

California State University, Fresno: 2007-2008
Section A-1
Contextual Information

PPS Program: Social Work and Child Welfare and Attendance (CWA)

California State University, Fresno is one of twenty three universities in the California State University system. Fresno State began as a normal school in 1911 and has a strong history of service and preparation of education professionals. Fresno State’s last joint visit (NCATE/CCTC) was in March 2006. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 credential programs.

The Pupil Personnel Services (PPS) program with specializations in school social work and CWA is part of the Master of Social Work (M.S.W.) degree. The M.S.W. and PPS is a two year, full-time program of 60 units: 50 units of course work and 10 units of concurrent field placement study. The program utilizes an advanced, multi systems social work practice concentration as the model for educating advanced practitioners who can meet complex client needs within a diversity of settings and who can perform in a variety of roles using appropriate social work practice methodologies.

Three important goals of the Master of Social Work Degree program include the development of 1) a commitment to social justice, 2) diversity awareness/competence, and 3) an empowerment perspective. The PPS credential program incorporates these educational goals in its mission to prepare social workers to "perform services to children, parents, school personnel and community agencies to promote a school environment responsive to the needs of children and to plan educational programs which will prepare children to function in a culturally diversified society" (CA Ed Code 44046). The program is designed to maximize the integration of theory and classroom knowledge with concurrent field instructed practice in the schools. This curriculum model ensures that students experience the breadth and depth necessary to be prepared for social work practice in the public schools. It also fosters the professional capacity for reflection, collaboration and leadership in the provision of social work services in a diverse society. PPS credential candidates are assisted in developing the knowledge, skills and professional values necessary for successful functioning in a complex and changing world.

In 2007-08, there were 22 MSW students who completed the PPS program in social work and CWA which was approximately one-third of the graduating MSW class. Among the 22 candidates, there were 19 females and 3 males. The ethnic representation of this group included: 13 Hispanics; 4 African Americans; 4 Caucasians; and one Hmong. Table 1, Program Decision Points, provides an overview of the number of candidates admitted and completed for 2007-08.

Table 1: 2007-08 Program Decision Points

Program Name	Number of Applicants	% Admitted	% Admitted to Clinical Practice	% Completing Clinical Practice	% Completers	Completed of Admitted
Social Work	122 (n=122) (MSW)	60% (n=73) (MSW)	32% (n=23) (PPS)	96% (n=22) (PPS)	91% (n=21) (PPS)	91% (n=21) (PPS)

<u>Changes Since Commission Approval of Current Program Document</u>	<u>Date</u>
• An exit survey was adopted by the unit to be implemented for advanced credential programs	2008
• Employer survey was reviewed and a unit-wide survey recommended	2008
• Reconfiguration of MSW/PPS curriculum	2007
• Dispositions Evaluation developed and implemented	2008
• Standardized Learning Agreements developed for field placement	2007
• Field Placement Performance Evaluations revised	2007
• Development of PPS Portfolio as requirement for candidates	2008
• Implementation of integrative field seminars for MSW 2 and PPS	2008
• Addition of new PPS field placement sites	Ongoing

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Section A-2**

Candidate Assessment/Performance & Program Effectiveness Information

PPS Program: Social Work and CWA

A. Candidate Assessments the program uses to and through recommending credential

List 4-6 Key Assessments (not admissions data)

1. Program Decision Points Data
2. Grades in SWrk 274, Advanced Social Work Practice in Schools I
3. Grades in SWrk 275, Advanced Social Work Practice in Schools II
4. PPS Candidate Dispositions Evaluation
5. PPS Evaluation of Student Performance in Field Placement

Summary of Data

Program Decision Points Data – The summary of program decision points data is depicted in Table 1 above. It illustrates that 32% of the admitted MSW cohort participated in the PPS program in 2007-08. Ninety-six percent, or 22 of 23 PPS candidates, completed their PPS field placement and 91%, or 21 of 22 of that group, completed the MSW and PPS program requirements.

Grades in SWrk 274, Advanced Social Work Practice in Schools I – This course is a requirement of all PPS candidates. It covers core generic and specialization standards content on the school as a context for practice and the laws that govern public education in the state. Course assignments are carefully designed and graded using standardized rubrics to assess candidate comprehension and application of this required content. PPS candidates are required to earn a grade of “B” or above to meet program requirements. Table 2 illustrates the course grades for each assignment for the Fall 2007 semester.

Table 2: Grades Earned in SWrk 274 (n=23) – Fall 2007

Assignment	Possible Points	Range	Mean	% A	% B	% Passed
Participation	75	70-75	74	100%	0	100%
School Paper	125	100-123	108	30%	70%	100%
Multi Dimensional Assessment	100	83-97	90	61%	39%	100%
Quiz 1	100	79-100	91	65%	30%	95%
Quiz 2	100	77-100	89	52%	35%	87%
Final Grade	500	418-495	452	65%	35%	100%

Grades in SWrk 275, Advanced Social Work Practice in Schools II – This course is the second of two required of all PPS candidates. It covers additional generic and specialization standards content on the school as a context for practice and advanced practice strategies for intervention. Course assignments are carefully designed and graded using standardized rubrics to assess candidate comprehension and application of this required content. PPS candidates are required to earn a grade of “B” or above to meet program requirements. Table 3 illustrates the course grades for each assignment for the Spring 2008 semester.

Table 3: Grades Earned in SWrk 275 (n=22) – Spring 2008

Assignment	Possible Points	Range	Mean	% A	% B	% Passed
Participation	75	70-75	74	100%	0	100%
Service Plan	25	18-25	22	50%	41%	91%
Self Assessment Paper	150	122-150	132	27%	73%	100%
Class Presentation	150	129-138	135	50%	50%	100%
Quiz 1	100	77-100	89	50%	45%	95%
Final Grade	500	428-474	451	59%	41%	100%

PPS Candidate Dispositions Evaluation – An evaluation tool was developed and utilized this spring to specifically evaluate candidate acquisition of professional dispositions. This data will be collected at the end of each semester that candidates are engaged in their PPS field placement and will enhance our understanding of program outcomes. Candidate demonstration of each disposition is rated by the field instructor on a scale of 1-4, with one representing unsatisfactory and four representing above average. A rating of three represents satisfactory and is considered the benchmark for meeting program requirements. The data for Spring 2008 is depicted in Table 4.

Table 4: Spring 2008 Evaluation of Candidate Dispositions at Program Completion

Disposition	Range	Mean	Standard Deviation	% Meeting Benchmark
Reflect	3-4	3.91	.29	100%
Critical Thinking	3-4	3.86	.35	100%
Professional Ethics	4	4	.00	100%
Values Diversity	3-4	3.95	.21	100%
Collaboration	3-4	3.86	.35	100%
Life-Long Learning	3-4	3.91	.29	100%
Overall	0-4	3.68	.89	100%

PPS Evaluation of Student Performance in Field Placement – A comprehensive evaluation of candidate knowledge and skills is conducted by the MSW/PPS field instructor at the end of the 600 hour PPS field internship. The evaluation addresses professional development, professional values and identity, multi systems practice, and evaluation of practice. Candidate performance is rated on a scale of 1-5, with one representing excellent, three indicating average, and five being poor. A rating of three is

satisfactory and is considered the benchmark for meeting program requirements. Table 5 depicts the outcome data for candidate performance in field placement for 2008.

Table 5: 2008 Evaluation of Candidate in PPS Field Placement at Program Completion

Skill Area	Range	Mean	Standard Deviation	% Meeting Benchmark
Professional Development				
Organizes Effectively	1-3	1.45	.67	100%
Initiative	1-3	1.50	.67	100%
Seeks Learning	1-3	1.45	.67	100%
Uses Theory	1-3	1.77	.69	100%
Plans for Supervision	1-3	1.64	.58	100%
Open to Feedback	1-3	1.55	.60	100%
Uses Supervision	1-3	1.36	.66	100%
Communication Skills	1-3	1.32	.57	100%
Socio Cultural Competence	1-3	1.32	.65	100%
Values and Identity				
Ethical Practice	1-3	1.23	.53	100%
SSW Role	1-3	1.45	.74	100%
Professional Relationships	1-3	1.41	.59	100%
Team Member	1-3	1.50	.74	100%
Diversity Awareness	1-3	1.32	.57	100%
Multi Systems Practice				
Organizational Structure	1-3	1.95	.79	100%
Organizational Climate	1-3	1.82	.73	100%
Change Agent	1-3	1.82	.80	100%
Collaborative Relationships	1-3	1.41	.59	100%
Facilitation/Consultation	1-3	1.73	.63	100%
Laws	1-3	2.00	.76	100%
Advocacy	1-3	1.55	.74	100%
Brokering	1-3	1.55	.67	100%
Assessment	1-3	1.68	.65	100%
Attendance Intervention	1-3	1.73	.70	100%
Intervention Plans	1-3	1.64	.66	100%
Pupil Safety	1-3	2.00	.69	100%
Multiple Interventions	1-3	1.77	.75	100%
Work with Families	1-3	1.82	.85	100%
Learning Theory	1-3	1.86	.83	100%
Evaluation of Practice				
Evaluates Practice	1-3	1.27	.55	100%
Applies Research	1-3	1.68	.78	100%

B. Addition information collected on completer performance and program effectiveness

C.

1. Exit Survey – Unit and Program
2. Employer Survey
3. Alumni Survey

Exit Surveys:

Unit – An exit survey was developed and implemented by all credential programs in the Unit in Spring 2008. The collection of outcome data across the unit is an important addition to the assessment system and is expected to yield useful information for program planning. PPS candidates in the social work program completed these exit surveys in May and the data was forwarded to the Associate Dean. The analysis of this data was not available at the time of this writing.

Program – Exit survey information was collected from PPS candidates upon completion of the program in May 2008. This instrument surveys candidates on their perceptions of program administration and delivery, program strengths and weaknesses, and their acquisition of core knowledge and skills for effective social work practice in schools. Content areas for program information are rated on a scale of 1-6 with one representing strongly agree, three meaning undecided, and six indicating that the item is not applicable. The benchmark for meeting program expectations is a rating of two or higher. The content areas for knowledge and skills are rated as high (3), medium (2), and low (1). The benchmark for meeting program requirements for this section of the survey is a rating of 2 or above. Table 6 illustrates the outcome data for the 2008 PPS candidate exit surveys.

Table 6: 2008 PPS Candidate Exit Survey

Content Area	Range	Mean	Standard Deviation	% Meeting Benchmark
Program Information				
Prerequisites	1	1.00	0	100%
Clear Requirements	1-3	1.36	.66	91%
Courses	1-2	1.05	.21	100%
Integration in Field	1-2	1.41	.50	100%
Field Assignments	1-2	1.14	.35	100%
PPS Field Instructor	1-2	1.09	.29	100%
Supervision	1-2	1.27	.43	100%
PPS Liaison	1-2	1.05	.21	100%
Liaison Support	1-2	1.32	.48	100%
Prepared for Practice	1-3	1.32	.57	95%
PPS Knowledge & Skills				
Ecological Approach	2-3	2.77	.43	100%
Multi Systems Intervention	2-3	2.86	.35	100%
Socio Cultural Competence	2-3	2.86	.36	100%
Ethics	3	3.00	0	100%
Organization & Policies	2-3	2.77	.43	100%
Advocacy & Discipline	1-3	2.73	.55	96%
Collaboration	2-3	2.86	.35	100%
Brokering	2-3	2.81	.40	100%
Research	1-3	2.29	.56	91%
Laws	1-3	2.52	.60	91%
Assessment	2-3	2.81	.40	100%
Intervention	2-3	2.68	.48	100%
School Safety	1-3	2.68	.57	95%
Learning Theory	2-3	2.64	.49	100%

Employer Survey – The Department of Social Work Education surveys employers of our graduates every three years as part of our program assessment plan. The last employer survey was conducted in 2006, so data for the 2007-08 academic year was not collected. Human services and social services agencies are surveyed in the four-county region of Fresno, Madera, Kings and Tulare counties where the preponderance of MSW graduates are employed. The last employer survey indicated that employer assessments of MSW graduate skill levels were lower than those of students and alumni in all areas, particularly on items related to interpersonal communication and evaluation of practice. These surveys encompass the MSW program and all of its graduates, including the PPS candidates. While this data has been useful, sampling frames have been difficult to maintain and the response rate has been low. The process of revising the employer survey instrument as well as the database of employers will begin this fall.

Alumni Survey - The Department of Social Work Education also surveys alumni every three years as part of our program assessment plan. The last alumni survey was conducted in 2006, so data for the 2007-08 academic year was not collected. The survey measures alumni perceptions of their own skill levels and the frequency at which they use core social work practice skills. The last survey indicated that 80 percent of alumni rated their skills as high in the majority of practice areas. Specific areas that did not meet the departmental benchmark of 80% were engagement, writing reports, using computers, use of empowerment techniques, multi systems intervention, evaluation of practice and participation in continuing education or professional organizations. While this data has also been useful, sampling frames have been difficult to maintain due to unknown addresses and low response rates to electronic distribution and, in prior years, to mailed surveys.

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Section A-3
Analysis of Candidate Assessment Data

PPS Program: Social Work and CWA

The candidate assessment data presented in the previous section of this report indicate that the program is meeting its goal of adequately preparing candidates for social work and CWA practice in schools. The data reveal a number of program strengths as well as some areas for improvement within the PPS credential program. The data did not demonstrate any areas of significant concern regarding program effectiveness or candidate competence. Areas of strength and areas for improvement derived from the data are outlined below:

Program Strengths

- The PPS program is well organized and includes relevant courses as well as field placement assignments that allow for the integration of theory and practice.
- The program received high ratings for field instructor and faculty liaison expertise and support.
- There was a high percentage of program completion (91%).
- The vast majority of candidates (no less than 87%) demonstrated mastery of both the generic and specialization standards content in all PPS course assignments. All candidates met the program benchmark for mastery of this content based on final course grades.
- All candidates demonstrated proficiency in applying specialized program knowledge and skills to school social work and CWA practice by meeting program benchmarks in field placement in all 26 areas of knowledge and skill evaluated. The following areas were rated highest: ethical practice; diversity awareness; communication skills and evaluation of practice.
- At program completion, candidates rated themselves highest in relation to ethics, multi systems intervention, socio cultural competence, and collaboration
- All candidates met the program benchmark for demonstration of professional dispositions.

Areas for Improvement

- Program requirements are not sufficiently clear to all candidates.
- PPS candidates demonstrated less confidence in the interpretation and application of laws that influence attendance and education than in most other areas of knowledge and skills.
- Evaluations of field performance reflected less proficiency in knowledge of the organizational structure of schools, application of learning theory and planning and intervention for pupil safety than in most other performance areas.
- At program completion, candidates reported less confidence in the areas of advocacy and discipline, research, laws, and pupil safety than in most other competency areas.
- Specific data on PPS graduates was not available from employer and alumni surveys.

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Section A-4**

Use of Assessment Results to Improve Candidate & Program Performance

PPS Program: Social Work and CWA

Data Source	Data Focus	Action(s)	Contact Person	Timeline
Program Exit Survey	Clarity of Program Requirements	<ul style="list-style-type: none"> • Agenda item for PPS Advisory Committee • Recommendations to be incorporated into revised program orientation materials and Handbook. 	Andrea Carlin	December 2008
			Andrea Carlin	June 2009
Course Assignments, Field Evaluations, Exit Survey	Proficiency with knowledge of organizational structure, research and learning theory	<ul style="list-style-type: none"> • Implementation of Portfolio with specific assignments to address these areas. • Implement revised field learning agreements with more specific assignments targeting these areas. • Implement field seminars to facilitate integration of knowledge and practice 	Andrea Carlin/Cheryl Whittle	September 2008
			Cheryl Whittle	2008 - 2010
			Andrea Carlin/Cheryl Whittle	2008-10
Course Assignments, Field Evaluations, Exit Survey	Proficiency with laws, pupil safety, advocacy and discipline	<ul style="list-style-type: none"> • Implement revised field learning agreements with more specific assignments targeting these areas. • Train PPS field instructors regarding candidate need for increased exposure to these learning areas. • Implement field seminars to facilitate integration of knowledge and practice. 	Cheryl Whittle	September 2008
			Andrea Carlin/Cheryl Whittle	December 2008
			Andrea Carlin/Cheryl Whittle	2008-10
Alumni and Employer Survey	Need for specific PPS program data	<ul style="list-style-type: none"> • Consult with Department Chair and Outcome Coordinator regarding revision of employer and alumni surveys to elicit specific data regarding PPS candidates. • Obtain aggregated alumni and employer data from Outcome Coordinator for inclusion in required program documents. 	Jane Middleton	2009-10
			To Be Determined	2009-10

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