



**Commission on Teacher Credentialing
Biennial Report**

(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	California State University, Long Beach
Date report is submitted	Fall 2011
Program documented in this report	School Social Work
Name of Program	School Social Work
Credential awarded	MSW Pupil Personnel Services Credential Program
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
Program Contact	Joy Rubin, MSW
Phone #	(562) 985-5652
E-Mail	jrubin@csulb.edu
If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	Cynthia Deehr, MSW
Phone #	(714) 585-5697
E-mail	cdeehr@csulb.edu

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

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*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
SLOs	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
Signature Assignment(s)	comprehensive skills evaluation				
State Standards	Standards 3 & 4 CWA Standards 3 & 5	Standards 2 & 5 CWA Standards 2, 3, 4 & 5	CWA Standards 1, 2, 3, 4 and 5	Standards 2, 4 & 6 CWA Standards 1, 2, 3, 4 and 5	Standards 2, 3, 4 & 5 CWA Standards 4 & 5
Conceptual Framework	Social Responsibility & Service Collaboration	Social Responsibility & Service Collaboration	School Improvement	Research	Diversity

Table 2*Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)*

	Transition Point 1 Admission to Program					
	2009-2010			2010-2011		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
TOTAL	57	36	36	37	29	29

Table 3*Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)¹*

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	2010-2011
Thesis	36	29
Other (e.g., project)	36	29

Table 4*Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)*

	Transition Point 3 Exit	
	2009-2010	2010-2011
Degree	36	29
Credential²	36	29

Table 5*Faculty Profile 2009-2011³*

Status	2009-2010	2010-2011
Full-time TT	19 (1 associated with SW665)	23 (1 associated with SW 665)
Full-time Lecture	5 (1 associated with 680A/B)	5 (1 associated with 680A/B)
Part-time Lecturer	39 (7 associated with 680A/B)	7
Total:	63	35

¹ Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

² 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 one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

³ Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit).

The PPSC Coordinator left in December, 2010. The Coordinator of Field added the PPSC Program to her duties.

PART II – Candidate Assessment/Performance and Program

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

PPSC Comprehensive Skills Evaluation

This assessment is completed by field instructors to assess students' field performance in relationship to selected CCTC PPS Standards. It is administered twice, once in the middle of the program during the student's second year of field placement and again at the end of their field placement. For program evaluation, both mid-year and final placement data are analyzed.

Data Collection Process

The PPSC Comprehensive Skills Evaluation 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 1-6—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.

Participants

The participants are 18 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 18 professionals completed the PPSC Comprehensive Skills Evaluation based on their student's performance. This represents data on all 65 PPSC students (2009-2010, 36 students, 2010-2011, 29 students) students enrolled at the time.

Table 6*Program Student Learning Outcomes and Signature Assignments*

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
<ul style="list-style-type: none"> • SLO 1: Provide continuum of prevention and intervention services • SLO 2: Advocate for and partner with families for service integration • SLO 3: Understand and apply California laws related to child welfare and attendance, and special education • SLO 4: Understand and apply relevant empirical and evidence-based school social work practice • SLO 5: Assess, design, advocate for and deliver culturally-appropriate direct and indirect services 	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.

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

The School of Social Work's Assessment Team collects and analyzes data specific to the MSW Program. This information can also be run specifically for PPSC students. Data collected include:

Multicultural Counseling Inventory

Standardized instrument to assess competence in working with diverse clients. Pre-test administered to incoming MSW students at New Student Orientations. Post-test administered to graduating MSW students during class.

Self-Appraisal Inventory

Standardized instrument to assess self-perceived knowledge, values, and skills. Pre-test administered to incoming MSW students at New Student Orientations. Post-test administered to graduating MSW students during class.

Student Perceptions Inventory

Assess student's perceptions of quality of curriculum, faculty, resources, etc.

Administered to graduating MSW students during class.

- Since the summer of 2007 all measures are administered in an online survey format. One of the Assessment Team members attends the New Student orientation and sections of a course that includes all graduating students to invite and explain the procedure of doing these instruments online. The online methods have been time saving tools and have increased our response rate on all instruments.

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

2009-10 Student Learning Data

Figure 1

School Social Work AY09-10 SW680A SLOs Comparison

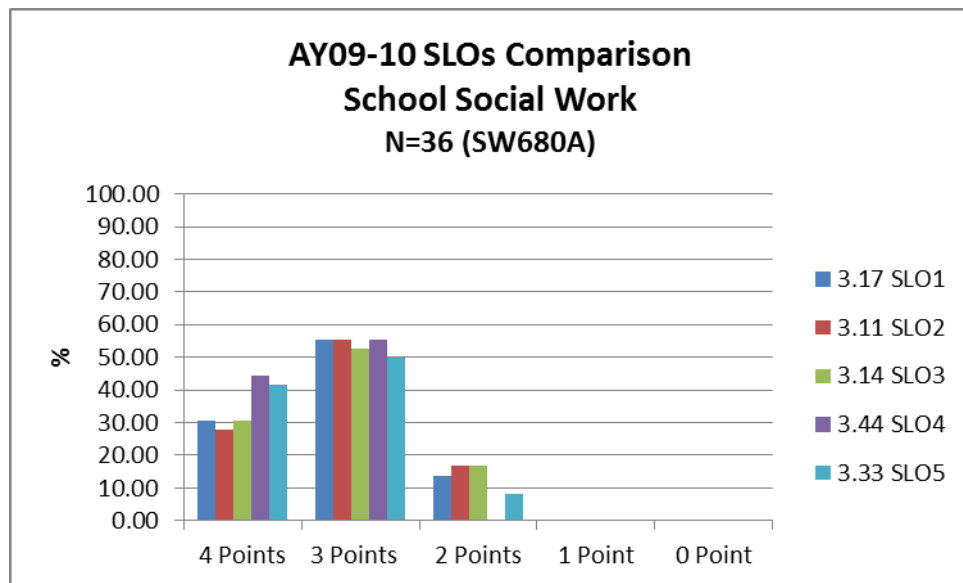


Figure 2

School Social Work AY09-10 SW680B SLOs Comparison

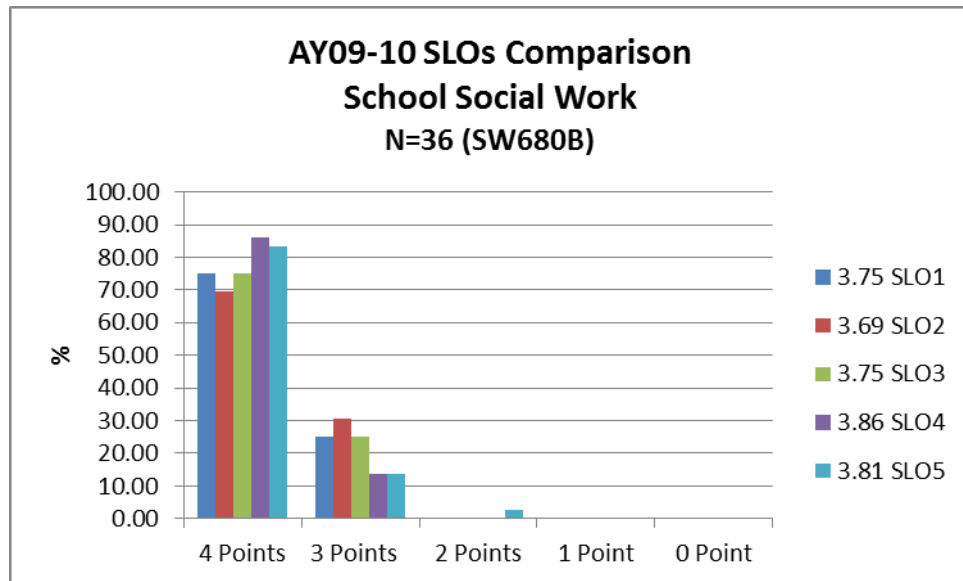
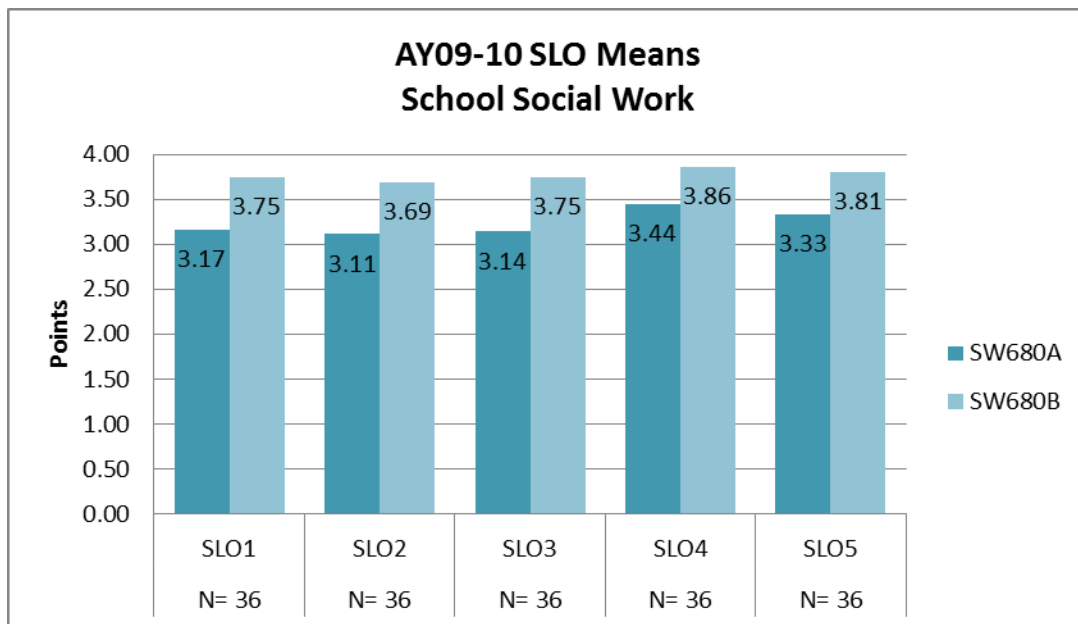


Figure 3

School Social Work AY09-10 SLO Means



Outcome 1: Provide continuum of prevention and intervention services

Figure 4

School Social Work AY09-10 Score Distribution-SLO 1

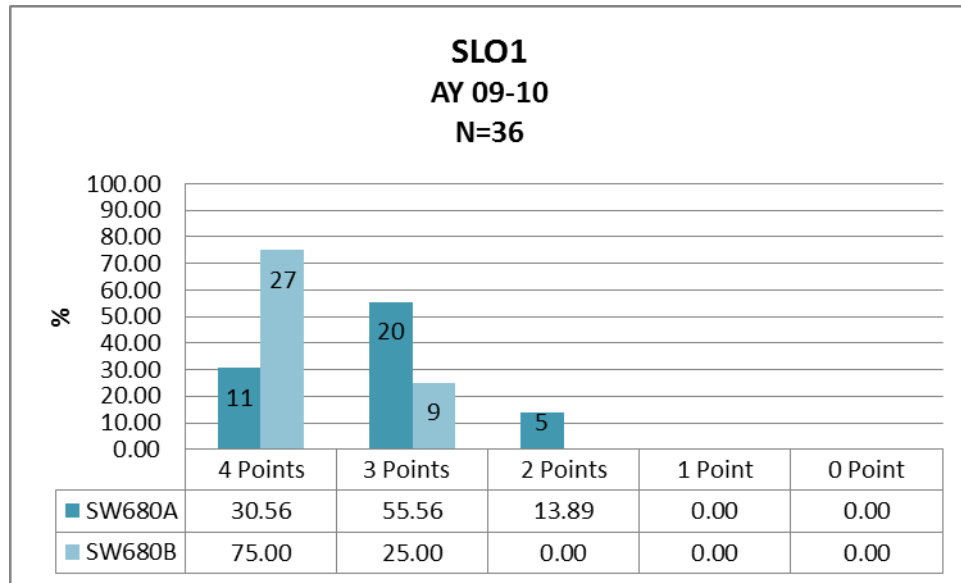
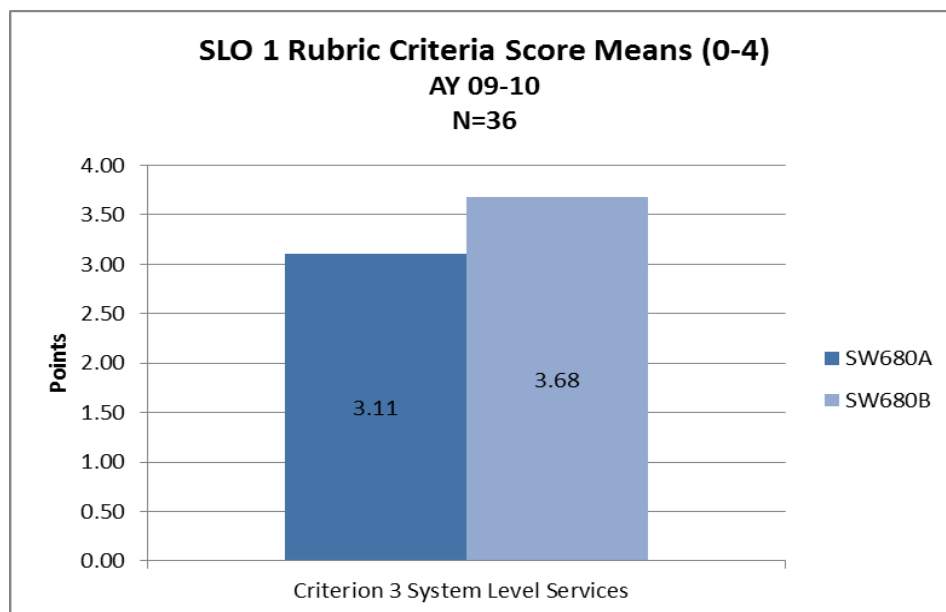


Figure 5

School Social Work AY09-10 Criterion 3 Mean-SLO 1



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

Figure 6

School Social Work AY09-10 Score Distribution-SLO 2

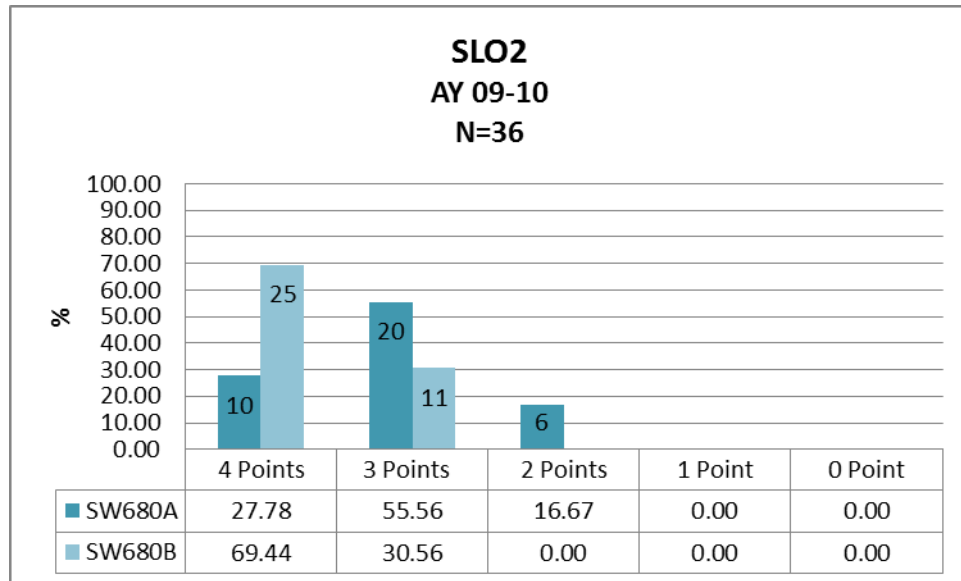
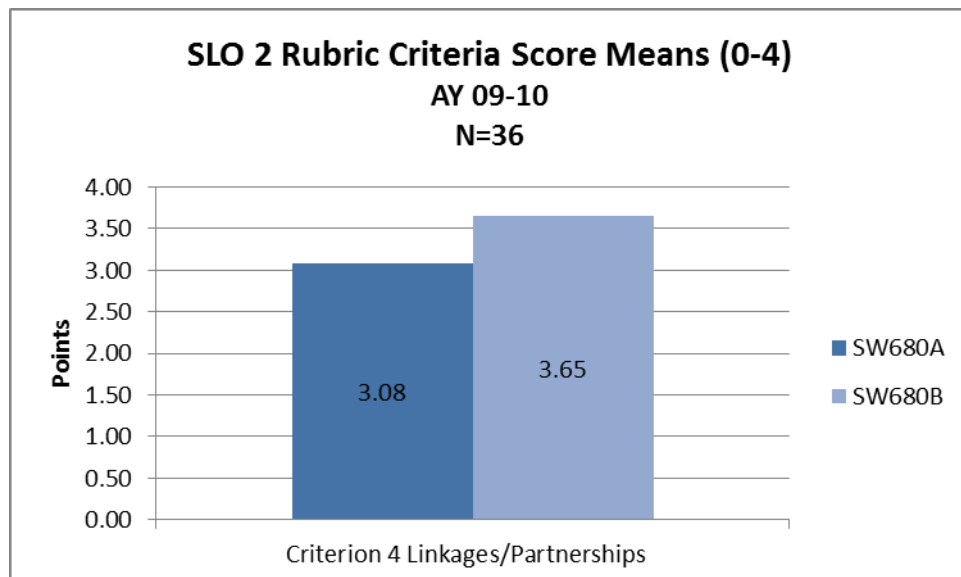


Figure 7

School Social Work AY09-10 Criterion 4 Mean-SLO 2



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

Figure 8

School Social Work AY09-10 Score Distribution-SLO 3

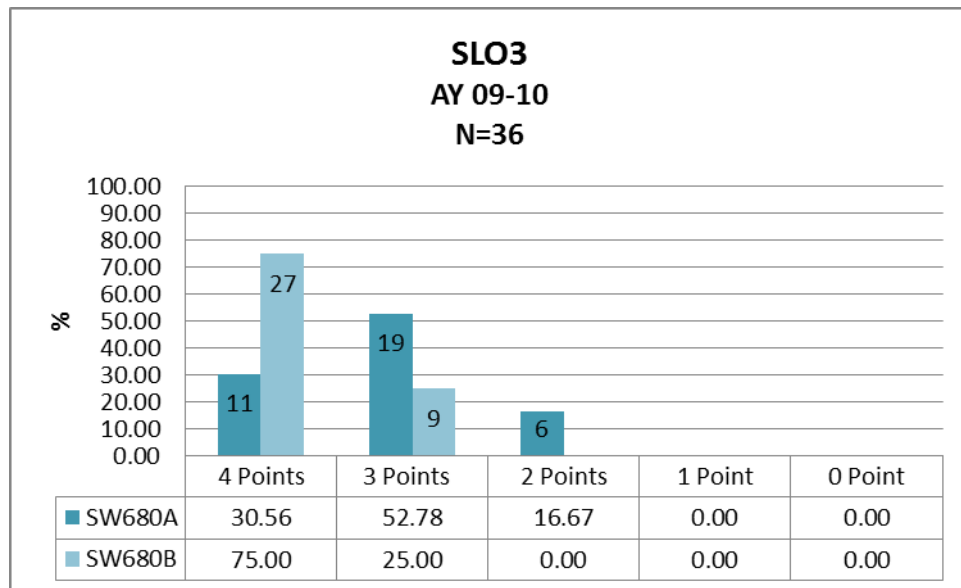
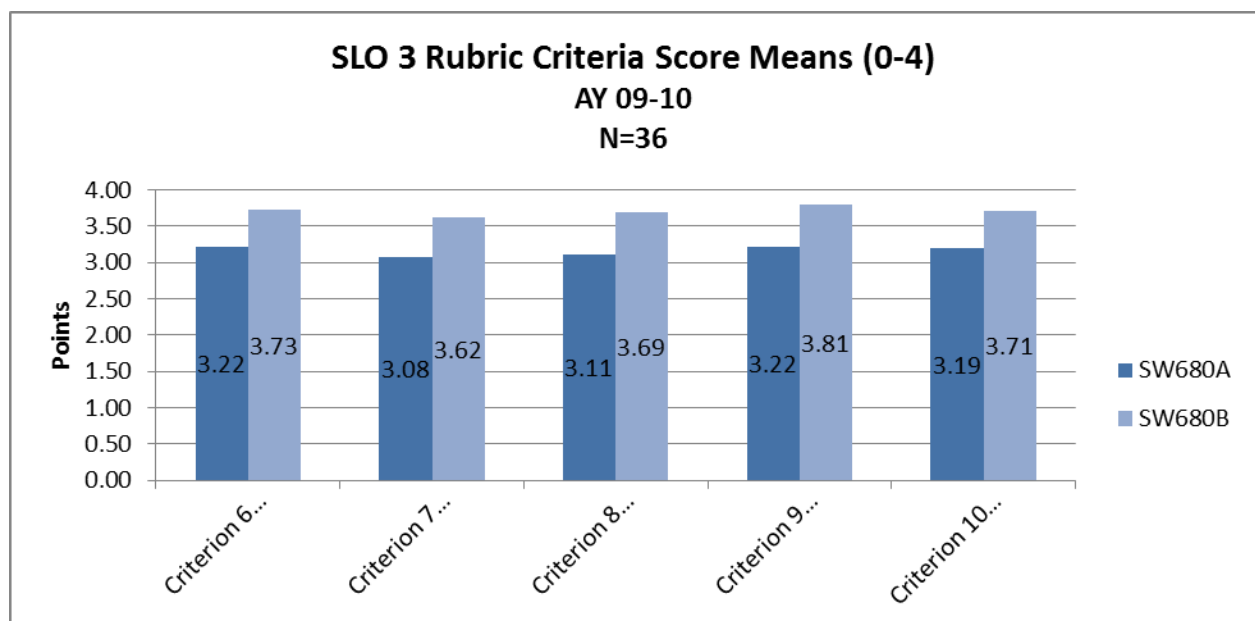


Figure 9

School Social Work AY09-10 Criteria Means-SLO 3



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

Figure 10

School Social Work AY09-10 Score Distribution-SLO 4

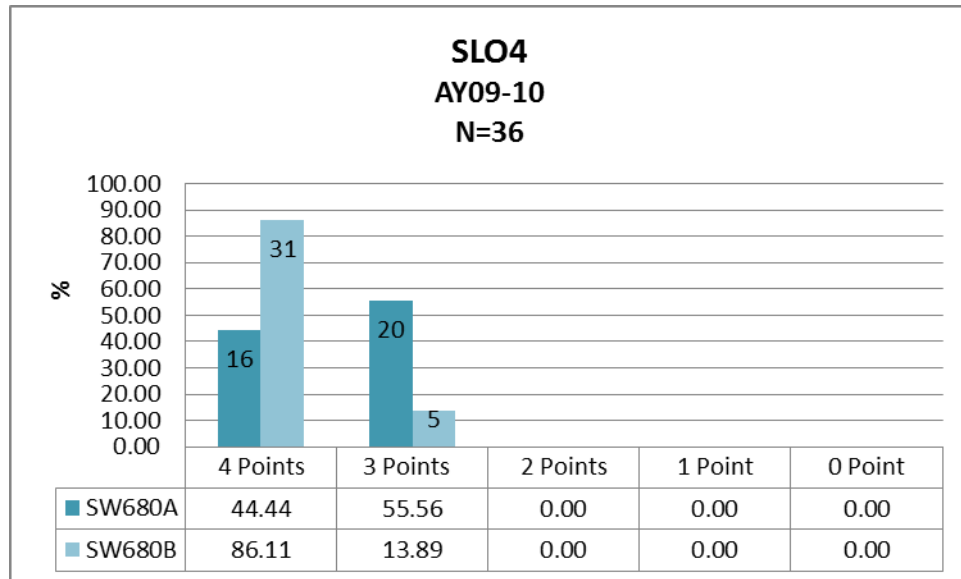
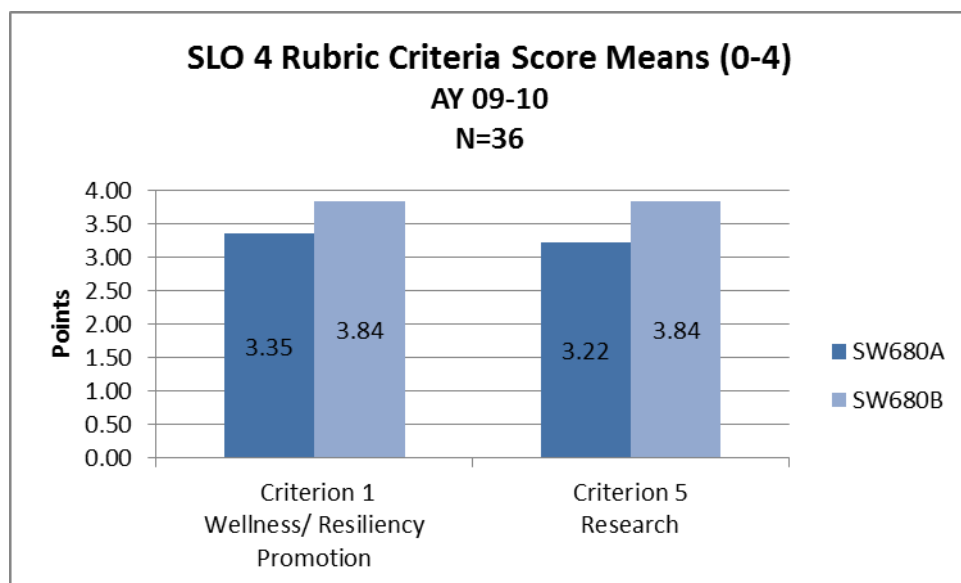


Figure 11

School Social Work AY09-10 Criteria Means-SLO 4



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

Figure 12

School Social Work AY09-10 Score Distribution-SLO 5

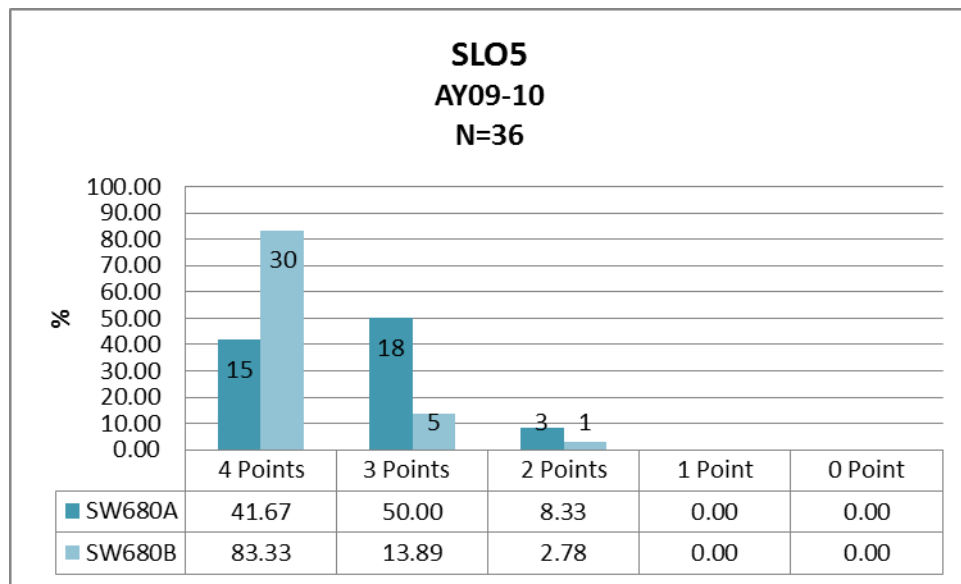
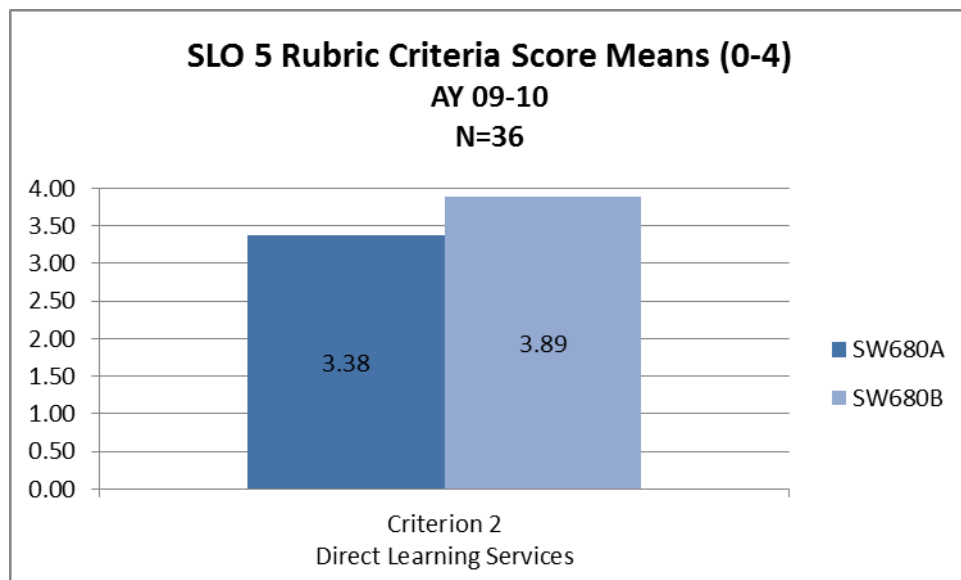


Figure 13

School Social Work AY09-10 Criterion 2 Means-SLO 5



2010-11 Student Learning Data

Figure 14

School Social Work AY10-11 SW680A SLOs Comparison

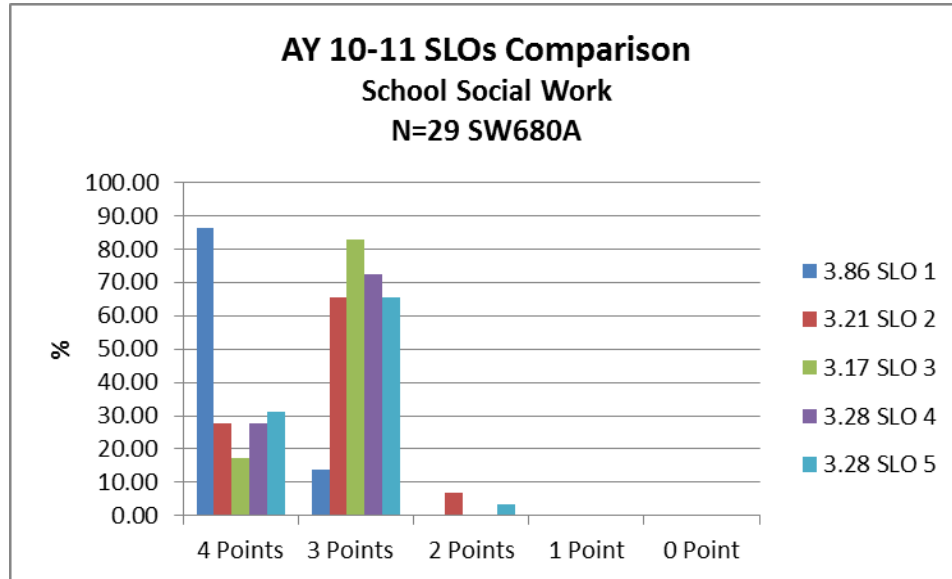


Figure 15

School Social Work AY10-11 SW680B SLOs Comparison

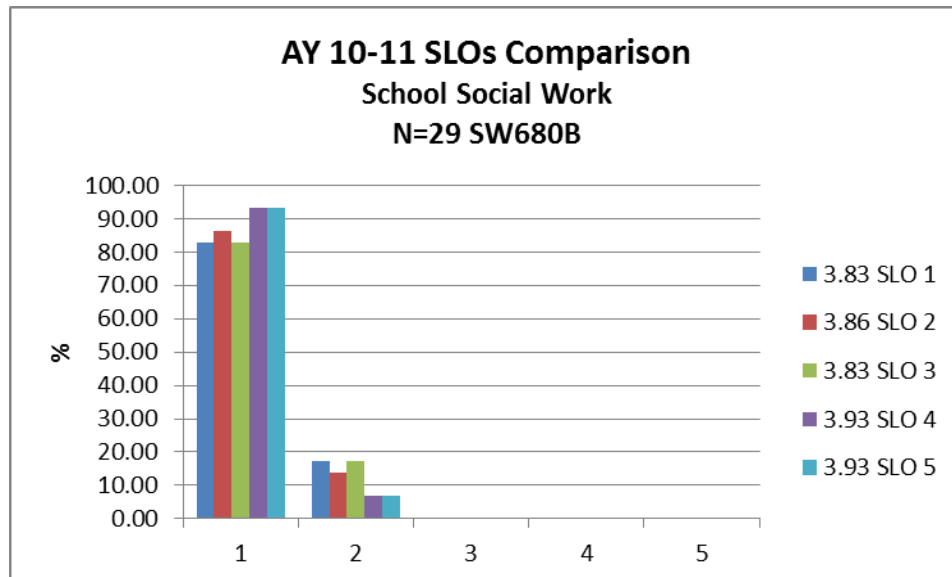
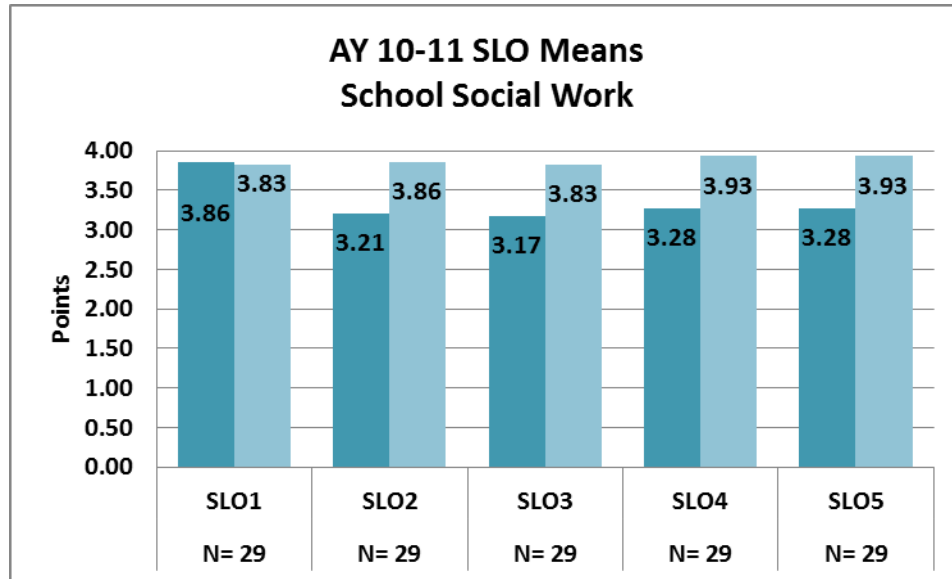


Figure 16

School Social Work AY10-11 SLO Means



Outcome 1: Provide continuum of prevention and intervention services

Figure 17

School Social Work AY10-11 Score Distribution-SLO 1

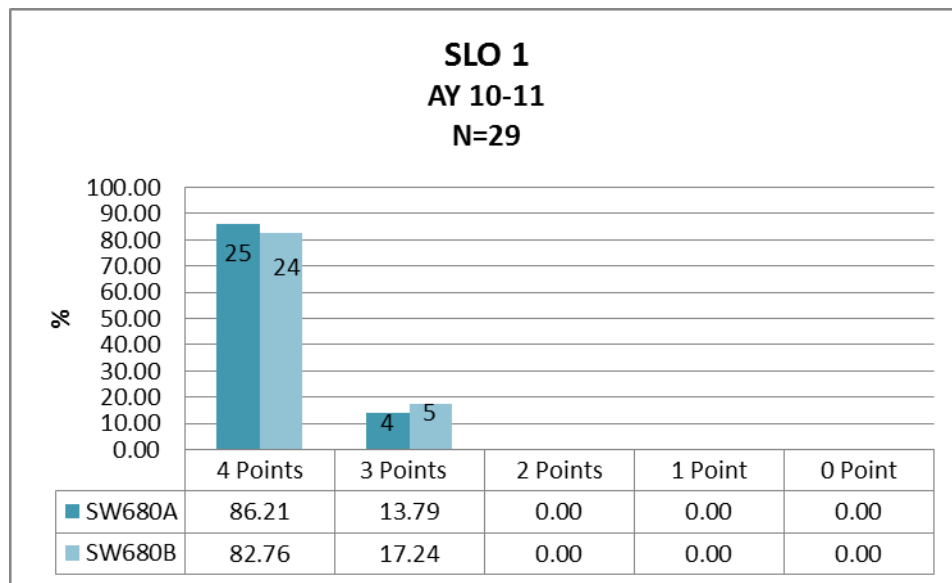
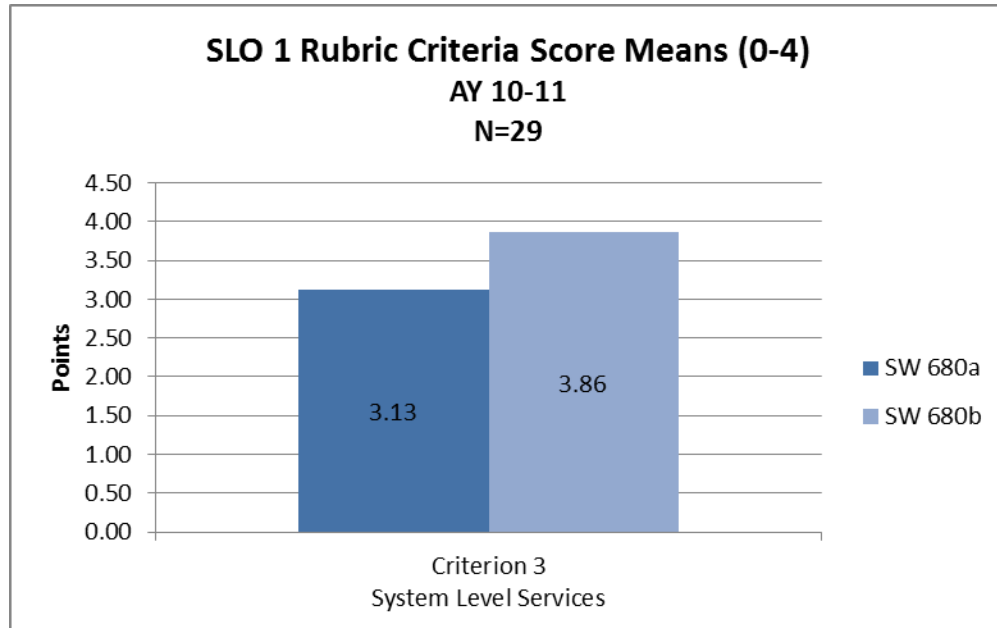


Figure 18

School Social Work AY10-11 Criterion 3 Mean-SLO 1



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

Figure 19

School Social Work AY10-11 Score Distribution-SLO 2

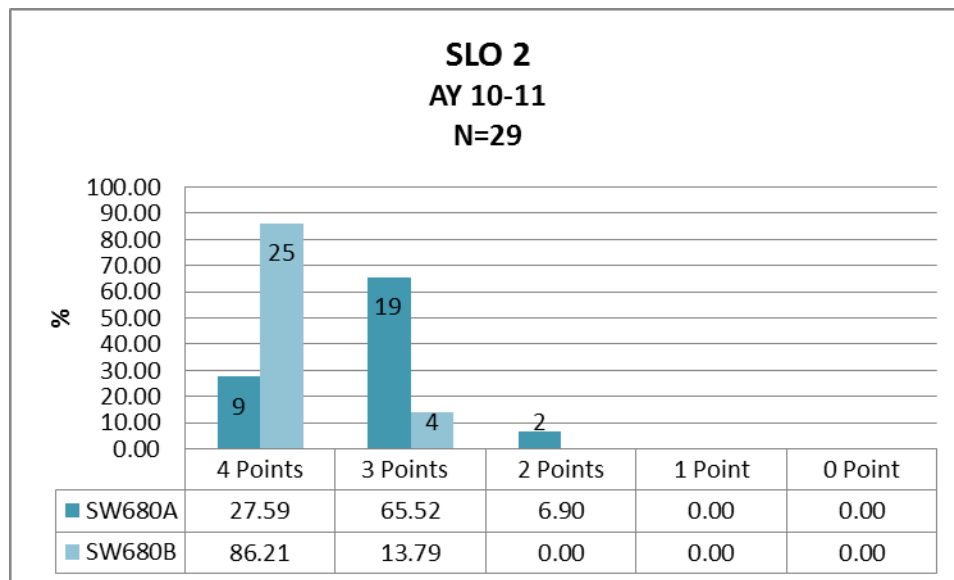
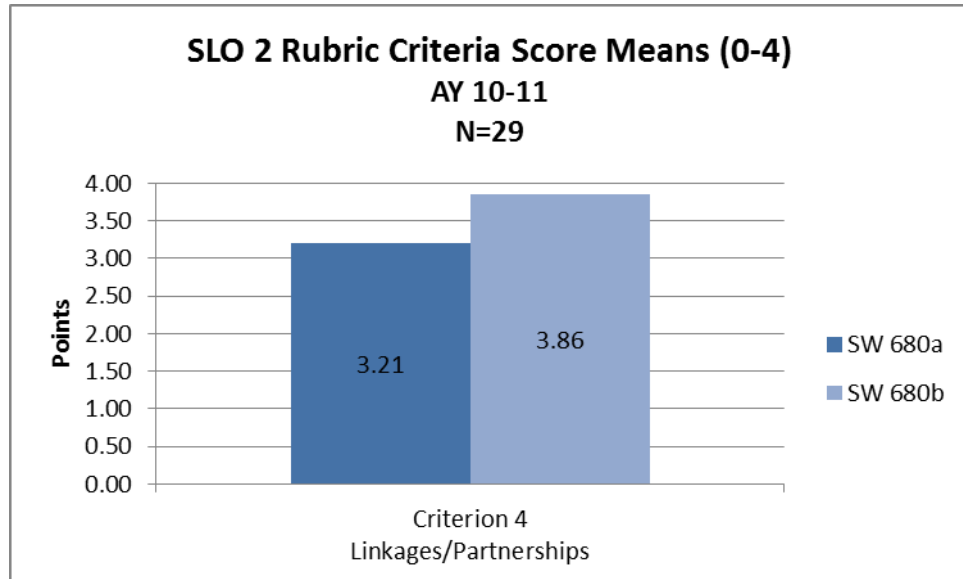


Figure 20

School Social Work AY10-11 Criterion 4 Mean-SLO 2



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

Figure 21

School Social Work AY10-11 Score Distribution-SLO 3

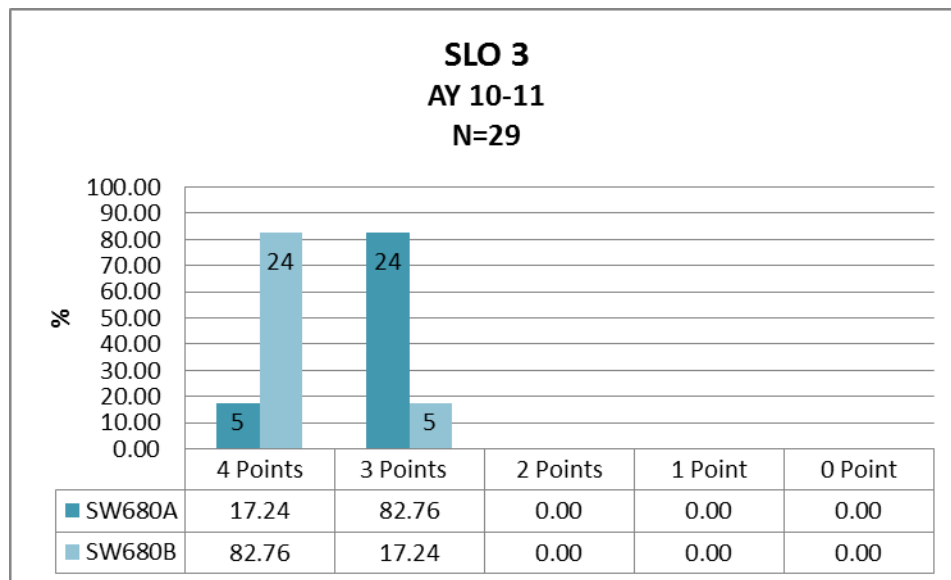
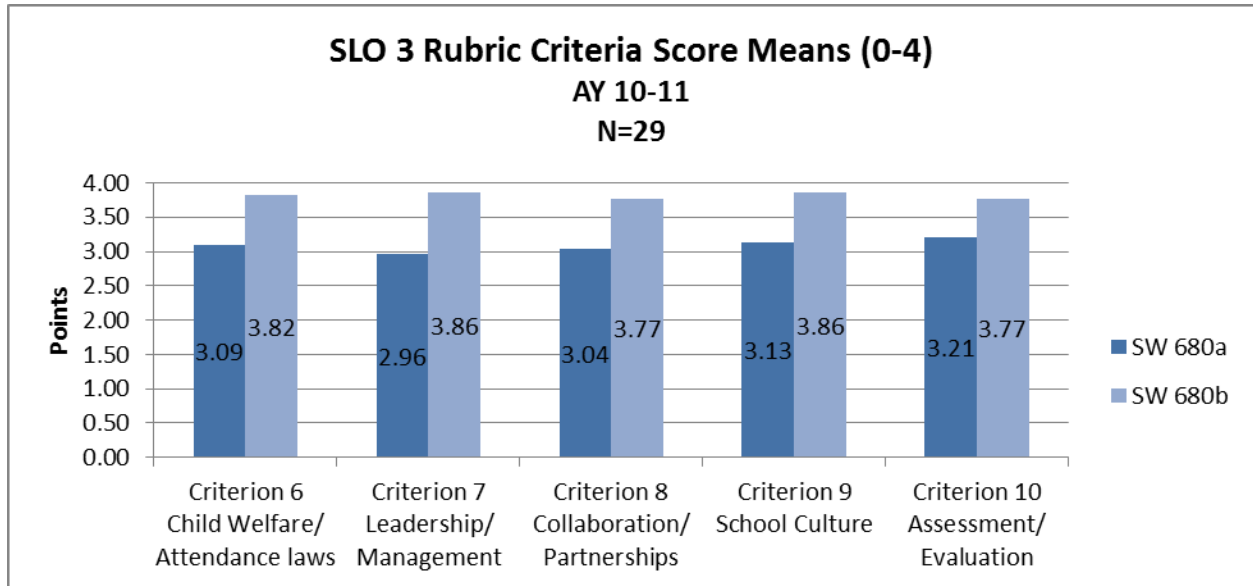


Figure 22

School Social Work AY10-11 Criteria Means-SLO 3



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

Figure 23

School Social Work AY10-11 Score Distribution-SLO 4

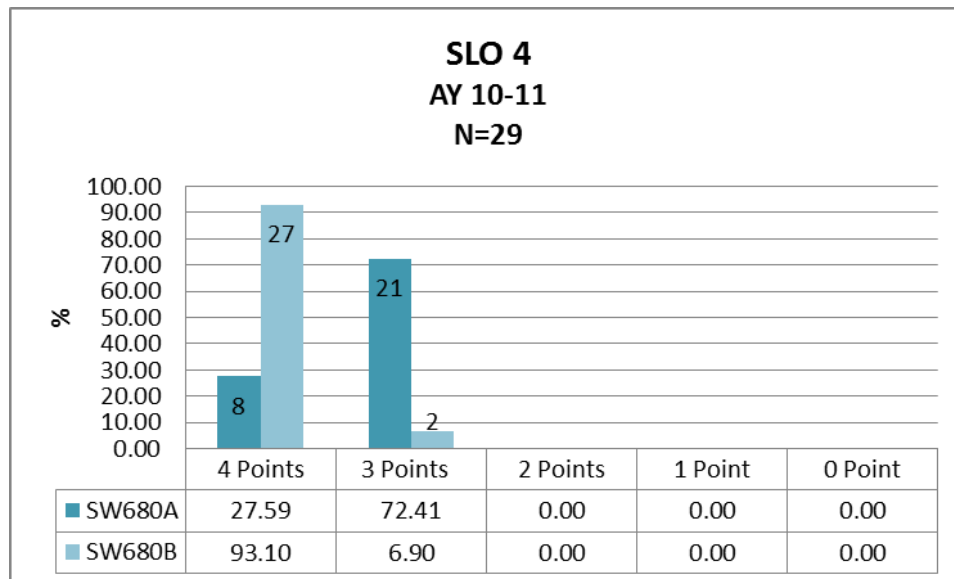
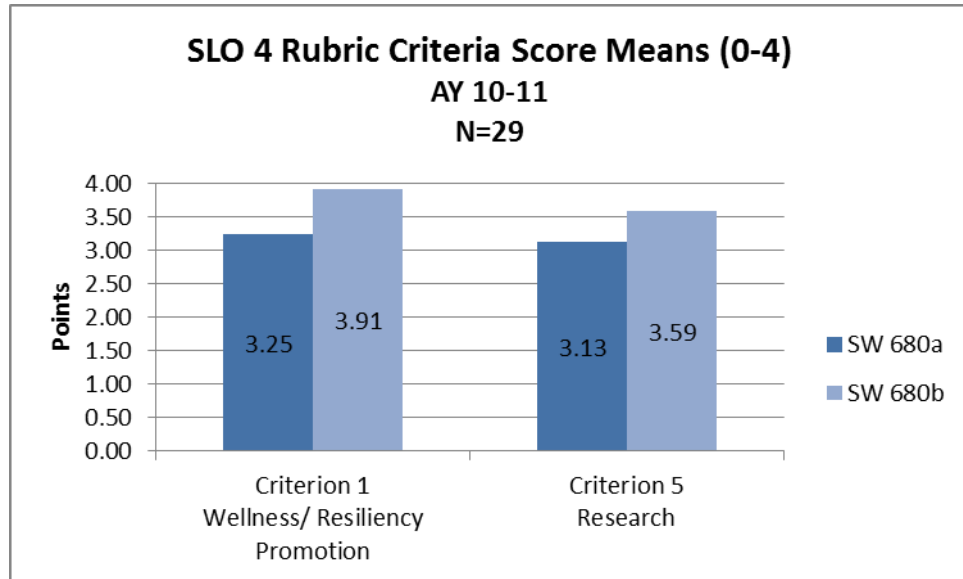


Figure 24

School Social Work AY10-11 Criteria Means-SLO 4



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

Figure 25

School Social Work AY10-11 Score Distribution-SLO 5

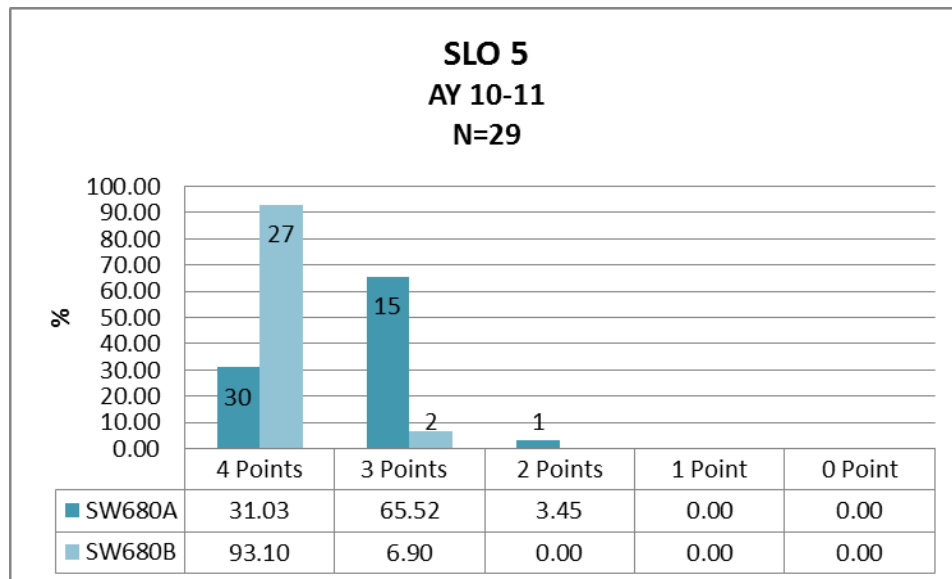
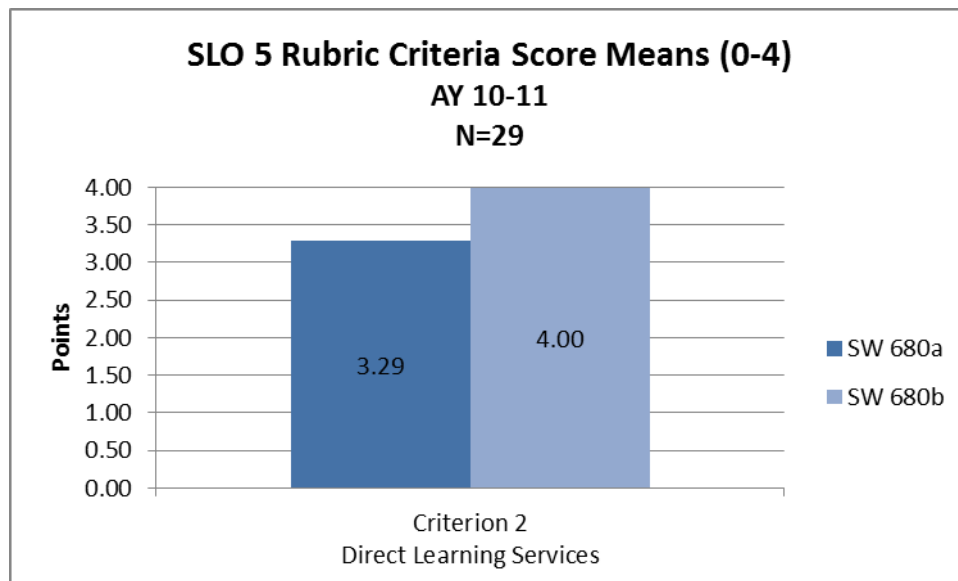


Figure 26

School Social Work Ay10-11 Criterion 2 Mean-SLO 5



2009-2010 Program Effectiveness Data and 2010-2011 Program Effectiveness Data

The Student Self Perceptions Inventory assesses student's perceptions of quality of curriculum, faculty, resources, etc. Initially, this inventory was administered to graduating MSW students during class. However, it has since been moved to an online format. The first years this inventory was given in class, PPSC student data was not distinguished from all MSW participants. Since going online—meaning students respond to this inventory voluntarily—no PPSC students have responded.

PART III – Analyses and Discussion of Candidate and Program Data

DISCUSSION

Program revisions made last year included the revision of student learning outcomes and the extension of the attendance seminar. In addition, it is now possible for all MSW program data to be run specifically for PPSC students. Data on the SLOs indicate that in both 2009-2010 and 2010 – 2011 PPSC students evidenced improvement in all areas as rated by their field instructors. It is also worth noting that in the final ratings, all of the SLOs actually increased between 2009 – 2010 and 2010 – 2011. Together, these findings indicate that the students are improving in all of the key PPSC standard areas and that the program is continuing to improve its effectiveness. Given that all of the average final SLO scores range from 3.83 to 3.93, there is little evidence to suggest that major or even minor changes are needed in the program at this point. To support the strength of the SLOs as discussed, the Student Self-Perception Inventory should be completed by students.

During the 2010 – 2011 academic year, students were rated highest in SLO4 (applying relevant empirical and evidenced-based school social work practice) and SLO5 (assess, design and advocate for culturally-appropriate direct and indirect services). It is likely this is due to the strong emphasis our program places in these two areas. Although SLO2 (advocate for and partner with families) was rated lowest in 2009 – 2010, it improved during the next year to be rated third highest. This might be due to an increased emphasis on family collaboration in the curriculum. The gains on SLO3 may, in part, be a reflection of the increased PPSC seminar time dealing with the topic of attendance.

LIMITATIONS

Field instructors complete the PPSC Comprehensive Skills Evaluation form used to assess SLOs. There has been some question as to whether they are interpreting the form using a standardized format.

PLAN

The PPSC team and Advisory Board will review the information on the report and make modifications based on the results if appropriate. At present, the data indicates that the program is working effectively and students are gaining the skills required for the school social work credential. Further training and discussion are planned to ensure that the field instructors are answering the questions on the PPSC Comprehensive Skills Evaluation in a similar manner. Students will be individually contacted and encouraged to complete the Student Self-Perception Inventory.

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

The School of Social Work is currently engaged in a thorough assessment involving many constituencies (students, faculty, field instructors, and alumni). These assessments will inform our overall strategic planning process and changes in the curriculum will need to be assessed in light of the PPSC program.

We will continue to monitor the program to ensure that there is continued improvement or that the high final SLO scores remain at that level. If the scores drop, changes will be made immediately.

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
SLO1, 2, 3, 4, 5 and 6	Revision of PPSC Comprehensive Skills Evaluation Document	PPSC Program Coordinator	Waiting for new CCTC PPSC Standards
SLO1, 2, 3, 4, 5 and 6	Training on PPSC Comprehensive Skills Evaluation Document	PPSC Program Coordinator and Consultant	Waiting for new CCTC PPSC Standards
PPSC Program	Student's Self Perception Inventory	PPSC Coordinator	May 2012