CALIFORNIA STATE UNIVERSITY EAST BAY

ACADEMIC SENATE
Committee on Academic Planning and Review

ANNUAL PROGRAM REPORT

College	CLASS
Department	Social Work
Program	Master of Social Work (MSW) Program
Reporting for Academic Year	2022-2023
Last 5-Year Review	February 11, 2020
Next 5-Year Review	2026-2027 (More than five years to coincide with the next external accreditation review by the Council on Social Work Education)
Department Chair	Sarah Taylor
Author of Review	Sarah Taylor with input from full-time faculty
Date Submitted	10/2/2023

I. SELF-STUDY

A. Five-Year Review Planning Goals and Progress

Our last five-year review lists the goals below, and indicates these were to be discussed at our retreat on February 7, 2020. These goals were confirmed at that retreat. We are pleased to share that we are making excellent progress on our goals. Please see Table 1 below for more information.

Table 1. Social Work Department Goals and Progress

Goals identified in 2020	Status as of last CAPR Report (10/1/2022)	Progress as of 10/1/2023
Faculty hiring to strengthen our ability to meet workforce and student needs, including a focus on race, gender, inequality, and immigration.	No progress - no searches had been approved for several years	We have been approved for one search and are actively recruiting applicants for an Assistant Professor of Social Work with an emphasis on Racial Justice. We still need at least one more TT position to replace faculty who have retired in the past couple of years. Additionally, we need two additional full-time practicum

		liaisons to support our growing department (see below).
Re-establishment of a part-time Master of Social Work program	Limited progress due to lack of funding	Our new extended/part-time MSW launched in Fall 2023 with an entering cohort of 26 students! This new program is being funded by the California Department of Health Care Access and Information (HCAI) for the cohorts entering in 2023 and 2024, until the second cohort graduates in 2027. In February 2023, the SW Department was awarded a 2.4 million dollar grant to support this work.
Development of a Bachelor of Social Work program	Limited progress due to lack of funding	Our department was also awarded a 1.25 million dollar grant from HCAI to develop a new BSW program, with an anticipated launch of Fall 2025. We have made excellent progress, including development of a program mission and PLOs, degree roadmap, and assessment plan, as well as submission of initial documents for review and approval from the Council on Social Work Education (CSWE) and the university.
Development of a Social Work Pupil Personnel Services Credential (PPSC) program	First steps	We have had an initial conversation with our colleagues in CEAS to discuss the possibility of Social Work offering a PPSC. We plan to continue the conversations this year and explore funding options as well.
Development of clinical certificate/Continuing Education Unit (CEU) programs for our alums and the broader social work community	On hold	Given all of the above efforts, plans for development of these clinical certificates are on hold.

B. Progress Toward Five-Year Review Planning Goals

See above.

C. Program Changes and Needs

Overview:
Our program was founded in 2003 by Dr. Dianne Rush Woods and Dr. Terry Jones in response to community needs for social workers that reflect the diversity of the urban East Bay area. Since then, we have graduated well over 1000 students who serve our communities by working with marginalized individuals, families, and groups in a wide variety of settings including public mental health clinics, schools, child welfare agencies, health care facilities, and more.

Program Options and Curriculum:
Given our program's success in making a pandemic pivot to online program delivery and students' very positive response to our online courses, we submitted, and received approval, from campus leadership, WASC, and the Council on Social Work Education (CSWE) to offer an online program. (Note that CSWE defines a program with 51% or more of online content as an "online program.") With this approval in place, as well as the funding from HCAI, we launched our Extended Program in August 2023, with mostly online, evening courses to meet the needs of working professionals.

We have also returned our full-time, two-year MSW program to a mostly in-person hybrid model with our cohort that entered in Fall 2023.

In addition to these updates to our program options, we are in the process of making some curricular changes. Curriculog proposals for these changes are being prepared for submission in January, with an expected launch of Fall 2025. The changes include:

- A shift to an Advanced Generalist concentration for all MSW students and a discontinuation of the existing Children, Youth, and Families and Community Mental Health concentrations. We have been discussing this shift for several years given ambiguity about the difference between these concentrations; student interest in developing a broad set of social work practice skills for a variety of settings and populations; policy changes requiring, for example, that child welfare and behavioral health services be more integrated; and simplicity and flexibility in teaching for our relatively small faculty.
- Development of an Advanced Standing track for entering MSW students who have earned a BSW from an accredited Social Work program. This change is being required of all accredited MSW programs, so we need to allow Advanced Standing to be in compliance with our external accrediting body.
- Consideration of changing our MSW Program Learning Outcomes to the CSWE Competencies to facilitate assessment and reporting required to maintain compliance with our accrediting body.

Students:
Our students are extraordinarily diverse, which is notable among social work programs because many programs continue to be dominated by white women. **Compared to other graduate**

programs at CSUEB, our department enrolls a much greater percentage of students from under-represented minority (URM) groups and those who are the first in their families to earn a college degree. In Fall 2022, 53% of our students were from URM groups, and 62% were first gen, as compared to about 26% URM and 34% first gen across CSUEB Master's programs. The racial/ethnic composition of our students in Fall 2022 (using the categories available in Pioneer Insights) was: Latinx 41%, Black 13%, white 19%, Asian 19%, multiracial 5%, unknown 2%, Native Hawaiian/Pacific Islander 2%, and International 1%.

Our graduation rate is very high, with nearly all students completing the graduate degree in two years. In Spring 2022 (the most recent year available in Pioneer Insights), 59 students graduated from our program; this is a lower number than in past years, reflecting a pandemic dip in Fall 2020 admissions.

Fall 2023 is not yet posted on Pioneer Insights, but our internal data shows we continue to experience a slight reduction in enrollment in our Full-Time Two-Year program, with about 68 students currently enrolled in first-year courses and 63 in our second-year courses. However, we have had a positive response to our new Extended Program, with 26 students enrolled. As that program takes three years to complete, we plan to admit only approximately 25 students per year in the Extended Program, so that by Fall 2025, we will have 75 students in that program, and by then we hope to return to having 150 students in our full-time program, for a total projected enrollment of 225 MSW students in Fall 2025. In Fall 2025, we also plan to launch our BSW, with a projected initial enrollment of 25 students and an eventual enrollment of 100 BSW majors.

Faculty:
Our faculty as a whole, when including part-time lecturers, reflect the diversity of our students, but our tenured/tenure-track faculty do not. We are very pleased to have an approved search for an Assistant Professor with a focus on Racial Justice for this year. However, we anticipate needing additional tenure-track positions to continue to deliver a high quality program as our department grows. Our small full-time faculty team, including three full-time practicum faculty lecturers, is responsible for a wide variety of tasks. In addition to teaching, we recruit, review, and admit applicants to our program; match students with internships; maintain relationships with over 100 social service agencies; provide individualized academic and professional advising; conduct rigorous program assessment; and maintain compliance with extensive external accreditation standards set by the Council on Social Work Education (CSWE). Our team is often stretched thin, and when any member of the team needs to take leave, we find ourselves juggling to cover for one another. We are happy to support one another, but simply need a full team to carry out all the functions of the department with some capacity to allow for faculty leaves and life events.

Staff:
The department is supported by 4.0 staff members: Our Title IV-E Principal Program Lead, a full-time office manager, a full-time administrative support coordinator for the Title IV-E grant,

and a full-time administrative support coordinator for our HCAI and Behavioral Health stipend programs and associated practicum administrative support for these grants.

Resources:
In addition to ongoing university funding and the potential funding available through the HCAI RFP noted in the first section of this report, our department is supported by the Title IV-E Child Welfare Training Grant, a federal grant providing approximately 1.3 million dollars per year to our department (subject to a match requirement, bringing the total grant to 1.7 million dollars per year.) These funds support approximately 22-25 students per year with specialized training in public child welfare and an $18,500 stipend, as well as funds for the full-time grant coordinator, full-time administrative support coordinator for the grant, and 0.10 administrative assistant and reimbursement of a percentage of the salaries of faculty (up to 2.42 FTE for FY 2023-2024) who are involved in training IV-E students.

We also have several stipend training programs for students pursuing careers in behavioral health:

- Integrated Behavioral Health (IBH) grant, which provides specialized training and a $10,000 stipend to six students per year. This program is federally funded via a sub-award from the California Social Work Education Center (CalSWEC)/UC Berkeley (UCB).
- Public Behavioral Health (PBH) grant, which provides specialized training and a $25,000 stipend to 12 students per year. This program is funded by HCAI via a sub-award from CalSWEC/UCB.
- Harvey L. and Maud C. Sorensen Fellowship Program in Childhood Mental Health (launching in November 2023), which will provide specialized training and a stipend to 8 students per year. This program is funded by a private foundation.

These funded training opportunities provide support to our students as they pursue their MSW and demonstrate the very strong demand for social workers in the community.

Assessment:
As an externally accredited program, we assess across all of our PLOs every year. Our PLOs and the associated ILOs are listed below.

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

PROGRAM LEARNING OUTCOMES (PLOs)
Students graduating with a Master of Social Work will be able to:

PLO 1	*Values and Ethics: Demonstrate ethical decision making and behavior guided by the NASW Code of Ethics and other relevant codes (ILOs 5,6)*
PLO 2	*Professional Use of Self: Apply use of self as an autonomous professional tool of engagement and collaboration, demonstrated by self-awareness, bias-reduction, sound judgment, the ability to integrate supervisory feedback, and a commitment to ongoing learning (ILOs 1,2,6)*
PLO 3	*Critical Thinking: Critically analyze and synthesize information related to evidence-informed social work intervention, prevention, assessment, planning, policies, evaluation and research (ILOs 1,5)*
PLO 4	*Applying Theory: Apply theoretical material to urban social work practice, grounded in a strength-based, empowering, and ecological systems perspective (ILOs 1,6)*
PLO 5	*Advocacy: Advocate for sustainable well-being, build capacity and advance social justice for clients and communities, and create innovative solutions in complex social contexts (ILOs 3,5)*
PLO 6	*Diversity: Engage with diverse populations from positions of cultural humility and respect for identity, embracing a commitment to culturally competent and responsive services (ILOs 3,4)*
PLO 7	*Communication: Demonstrate effective written and oral communication across diverse client and social service systems (ILOs 2,6)*

B. Summary of Assessment Process

As an externally accredited program of the Council on Social Work Education (CSWE), the Department of Social Work assesses all students in all PLOs every year. CSWE requires that all programs provide publicly accessible assessment reports every two years. Our most recent report is available here.

Our assessment process includes the following instruments, all of which assess all PLOs. To save faculty/staff time, we have begun drawing a random sample of student work for assessment purposes, and having faculty/staff members complete assessment as a process separate from instructor grading for a course. This has improved the inter-rater reliability across faculty/staff completing assessments. All of these are completed annually except for the Alum Survey, which is completed every 2-3 years. The most recent Alum Survey was conducted in Spring 2023.

1. Practicum Instructor ratings of student progress in community-based internships
2. *SW 612: Generalist Practice II* community project paper
3. *SW 693: Integrative Seminar* final paper rubric scores
4. Alum Survey
5. DEI Rubric (To complete the DEI Rubric, all faculty and staff were invited to 1) Complete an anonymous survey scoring our program in each DEI area, based on their experiences and observations over the past year; 2) Add examples to the SW DEI Rubric.)

In addition to the above, we collect data on our implicit curriculum through periodic student surveys, open feedback forums, and faculty surveys of the work environment.

C. Summary of Assessment Results

Our completed DEI Rubric suggests that **strengths (scores above 3.75) in our department's integration of DEI include:**

- DEI 1: Acknowledges diversity in ability, age, class, gender, nationality, race, religion, sexual orientation, first language, and other personal, social cultural identities in order to recognize the multifaceted dimensions of knowledge
- DEI 2: Embraces the lived experiences of the students, their families, and their communities.
- DEI 3: Encourages students to investigate and integrate diverse worldviews and practices; employs diverse teaching strategies and creates an inclusive learning environment
- SD 1: Recruitment and retention of historically underrepresented students to the major
- SD 2: Welcome students as individuals whose identities are complex and unique
- SD 3: Intentionally learn and honor students' lived experiences and value the knowledge that students bring from their experiences
- DC 3: Fostering opportunities to be productive and engaged
- DC 4: Absence of reports related to bias, misinformation, intimidation or intolerance

Areas of improvement related to DEI (scores under 3.0) include:

- SD 5: Vary teaching methods to accommodate different learning styles
- SD 7: Hold faculty and students accountable when they do not abide by department best practices with egalitarian norms and acceptance of differences

Main Student Assessment Findings: For the purposes of this CAPR report, we are sharing our practicum assessment data (item #1 above) only based on a randomly selected sample. (Many thanks to Sin Goh, Title IV-E Principal Program Lead, for analyzing our assessment data this year, and to our practicum faculty for gathering the assessments.) Our assessment plans as

submitted to CSWE establish a benchmark of 80% or more of our students demonstrating competency appropriate to their program year. **Over 90% of our students met the benchmark in every area we assess in AY 22-23, and in many areas, 100% of students met the benchmark. This is an improvement from last year, when a few areas we assess fell below 90%.**

Findings are reported based on CSWE Competencies, which are mapped to PLOs. (Please see the full assessment report and PLO-CSWE Competency map in the appendix.)

Recommendations for Program Improvement: We are pleased with the improvement we are seeing and plan to explore whether and how the changes we made last year contributed to this improvement.

Next Step(s) for Closing the Loop: We will discuss these findings in our assessment committee and make recommendations to the full faculty.

Other Reflections: Though not identified this year as an area for improvement, in past years, assessment has shown that student writing needs improvement. In Spring 2021, we were able to use A2E2 funds to develop writing modules for our students, and we are eager to see whether and how these modules help to strengthen student writing. Assistant Professor JP Horn also offered a writing course in Spring 2023 (as a 1 unit SW 697) for students who need more support in writing.

D. Assessment Plans for Next Year

We will continue to assess all PLOs in future years as we have been. We are considering switching to a set of standardized assessment measures for Social Work programs for ease of assessment and comparability with other Social Work programs across the country.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections Notable Trends;

Please see overview.

Reflections on Trends and Program Statistics:

Please see overview.

B. Request for Resources

An additional tenure-track search

We are very grateful for the search we have been approved for this year. However, we would like to request an additional search in AY 24-25. This is necessary given three faculty retirements

in the past year (full retirement: Dianne Rush Woods and Rose Wong; FERP: Holly Vugia) as well as the growth of our program with the new Extended Program option and the Bachelor of Social Work that is anticipated to begin in Fall 2025. Our current TT faculty include:

- Sarah Taylor, Professor and Chair
- Toni Naccarato, Associate Professor
- Kristen Gustavson, Assistant Professor
- John Paul Horn, Assistant Professor
- Holly Vugia, Professor Emerita (FERP)

Cal State East Bay's mission and vision are consistent with the mission and vision of the Master of Social Work program.

CSUEB Mission and Vision	**MSW Program Mission and Vision**
Mission: Cal State East Bay serves and values a student body with diverse lived experiences. Through innovative teaching, experiential learning, research, campus life and community engagement, our students, faculty and staff use their knowledge and experience to build and contribute to an equitable, inclusive and environmentally sustainable world.	The mission of the Master of Social Work program is to graduate culturally responsive urban social workers in the areas of Children, Youth, and Families and Community Mental Health. Social work graduates are well prepared to address individual, family, group, and community needs caused by inequalities of class and identity, including race, ethnicity, gender, age, disability, sexual orientation, immigration status, religion, caste, and other forms of social injustice. Advocacy and social change to address these injustices form the core of the MSW program.
Vision: To be a catalyst for student equity, life-long learning, innovation and educational success that amplifies upward mobility for all communities.	Our Department's vision is to create a cadre of diverse leaders who will be catalysts for social change and transform oppressive systems in partnership with the communities they serve.

Our department was founded twenty years ago by two African American faculty members, Dr. Terry Jones and Dr. Dianne Rush Woods, specifically to reflect the rich diversity of our region, and our program continues to reflect that diversity in our student body, faculty, explicit curriculum, and implicit curriculum. The university's mission highlights experiential learning, which is the hallmark of social work education given that field education is our signature pedagogy. Our department's mission and vision have always been focused on social justice. This focus aligns well with the university's mission to "contribute to an equitable, inclusive, and environmentally sustainable world."

As part of the Future Directions implementation, every department on campus, including Social Work, committed to "smart actions" that align with the new mission, vision, values, and priority areas of the university. Our department described development of the BSW program as one of these actions, along with development of an Antiracism, Diversity, Equity, and Inclusion (ADEI) plan, alum engagement, and other activities. The priorities of the Future Directions Initiative and their alignment with the proposed BSW program are outlined in the table below.

Future Directions Initiative Priority Area	**Social Work Program Alignment**
Student Success	Our program supports student success by offering: a clear roadmap to the degree; an Extended Program option for working professionals, supportive, proactive advising; and faculty who are experienced in supporting students whose lived, educational, and professional experiences reflect the diversity of the urban SF Bay Area.
Equity, Inclusion, and Antiracism	Our Social Work Department has a longstanding commitment to diversity, equity, inclusion, and antiracism (DEIA). Our program has been recognized for its commitment to DEIA through explicit and implicit curriculum, admissions processes, graduation rates, and diverse student body.
Research and Innovation	Our tenured/tenure-track faculty are all active scholar-educator-practitioners. All of our regular faculty are currently working on externally funded grant projects related to social work. Examples of current grant-funded faculty projects include: 1) communication supports for people with aphasia; 2) a new program to increase college-going among former foster youth; 3) social capital among foster youth; and 4) a new post-secondary education program for students with intellectual and developmental disabilities. These projects are interdisciplinary, collaborative, innovative, and relevant to our field. MSW students have been involved in these projects.
Organizational Excellence, Sustainability, and Growth	The University is committed to sustainable growth, and the new Extended Program and proposed BSW program will contribute to this growth.
Outreach and Engagement	As part of our program development, we will conduct outreach to new and existing community partners, including, but not limited to, high schools, community colleges, and potential Extended Program and BSW internship sites. This outreach will not only build our program's reputation, but that of the university as well.

Additional Resource Requests

Two Full-Time Practicum Liaisons

During the 2012-13 Academic years we had 5 full-time faculty field liaisons (FFL). Since AY 2014-15 we lost two full-time faculty liaisons and those positions have never been replaced.

At present, full-time practicum faculty include Michelle Charron and Renee Fentress who each teach two field courses, provide academic advising to a roster of at a minimum of 15 and complete field site visits during the year. LeQuita Carroll-McKoy is the third full-time practicum faculty member. She teaches one course, provides academic advising, completes field visits and holds the administrative responsibility as Practicum Director. The Practicum Faculty also advise and place all first year students, over the summer, in required fall internships; coordinate the PPSC information sessions (Michelle Charron); assist with the Integrated Behavioral Health Grant (Michelle Charron and Renee Fentress); advise MSW student organizations; and chair (Michelle Charron) and participate (all) in the Department Student Performance Committee.

Since AY 2014 we have used part-time faculty to cover many of our practicum seminars. An additional full-time practicum liaison would help to further regulate our program and increase our professional relationships with our community partnering agencies.

As a 12-month position, the practicum liaison would also be able to help with placing the incoming cohort over the summer months, add to the curriculum development and provide academic and professional advising to our students. This position will also support our maintenance of a 1:12 FSR within the department.

Annual Events

The Social Work Department hosts several events each year that are central to fulfilling our mission and goals. The cost of these events ($4,400) is not adequately covered by our department S&S fund (currently approximately $3375), and we must often seek outside donations to fund these events. It is not unusual for faculty to pay out-of-pocket for some of these event costs, and sometimes we cannot host an event due to lack of funds. These events include:

- **Incoming Student Orientation ($600)** – In August, we host a full-day orientation for our 75 incoming MSW students. This event is essential for introducing students to the program, faculty, and one another. Critical information for social work practice, such as mandated reporting of child and dependent adult abuse, is also briefly covered as students must have some background in these topics before beginning practicum placement.
- **Practicum Instructor Symposium ($800) –** In August, we host a half-day training and orientation for new and returning field instructors. Practicum instructors are the social workers in community-based agencies who supervise our students in their internships. At this event, practicum instructors learn critical information about university

procedures and policies for working with our students. We also offer a brief lecture on a current issue in social work practice and provide Continuing Education Units (CEUs) as a benefit to our field instructors who generously volunteer their time to support our students. The funds requested would cover parking permits, coffee, and bagels for approximately 50 attendees. We have been holding this event virtually, but would like to hold it in person in the future.

- **Practicum Fair – ($1200)** - In February, we host a half-day field fair where representatives from approximately 70 community-based internship agencies can meet our rising second-year students. This event provides an opportunity for students to learn about internship opportunities and network with agency representatives. This is the main way students begin the selection process for their second-year field placement. The funds requested would cover parking permits and refreshments for the 70 agency representatives, as well as refreshments for the 75 MSW students and 10 faculty and staff who attend this event. We have held this event virtually for the past two years but would like to host an in person field fair in February 2024.
- **Practicum Instructor Appreciation Luncheon ($1800)** – As noted above, our practicum instructors are volunteers who provide a minimum of 60 hours per year (and often more) of training and support to MSW students in their internships. For the past several years, we have not been able to show our appreciation for their hard work. The funds requested would pay for a luncheon at the Oakland Center, as well as certificates and a small token of appreciation, such as a t-shirt or mug.

Appendix

Map Linking PLOs to CSWE Competencies and Social Work Practice Behaviors	
9 CSWE COMPETENCIES *CSUEB MSW Program Learning Outcomes (PLO) that map to the CSWE Competency are noted*	**ASSESSED OVER 4 BEHAVIORAL DIMENSIONS:** 1) **K**nowledge 2) **V**alues 3) **S**kills 4) **C**ognitive & **A**ffective Processes
	Total of 31 Behaviors (abbreviated description)

1. **ETHICS & professional behavior** ***(PLO1 Ethics)***	1. Ethical decisions and conduct (K,V,CA) 2. Self-reflection (V, CA) 3. Professional demeanor (S) 4. Ethical technology (S) 5. Use of supervision (S)
2. DIVERSITY & Difference in Practice ***(PLO6 Diversity)***	1. Apply & communicate understanding of diversity (K, CA) 2. Present self as learner & client as expert (V, S) 3. Self-awareness & self-regulation (V,S)
3. Advance HUMAN RIGHTS & SOCIAL JUSTICE ***(PLO5 Advocate Social Justice)***	1. Apply understanding of social, economic & environmental justice to advocate for human rights (K, CA) 2. Engage to advance social justice (S)
4. PRACTICE INFORMED RESEARCH & RESEARCH INFORMED PRACTICE ***(PLO3 Critical Analysis)***	1. Use practice & theory to inform research (K, CA) 2. Apply critical thinking to research (K, CA) 3. Use & translate evidence into practice/policy/service (K, CA)
5. Engage with POLICY informed practice ***(PLO3 Critical Analysis, 5 Advocacy)***	1. Identify social policy and impact (K) 2. Assess social policy impact (K, CA) 3. Apply critical thinking to policies (K, S)
6. ENGAGE individuals, families, groups, organizations, communities **(*PLO2 Use of Self , 4 Apply Theory)***	1. Apply HBSE, PIE & other theories (K, S, CA) 2. Use empathy, reflection, interpersonal skills to engage(S, CA)
7. ASSESS individuals, families, groups, organizations,, communities	1. Collect & organize data, apply critical thinking to interpret information (S, CA) 2. Apply HBSE, PIE & other theories to analyze (S, CA) 3. Develop mutually agreed-on goals 4. Select appropriate intervention strategies (S, CA)

(*PLO3 Critical Analysis, 4 Apply Theory , 7 Communication)*	
8. INTERVENE with individuals, families, groups, organizations,, communities **(PLO2 Use of Self, 3 Critical Analysis, 4 Apply Theory, 7 Communication)**	1. Critically choose & implement interventions (K, CA) 2. Apply HBSE, PIE & other theories to intervene (K, CA) 3. Use inter-professional collaboration (S) 4. Negotiate, mediate & advocate (S)
9. EVALUATE practice with individuals, families, groups, organizations, communities ***(PLO 3 Critical Analysis, 4 Apply Theory, 5 Advocacy, 7 Communication)***	1. Select & use appropriate outcome evaluation methods (K, S, CA) 2. Apply HBSE, PIE & other theories in evaluation (K, S, CA) 3. Critically analyze, monitor & evaluate processes & outcomes (S, CA) 4. Apply findings to improve practice (S, CA)

Social Work Assessment Outcomes AY 2022-2023

2022-2023 FOUNDATION YEAR PRACTICUM ASSESSMENT OUTCOMES

Summary Outcomes for All Foundation Year Students

Competency	% Students Obtaining a Minimum Score of ≥ 2	Meets Program Benchmark of 80%? ✓ Yes ✕ No
1. Demonstrate ethical & prof. behavior	100.0% (N=22)	✓
2. Engage diversity & difference in practice	100.0% (N=22)	✓
3. Advance human rights & justice	100.0% (N=22)	✓
4. Engage in practice-informed research	100.0%(N=15, Missing=7)	✓
5. Engage in policy practice	100.0%(N=21, Missing=1)	✓
6. Engage with IFGOC	100.0% (N=22)	✓
7. Assess IFGOC	90.9%(N=22)	✓
8. Intervene with IFGOC	95.5%(N=22)	✓
9. Evaluate practice with IFGOC	90.0% (N=20, Missing=2))	✓

2022-2023 ADVANCED YEAR PRACTICUM ASSESSMENT OUTCOMES: CYF CONCENTRATION

Summary Outcomes for All CYF Advanced Students

Competency	% Students Obtaining a Minimum Score of ≥ 3	Meets Program Benchmark of 80%? ✓ Yes ✕ No
1. Demonstrate ethical & prof. behavior	100.0% (N=11)	✓
2. Engage diversity & difference in practice	100.0% (N=11)	✓
3. Advance human rights & Justice	100.0% (N=11)	✓
4. Engage in practice-informed research	90.9% (N=11)	✓
5. Engage in policy practice	90.9% (N=11)	✓
6. Engage with IFGOC	90.9% (N=11)	✓
7. Assess IFGOC	100.0% (N=11)	✓
8. Intervene with IFGOC	100.0% (N=11)	✓
9. Evaluate practice with IFGOC	100.0% (N=11)	✓

2022-2023 ADVANCED YEAR PRACTICUM ASSESSMENT OUTCOMES: CMH CONCENTRATION

Summary Outcomes for All Advanced Year CMH Students

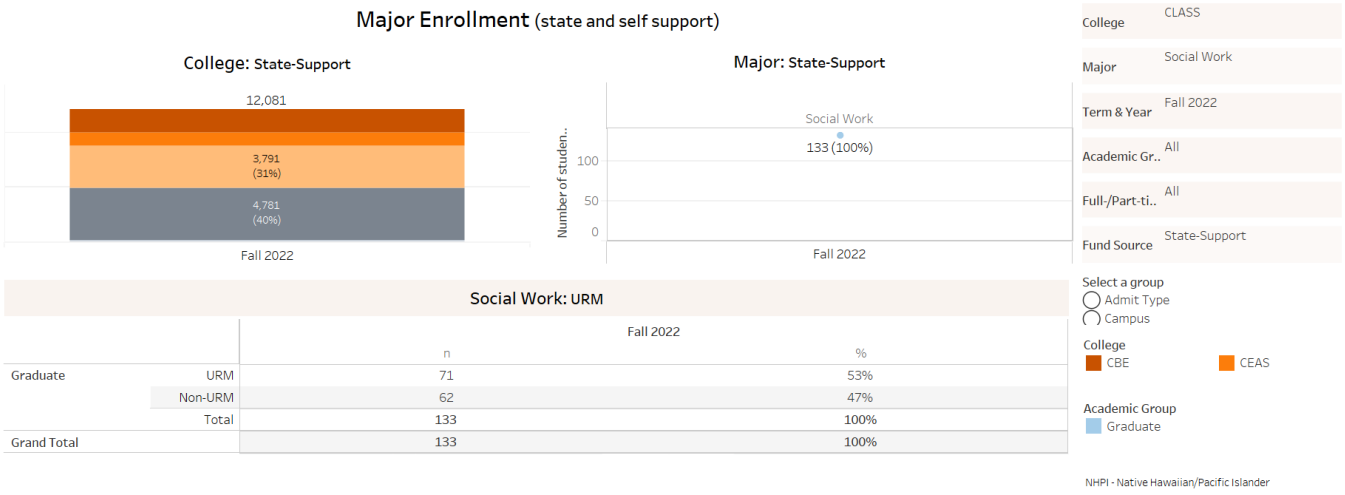
Competency	% Students Obtaining a Minimum Score of ≥ 3	Meets Program Benchmark of 80%? ✓ Yes ✕ No
1. Demonstrate ethical & prof. behavior	100.0%(N=11)	✓
2. Engage diversity & difference in practice	100.0%(N=11)	✓
3. Advance human rights & Justice	90.9%(N=11)	✓
4. Engage in practice-informed research	100.0%(N=11)	✓
5. Engage in policy practice	100.0%(N=11)	✓
6. Engage with IFGOC	90.9%(N=11)	✓

7. Assess IFGOC	90.9%(N=11)	✓
8. Intervene with IFGOC	100.0%(N=11)	✓
9. Evaluate practice with IFGOC	100.0%(N=11)	✓

Reports Received:

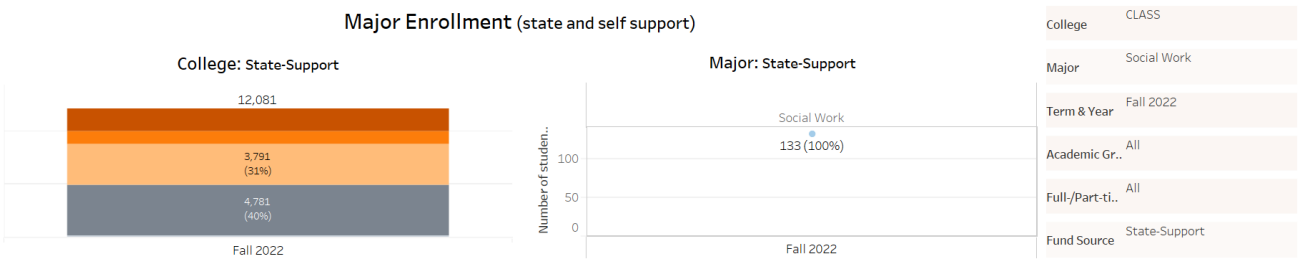
All Foundation Year: Randomly selected 22 out of 52 reports received = 42.3%
CMH: Randomly selected 11 out of 33 reports received = 33.3%
CYF: Randomly selected 11 out of 29 reports received = 37.9%

Social Work Student and Faculty Characteristics (Extracted from Pioneer Insights on 9/27/2023)



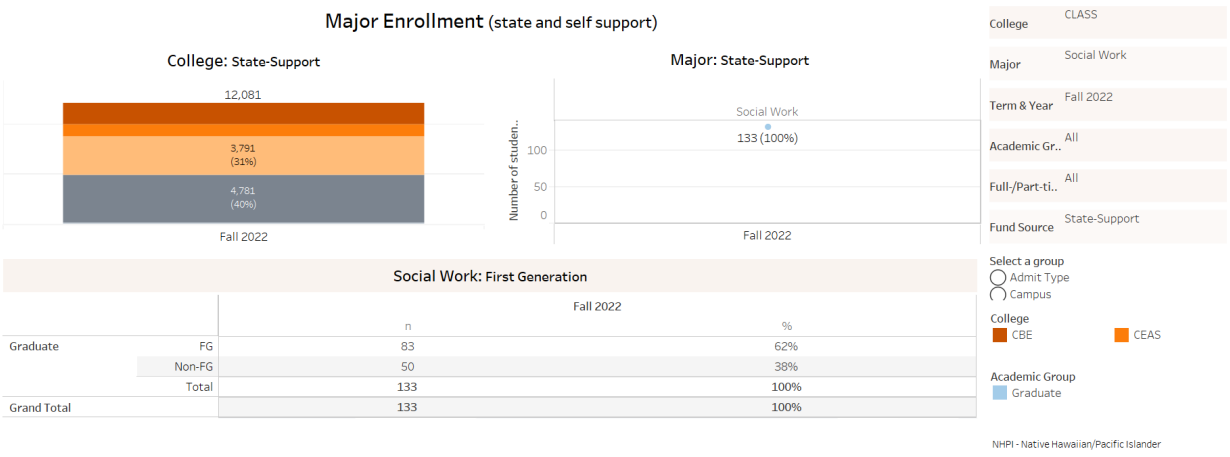
Social Work: URM

		Fall 2022 n	Fall 2022 %
Graduate	URM	71	53%
	Non-URM	62	47%
	Total	133	100%
Grand Total		133	100%



Social Work: Race/Etnicity

		Fall 2022 n	Fall 2022 %
Graduate	Asian	25	19%
	Black	17	13%
	International	1	1%
	Latinx	54	41%
	Multirace	6	5%
	NHPI	2	2%



Social Work: First Generation

		Fall 2022	
		n	%
Graduate	FG	83	62%
	Non-FG	50	38%
	Total	133	100%
Grand Total		133	100%

