



**College of Education and Affiliated Programs**  
**Annual Assessment Report – Fall 2012**  
*School Social Work Program*

**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 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 20 - 30 students a year enter the MSW PPSC Program. The School of Social Work has 39 full time faculty and approximately 8 part-time faculty. The full-time faculty who teaches the School Social Work class is the consultant to the PPSC Program Coordinator, who holds 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. A new Coordinator assumed leadership for the program in the Fall, 2012.

**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>Outcome 6</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	Practice according to the NASW Code of Ethics and NASW's Standards for Social Work Services
<b>Signature Assignment(s)</b>	comprehensive skills evaluation – mid-year and final					
<b>National Standards</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>State Standards</b>	Standards 3 & 4 CWA Standards 3 & 5	Standards 2 & 5 CWA Standards 2, 3, 4 & 5	CWA Standards 1, 2, 3, 4 & 5	Standards 2, 4 & 6 CWA Standards 1, 2, 3, 4 & 5	Standards 2, 3, 4 & 6 CWA Standards 4 & 5	Standards 1, 2, 3, 4, 5, & 6 CWA Standards 1, 2, 3, 4, & 5
<b>Conceptual Framework</b>	Leadership, Advocacy	Collaboration; Advocacy	Advocacy, Scholarship, Collaboration	Effective Pedagogy; Evidence-based Practices	Innovation	Leadership, Scholarship, Innovation, Evidence-based Practice
<b>CSULB Learning Outcomes</b>	Engaged in global and local issues; Knowledge and respect for diversity	Knowledge and respect for diversity, Well-prepared, Collaborative problem solving	Well-prepared; Collaborative problem solving	Integrating liberal education	Knowledge and respect for diversity	Engaged in global and local issues

**Table 2**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)*

	<b>Number Applied</b>	<b>Number Accepted</b>	<b>Number Matriculated</b>
<b>TOTAL</b>		28	

**Table 3**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)*

	<b>Number</b>
<b>Credential<sup>1</sup></b>	

**Table 4**

*Faculty Profile 2011-12<sup>2</sup>*

<b>Status</b>	<b>Number</b>
<b>Full-time TT/Lect.</b>	5
<b>Part-time Lecturer</b>	4
<b>Total:</b>	9

- 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)

Four full/part-time faculty reviewed the assessment findings along with four members of the PPSC Advisory Committee. See attached attendance sheet.

<sup>1</sup> Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program 1 or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2011, Fall 2012, and Spring 2012.

<sup>2</sup> Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

## 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.

**Table 5***Program Student Learning Outcomes and Signature Assignments*

<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.

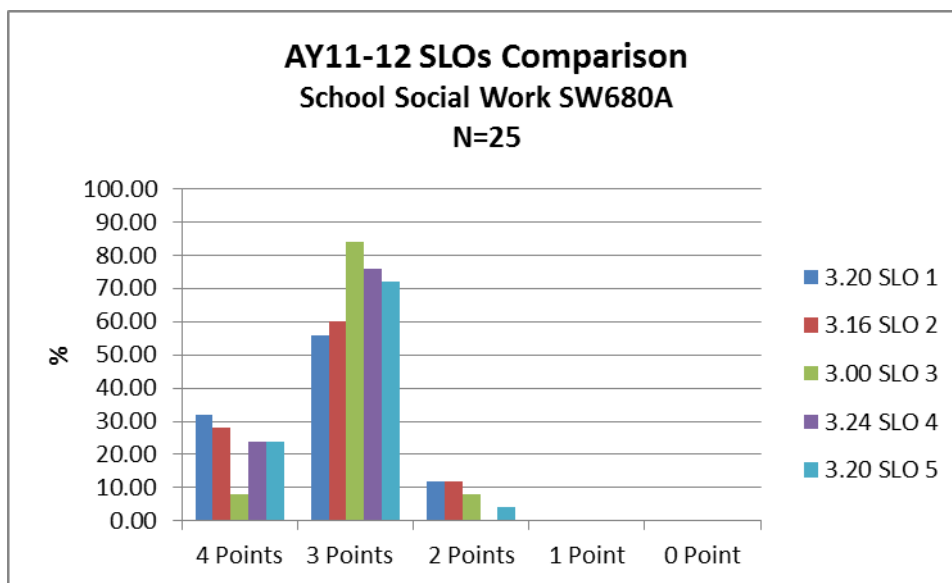
At present data are collected using a cross-sectional design with data collected at two time periods. Data was collected at the end of the Fall 2011 semester and Spring 2012 semester.

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. Completed forms were sent to the College of Education where the data was transformed into histograms.

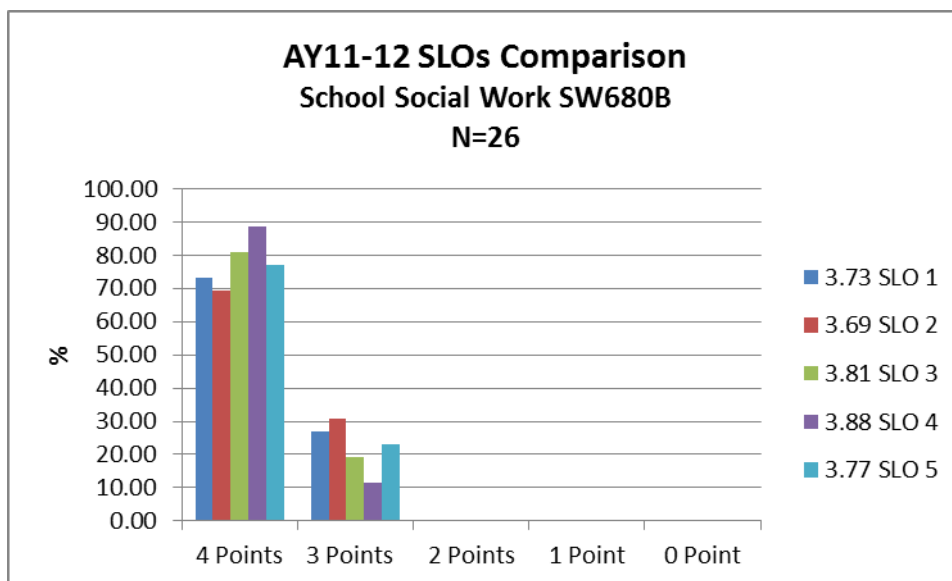
**Figure 1**

*AY11-12 SLO Comparison SW680A*



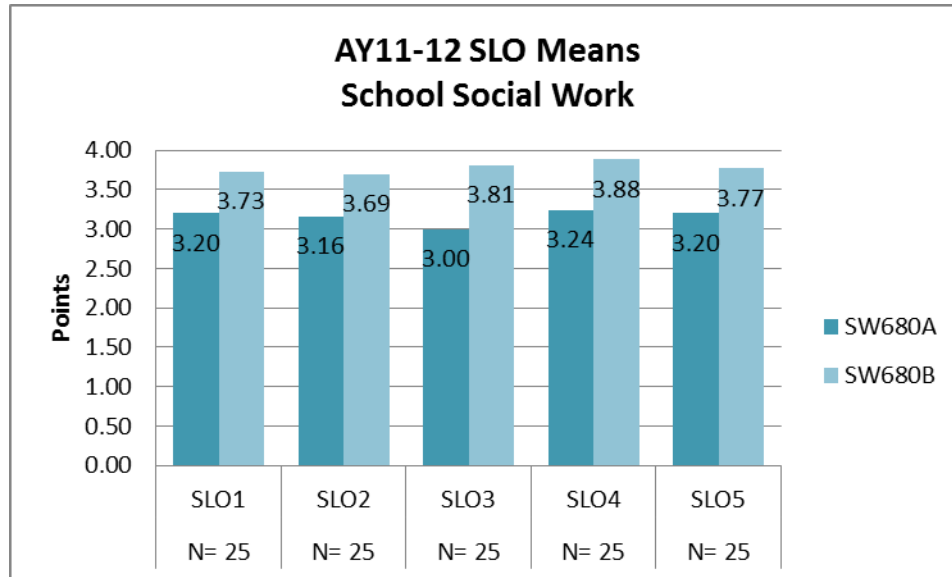
**Figure 2**

*AY11-12 SLO Comparison SW680B*



**Figure 3**

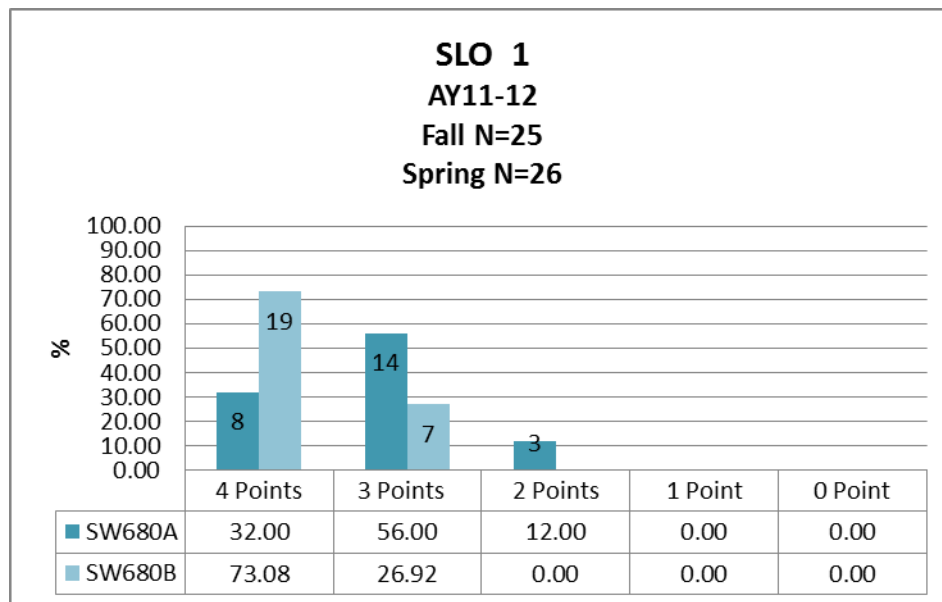
*AY11-12 SLO Means*



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

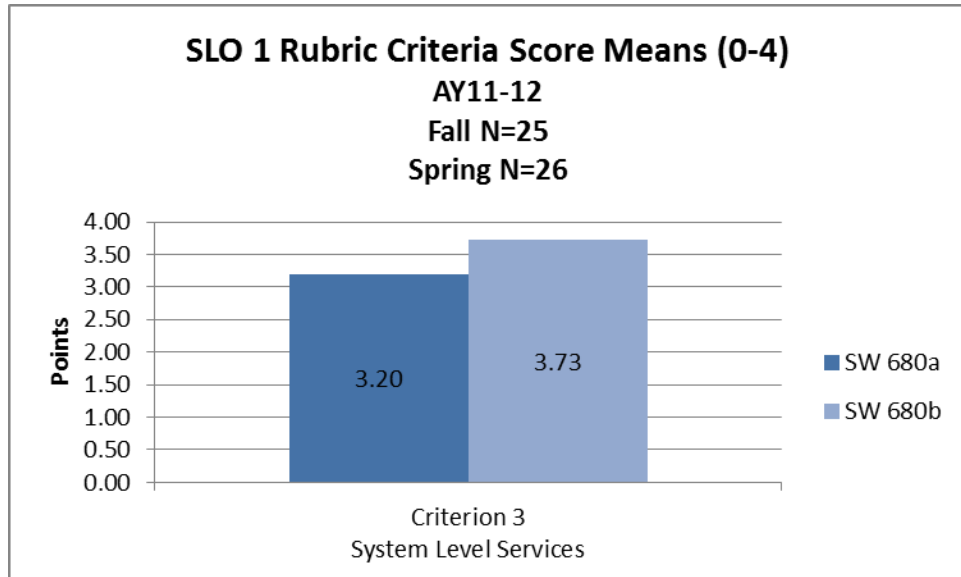
**Figure 4**

*AY11-12 Score Distribution-SLO 1*



**Figure 5**

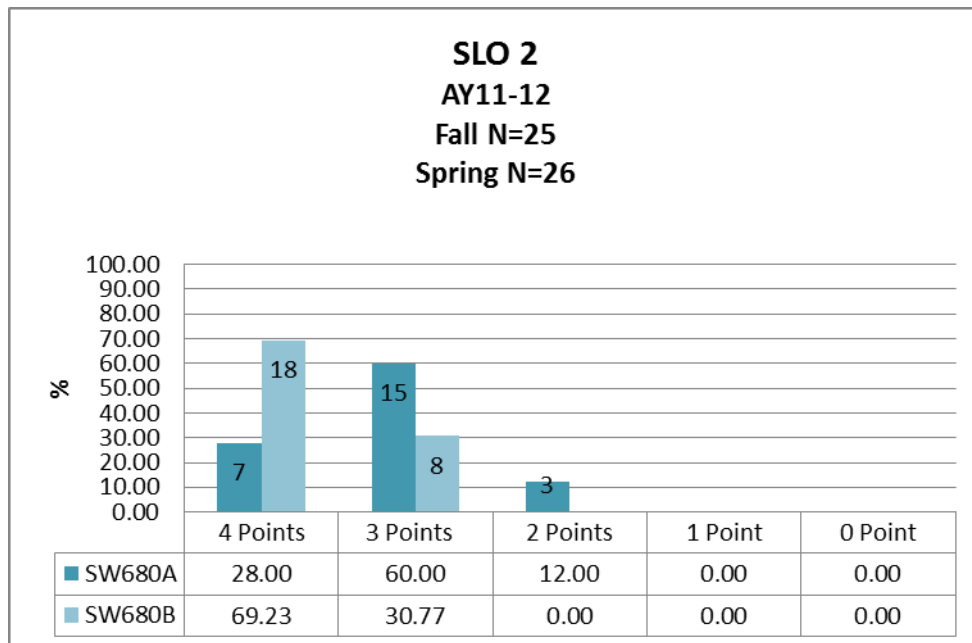
*AY11-12 Criteria Score Means-SLO 1*



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

**Figure 6**

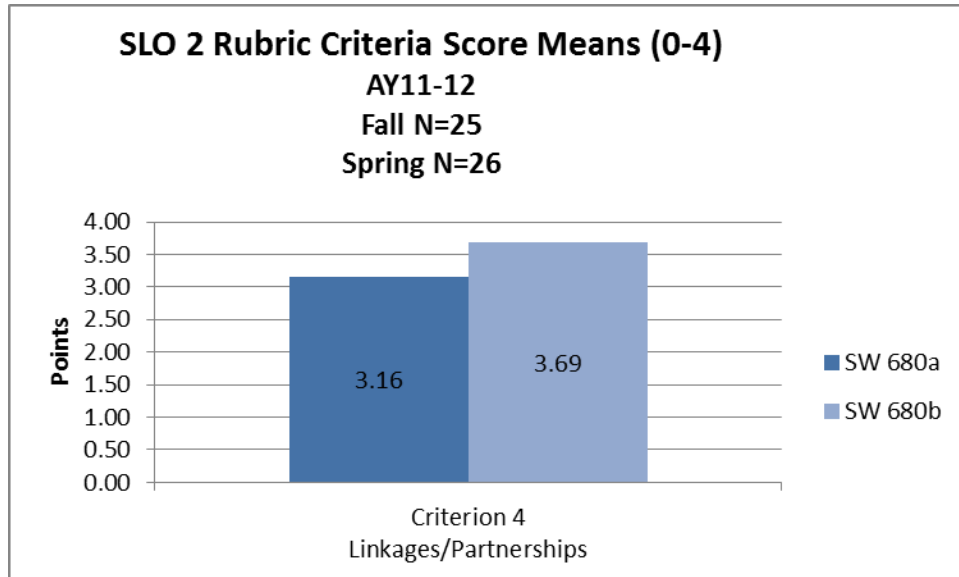
*AY11-12 Score Distribution-SLO 2*





**Figure 7**

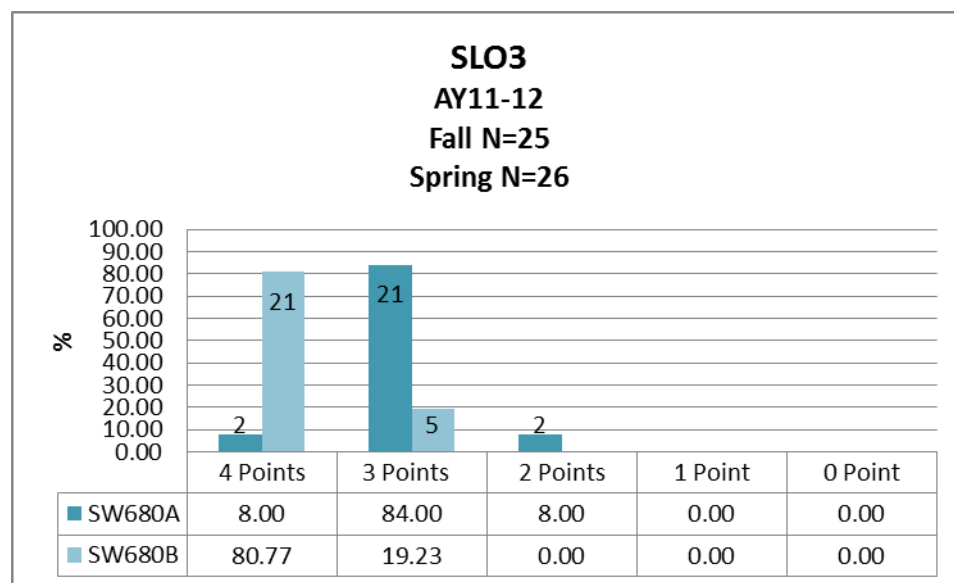
*AY11-12 Criteria Score Means-SLO 2*



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

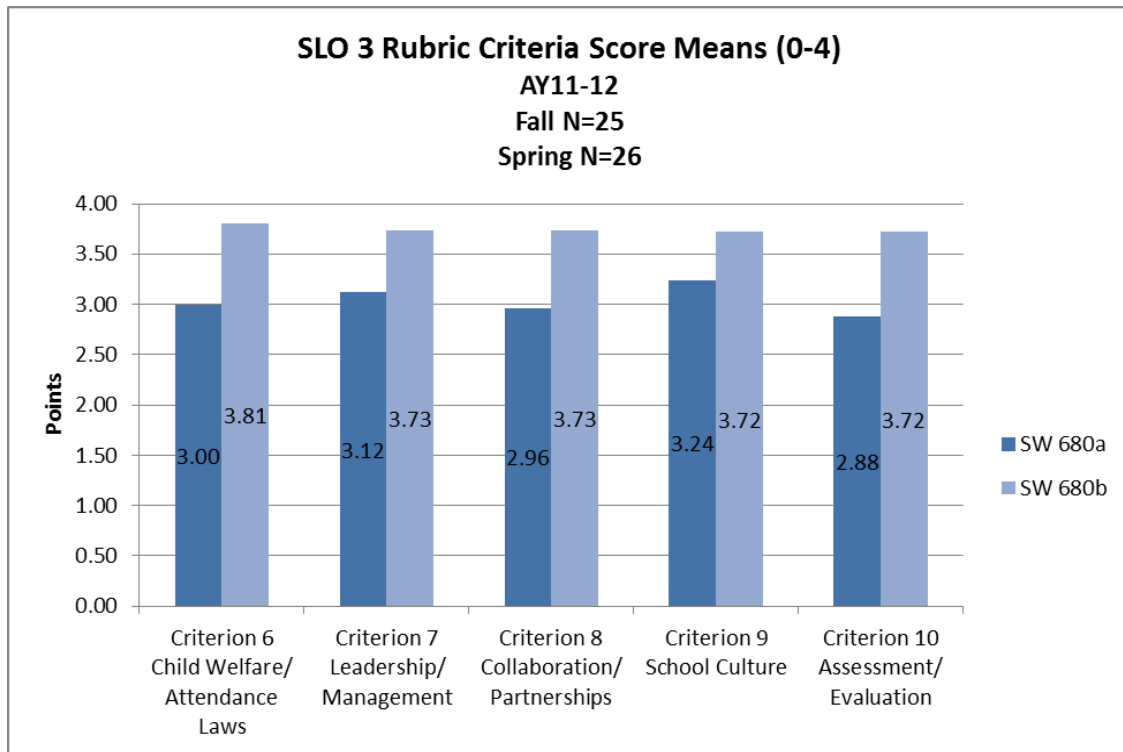
**Figure 8**

*AY11-12 Score Distribution-SLO 3*



**Figure 9**

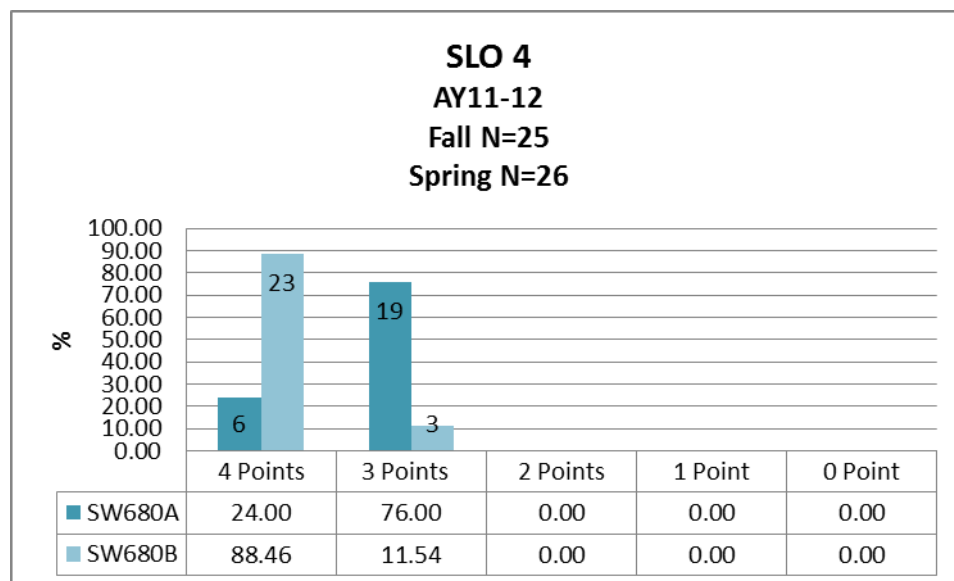
*AY11-12 Criteria Score Means-SLO 3*



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

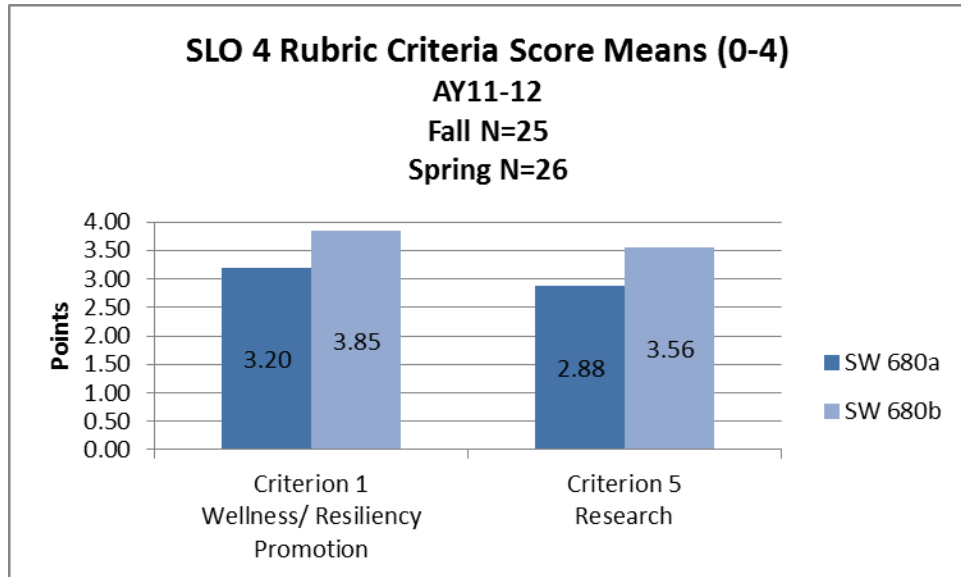
**Figure 10**

*AY11-12 Score Distribution-SLO 4*



**Figure 11**

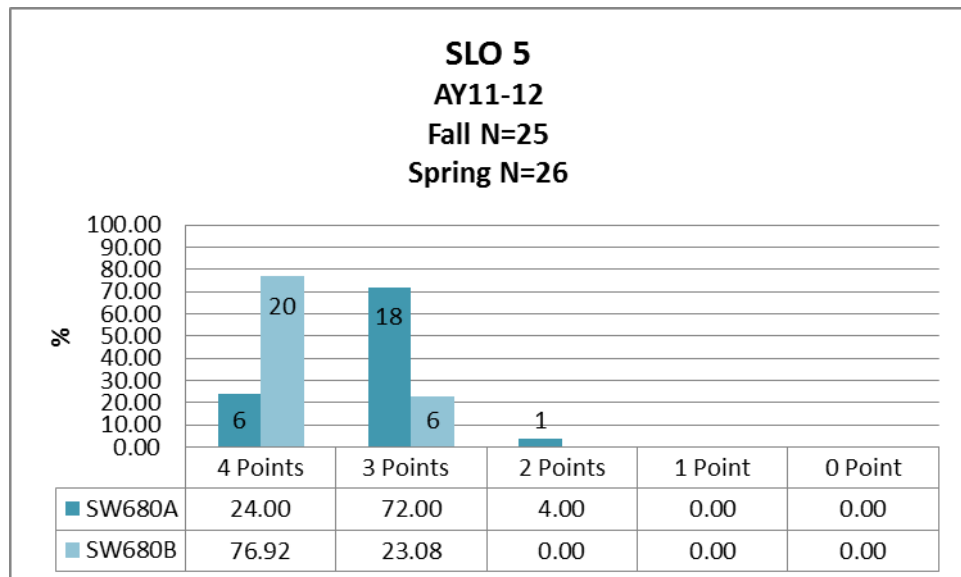
*AY11-12 Criteria Score Means-SLO 4*



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

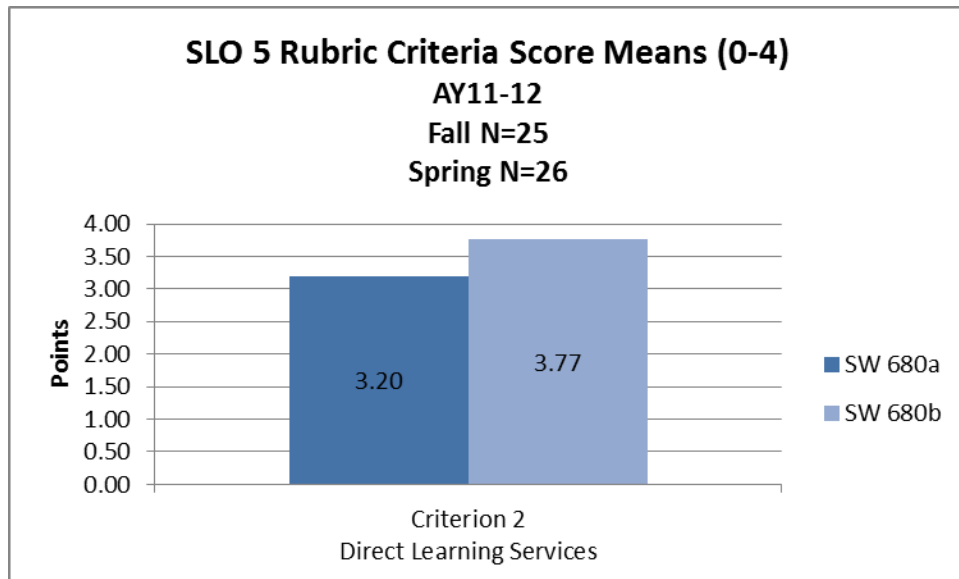
**Figure 12**

*AY11-12 Score Distribution-SLO 5*



**Figure 13**

*AY11-12 Criteria Score Means-SLO 5*



- 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. (Maps to CTC Biennial Report Q2a)
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)

## 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.

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.

The greatest improvement in scores from mid-year to final evaluation was in SLO3, understanding and applying California laws related to child welfare and attendance and special education. This SLO also had the second-highest mean in the final scoring. We attribute this to the added attention our program has paid to stressing items relating to the child welfare and attendance specialization.

Culturally appropriate services (SLO5), continues to be rated highly. It is an area that is infused throughout our curriculum.

Scores for partnering with agencies for service integration (SLO 2) were the lowest. We will encourage field instructors to address this in future cohorts of students.

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. SLO3 scored higher than in previous years with this cohort.

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 and 2 in field placements, the required elective, and in seminars. 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.

**Table 6**  
*Action Plan*

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Standard (If Applicable)
<b>SLO1</b>	More emphasis at field agency	Field faculty	SY14	
<b>SLO2</b>	More emphasis at field agency	Field faculty	SY14	