



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Social Work
Program Unit	
Reporting for Academic Year	2013-2014
Department Chair	Terry Jones
Date Submitted	5/30/2014

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

The Department of Social Work Five Year Review took place during the 2012-2013 academic year. The department continues to grow its student body and as of 2013 had a headcount of 145 declared majors in the Hayward full-time program and 115 in the Oakland part-time program.

Since the Five-Year Review the department has added one tenure-track hire who will begin in the fall. Additionally, the department has been granted an additional tenure-track position in Children, Youth and Families, and a search committee has been formed and is organizing for the search. This will have a positive impact on the faculty workload and provide better assistance to students in terms of advising and quality of instruction and to the communities we serve. It will also permit us to work further develop our curriculum and assessment areas in preparation for CSWE re-accreditation process in 2018. Most importantly, it will bolster the Children, Youth and Families option and provide a needed replacement for a senior professor ending his FERP assignment. With the tenure-track hire completed for this year and with a successful tenure-track search and hire for the 2014-15 academic year, we will reach bring our faculty to six (6) FTEF as required by The Council On Social Work Education and closer to the 1:12 ratio recommended by this accrediting body.

There continues to be a significant demand for masters-level social work education as is reflected in the requests for information on the program, attendance at information sessions, and the volume of applications received. This year we received nearly four hundred applications and are on pace to admit another class of seventy-five in the full-time program at Hayward and another fifty (50) at our Oakland part-time program. Our numbers could be almost twice what they are if we had more positions, space and funding. Recently the department held its ten-year anniversary celebration where more than three-hundred alumni, social service officials from throughout the Bay Area, families, friends and political supporters joining in for a joyous celebration of this significant achievement.

B. Five-year Review Planning Goals Progress

We have reduced enrollment numbers at both our Hayward and Oakland campuses and, by doing so, have increased quality and ability to serve our students. We have continued to work to strengthen the Children, Youth and Families option and, with the addition of an additional tenure-track hire, will begin to focus on the development of a concentration in aging, a badly needed service in the social work community in the Bay Area due to the explosion of aging baby boomers..

This year the Department of Social Work commissioned a consultant to assist us with revising our assessment plan. We believe this revised assessment plan will meet both accreditation requirements from the Council On Social Work Education as well as those of WASC. (See our FACT Report.) Given the uniqueness of social work education and the importance of the field experience, it was decided that the field component would be our first area of focus.

Additionally, our assessment effort has led to an alignment of our program learning objectives with the university's institutional learning objectives (ILOs). (See 2012-13 CLASS Fact Assessment.) This was a very valuable experience as we continue to develop and refine our curriculum and educational mission. More specifically, the findings of our assessment highlight the importance of reviewing the totality of our educational experience and refining the relationship between research, theory, practice and the field experience. This is especially important in a program that must balance the relationship between the academic and the field experience.

The Social Work program has placed 270 students in community based agencies throughout the Bay Area. Collectively the students have spent 150,000 hours learning and providing services through their field placements. We have contracts with 200 community based social services agencies from Alameda, Contra Costa, Sonoma, Santa Clara, San Francisco, San Joaquin, Sacramento, and Fresno Counties. Students are placed in hospitals, hospice care, schools, out patient and inpatient mental health agencies, foster care agencies, and public child welfare agencies.

This year we hosted a fieldwork symposium on September 10th to train fieldwork instructors; 70 attended. We also hosted our annual Field Fair on February 13th to provide students the opportunity to network with agencies for future field placement opportunities. Over ninety community based agencies participated. The yield from these efforts is that more than eighty-five percent of our graduates find employment within the first year of graduation.

More than sixty social work students attended Lobby Days in Sacramento in April. This provided them the opportunity to interact with students from around the state, to interact with state legislators, and to learn about key social welfare legislation under consideration in the state legislature.

Several of our students worked with faculty on research projects and a team, along with their professor, was invited to Boston to present their research findings. Additionally, students organized two "town-hall" meetings on "Is There Such a Thing as a Chinese View of Depression?" and "What is Katie A. vs. Bonta?" These events highlight the close working relationship of our faculty to our students. In social work education we strive to involve students as active learners and engage them as partners in the learning process.

B. Program Changes and Needs

Curriculum:

The social work curriculum is a unique blend of the academic and professional practice. We rely heavily on community based agencies to provide laboratories for learning. Without exception, these agencies do a wonderful job. However, as mentioned earlier in this report, our students and faculty contribute significantly to the uplift and development of these agencies and the communities they serve. Our social work students have always been ‘exhibit one’ of the University’s commitment to serve the communities within its service areas. We will continue to be the leader in the University’s commitment through upcoming areas of development. First, with the addition of new tenure-track hires the department envisions expanding its curriculum and programs to include concentrations in aging and medical social work. Second, most recently the department has been approached by a local county social services agency for assistance in helping them develop a “career ladder” to assist welfare recipients in a progression from recipients of services to actually becoming providers of service. With funding and additional staff, we welcome this opportunity.

Space and Administrative Support:

The Department of Social Work is badly understaffed administratively. Given the volume of work it is amazing that we have been able to accomplish so much. However, the volume of interest in the program has created a hardship. We desperately need additional administrative help with the admissions process in particular. If it were not for the grants and the administrative support attached to them, we would almost certainly drown. In addition to an additional administrative support staff to handle the increased volume of the admissions process, there is need for staff to deal with the increased volume of telephone calls and in person traffic.

Additionally, there is a tremendous need for additional office space and a student lounge. While our program started as an evening program, it now includes offerings throughout the day and on week-ends. A student’s day could begin as early as 10:00 a.m. and end as late as 10:00 p.m. While this is not the norm, the fact is that between classes, field work assignments and other academic responsibilities, it would enhance our educational effort if our students had a place to relax and interact with fellow students.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

1. Values and Ethics. Uphold the core values and ethical principles and standards of the social work profession as codified in the National Association of Social Workers’ Code of Ethics. (ILO #5, 6)
2. Professional Use of Self. Conduct oneself autonomously in the professional social work role, including understanding personal values and biases and knowing their impact on clients, engaging in ongoing development of professional knowledge and skills, and exercising use of self in order to engage and collaborate effectively. (II) #1,2 and 6)
3. Critical thinking and Applying Research Evidence and Theory. Use critical thinking skills in the analysis and synthesis of information, including in the application of evidence-based practice and theoretical material and in modifying intervention plans as needed. (ILO #1, #5)
4. Advocacy. Advocate for clients, groups and communities in complex cultural, social and political

situations. (ILO #3, #5)

5. Acting with Diversity. Act with cultural humility, self-awareness and knowledge of diverse populations, with the commitment of providing culturally competent service. (ILO #3, #4)
6. Communication. Communicate effectively orally and in writing across diverse client and social services systems. (ILO #2)

B. Program Student Learning Outcome(s) Assessed

All SLO are assessed.

C. Summary of Assessment Process

With the assistance of an outside consultant in spring of 2013, Department of Social Work faculty revised its assessment plan in 2013-14 with an eye toward meeting the accreditation standards of both the Council On Social Work Education (CSWE) and WASC. In 2012-13, we had aligned program student learning objectives (SLOs) with this University's Institutional Learning Objectives (ILOs) and CSWE's ten competencies as part of FACT Team activities. In 2013-14, we began to implement the revised assessment plan, with the plan to have it fully implemented in 2014-15. The revised assessment plan builds on our assessment plan of the previous years, but adds new assessments, especially the use of course assignments for measuring certain CSWE competencies and recommends devising a new formula for determining the overall acceptable level of effectiveness. We will also need to re-align CSWE's new competencies, which are currently under discussion nationwide, to our SLO-ILO mappings as well as update the content of our assessment measures based on these new competences in 2014-15. Overall, our assessment activities during the past two years have been a solid start for the road toward CSWE reaccreditation in 2018. In addition, these assessment activities, especially the alignment of SLO, ILO and CSWE Competencies has provided an important basis for updating syllabi and curriculum development.

Specially, with regard to specific assessment activities in 2013-14 and with guidance from our outside consultant, we decided to focus first on field instructor evaluations, in particular those of spring quarter 2013. In taking this approach we begin to gather information on how well our academic curriculum prepares students for effective practice in the field. We used an existing instrument that asked field instructors to rate student performance in each of the Program SLO areas on a scale from 1 to 4. This instrument includes 7 program SLO areas, instead of the six we have had since we collapsed two originally defined SLO into one as requested in the 2012-13 FACT activities. Regarding data collected, these field instructor evaluations were available for 239 students, with 168 in Hayward and 118 in Oakland. (See FACT Assessment Year-End Report, May 2014 for results and details.)

3. STATISTICAL DATA (about 1 page)

The Department of Social Work has deliberately cut back its enrollment at both the Hayward and Oakland campuses to more carefully assess future directions in terms of service to students and the communities we serve. While this year's student population was 145 at the Hayward campus and 115 at the Oakland campus, we could have taken in more than twice this number. With the addition of a new tenure track hire for 2014-15, we will certainly grow. However, growth just for the sake of growth is not what we are after. Careful analysis of service needs of the Bay Area suggests that we will look to add concentrations in both Aging and Medical Social Work. To move in this direction will require additional resources, i.e., more tenure-tenure track hires. We will be working closely with the CLASS Dean and with local social work officials as we chart this course of action.