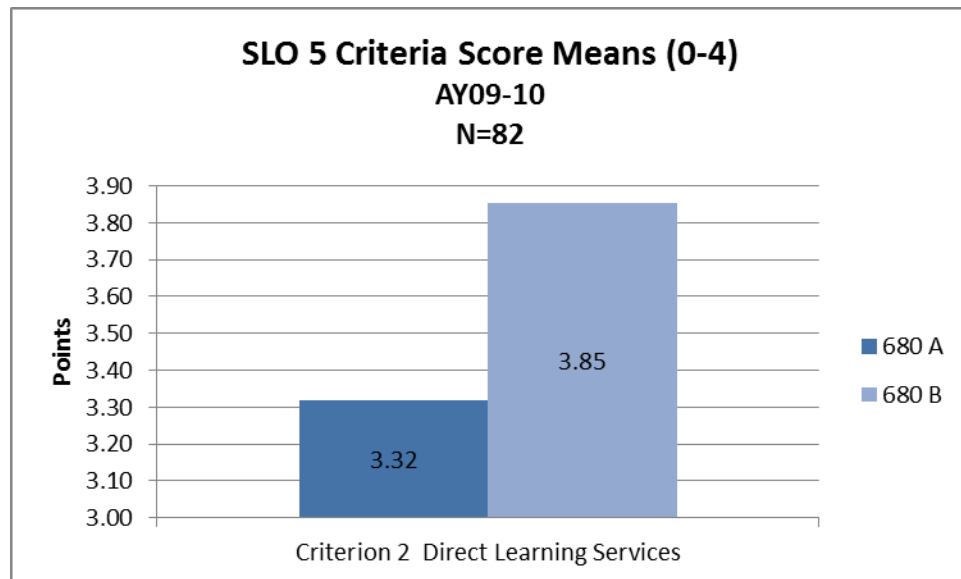


**Figure 11**

**Outcome 5:** *Assess, design, advocate for and deliver culturally-appropriate direct and indirect services*



**Figure 12**



- 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 or 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.

4. Complimentary Data:

In Fall, 2010 three former PPSC students will become PPSC field instructors for the CSULB School of Social Work's PPSC Program. They will be working with the 2010-2011 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)

Students show their strongest skills in applying evidence-based practice (SLO4). This has been an emphasis in our program, particularly due to our accrediting body's (CSWE) emphasis on EBP and the direction of our profession.

Culturally appropriate services (SLO5), has also been rated highly. It is an area that is infused throughout our curriculum.

Understand and apply California Law (SLO3), provide continuum of intervention and prevention services (SLO1), and partner with agencies for service integration (SLO 2) were marginally lower than (SLO4 and 5). SLO2 was the lowest. Exposure to these SLO's is not as common at an agency as SLO4 and SLO5. It may be that as time progresses, students will increase their mean scores in these SLOs.

6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?

The present findings compare well with past findings.

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)

More emphasis will be given to SLOs 1 thru 3. Discussions with the field faculty at the field sites regarding these learning outcomes will help the field faculty realize the importance of covering these topics with their students.

## Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
SLO1	More emphasis at field agency	Field Faculty	SP12
SLO2	More emphasis at field agency	Field Faculty	SP12
SLO3	More emphasis at field agency	Field Faculty	SP12