

**Commission on Teacher Credentialing
Biennial Report
Academic Years 07-08 and 08-09**

Institution: California State University, Long Beach

Date report is submitted: Fall 2009

Date of last Site Visit: Spring 2007

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

Program Contact: Cynthia Deehr, MSW

Phone #: 562-985-5653

E-Mail: cdeehr@csulb.edu

SECTION A—PROGRAM SPECIFIC INFORMATION

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 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, 30 to 40 students a year enter the MSW PPSC Program. The Department of Social Work has 35 full-time faculty and 33 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.

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	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
Conceptual Framework	Social Responsibility & Service Collaboration	Social Responsibility & Service Collaboration	School Improvement	Research	Diversity

Table 2
Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)

	Transition Point 1 Admission to Program					
	2007-2008			2008-2009		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
TOTAL	54	32	32	45	37	37

Table 3**Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)**

	Transition Point 2 Advancement to Culminating Experience	
	2007-08¹	2008-09²
Other (Advanced Credential Programs Only)	28	34

Table 4**Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)**

	Transition Point 3 Exit	
	2007-2008	2008-2009
Credential³	23 ⁴	31

Three students withdrew from the PPSC Program and three students are in the process of completing their MSW degree and will then receive their PPS credential.

Table 5**Faculty Profile 2007-2009**

Status	2007-2008	2008-2009
Full-time TT/Lecturer	20 (1 associated with 680B and SW 665)	35
Part-time Lecturer	5 (7 associated with 680B)	33
Total:	40	68
	65	

¹ Data are reported for Fall 2007 and Spring 2008.

² Data are reported for Summer 2008 through Spring 2009.

³ 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 2007 through Spring 2009.

⁴ Four students will be graduating Spring 2009 and will advance to culminating experience and exit the program.

II. Candidate Assessment/Performance Information

a) What are the primary assessment(s) the program uses to collect data on candidate performance:

PPSC Comprehensive Skills Evaluation

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

Data Collection Process

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.

Use of Results Description

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.

Participants

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.

Results

Data was entered into SPSS and means and standard deviations were calculated. 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
2007-2008 Standards of Knowledge and Skill for PPS Candidates (n=26).

Standards of Knowledge and Skill	Mean	Std
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
2007-2008 Child Welfare & Attendance Specialization Standards (n=26).

Child Welfare & Attendance Standards	Mean	Std
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.

Instruments: Development, Reliability, and Validity

Comprehensive Fieldwork Skills Evaluation: This instrument was developed in collaboration with the four other Schools of Social Work in Los Angeles County; thus, reliability and validity are unknown. Competencies are assessed in 16 areas (containing 3 to 16 competencies each) related to field performance in relationship to CCTC PPS Standards. The Comprehensive Skills Evaluation is completed by field instructors. Data presented below reflect a pre-post design, with students assessed in fall 2008, mid-way through the program, and again in spring 2009, at the conclusion of the program.

Student Learning Outcome(s) Assessed 2008-09:

SLO #1: Provide continuum of prevention and intervention services.

SLO #2: Advocate for and partner with families for service integration.

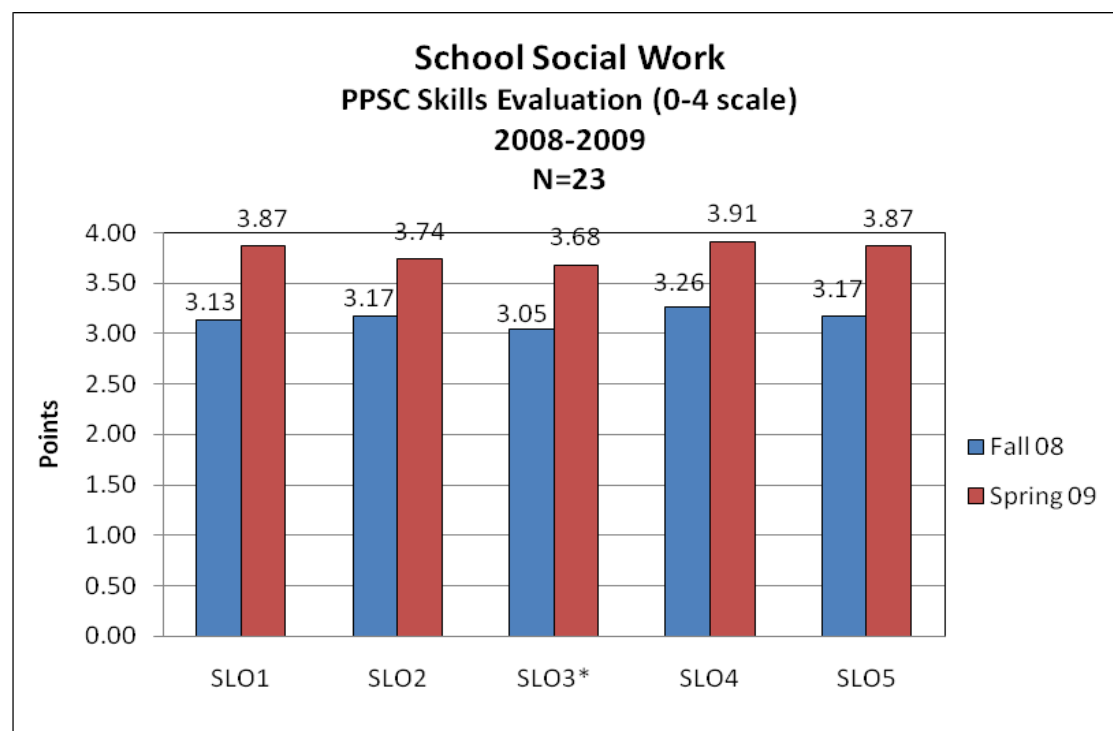
SLO #3: Understand and apply California laws related to child welfare and attendance, and special education.

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.

Figure 1

Program Learning Outcomes, Mean Scores 2008-09



* N=22 for SLO 3, missing data

Figure 2
SLO 1 Overall Score Distribution, 2008-09

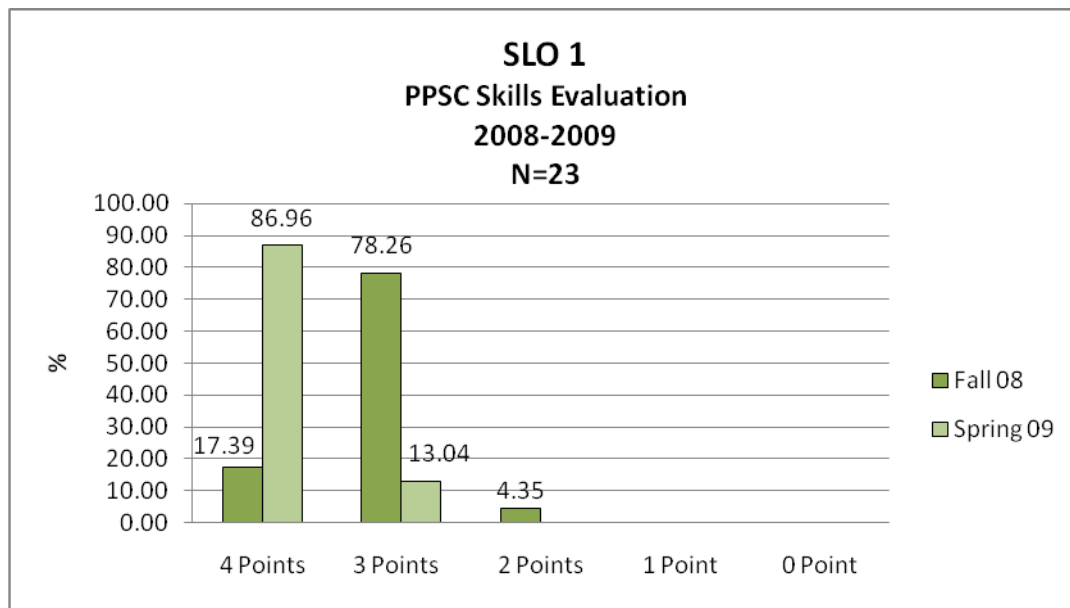


Figure 3
SLO 1 Criteria Mean Scores, 2008-09

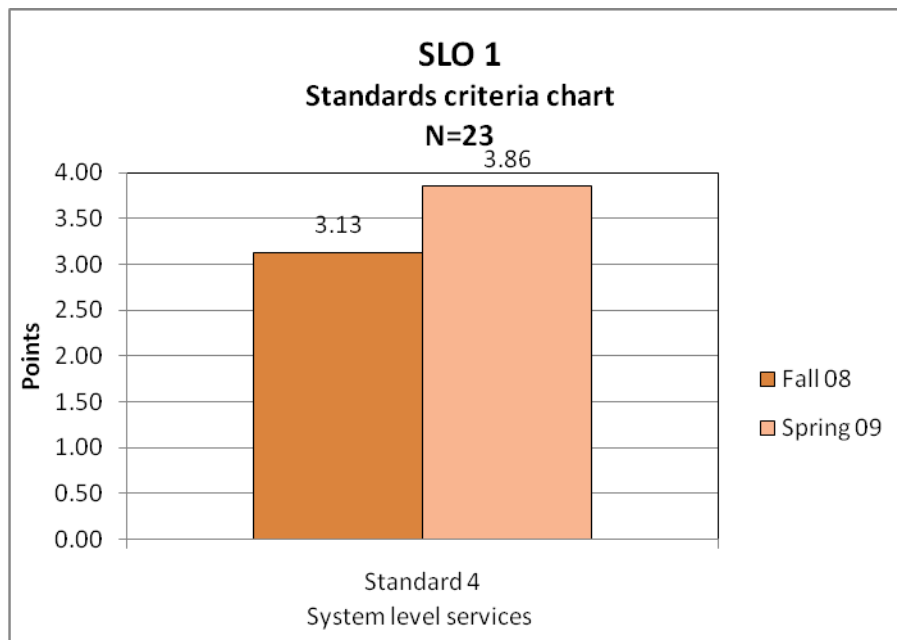


Figure 4
SLO 2 Overall Score Distribution, 2008-09

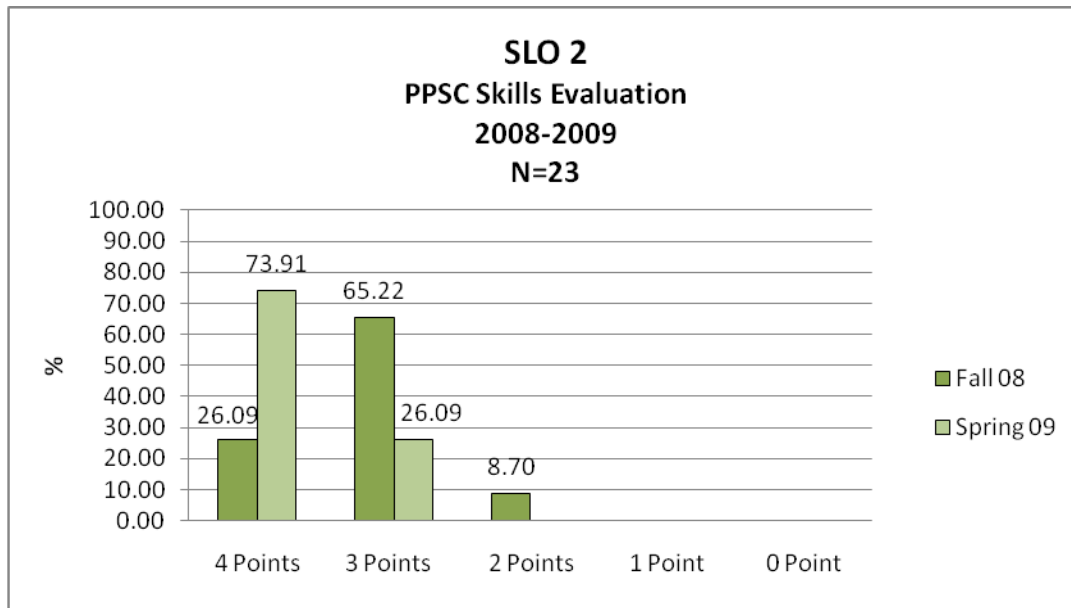


Figure 5
SLO 2 Criteria Mean Scores, 2008-09

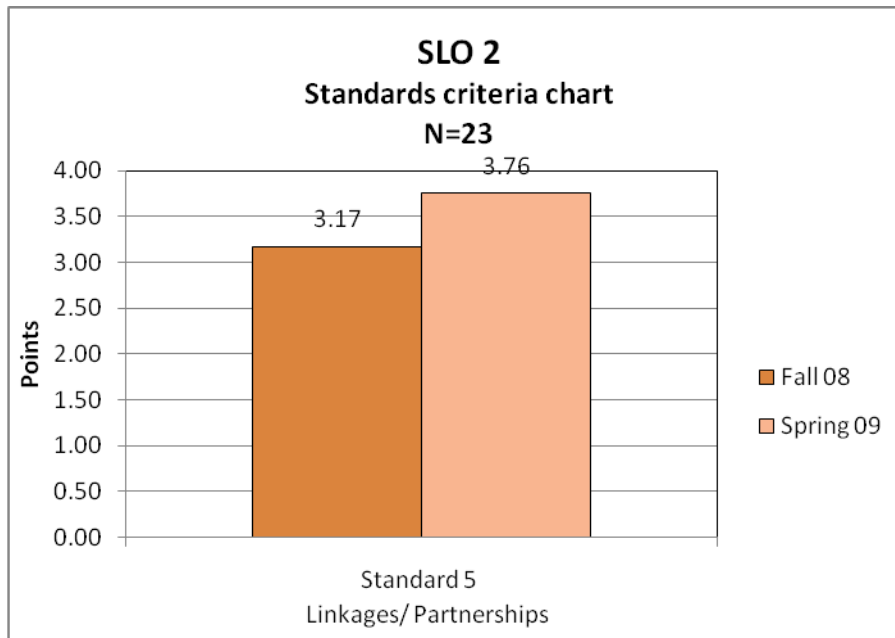


Figure 6
SLO 3 Overall Score Distribution, 2008-09

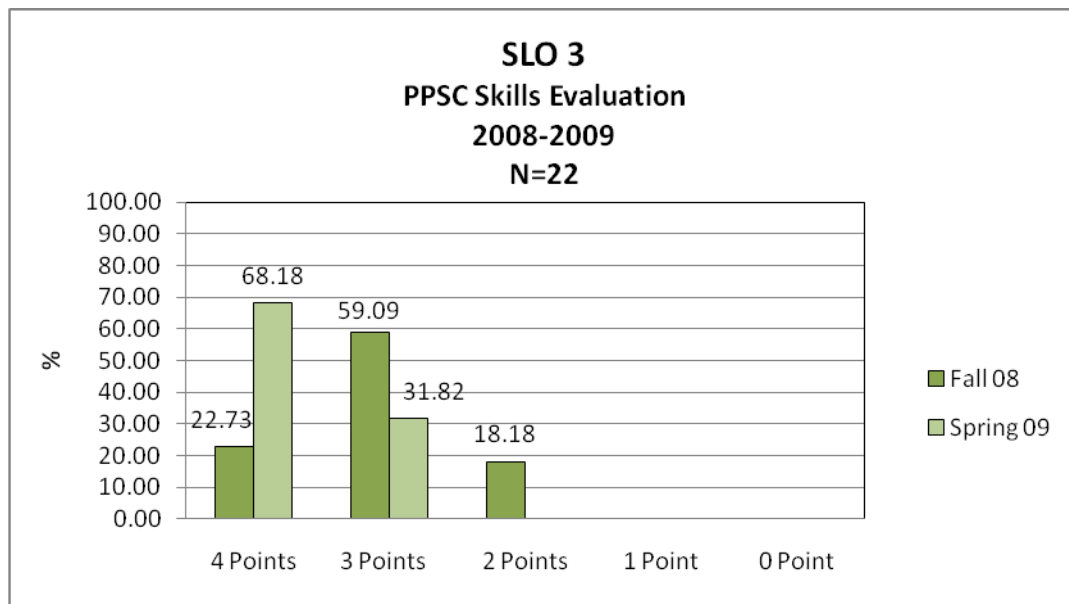


Figure 7
SLO 3 Criteria Mean Scores, 2008-09

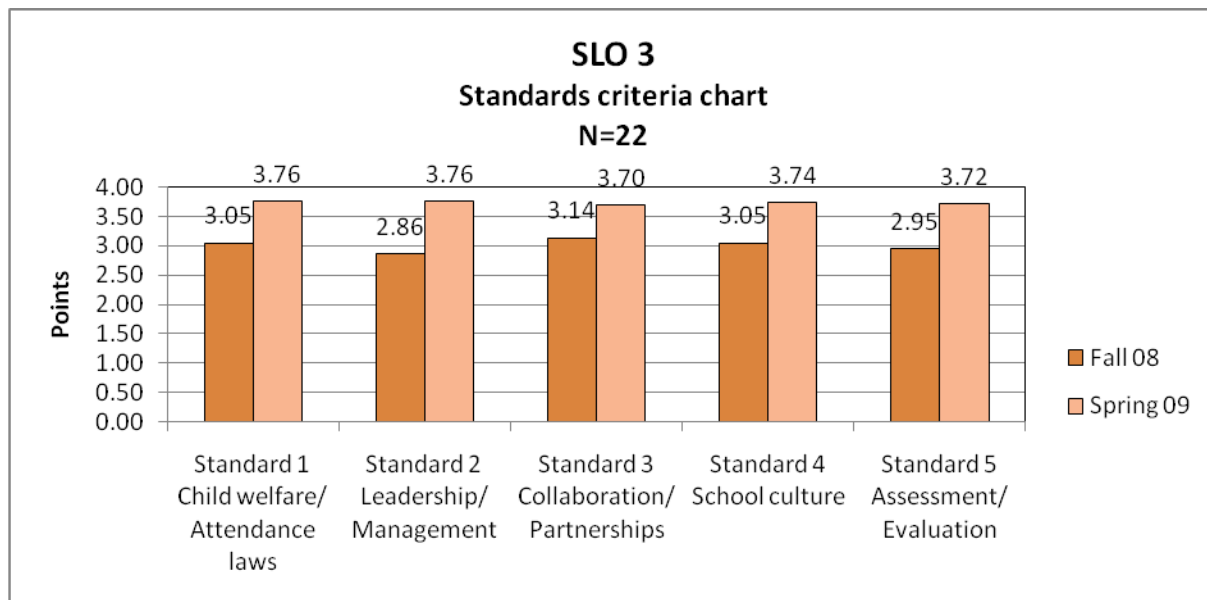


Figure 8
SLO 4 Overall Score Distribution, 2008-09

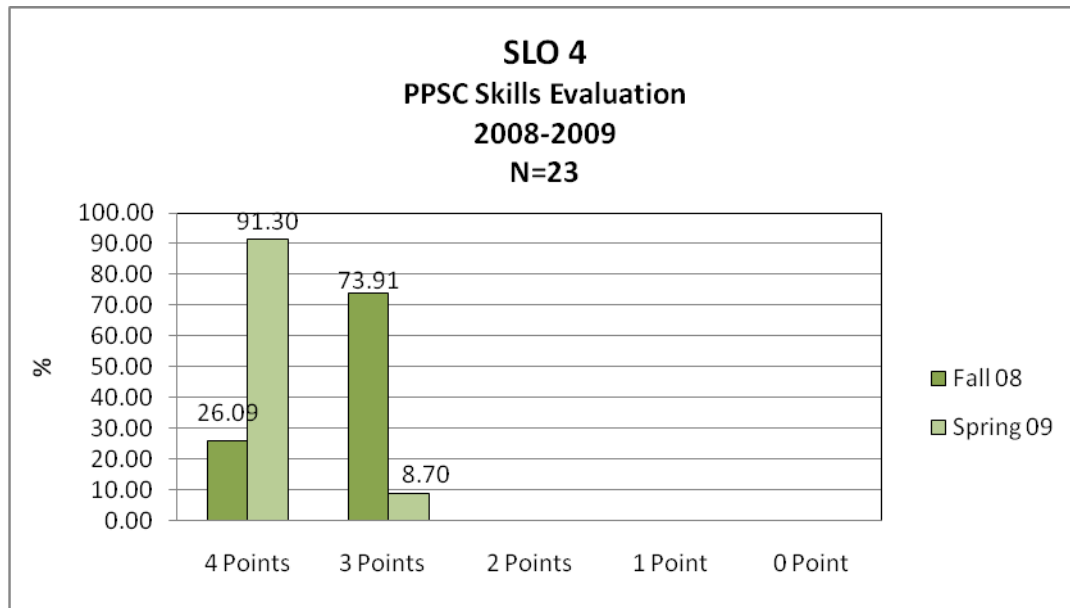


Figure 9
SLO 4 Criteria Mean Scores, 2008-09

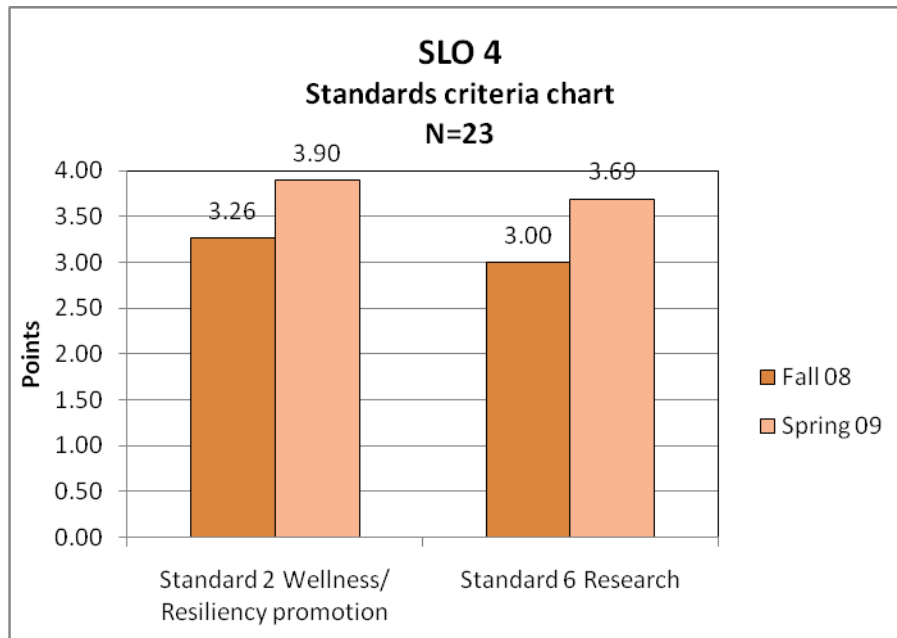


Figure 10
SLO 1 Overall Score Distribution, 2008-09

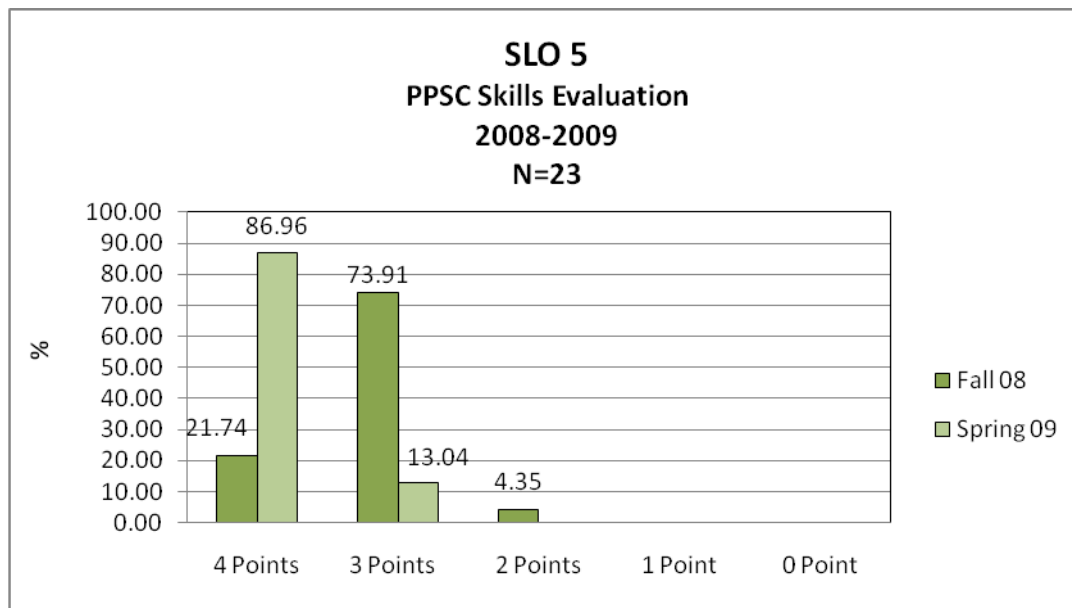
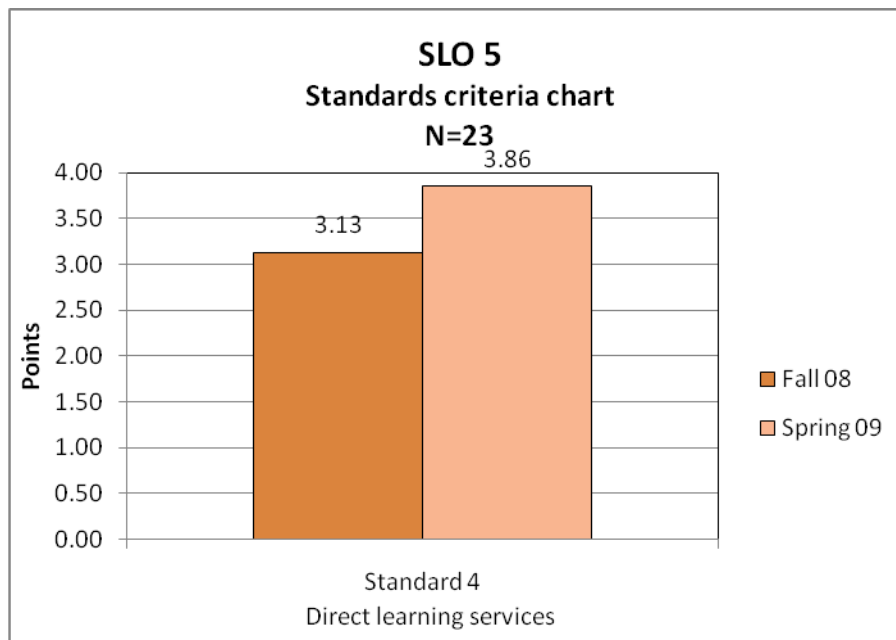


Figure 11
SLO 5 Criteria Mean Scores, 2008-09



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

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.

The Department of Social Work's Assessment Team collects and analyzes data specific to the MSW Program, which includes PPSC students. Prior to 2009, this data did not segregate the PPSC students and, therefore, was not used formally for programmatic decision making. 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.*

Knowledge Inventory

Multiple-choice questions to assess knowledge of program content.
Pre-test administered to incoming MSW students at New Student Orientations.*
Post-test administered to graduating MSW students during class.*

Student Perceptions Inventory

Assesses students' 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.

Alumni Survey

Assesses employment status, professional activities and achievements, self-perceived competencies, and satisfaction with various aspects of MSW program.
Administered to alumni sample in paper and pencil version first and then moved to an online format for wider distribution.

Focus Group Guide

Obtains in-depth information about program quality.
Implemented with Advanced Standing students, Distance Education students, and alumni sample.

Instruments: Development, Reliability, and Validity

Multicultural Counseling Inventory: The Multicultural Counseling Inventory assesses perceptions of multicultural awareness, knowledge, relationships, and counseling skills (Sodowsky, 1996; Sodowsky, Kuo-Jackson, Richardson, & Corey, 1998; Sodowsky, Taffe, Gutkin, & Wise, 2004). We omitted the counseling skills subscale since it pertains to practicing professionals and is not applicable to a student population. Remaining subscales address awareness, behavior, and knowledge. The instructions guide students to base ratings on what they actually believe to be true rather than what they wish were true. Subscales have shown good reliability with a mean Cronbach's alpha of .88 (Sodowsky et al., 2004). Alphas from our own data range from .62 to .72.

Self-Appraisal Inventory: The Self-Appraisal Inventory measures social work students' perceived self-efficacy regarding the areas of knowledge, values, and skills outlined by CSWE (King, 2003). Subscales address the application of social work values, as well as content from practice, human behavior, policy, and research sequences. Students are instructed to rate themselves according to how confident they are *today* in their ability to perform each social work task *successfully*. The term *successfully* means, "In such a manner that an experienced supervisor would think was excellent."

King (2003) reported that preliminary testing provided good support for the reliability of the Self-Appraisal Inventory (Cronbach's alpha = .96). He also reported that in comparison to other self-efficacy scales, the content proved to be more concise and more applicable to a greater variety of social work programs (BSW and MSW), while being just as reliable. Alphas from our own data range from .82 to .87.

Knowledge Inventory: Multiple choice questions address content from practice, human behavior, policy, and research course sequences. This instrument was developed by our faculty; thus, reliability and validity are unknown. However, this instrument was pilot-tested with incoming MSW students. Questions answered correctly by over 75% of these entry-level students were deleted.

PPSC Comprehensive Fieldwork Skills Evaluation: This instrument was developed in collaboration with the four other schools of social work in Los Angeles County; thus, reliability and validity are unknown. Competencies are assessed in 16 areas (containing 3 to 16 competencies each) related to field performance. The Comprehensive Skills Evaluation is completed by field instructors.

Student Perceptions Inventory: This is a measure of satisfaction with various aspects of the program. Subscales assess students' views of the quality of the curriculum, faculty and administration, student issues, diversity issues, and general perceptions. It was developed by our faculty and has been used since the inception of the MSW program; although it has been revised and shortened in recent years.

Alumni Survey: The Alumni Survey was developed by the Alumni Committee (consisting of faculty and alumni representatives) using existing alumni surveys and literature; thus, reliability and validity are unknown. It was designed to gather data on current employment status; type of employment setting; principal job function; engagement in a variety of professional activities; achievements since graduation; perceptions of extent to which our social work program developed knowledge, values, and skills; and satisfaction with various aspects of the program.

Linkages between Program Objectives and MSW Assessment Items/Questions

Each program objective is assessed by a variety of items/questions from the instruments described above for MSW students at entry and exit. The principle of triangulation is emphasized, with several methods and/or several items/questions and/or raters used to assess each learning outcome.

III. Analysis of Candidate Assessment Data

Discussion

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.

Limitations

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.

Plan

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.

IV. Use of Assessment Results to Improve Candidate and Program

Based upon the data assessment that was completed related to our candidates' performance in Fall 2007 and Spring 2008, we have initiated several changes. We have developed a mid-year PPSC Comprehensive Skills Evaluation (PPSC CSE) which will be completed by student's field instructors in December (the middle of their PPSC Program). Although the PPSC CSE was a collaboration of several universities with PPSC Programs, we will be revising it in order to better reflect the California Commission on Teacher Credentialing's standards. This will be completed once the new PPS standards for School Social Work and Child Welfare are in place. The Department of Social Work's Assessment Team will be performing an item analysis of each item of the PPSC CSE to confirm their reliability and validity. We also felt that our Student Learning Outcomes need to be revised in that they better reflect each CCTC PPSC standard. This will be completed during the Spring 2010 semester. Based on scores from the 2007-2008 data the PPSC Truancy and Attendance Law seminar will be extended from two hours to three hours beginning Fall 2009. Also, more content regarding this subject will be added to the School Social Work class (SW 665).

In addition, the Department of Social Work's Assessment Team's measures, which are already in place (as mentioned in II B), will now be applied (both pre and post) to collect data on PPSC students.

Although the results of our assessment endeavors have provided valuable input for program improvement, we recognize that this is a never ending process. Even prior to the implementation of the 2008 EPAS, we continued to revise our assessment instruments. Our Knowledge Inventory, in particular, needed to be re-examined and is now being revised to meet the assessment of knowledge that is focused on practice behaviors in each of our sequences. We also are evolving in terms of our data gathering protocol. Our most recent alumni survey and our entry and exit student surveys were administered through an online system. To enhance the response rate, we experimented with a raffle drawing. Those who submitted their contact information separately upon completion of the online survey were eligible for a generous first prize and several smaller second prizes.

Faculty involvement in our assessment process has increased dramatically over the past few years. Our director has consistently promoted faculty-wide review of our results and has located departmental, college, and university resources to help with data gathering and analysis. He has never turned down an Assessment Team's request for support. The Assessment Team itself has evolved from feelings of trepidation about the enormity of our task, to feelings of hope that we could accomplish it, to feelings of accomplishment about our contributions to program improvement. This assessment plan was viewed as a highlight in our recent reaffirmation process as well as being highlighted in University assessment workshops and presentations. The Assessment Team now feels as if we are back at the starting point as we begin to tackle the new standards; however, our comprehensive foundation of program assessment will assist in the process. As we begin to revise our assessment protocol, we will begin again with the faculty, students, and alumni working together to define the practice behaviors and benchmarks we expect to see our graduates accomplish.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	Applicable Program or Common Standard(s)
1	<i>Revision of Student Learning Outcomes</i>	<i>Dr. Julie O'Donnell</i>	<i>Summer 2010</i>	<i>All Standards</i>
2	<i>Revision of PPSC Comprehensive Skills Evaluation</i>	<i>Cynthia Deehr</i>	<i>Waiting for new CCTC PPSC Standards</i>	<i>All Standards</i>
3	<i>Extension of PPSC Attendance Seminar</i>	<i>Cynthia Deehr</i>	<i>Spring 2010</i>	<i>Section IV Standard 1</i>
4	<i>Pre and Post Tests: Multi-cultural Inventory, Self-Appraisal Inventory and , Knowledge Inventory. Student Perceptions Inventory and Alumni Survey.</i>	<i>Dr. Jeffrey Koob</i>	<i>Fall 2010</i>	<i>PPSC Program</i>
5	<i>Item Analysis of each item evaluated in the revised PPSC Comprehensive Skills Evaluation</i>	<i>Dr. Jeffrey Koob</i>	<i>Waiting for new CCTC PPSC Standards</i>	<i>All Standards</i>

APPENDIX A: LOGIC MODEL

