

Chapter 9

Evaluation

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Chapter 9

EVALUATION

Note: Evaluation methodologies have not yet been developed for CWWPEP. The intention of the CWWPEP committee is to work with all participating universities to develop evaluation methodologies within the CWWPEP program period, July 1, 2003 – June 30, 2005.

CWWPEP Pilot Program Focus Groups

Midway through the CWWPEP pilot, focus group sessions were held to generate feedback from The Ohio State University and the University of Akron's CWWPEP students and their field instructors.

The purpose of the focus groups was to elicit information on the students and field instructors' perceptions of the strengths and weaknesses of CWWPEP. The focus group concept is the first part of a broader evaluation strategy to be developed during the 2003 – 2005 expansion.

Student Focus Groups

Student focus groups were organized around the following eight topics:

1. Students' introduction to the pilot
2. Students' expectations and realizations of course work and field work
3. Content of course work and field work
4. Role of the campus coordinator
5. Role of the field instructor
6. Students' placement experiences
7. Suggested improvements for the betterment of the program
8. Students' career aspirations

The facilitator asked open-ended questions while a scribe recorded responses. The data from all three focus groups were combined into a report that was shared with the CWWPEP pilot

committee. From the focus group information, the committee made program and process refinements and improvements during the second half of the pilot.

OSU Student Focus Groups

On December 5, 2002, the CWWPEP state coordinator facilitated two focus groups with nine of the ten OSU students participating in the pilot program. Five students attended the morning session; four students attended in the afternoon; one student was unable to attend either session. An assistant to the state coordinator recorded students' answers to the focus group questions. Each focus group lasted approximately an hour and a half.

At the time of these focus groups, CWWPEP students had completed the fall quarter during which they attended the Child Welfare I course and participated in 12 weeks of field placement in a public child welfare agency.

University of Akron Student Focus Group

On January 24, 2003, the state coordinator facilitated one focus group with all six of the University of Akron students participating in the pilot program. During the hour and a half long session, the facilitator tape recorded students' responses and suggestions.

At the time of this focus group, CWWPEP students had completed the fall semester during which they attended the Child Welfare I course and participated in 16 weeks of field placement in a public child welfare agency.

CWWPEP State Coordinator Document

Focus Group Questions for CWWPEP Students

Child Welfare I Student Focus Group Questions

Introductory Questions

How did you find out about the pilot project?

What things did you consider when you were deciding about participating?

What made you finally decide to participate?

Expectations

What did you expect from your class activities?

Field activities?

The actual experiences compared to your expectations?

Content

How do the class work and the field placement interface?

Where do they support each other?

Where are the disconnects?

Give us your thoughts about the coursework itself – the content of the course, the classroom activities, the books and readings, etc.

Campus Coordinator Role

Let's talk a little about the campus coordinator role:

What do you see as the most valuable activities of this position?

How does the campus coordinator help tie the class work to the field placement activities?

What are the most and least helpful aspects of the biweekly field seminars with the campus coordinator?

Field Instructor Role

Tell us about your field placement experiences – including strengths and things you'd like to see changed.

In what ways are the field instructors helping you tie your class work to your field placement activities? Any suggestions to do this better?

Agency Experience

What are the most helpful activities during your weekly meetings with your agency supervisor/field instructors? The least helpful?

Improvements

What can the campus coordinator do to improve the process for you?

What can the agency staff do to improve the process for you?

Future

Now, 11 weeks into the pilot, what about your thoughts concerning a career in child welfare:

What, if anything, has changed in your thinking?

Field Instructor Focus Groups

Field instructor focus groups were organized around the following nine topics:

1. Introduction to the pilot
2. Expectations and realizations
3. Class work content and field placement interface
4. Role of the campus coordinator
5. Role of the field instructor
6. Agency interface
7. Future of CWWPEP
8. Least beneficial aspects of CWWPEP
9. Suggestions for improving CWWPEP

The facilitator asked open-ended questions while a scribe recorded responses. Since The Ohio State University and the University of Akron employ very different field supervision models, separate reports were written and shared with the CWWPEP pilot committee to refine and improve the second half of the pilot.

OSU Student Field Instructors Focus Group

On January 27, 2003, the CWWPEP state coordinator facilitated a focus group with seven Franklin County Children Services (FCCS) field placement instructors, three field instructor assistants, the director of the Central Ohio Regional Training Center, and the Ohio State University campus coordinator for the CWWPEP pilot. The Crawford County Children Services field instructor and one FCCS field instructor were unable to attend. Assisting the facilitator, the campus coordinator recorded answers to the focus group questions.

At the time of this focus group, field instructors had worked with their assigned students during the 12-week fall quarter.

University of Akron Field Supervisor Focus Group

On January 24, 2003, the CWWPEP state coordinator met with the Summit County Children Services (SCCS) field placement supervisor to discuss her experiences with the CWWPEP pilot program. The focused discussion occurred when participating students were completing their first semester in placement at the SCCS. This session was tape recorded and lasted approximately an hour and a half.

CWWPEP State Coordinator Document
Focus Group Questions for Field Instructors and Supervisors

Child Welfare I
Field Instructor Focus Group Questions

Introductory Questions

How and when did you find out that you would be involved in this pilot project?

Expectations

Before the pilot began, what were your expectations about your role in the pilot?

How much work did you expect there would be for you as a field instructor participating in the pilot?

Compared to your expectations before the pilot began, what have been your actual experiences?

Class Work and Placement Interface

Tell us how the class work and the field placement interface?

Where do they support each other?

Where are disconnects?

Give us your thoughts about the course work itself – the content of the course, the classroom activities, the books and readings, etc.

How applicable is the course work to the students' field placement?

How do you integrate the class work each week into the students' field placement activities?

Campus Coordinator Role

How does the campus coordinator help you tie the class work to the students' field placement activities?

What are the most and least helpful aspects about the role of the campus coordinator in correlation to your role as a field instructor?

Field Instructor Role

Tell us about the students' field placement experiences – including strengths and things you'd like to see changed.

What are the barriers within this pilot project to successful placement experiences for the students?

What are your suggestions for improving the field placement experiences for you?

For the students?

Agency Interface

**What agency experiences have you found most helpful for the students?
Least helpful?**

Give us some suggestions for improving the agency interface with the students.

Improvements in the CWWPEP Process

What can the campus coordinator do to improve the process for you?

What can the Child Welfare classroom instructor do to improve the process for you?

What can the agency do to improve the process for you?

Future

What are your thoughts about your continuing work with CWWPEP students?

What, if anything, has changed in your thinking about this project?

Least Beneficial Aspects of the Pilot

Greatest Benefits of the Pilot

Suggestions for Improving CWWPEP for the Future