3.

1. Instructional Program Criteria and Template

Name of Person Completing this Report: Rose Wong
Title of Person Completing this Report: Assistant Professor
College or Unit: College of Letters, Arts and Social Sciences
Report No.: CLASS 47
Programs Included: 3

Total number of service courses
0

2. Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

I. The Self-Support (Oakland 3-year) MSW Program was founded in 2010. As an integral part of the “Overall MSW Program” (Regular and Self-Support Programs together), it was opened in response to the demonstrated ongoing need for MSW-level social workers by local public agencies and their leaders and for a program that accommodates working students. The Community Mental Health option started in 2010 and Child, Youth & Family (CYF) option in 2011, both following the same model as the Regular Program. The Program has demonstrated success and increasing demand since its inception. In 2010, the Council on Social Work Education (CSWE) awarded the “Overall MSW Program” an 8-year accreditation period, the longest that CSWE offers. The Self-Support Program progressively increased enrollment (headcount) from 62 (2010) to 170 (2012), then back down to 144 (2013), with 150 students as a long-term steady state target based on an overall target of 150 students in each of the Regular (75 students/year) and Self-Support 3-year (50 students/year) programs. The number of applicants has always increased steadily (e.g., 118 in Fall 2010 up to 148 in Fall 2012).

II-IV. The Program offers only graduate courses. It does not offer GE or service courses.

V. The course delivery method is 64% (14/22 courses) hybrid and 36% (8/22 courses) in person, with classes offered on Saturdays.

VI. Course formats include predominantly seminar courses and a small proportion of supervision and lab courses.

(Note. Tables 5 & 6 did not provide Self-Support Program specific data to report here.)

4. Criterion 1

Link to Scoring Rubric

I. Institutional Learning Outcomes: (70%)

<table>
<thead>
<tr>
<th>1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems</th>
<th>Provide evidence to support current and/or planned alignment for each ILO (no more than 60 words for each ILO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>--- As a master-level professional human services program whose mission advances diversity and social justice, the Program aligns perfectly across all ILO. --- ILO 1 (Thinking and Reasoning) aligns with (a) SLO 2—Professional Use of Self and (b) SLO 3—Critical Thinking &amp; Applying Research Evidence and Theory. SLO 2 emphasizes understanding personal values and biases and knowing their impact on clients, which corresponds with the ILO’s emphasis on understanding one’s own assumptions and personal biases. SLO 3 matches the ILO directly.</td>
<td></td>
</tr>
</tbody>
</table>
2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others. --- ILO 2 (Communication) aligns with (a) SLO 2—Professional Use of Self and (b) SLO 6—Communication. SLO 2 emphasizes exercising use of self through effective communication in order to engage and collaborate effectively. SLO 6 matches the ILO directly.

3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities. --- ILO 3 (Diversity) aligns with (a) SLO 4—Advocacy and (b) SLO 5—Acting with Diversity. SLO 4 emphasizes advocating for clients, groups and communities in complex cultural, social and political situations. SLO 5 emphasizes cultural humility, self-awareness and knowledge of diverse populations. These correspond with the ILO’s emphasis on applying multicultural competencies to promote equity and social justice.

4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities. --- ILO 4 (Collaboration) aligns with (a) SLO 2—Professional Use of Self, (b) SLO 5—Acting with Diversity and (c) SLO 6—Communication. SLO 2 emphasizes engagement and collaboration as professional social workers. SLO 5 emphasizes culturally competent service. SLO 6 emphasizes communication across diverse client and social services systems. These correspond with the ILO’s emphasis on working collaboratively and respectfully as members and leaders of diverse teams and communities.

5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels. --- ILO 5 (Sustainability) aligns with (a) SLO 1—Value and Ethics, (b) SLO 3—Critical Thinking & Applying Research Evidence and Theory and (c) SLO 4—Advocacy. SLO 1 refers to upholding the values, ethics and standards of the social work profession, which corresponds with the ILO’s emphasis on acting responsibly and ethically. SLO 3 corresponds with the ILO’s emphasis on “understanding the scientific, social justice and economic implications of social responsibility and sustainability”. SLO 4 corresponds with the ILO’s emphasis on “accounting for the rights and responsibilities of all community members” and “advancing social responsibility and sustainable development”.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study. --- ILO 6 (Specialized Discipline) aligns with (a) SLO 1—Value and Ethics and (b) SLO 2—Professional Use of Self. SLO 1 is concerned with social work as a specialized discipline as defined in the National Association of Social Workers’ Code of Ethics. SLO 2 emphasizes conducting oneself autonomously in the professional social work role.

Link to Scoring Rubric

II. Shared Strategic Commitments: (30%)

--- SSC1: The program is one of few MSW programs nationally to target advocacy/social justice as its core mission. Faculty developed a unique Race, Gender, Inequality course and works to publish pedagogy in diversity/social justice and evidence based practice.

--- SSC2/SSC3: Admissions criteria target broad diversity backgrounds (e.g., racial/ethnic/social class). The Program is committed to assisting every student to succeed academically (98% graduation rate), professionally, and as lifelong learners by NASW’s Code of Ethics.

--- SSC7: The Program is CSUEB’s “Exhibit 1”. It trains culturally competent social workers to support economic and civic life (including becoming leaders and founding services/organizations). It partners with 250 local/state, public/non-profit agencies in 9 Bay Area counties (101 cities), with 270+ students providing 150,000+ hours of volunteer services/year.
## 5. Criterion 2

### Link to Scoring Rubric

### I. FTES, Number of Majors, and Number of Degrees Awarded

**SW**

Transfer the 5-year average and the quartile for total FTES from the total program table only to the table below.

<table>
<thead>
<tr>
<th></th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>50.93</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL FTES</td>
<td>50.93</td>
<td>3</td>
</tr>
</tbody>
</table>

### B. Number of Majors, Options and Minors (for information only)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MSW</td>
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<td>4</td>
</tr>
<tr>
<td>2</td>
<td>MSW</td>
<td>71.0</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>CYF</td>
<td>34.7</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>CMH</td>
<td>34.7</td>
<td>4</td>
</tr>
</tbody>
</table>

### Link to Scoring Rubric

### C. Number of Degrees Awarded (30%)
<table>
<thead>
<tr>
<th>Number</th>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MSW</td>
<td></td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>MSW</td>
<td></td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CYF</td>
<td></td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>CMH</td>
<td></td>
<td>n/a</td>
<td></td>
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<td>5</td>
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<tr>
<td>16</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

--- Regarding internal demand, 19% (20/105) of applicants were CSUEB graduates and 49% (51/105) were CSU system graduates in 2012.

--- Regarding external demand, the number of (1) applicants and (2) community agencies/organizations requesting interns has grown consistently since the program’s inception (in Fall 2012). Regarding (1), 118 applied in 2011 (60% admittance rate) and 148 applied in 2012 (43% admittance rate), showing increasing demand and competition. Regarding (2), the number of field agencies/organizations (where 1st year students work 2 days/week and 2nd year students work 3 days/week) increased from 118 to 172 from 2008 to 2012 (for the Overall Program), showing high and increasing demand from community organizations for MSW interns.

--- Note that increasing FTES from 45.33 (2010) to 120.67 (2012) indicates not only increasing demand but also having only “first-year” students in 2010 and having first-, second- and third-year students in 2013 (in a 3-year program). Also, a recent decrease in number of enrolled students in Fall 2013 does not reflect decreased demand, but rather a planned decrease due to an insufficient number of T/TT faculty to meet accreditation requirements and balancing enrollment between Self-Support and State-Side Programs.

-- The Overall Program produces a prominent proportion of local area MSW social workers, being responsible for 30-35% of those trained by local programs annually (CSUEB, SJSU, SFSU, and UCB).
II. California State Jobs Projections for Each Program (35%)

<table>
<thead>
<tr>
<th>Programs</th>
<th>TOTAL Jobs for each program from worksheet in Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MSW 4040</td>
</tr>
<tr>
<td>2</td>
<td>CYF 4040</td>
</tr>
<tr>
<td>3</td>
<td>CMH 4040</td>
</tr>
</tbody>
</table>

B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3

COEP titles show the large external demand for our programs directly; titles are held fairly exclusively by MSW graduates, with both options employed across the same titles. Nationally, projected growth of social workers (2010-2020) is “much faster than the average” for all occupations (25% increase of 161,200 from 650,500 jobs). This growth is due to the need of geriatric and medical/public health social workers, especially with diverse backgrounds given that current geriatric social workers are less racially and ethnically diverse than the increasingly diverse older population. The huge supply-demand gap for geriatric social workers, with 109,000 needed by 2050 compared with the existing 31,446 (in 2011), is attributed to aging baby boomers. Growth of medical/public health social worker jobs is expected to be 22% (2008-2018).

6. Criterion 3

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.

<table>
<thead>
<tr>
<th></th>
<th>On-Ground Course Evaluations Dept Mean (Q1-8). Transfer Data from Table 11</th>
<th>On-line Course Evaluations Dept Mean (Q1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Winter 2013 Dept</td>
<td>n/a</td>
<td>1.37</td>
</tr>
<tr>
<td>Spring 2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1b. System for continuous improvement of teaching

--- Lecturers: Tenured/Tenure-Track faculty form a peer evaluation committee to review full-time and part-time lecturers. They observe each in one class, then meet to give observations and input for improvements. In cases when follow-up is needed, the T/TT faculty observes the lecturer again to assure improvements.

--- Tenured/Tenure-Track: The Chair discusses students’ course evaluations (including departmental multiple choice and qualitative questions) with each junior faculty to outline steps for improvement regarding each course and overall teaching skills. Faculty are asked to give mid-course evaluations and make immediate adjustments. The Department's PTR Committee evaluates and makes a recommendation for retention annually.

2. Teaching awards, teaching grants, and recognitions


--- Sarah Taylor: One of three professors receiving a recognition award from mental health committee colleagues acknowledging work as stipend coordinator (teaching a 1-unit seminar) from 2009-2011 in CalSWEC (California SW Education Center) Program.

--- The Department does not have an internal teaching award, but all three tenure-track faculty received strong praise for their teaching and dedication from students through verbal remarks made to the Chair and the other senior faculty member.

--- Note. Dept. currently has only 1 Tenured (Wong-Kim) and 3 assistant professors (Taylor, Braxton, Wong), with a 50% FERP (Jones).

3. Faculty-supervised student projects

Faculty mentor students regularly and in diverse ways.

--- Mavis Braxton obtained a grant to take 3 students to a 7-day conference, "Evaluations on Health Disparities", Houston, 2013.

--- Evaon Wong-Kim obtained funding to take 2 students to a conference, "Intercultural Cancer health Disparity Conference", Honolulu, 2013.

--- Sarah Taylor supervised 3 RA's to conduct curriculum analysis (2010-11) and 4 RA's to interview parents (2012-13).

--- Sarah Taylor and Rose Wong are engaging 6 RA's in university and community research projects (2013-14).

--- Faculty supervise 3-4 independent research theses and community projects annually.

--- Faculty mentor 4 MSW student clubs.

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program

--- Approximately 75% of faculty in T/TT, Full-Time, and Part-Time Faculty groups are people of color and/or represent diverse minority populations.

--- In Spring 2013, the Program aligned SLO, ILO and CSWE "core competencies" in a curriculum mapping and is now revising syllabi with alignments and address issues detected through assessments.

--- Lecturers (teaching 50% of Overall Program’s non-Field Instruction courses and over 75% of Self-Support ones) use Curriculum Committee-developed master syllabi (with assignment outlines/rubrics, reading/audio materials, etc.). Syllabi development is conducted with input by two external advisory boards. One TT faculty supports lecturers as Self-Support Program Consultant (25% overload).
1a. TT faculty contributions

<table>
<thead>
<tr>
<th></th>
<th>2008 - Total Number</th>
<th>2008 - Average per TT</th>
<th>2009 - Total Number</th>
<th>2009 - Average per TT</th>
<th>2010 - Total Number</th>
<th>2010 - Average per TT</th>
<th>2011 - Total Number</th>
<th>2011 - Average per TT</th>
<th>2012 - Total Number</th>
<th>2012 - Average per TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books</td>
<td>7</td>
<td>1.40</td>
<td>4</td>
<td>0.80</td>
<td>2</td>
<td>0.50</td>
<td>7</td>
<td>1.40</td>
<td>2</td>
<td>0.3</td>
</tr>
<tr>
<td>Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities</td>
<td>8</td>
<td>1.60</td>
<td>8</td>
<td>1.60</td>
<td>6</td>
<td>1.50</td>
<td>7</td>
<td>1.40</td>
<td>4</td>
<td>0.6</td>
</tr>
<tr>
<td>Number of TT faculty in Table1 in supplemental data package *</td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
<td>4</td>
<td></td>
<td>5</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

1b. Comment on contributions in professional achievement by TT and FERPs (up to 50 words)

---2012 "Average per TT" value is low because the Department actually had 4.5 rather than 6.0 TT due to 50% FERP status of one and leave of another.

---Values also low for (a) 2010-12 due to one 50% FERP, and (b) all years due to missing information from one faculty.

1c. Comment on contributions in professional achievement by lecturers and FERPs (up to 50 words)

---FERP: Terry Jones co-authored (with Mavis Braxton) "Authentic Engagement", to appear in Journal African-American Studies, and leads a large community agency improvement project in Richmond.


2. List significant examples for the following (up to 100 words):

--- Title IV-E Child Welfare Training ($1.5 million/year, 2010-present).

--- Prop. 63 Mental Health Training ($750K/year, 2010-present).


--- Wong-Kim: Kellogg Foundation Racial Healing ($10K, 2010-11); Zhejiang University of Technology Training ($25K, 2010-11); 3 other $5-10K grants since 2008); Co-Investigator, Department of Education Grant ($2 million, 2011-present).

--- Assistant Professors’ Grants since 2010: Zellerbach Foundation ($3K), NY Community Trust ($10K), Okura API Mental Health Foundation ($10K), Morehouse School of Medicine ($3K).

--- Consultancies since 2010: Bay Area Social Services Consortium; Solano, Alameda and Santa Clara County Departments;
3. List significant professional activities (up to 100 words)

--- Rose Wong is Vice President of the national API Social Work Educator’s Association (2012-present).

--- Evaon Wong-Kim is Founding Board Member of Intercultural Cancer Council and was President of Komen for the Cure San Francisco Affiliate (2007-09), and invited keynote speaker for Global Breast Cancer Conference in Korea (2011).

--- Mavis Braxton was an accreditation consultant for CSWE (2011), invited keynote speaker at Oakwood University Social Work Alumni Breakfast (2013), and reviewed for CSWE conference and served as session chair.

--- Junior faculty (Taylor, Wong, Braxton) gave 19 invited presentations locally since 2009.

1. Describe the relevancy of your program as it aligns with internal and external needs (up to 100 words). Specifically, emphasize evidence of the following:

--- The curriculum is designed to reflect evolving community and agency needs through a systematic updating procedure. All syllabi are revised with input/approval by CYF and CMH Advisory Boards, with faculty, agency professionals/leaders and CalSWEC and IV-E Program representatives meeting twice/year. The Program is piloting a 3-course community research sequence where students conduct studies designed with and benefiting agencies where they intern. In “Integrative Seminar” (terminal course re-designed last year), students observe/analyze a community advocacy project or innovative program.

--- The Program’s Coordinator of Alumni Activities is responsible for alumni tracking and relations, including annual newsletter, survey, and events.

2. List/describe innovations of the program curriculum (up to 100 words). Specifically emphasize the following:

--- Innovative Curricula: (1) “Race, Gender & Inequality” is unique in MSW Programs and reported in a peer-reviewed journal; (2) An approach for teaching “Using Evidence Based Practice with Cultural/Minority Considerations” was presented in a peer-reviewed conference this fall and will be submitted to a refereed journal.

--- Pedagogical Innovations: The Program emphasizes experiential/community-engaged learning with 16-24 hour/week internships and small Field Instruction classes focused on linking theoretical and practice skills taught in coursework with client cases/field experiences.

--- Self-Support Program: The Department created an exemplary hybrid program 3 years ago designed for working adults (144 students in 2013).

1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):

--- The Council on Social Work Education (CSWE) granted an initial accreditation in Fall 2002. After a re-affirmation process involving a series of progress reports showing areas of concern addressed, CSWE awarded an 8-year accreditation in June 2010. Eight years is the maximum granted, indicating the Program’s rigor in curricular design, faculty qualifications/diversity, systematic assessment procedures, etc.

--- The MSW Program is qualified to provide Continuing Education Units and to prepare graduates eligible for clinical licensing. It has always satisfied ongoing checks on course content (e.g., regarding law and ethics) by the California Board of Behavioral Sciences.

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):

--- The Self-Support Program space in the Oakland Center does not provide for adequate office space for advising, face-to-face meetings or faculty offices. This would be considered a minor CSWE accreditation violation.

--- Another main resource need for the Overall Program, although not specific to the Self-Support Program, is that the Departmental Office is too small, being one-third of the size of other Departmental Main Offices in Meiklejohn, and houses different
functions inappropriately which leads to security/confidentiality risks. The financial documents of the secretary/administrative assistant, whose office this is, are sometimes within view.

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):

--- Faculty Advisers: Students are required to meet a minimum 3 times/year with the same faculty adviser assigned for three years. The 44 Title IV-E and CalSWEC Mental Health Stipend students have an additional dedicated adviser.

--- Degree roadmaps and student program manuals are updated yearly.

--- Internships: First-year students intern 16 hours/week and second-year students 24 hours/week; All attend a two-hour/week Field Instruction Seminar that heavily emphasizes experiential learning.

--- Affiliated Partners: Child welfare and mental health agencies and non-profit organizations are partners. In 2012-13, the Program had 250 active agencies/organizations where 281 students (173 Hayward, 108 Oakland) interned.

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):

--- As required by CSWE accreditation, a systematic assessment and program improvement process is in place. The Department is currently reviewing existing assessment materials with a consultant to develop an updated Assessment Plan in preparation for re-accreditation in 2018. An Assessment Committee Coordinator was hired in Spring 2013 to collect and analyze assessments data and provide assessment results to support curricular design and improvements.

--- The Curriculum Committee, in 2013-14, is revising 5 syllabi (out of 20 required courses and 6 regularly offered electives) based on needs detected from various assessments in 2012-13. Revisions include (a) updating diversity readings, (b) replacing textbooks with readable graduate-level readings, (c) balancing/creating academic vs. professional writing assignments, (d) inserting new ILO/SLO/Competency alignments, (e) reducing readings to be consistent with a quarter system course, and (f) coordinating timing of major term assignments to not overload students. The Department plans to revise 5 syllabi/year.

5. Student success; list/describe the following (up to 100 words):

------ 95% employed in social work within 6 months of graduation (50% within 3 months). 20-25% succeeded in California clinical licensing.

------ Alumni Recent Successes:

-- Keynote Speaker/6 workshops (historical trauma).

------ Students’ Recent Successes:

-- Culture-to-Culture Foundation Mental Health Field Scholarship
-- Beck Institute Cognitive Behavioral Therapy Workshop Scholarship
-- NASW-California Public Service Announcement Social Work Award Third Place
-- CSUEB Alumni Association Scholarship
-- Scholarship, national health disparities conference.

7. Criterion 4

A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive (+%) percentage. If it is presented as a negative percentage (-%), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.
### B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

#### Transfer Data from Table 16.

<table>
<thead>
<tr>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>n/a</td>
</tr>
<tr>
<td>Upper Division</td>
<td>n/a</td>
</tr>
<tr>
<td>Graduate</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Link to Scoring Rubric

### II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>SW</td>
<td>1791.83</td>
</tr>
</tbody>
</table>

#### Link to Scoring Rubric

### III. Narrative (up to 250 Words) (50%)

--- The Department receives large ongoing Federal (Title IVE) and State Level (CalSWEC) grants, which not only pay full tuition and living stipend for approximately 60 students annually, but also 4 full-time lecturer salaries and 2.0 FTE administrative staff salary. These grants demonstrate national and state government support and trust of the Overall MSW program.

--- The Department’s Self-Support (Oakland) Program is high demanded by individuals who work full-time because of a very promising job market. This Program generates substantial income that supports both Stateside and Self-Support Programs. Understanding costs and productivity requires considering both programs together.

--- The Program provides numerous un-quantified community benefits each year, including: (a) students 150,000+ volunteer hours/year as interns; (b) pro-bono consultations faculty provide to non-profit and county agencies and school districts; (c) two free 1-day continuing education trainings for over 250 Field Supervisors; (d) community philanthropy/service projects 150 first-year students provide through their Human Behavior course; (e) 60+ students’ advocacy work at Legislative Lobby Days; and (f) faculty service to public/academic committees.

--- The Department has clearly demonstrated that it can deliver a cost effective training program that enhances local social services significantly by providing a very diverse workforce.

--- The Average Instructional Cost/FTES is low because of heavy use of lecturers. The high Average Increase Cost/FTES (82.05%) reflects moving from low cost during the Program’s start-up year (with only a part-time secretary) to higher cost in subsequent
8. Criterion 5

I. Use of Existing Resources (Up to 125 words)
--- Additional resources would enhance the Program. The Program needs university funds to maintain a minimum of six T/TT faculty to satisfy (a) currently unmet CSWE accreditation requirements and (b) strongly unmet student advising and committee/departmental work needs. The Program is partially self-sustaining because of three annually renewed funding sources:

(1) Funds generated from Self-Support (Oakland) Program with current 144 students and planned steady state future target of 150 students.

(2) CalSWEC Title IV-E Child Welfare Training Grant, $1.4 million annually, paying for a 1.0 FTE Coordinator, 4.0 FTE Field Faculty, 1.75 Administrative Staff, and 48 student stipends.

(3) CalSWEC Mental Health Training Grant, $750,000 annually, paying for a 75 FTE Coordinator, .25 FTE Administrative Staff, and 15 student stipends.

II. Impact of Declining Resources (Up to 125 words)
--- Reduced resources has created a risk of losing CSWE Accreditation in 2018. CSWE requires 6 full-time faculty and 1:12 FSR (with 1:14 ‘still acceptable’). In 2014, the Dept. is expected to have 5 T/TT faculty and 1:13.9 FSR, achieved by increasing part-time lecturers paid with Self-Support Program generated funds.

--- Loss of accreditation would be highly detrimental to CSUEB and the local community. It would mean withdrawal of the 150,000+ hours of volunteer social services to the community and to the 250 agencies that rely on the Program’s students work hours. It would harm CSUEB’s reputation significantly by losing it’s flagship program (Shared Strategic Commitment #6). The local area would be left short of 30% of locally prepared MSW graduates/year.

III. Impact of Augmentation (Up to 125 words)
--- If 8 total T/TT faculty were funded by 2016, the Program could open a third Geriatric/Medical & Public Health concentration (described in “2014-2018 Five-Year Enrollment Plan”). Two of additional faculty would Geriatric/Medical Social Work specialists.

--- Doing so, CSUEB would assume lead in providing the local geriatric/medical social worker workforce required by the exploding older adult population. This would further reinforce the university’s Shared Strategic Commitments.

--- The MSW Program, as a leader in faculty diversity on campus and in student diversity among local MSW programs, would play key role in training geriatric/medical social workers with minority group cultural/language skills, the gap for which will be enormous locally.

IV. Additional Information (Up to 250 words)
--- The MSW Program has continuously led the way in increasing diversity at CSUEB. It is the “poster child” for the University’s commitment to equity, diversity and inclusion regarding students, faculty and staff. The Department mission statement was the model for ILO development. Its well developed assessment system served as a model to the University assessment committee when preparing WASC accreditation.

--- As a master-level professional human services program whose mission advances diversity/social justice, the Program aligns perfectly across all ILO. In Spring 2013, the Program aligned SLO, ILO and CSWE “competencies” in a curriculum mapping and is revising syllabi to reflect alignments.

--- The Department is in dire need of: (a) additional administrative support for one single badly overworked secretary; (b) space/funding for computer lab for students’ classes/research activities, video equipment for student/faculty projects, student lounge,
and departmental meeting room; and (c) additional Tenure/Tenure-Track faculty.

--- As a comparison, SJSU Social Work Department has 15 TT Faculty serving 500 students (350 MSW, 150 BSW) compared to our 5 TT Faculty serving 300 MSW students (1:33 vs. 1:60 TT-Faculty-to-Student Ratio***). Both graduate approximately 125 MSW students/year. (**FSR based on TT Faculty isn’t the indicator used in accreditation, but rather FSR based on TT and non-TT Faculty.)

--- Data corrections due to Self-Support Program being 3 years old: (a) Criterion 2/1A--FTES, 3-year Average is 84.89; (b) Criterion 2/1B--Enrollment, 3-year Averages are 115.7 Unduplicated, 118.3 Duplicated, 57.8 CMH & CYF. Also, zero graduates are reported because first graduating class was CY_1213.