



Commission on Teacher Credentialing
Biennial Report
Academic Years 2012-13 and 2013-14

Institution	California State University, Long Beach		
Date report is submitted	Fall 2014		
Program documented in this report	School Social Work Program		
Name of Program	School Social Work Program		
Credential awarded	Pupil Personnel Services School Social Work Credential with Child Welfare and Attendance Added Authorization		
Is this program offered at more than one site? No			
If yes, list all sites at which the program is offered			
Program Contact	Rebecca Sander		
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:			
Name:			
Phone #			
E-mail			

Note: CSULB is using a modified Biennial Report template. With CTC's permission, this template combines all elements of the traditional Biennial Report with elements of CSULB's Annual Report. Most data tables appear in the Appendix. Please see the Cover Letter for a detailed comparison.



College of Education and Affiliated Programs

Biennial Assessment Report – Fall 2014

PPS Credential, School Social Work and Child Welfare and Attendance

Note: this report presents and analyzes data from Summer 2012 through Spring 2014 with an additional year of SLO data included solely as a means of establishing a trend.

Background

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

The School of Social Work has been approved by the California Commission on Teacher Credentialing to offer the Pupil Personnel Services (PPS) Credential specializing in School Social Work and Child Welfare and Attendance. This competency-based credential program is fully integrated into the M.S.W. program, and prepares students to work as partners with other educators, parents, and the community.

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 do the following:

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 positive forces in individual families, and schools, 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; and
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 Work Practice established by the National Association of School Social Workers, the Council 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 attend four two-hour seminars on the following topics: child welfare and attendance, learning theories, law and ethics in schools, and crisis response in schools. The PPSC candidates are placed in a school setting during their second year of field placement with a field instructor who has a PPSC in School Social Work and/or Child Welfare and Attendance. The candidates 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 approximately 200 students in the second year of the MSW Program, 15 – 30 students a year enter the MSW PPSC Program. The School of Social Work has 32 full-time faculty and 27 part-time faculty with teaching responsibilities at the Long Beach campus site. The full-time faculty who teaches the School Social Work class is the consultant to the PPSC Program Coordinator, who holds a full-time lecturer position. Together, they manage the program with input from the Advisory Committee.

While there have been no major changes to the educational components of the MSW PPSC Program since the last CCTC accreditation process, there have been significant leadership changes for both the School of Social Work and the PPSC Program. A new Director of the School of Social Work was appointed in August, 2014. It is exciting that she, herself, has a PPSC and worked as a school social worker prior to entering academia. The Coordinator of the PPSC program has undergone changes as the prior person left. In September 2014, a new Coordinator of the PPSC program was appointed. She has the PPSC, is an alumni of the CSULB program, and has been given administrative release time to adequately support the program. While the leadership has changed over the past three years, the faculty teaching the School Social Work Course and the Advisory Committee has been consistent throughout. With both the Director of the School and the PPSC Coordinator having the PPS credential, we are confident that the program will remain strong and grow under their leadership.

As the PPSC program is embedded in our MSW program, it is important to note that the School has started to substantially revise and strengthen its curriculum. This process was implemented as part of a three-year strategic plan. It involves reaffirming its advanced generalist, multicultural practice orientation by providing a foundation year of studies for all first-year graduate students followed by an advanced year where students select one of three concentrations: Adulthood and Aging, Integrated Health, or Child and Family Well-being. The new curriculum was implemented for the Foundation year starting in Fall, 2014. The new curriculum for the advanced year will be rolled out in Fall, 2015.

While the course numbers and content of several classes will change, the basic requirements for the PPS credential will not. Students who apply for the credential will be required to concentrate in Child and Family Well-being (previously Children, Youth, and Families). The School Social Work course (SW665) will continue to be the required elective; the syllabus for this course will be unchanged except in response to changes in the field.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
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	Practice according to the NASW Code of Ethics and NASW's Standards for Social Work Services
Signature Assignment(s)	Comprehensive skills evaluation – mid-year and final					
National Standards	n/a	n/a	n/a	n/a	n/a	n/a
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	Standards 1, 2, 3, 4, 5, & 6 CWA Standards 1, 2, 3, 4, & 5
Conceptual Framework	Leadership, Advocacy	Collaboration; Advocacy	Advocacy, Scholarship, Collaboration	Effective Pedagogy; Evidence-based Practices	Innovation	Leadership, Scholarship, Innovation, Evidence-based Practice
CSULB Learning Outcomes	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
NCATE Elements	N/A					

Table 2*Program Specific Candidate Information, 2012-2014¹ – Transition Point 1 (Admission to the Program)*

	2012-2013			2013-2014		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
Total:	26	26	23 in AY 13 2 in AY 14	18	17	17

Table 3*Program Specific Candidate Information, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience)*

	2012-2013	2013-2014
Thesis (698)²	25	17

Table 4*Program Specific Candidate Information, 2012-2014 – Transition Point 3 (Exit)*

	2012-2013	2013-2014
Degree	25	17
Credential³	20	14

¹ Data are reported Summer term through Spring term (e.g., Summer 2011-Spring 2012 for the 2011-12 academic year.)

² This is data on all students who were enrolled in thesis work from Summer 2012 to Spring 2014. This figure may include students who actually “crossed into” this transition point prior to Fall 2012 and were still making progress on their theses at this time.

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 2011 through Spring 2014.

Table 5*Faculty Profile 2012-2014⁴*

Status	2012-2013	2013-2014
Full-time TT/Lecturer	23 (1 associated with SW665; 1 associated with SW680 A/B)	24 (1 associated with SW665; 1 associated with SW680 A/B)
Part-time Lecturer	5 grant-funded positions associated with SW680 A/B; 3 part-time lecturers associated with SW680 A/B	5 grant-funded positions associated with SW680 A/B; 3 part-time lecturers associated with SW680 A/B
Total:	31	32

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.

For 2011-2012 data, four full/part-time faculty reviewed the assessment findings along with four members of the PPSC Advisory Committee at the Advisory Committee meeting on February 23, 2013. At this meeting, a full-time faculty member also presented statistics that indicated significant improvement in the comprehensive skills evaluation of students between the mid-year and final evaluation points.

The program-level summary table for AY 12-13 by college conceptual framework key areas was distributed, along with the cover sheet, at the Advisory Committee meeting on March 11, 2014. A copy of the meeting agenda is included at the end of this report. It was noted that the average scores (0-4 scale) across the seven key ideas ranged from 3.71 to 3.92.

The Director of Field Education and the PPSC Coordinator reviewed the data charts in this report at the Beyond Compliance Workshop conducted on September 12, 2014.

Data

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:

The School Social Work program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

⁴ 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.

- **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts) and the Credential Center. These data are reflected in Tables 2-5 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.
- **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses, that assess candidate learning on program-level outcomes. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). The PPSC Comprehensive Skills Evaluation serves as the key signature assignment for this program. The evaluation is completed by field instructors to assess students' field performance in relationship to 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. 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. Data related to this signature assignment can be found in Appendix A.
- **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring. Relevant data for the program are reported in Appendix B.
- **Seminar Evaluations:** SSW program candidates are required to complete an evaluation at the end of each of the four required seminars. This allows program faculty and administrators to assess the seminar's effectiveness to engage the candidates, as well as to receive suggestions to improve seminar design. The summary of the seminar evaluations for the past two years are included in Appendix B. All presenters are practitioners with a PPSC in School Social Work. The presenters were consistent across both years with the exception of the seminar on Crisis Response in the Schools and the seminar on Learning Theories.

Additional information, including each program's assessment plan and signature assignments, can be found at: <http://www.ced.csulb.edu/assessment>.

- 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).

The charts below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please refer to Appendix A. Please note, for program pathways with fewer than 10 students, we do not disaggregate data.

Figure 1

Figure 1 shows aggregate data by SLO for a three-year period based on points earned.

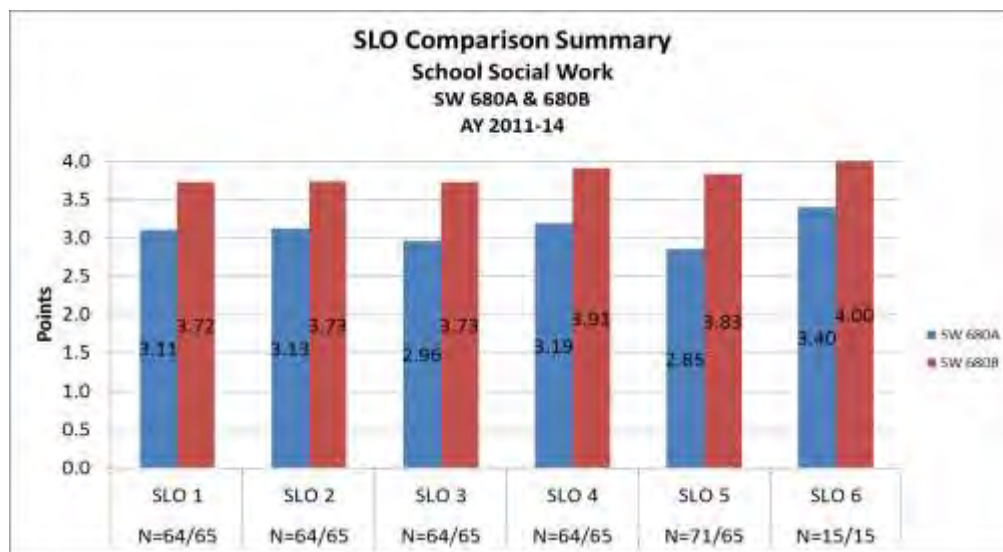


Figure 2

Figure 2 shows trends in SLO data for SW 680A across three years based on points earned.

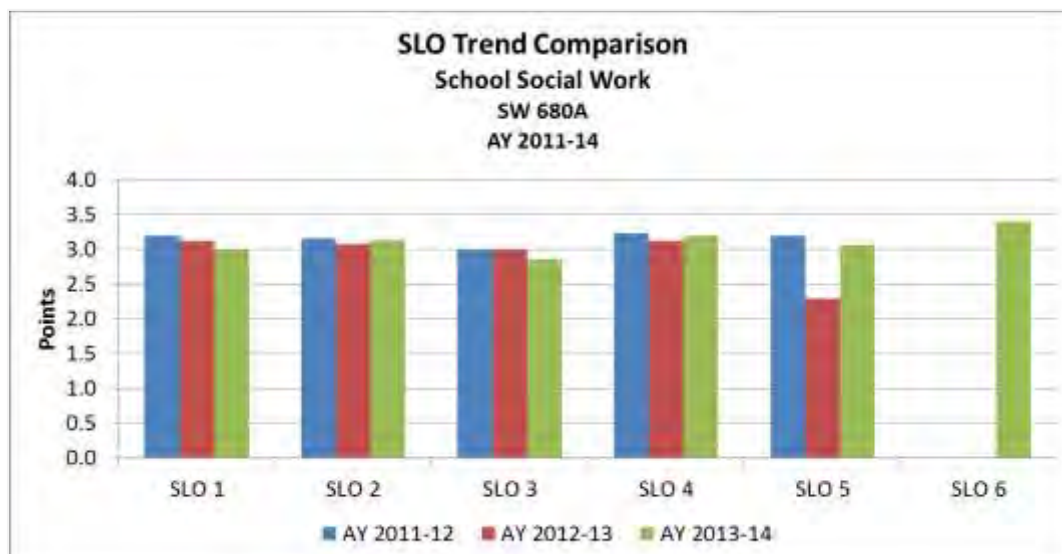
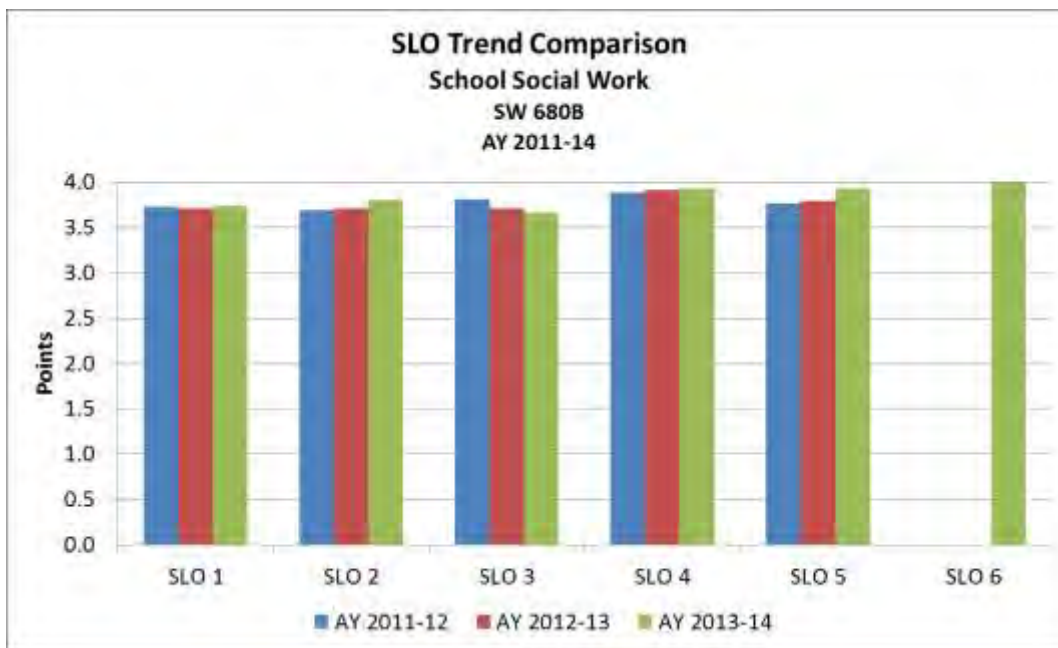


Figure 3

Figure 3 shows trends in SLO data for SW 680B across three years based on points earned.



- 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.

The program has reviewed and interpreted data from the following survey items (identified below). Relevant survey data for the items listed below are reported in Appendix B.

Survey

PPSC Seminar Evaluation Summary

2013 CED Exit Survey

Items

CWA, Ethics in Schools, Learning Theories, Crisis Response

Advising, Coursework & Fieldwork Experiences,

Please note, the program reviewed exit survey responses provided by the Assessment Office. As we were unable to confirm that responses came from our MSW program candidates, the findings were of limited usefulness. We are working with the Assessment Office to limit survey invitations to our MSW PPSC program candidates in the future. In addition, we will provide them with additional questions regarding program effectiveness and design to be included in the exit surveys

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.

Analysis and Actions

5. Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)

Please refer to Tables 6 and 7 on the following pages for discussion related to data analysis and interpretations/findings.

Table 6*Discussion of Program Strengths and/or Areas of Needed Improvement*

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
1	Program structure	Enrollment and headcount data	Consistently most students who are accepted graduate and are approved for the credential	In examining the reasons participants did not complete, 3 factors emerged: a) delays in obtaining CTC Clearance; b) inability to pass the math section of the CBEST; and c) decision to modify program for overall MSW studies which impacts PPSC process.	We do not believe there has been an analysis of enrollment and headcount data in previous reports.
2	AY 11-14 Trend Comparison (Figures 1 – 3)	Signature assignments	Data for AY14 reflect including ethics question in reporting. PPSC students evidenced improvement across all areas as rated by their field instructors. Final scores across all outcomes ranged from 3.72 to 4.0	None indicated. There is little evidence to suggest that changes are needed in the program at this point.	Generally consistent with past findings outside of an anomaly for SLO5 in AY13
3	Data by Outcomes (Figures 5 – 22)	Signature assignments	Scores throughout all outcomes largely remained stable. Criteria score means ranged from 90.48% to 100%	For SLO 3, there was a slight decrease in mean scores for SW680B.	Generally consistent with past findings outside of an anomaly for SLO5 in AY13 We also mapped an item on the assessment tool with SLO6 for the first time in AY 14.

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
4	Program Effectiveness: Advising	2013 Exit survey response rates	Overall, survey respondents report being “Satisfied/Very Satisfied” with the quality and availability of program advising.	The response rate for our 2013 cohort was relatively low (n=14).	We do not believe there has been an analysis of exit survey data in previous reports.
5	Program Effectiveness: Candidate Satisfaction	Seminar evaluation forms.	Consistently high ratings. Multiple instances of feedback requesting more time.		We have consistently kept this data and review it after each seminar presentation.
6	Program Effectiveness	2013 Exit survey response rates	Overall, candidates who responded to the survey report a strong level of agreement that the program effectively prepared them (through coursework and fieldwork opportunities) with the knowledge and critical thinking skills necessary to be to be successful in their field.		

6. Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.

Table 7

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)
1	Beginning with the AY16 cohort, we will require CTC clearance be obtained PRIOR TO acceptance into the program	PPSC Coordinator	January 2015	Designed to impact completion rate of PPSC candidates.	
1	Beginning with the AY15 cohort, we will investigate tutoring and other support options for students re the Math portion of the CBEST.	PPSC Coordinator	November 2014	Designed to impact completion rate of PPSC candidates.	
2	We will investigate the anomaly in AY13 for SLO 5.	PPSC Coordinator	November 2014	SLO 5	
3	We will examine the content of SW665 and the seminar on Child Welfare and Attendance to see if more content needs to be presented. We will also include knowledge questions on the evaluation form for the seminar in Child Welfare and Attendance	PPSC Coordinator And Faculty member responsible for SW665	November through January 2015	SLO 3	
4	Beginning with the AY15 cohort, we will confirm with the Assessment Office that the survey link is emailed to the PPSC candidates in our MSW program. In addition, we will require that those candidates provide us with a Certificate of Completion (of the exit survey) prior to a Letter of Approval being issued.	PPSC Coordinator	January 2015	Designed to provide us with consistent program effectiveness data.	

7. Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?

☒ **Yes** (see below)

☐ **No** (no further action is required)

If YES, please document planned changes below:

Table 8

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)
SW665	N/A	We will work with the faculty consultant who teaches this course to determine if any of the class requirements should be considered as an additional signature assignment for the program.	Currently we only have one signature assignment which is completed by the field instructor. Given that many of the knowledge objectives relate to the SW665 course, it may be helpful to include some measure of course performance in our assessment of the PPSC Program.
SW 665	Interim Progress Report	No longer included in the program's assessment plan.	Prior to this report, we consulted actively with the Assessment Office. The result of these consultations was a decision to remove the Interim Progress Reports as signature assignments as they did not directly relate to program content.
SW 665	Comprehensive Skills Evaluation – SLO 7 “Ethics”	Include “Ethics” portion of the evaluation in the collection and reporting of scores for this signature assignment.	It is already a part of the assignment as well as the program assessment plan. Scores for this particular element (“Ethics”) simply had not been collected/reported previously. Doing so moving forward will allow for richer data analysis and program review.

Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.



**California State University, Long Beach
School of Social Work**



**Pupil Personnel Services Credential Program
ADVISORY COMMITTEE**

March 11, 2014

4:00 – 6:00 pm

AGENDA

Welcome and Introductions

Program Update

- **Current PPS Students**
- **Post-PPS Students**
- **New seminar instructors**
- **Partnership MOU with CSUSB, APU, CSUDH**
- **Need for post-MSW supervisor**

Post-MSW Program Policies

- **DECISION: Fee schedule for 2014 – 2015**
- **DECISION: Accepting first year placements for 2014 - 2015**
- **Eligible placements**
- **Requirement to complete program in two years**

Credential Office Items

- **Data review and program description**
- **Exit survey questions**

Updating program description/recruitment material on our website