

California State University, East Bay

Department of Social work

5-Year Program Review and Plan
2011-2012

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Submitted by:

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Chair and Professor

THE DEPARTMENT OF SOCIAL WORK

Program Objectives

The objective of the M.S.W. program is to address the growing need for social workers to work with individuals, families, groups and organizations charged with responding to societal problems such as poverty, family instability, mental illness, child welfare, aging, and urban renewal. An additional learning focus is to work with underserved populations in ways that enable and empower them to participate in the social work change process. The program also prepare students to be agents for change and to work effectively in an increasingly complex, culturally and racially diverse society and to understand and respond to racism, sexism, homophobia and other forms of oppression that create and maintain barriers to an individual's well-being and effective participation in American society.

Summary of the Program Changes

One of the program changes is the beginning of a three year part time program offered through the Department of Continuing and International Education. This program is offered to students who are full time employees who cannot attend classes during the week. Classes of this three year MSW degree program are mainly hybrid and class meetings take place at the Oakland Center. This program target a student market that is very different than those who attend the full time program at Hayward or the two year summer block internship program at Concord. The other unforeseen change was losing two tenure track junior faculty, both resigned at the end of Spring quarter, 2010.

Due to severe budget cuts we stop enrolling students to the Concord program as of Fall 2010. We also decreased the number of students admitted to the program. Up until 2010 we had on average 150 students on the Hayward Campus and 50 students on the Concord campus. The department was the 2nd largest graduate department in CLASS in terms of FTES as of Fall 2009. Our FTES have grown from about 150 in Fall 2005 to 200 in Fall 2006. The Social Work Department has benefited from its accreditation in 2005 and as a result has earned a reputation as one of the leading MSW program in the nation in terms of preparing graduates for culturally competent social work practice. However, because of the severe budget cuts experienced by all CSU campuses last academic year, our department was instructed to cut enrollment and stopped enrollment to the Concord campus. In Academic year 2010-2011 we admitted only 75 students and none to the Concord campus, this cut drastically reduced our enrollment to almost half of the number we would have accepted. In spite of these budget cuts, the applications to the department have only continues to increase. Last year we received more than 400 applications and could admit 75.

Curriculum and Program Assessment

There are many areas the Department of Social Work would like to pursue but because of limited resources we set the following priorities for curriculum change in the up coming five years:

1. Hybrid and Online Course Offerings

At the present time, the Social Work Department offers hybrid courses at the Oakland Center for students in the part-time program. The Department plans to create more hybrid and on-line courses to accommodate working adults who otherwise would not be able to pursue a Master in Social Work degree.

2. Expanding concentrations and placements

In the last five year report we identified gerontology as a curriculum area we would pursue. However, due to two faculty resignations and a sabbatical we do not have the resources to pursue this new concentration for students. Instead, we decided in the next five year to continue the existing concentrations: Children, Youth and Family and Community Mental Health. We do plan to develop areas that we believe will have the potential to attract more outside resources to the program. For example, the Department plans to develop a Bachelor of Social Work degree program that will be funded by Title IVE training grant. At the time of this report writing, we have forty MSW full time and fifteen part time students receiving a Title IVE grant that provides a stipend of \$18,500 a year for full time students. The grant also funds one full time Coordinator, three and one half lecturer, as well as one and one-half administrative support positions. If a BSW program is developed, at least ten full time undergraduate students can receive support for their final year at CSUEB as well as assistance in job seeking, internship training and employment counseling services. If the development of a BSW program is supported by the College, a specialization of forensic social work concentration for undergraduates could also be developed to support the specialization of the undergraduate program.

We are in the process of building and nurturing a relationship with the US Navy. Our plan is to work with all military branches to promote the employment of social workers to serve increasingly complex psychosocial needs of veterans and their families. Current research inform us that an increase of PTSD, brain injuries, emotional coping difficulties and substance abuse problems were observed as the war in Afghanistan and Iraq persist. The relationship between the MSW program and the military establishment will increase, the number of employment opportunities for our students, training grants for the university and internship placement opportunities for those who may be employed by civilian service program rather than joining the rank and file of the military.

3. Assessment Plans

The Assessment section (8.1) of our Accreditation Self Study Report Volume One provides a detailed explanation of how we continue to assess, evaluate and renew our program. In summary we use five primary outcome measures, including: (1) Field Instructor Ratings of Student Performance, (2) Year One Community Project Ratings, (3) Year Two Capstone Ratings, (4) Pre-Post Student Surveys, and (5) Alumni Surveys. The

program has three additional assessment components, namely student grade point averages, faculty evaluation, and an employer survey. The Council on Social Work Education was very complementary of our Assessment plan and had made no recommendation about any changes. Most importantly, we do review data on a regular basis and use these data to plan and implement changes that will enhance the quality of our program.

Faculty

The Social Work Department currently consists of three tenured faculty and one faculty emeritus. At the time of writing this report, one faculty is on sabbatical and another faculty is the Academic Senate Chair. This situation severely minimized the number of courses taught by tenured faculty and places an additional burden on the remaining faculty to conduct the business of the Department. We are currently involved in an active tenure track search to replace two faculty members (practice and research) who left at the end of Spring 2010. External accreditation standards require all MSW departments to have a minimum of six full-time faculty members and to maintain a faculty to student ratio of 1:12. Given our enrollment number, CSWE expects us to have at least seven full time faculty. The success of the two new faculty searches is extremely important to the future of the department. (See Attachment A for Faculty Profile).

Future Needs: In order to fully comply with CSWE accreditation standards we need to have a total of seven full time faculty. If we are successful in our tenure track searches this year, we will have five full time tenured tenure track faculty and one part time faculty who is Professor Emeritus. A New Faculty Justification was submitted to the CLASS Dean for two new tenure, tenure track hires. Full justification is included in the Appendix B of this report. The three most pressing needs to be filled by these two positions include: (1) Bring the full-time tenure/tenure track faculty to a total of seven as required by CSWE accreditation standard. (2) Develop a more consistent approach towards teaching SW 6959, SW 6950 Capstone courses. These two Capstone courses offers an opportunity for students to work closely with faculty, to explore community advocacy projects that will combine practice with theory, use evidence-based and cultural competent approaches to demonstrate their sound understanding of the social work values. They also provide students a culminating experience so that students can demonstrated their mastery of the seven program objectives, and (3) Maintain the student faculty ratio of 1:12 as required by CSWE.

Currently, without a full complement of tenure-tenure track faculty, a disproportionate amount of departmental work gets passed on to part-time faculty or is left undone. This academic year all administration responsibilities fall on only two tenure faculty including the Chair of the department. If the two new tenure/tenure track positions requests are approved, the MSW program will be back to the original program staffing level with more tenure/tenure track faculty to share the responsibilities of operating the program. As a result, full time faculty could spend more time in program development, and will be able to focus on research and publication.

Shared governance is the most important leadership approach in the department. Both of the two other tenured faculty served as chair in the past, and therefore, are fully aware of the difficulties of the position and have been very supportive to the new chair. There is no junior faculty to mentor at this time. If the search process goes well and two new tenure-track faculty are appointed for Fall 2011, it is anticipated that new energy and more research interests will emerge.

Resources

The major resources required for our program are faculty, lecturers, community relationships, and quality internship opportunities. Additional resources include library holdings, journal acquisitions and equipment. An equipment request was submitted to CLASS for instructional tools that allow students to videotape their mock interviews with clients so they can be viewed and commented on by faculty. We also requested qualitative research tool to use when teaching our qualitative research classes for second year students. We are fortunate to have the Title IVE federal grant and California Mental Health initiative grant. They provide a total of two full time program coordinators, three and one half faculty, and one-and-one half administrative assistance to support the operation of the MSW program.

Response to CSWE Questions

When the Council on Social Work Education reaccredited our MSW program, they brought up two major concerns:

(1) AS 4.0

The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

Response: This area of concern is already addressed in the Faculty section of this report.

(2) AS 5.3/AS M5.3.2

In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content. Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

Response: Each Fall term the Chair of the Department will announce the offerings of competence exams for HBSE, Policy, and Research. Students who feel confident about their knowledge and skills in these areas can challenge the courses by examination. If students demonstrate sufficient knowledge and skills, the course (or courses) will be waived. Students can then meet the credit requirement by enrolling in other courses relevant to social work majors. For those who received a BSW they will have to present

their syllabus to the Chair to determine if the content is similar to those courses at CSUEB. The Chair and Director of the program will solicit assistance from sequence chairs to determine the equivalence of the course content and materials. We do not offer Advance Standing and students who transfer from other MSW programs are only allowed to earn up to 13 quarter units.

Attachment A Faculty Profile

Professor and Chair:

- Dr. Evaon Wong-Kim, Chair and Professor. Dr. Wong-Kim received her MSW and MPH from the University of California Berkeley in 1990 and her PhD in Social Work in 1999 also from the University of California Berkeley, School of Social Welfare. Before joining California State University East Bay, Dr. Wong-Kim taught at the University of Hawaii and San José State University. Dr. Wong-Kim's major research interest is on cancer survivorship and quality of life issues confronting cancer patients. She has presented papers at national and international conferences relating to cancer and psychosocial issues. She has conducted numerous training on cultural diversity and how it relates to cancer screening among the underserved population. Dr. Wong-Kim is the Principal Investigator for the "Talking Cancer, Saving Lives" breast cancer training in Hong Kong in July 2005 funded by the Susan G. Komen for the Cure. She is also the Co-Investigator for Chinese Breast Cancer Patients and Quality of Life Issues. The project is funded by the NCI SPN grant to gather pilot data in order to better understand quality of life issues confronting the Chinese immigrant women when diagnosed with breast cancer. Dr. Wong-Kim has been an advocate for minority and low-income cancer patients, especially the Asian immigrant and Pacific Islander populations. She is the Chair of the Asian and Pacific Islander Breast Cancer Advisory Council. She has been a member of the Intercultural Cancer Council since 1995, a national advocacy organization for improving the cancer mortality rate of the underserved populations. She is also a member of the Minority Women's Health Panel of Experts, Office of Women's Health, DHHS. She was named Community Director of the Asian American Network for Cancer Awareness, Research and Training project in Hawaii from October 2002 to May 2004.

Associate Professors:

- Dr. Phu Phan has been a faculty member in the Social Work Department at CSUEB since 2004. He received his MSW (1997) and Ph.D. (2003) in social work from the University of Minnesota. He has taught social work practice, policy, human behavior, and research. He has collaborated with colleagues in the social work department in publishing in the area of curricular building and the inclusion of race. Furthermore, his current interests include: Clinical social work with immigrants and refugees as well as the needs of older immigrants. In classes, he uses the method of cooperative learning and students have commented that they learn better by this method. Dr. Phan is on sabbatical from 2010 – 2011.
- Dr. Dianne Rush Woods, Associate Professor, is a tenured Associate Professor and a founding member of the Department of Social Work at California State

University, East Bay. She received her MSW from the University of California Los Angeles in 1976, her LCSW in 1978 and her PhD in Social Work in 2001 from the University of California Berkeley in the School of Social Welfare. She received her Master's in Public Health in spring of 2002 from the University of California Berkeley. She teaches a broad range of including Human Behavior in Social Environment (of which she is the sequenced chair), Field Seminar (Two years as director of field), Social Policy, Brief Treatment/Crisis Intervention, Race, Gender and Inequality and Social Work Practice (micro, mezzo and macro).. In addition, she has served as a visiting lecturer at U.C. Berkeley in practice and social policy for five years. Her research areas include non-traditional student populations, issues (diversity and financial) related to developing new social work programs, work with student spouses and community development models. Dr. Woods is co-author of a book, *The Managed Care Answer Book for Mental Health Professionals* and is finalizing a text, *Social Welfare History and People of Color: Invisible Histories*. Dr. Woods has presented at nationally and internationally levels on managed mental health care as well as nontraditional student populations. She has reviewed books for the *Journal of Sociology and Social Services* and is currently publishing and presenting in the area of *Nontraditional Student Populations* (Chinese, Korean, and Middle Eastern), women of color in social work education and *Social Welfare History* in relationship to populations of color. Currently Dr. Woods serves as Chair of the Academic Senate.

- Dr. Terry Jones is Professor Emeritus in the Department of Social Work. Dr. Jones is also a founding member of the Social Work Department. He earned his PhD in Social Welfare from the University of California, Berkeley in 1974. He has an MSW from the University of California, Berkeley in Social Policy and Community Organization. His research interests are in race, the juvenile justice system, affirmative action, community development, and workforce education. Dr. Jones has published in a variety of journals including *The Journal of Social Work*, the *Journal of Sociology and Social Welfare*, *Thought in Action*, and *Academe*. He is co-author of two books, and has chapters in several edited books. Dr. Jones is a member of the Human and Civil Rights Committee of the National Education Association and of the North Richmond Task Force for Community Development. Additionally, Dr. Jones consults locally on issues of diversity and multiculturalism and speaks locally and nationally on issues of race, diversity and multiculturalism. The former program director, Dr. Terry Jones has a MSW degree from the University of California Berkeley and a doctorate from the same institution. Dr. Terry Jones has more than thirty years of University level teaching experience at California State University East Bay and the University of Pennsylvania. He is a current member of both the Council on Social Work Education and the National Association of Social Workers. He was one of the founding members of the Bay Area Association of Black Social Workers and worked diligently on the establishment of the National Association of Black Social Workers.

- The following lecturers are teaching or providing program coordination in our department. Dr. Sarah Taylor (Full time CalSWEC II Coordinator), Ms. Mavis Braxton (Full time Interim Field Director), Ms. Vinita Lee (Full time Field Liaison), Ms. Barbara Stone and Dr. Geoffrey Shaskan (Part time Field Liaison), Ms. Andrea Christian, Mr. Stu Hanson, Ms. Peggy Chavez, Ms. Isabel Yanez-Pere, Ms. Racheal Cresci, Mr. Tom Clancy, Ms. Betty Dahlquist, Dr. Melissa Mollard, and Dr. Amon Porter are all part time lectures at the department.

Attachement B

New Faculty Justification

College of Letters and Social Sciences

Department of Social Work

Evaon Wong-Kim, PhD, MPH, LCSW

Chair

November 15, 2010

New Faculty Justification

1. Brief overview of the position.

Due to faculty attrition including retirement and resignation, the Department of Social Work is requesting two new tenure-track positions to meet the Council of Social Work Education (CSWE) accreditation requirement of seven (7) full time tenure/tenure track (TT) faculty as a minimum number of required faculty to operate as an accredited Master of Social Work program. The required number of seven full time TT faculty was stated on a letter from CSWE in 2009 summarizing the program's successful accreditation for eight (8) years with a fully staffed faculty to meet the appropriate student faculty ratio.

2. How does this position help the department meet its strategic goals, those of the College, and those of the University?

The Master of Social Work program meets the university, college and department strategic goals by training the much needed workforce in order to provide different types of social services in California. The program helps the College and University meet the important goal of regional stewardship. Our students provide more than 108,450 hours of volunteer community services in local and state agencies. The MSW program matriculates close to 100 students with the MSW degree that go on to become public or private non-profit sector social workers offering services to diverse age groups from children to gerontology.

However, badly needed services and trained social workers to administer programs and provide service to this population have not kept pace. State, federal and private funding sources are encouraging proposals for funding to provide training programs for the training of MSW programs. Both the Federal and State governments demonstrated support of the MSW training. The Title IVE grant from the Federal government provides two-year full time stipends for students concentrating in child welfare work while the State government provides a one-year full time stipend for students focusing on mental health funds for one year mental health stipends.

3. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

The three most pressing needs to be filled by these two positions include: 1. to bring the full time tenure/tenure track faculty to a total of seven as required by CSWE accreditation standard. 2. Deliver consistency in teaching of students enroll in Capstone courses that provide culminating experiences, and 3. maintain the student faculty ratio of 1:12 as required by CSWE.

4. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

Though student demand is not a key driver of these two positions, the MSW program relies heavily on full time and part time lecturers for instruction and program development tasks such as assessments, renewal, and strategic planning are heavily rely on a small number of tenure/tenure track faculty. With the two new TT positions the full time TT level will be back to the original program staffing level with more TT faculty to share responsibilities to operate the program. As a result, full time faculty could spend more time in program development, and will be able to focus on research and publication.

5. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

The two new TT faculty would reduce the Department's reliance of part-time lecturers, increase stability and improve the overall quality of the instruction in the MSW program. Furthermore, these positions would allow for program expansion and reduce the intensity of the workload caused every Spring quarter by the required capstone (culminating experience) taught only by tenure-track faculty. With seven full time TT faculty the services will be shared by all faculty and therefore provide more time for full time faculty to work on research projects and publications.

Please describe briefly;

6. Faculty Composition.

Tenure Track Faculty Composition:

1. Wong-Kim Chair, Professor, Chinese-American
2. Rush-Woods Faculty Senate Chair, Associate Professor, African-American
3. Phan Associate Professor on Sabbatical, Vietnamese-American
4. Jones Professor Emeritus, FERP, African-American

Full-time Lecturer Composition:

1. Baily-Braxton African-American
2. Cresci Hispanic-American
3. Lee Chinese-American
4. Shaskan European-American
5. Taylor European-American

Part-time Lecturer Composition:

1. Chavez Hispanic-American
2. Christian African-American
3. Collins African-American
4. Dahlquist European-American
5. Hanson European-American
6. Lisman European-American
7. Perez-Yanez Latina-American
8. Porter African-American
9. Stone African-American
10. Thompson African-American

- a. The number of faculty in your department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)

1	FERP	Jones	TT faculty	06/16/09 retire date
1	Resigned	Wright	TT faculty	09/08/10
1	Resigned	Brodie	TT faculty	09/01/10
1	Resigned	Chu	TT faculty	08/31/09
1	Deceased	Song	TT faculty	08/01/08
1	Resigned	Vugia	TT faculty	08/31/06

1	Administrator	Kelly (James)	TT faculty
1	Administrator	Redmond (Sonja)	TT faculty

=====
8 Total Left

- b. The ratio of tenured/tenure-track faculty to total FTEF in your department

163 Hayward students x 16 units per quarter divided by 12 = 217.3 FTES
 36 Concord Students x 8 units per quarter divided by 12 = 24 FTES
 =====
 TOTAL: 241.3 FTES

241.3 FTE DIVIDED BY 2.5 FACULTY = 96.52 RATIO

- c. Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.

CSWE accreditation guideline requires seven full time tenured/tenure-track faculty.

- d. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

199 students divided by 2.5 tenured/tenure-track faculty = 1:79.6

- e. Department/School SFR as compared to the College SFR.

Fall 08 Social Work = 17.79 CLASS = 14.67 (Graduate Only)

- f. The need in the context of your five-year hiring plan. (Each Department must have a 5-year hiring plan in place before a new faculty request will be considered. The 5-year plan must emphasize which sub-disciplines within the department are designated as distinctive, and necessitate a T/TT faculty)

Due to the increase number of enrollment in 2009 (listed in our five year plan and our accreditation report), we are now offering four sections of the same course. This resulted in a total of twelve required research courses taught by mainly part time lecturers. These TT positions would reduce our reliance on part-time lecturers and add significantly to the consistency and quality of our research sequence. With the increase, we will be able to ensure that we maintain the 1:12 ratio of faculty to students required by the Council on Social Work Education. These two positions are included as the foundation for the implementation of the previous five-year plan submitted in 2008.

7. Curriculum

- a. The percentage of teaching in your department which satisfies general education requirements

None

- b. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?

No. We were informed to cut the number of students we admit in 2010 and therefore we only admitted 65 in Fall 2010. As a result we did not admit any MSW students in Concord. The new part time program is offered in Oakland via the DCIE self support and faculties teaching in this part time program is overload instead of onload. However, these two positions will allow us to restart the badly needed MSW program in Concord that we were instructed to cut and obtain support from Contra Costa County as part of their social work training program.

c. Does the position represent a central component of a CSU, East Bay's student's education? How?

The MSW program admits a large number of graduate students and receives both Federal and State grant funding support. Students represent a very diverse population from different areas of the Bay Area.

8. Scholarship/New Sources of Revenue

a. Address the potential for scholarly success.

The new faculty will have the support of the department and the college to engage in research activities. The TT faculty will be trained in developing a research agenda and also encouraged to seek financial support in grant writing to seek funding for carrying out their research projects.

b. Address the potential for external/internal support for scholarship.

Internal support includes the mentoring from tenured faculty in research, teaching and publication, external support will include seeking outside mentoring opportunities and public and private funding for conducting research projects.

c. Is a replacement critical to the scholarly/research/creative efforts of units both in- and outside of the department or college? Does the position have the support of other colleges?

The replacement of a retired faculty is extremely important in our department so that different research question can continue to be answered and contribution to social work research can be pass on to the next generation of researchers.

d. What has the unit done to maximize its current resources (i.e., to help itself?) over the past four years?

The MSW program has seek Federal, State, local, non-profit and international funding to provide training support to students, faculty as well as research funding to answer important research questions relating to social work issues.

e. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?

As indicated in previous sections, we receive major Federal, State and other funding for student training and faculty research support. We also develop more than 150 contracts to provide social work trainees to local, state, and non-profit organizations

in the Bay Area. More than a hundred thousand hours of volunteer service are delivered by the social work students on an annual basis.

9. Recruitment:

- a. How will your department ensure that hiring is performed with the diversity goals of the University in mind?

The MSW program has the most diverse faculty within CLASS that represents different racial/ethnic groups, different gender as well as different age group. We will continue this tradition by seeking the best qualified candidate from diverse backgrounds.

- b. Is there a pressing need for a senior hire (tenured), either to ensure excellence or fill a leadership role?

No.

- c. Can you collaborate with another department on advertising or other costs of recruitment?

Yes. We will like other departments on advertising for the positions and share the costs of recruitment.