

California State University, East Bay  
5-Year Program Review and Plan  
Department of Social Work  
2007-2008

The Self-Study, Five Year Plan, and the Departmental Responses were reviewed by the program faculty and were approved on April 17, 2008

**Department of Social Work  
Five Year Review and Plan**

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## **Introduction**

This Five Year Review consists of a review of the development, experience and refinement of the Department of Social Work over the past five years. While a new program, the CSU East Bay MSW program significantly contributed to the overall mission and goals of the university to foster diversity, multiculturalism and to serve the constituents of the university's multiple service areas.

Specifically, the Five Year Review highlights the accomplishments of the faculty, the development of the curriculum, increasing enrollment trends, and the successful accreditation of the program. Given the needs of our service area, there is significant potential for growth. However, this growth requires additional resources from the university.

This Five Year Review summarizes the activities of the program over the last five years and makes the case for additional departmental resources to position the department to be of even greater service to the community over the years to come.

## I. THE DEPARTMENT OF SOCIAL WORK SELF-STUDY

### A. Mission Statement , Program Goals and Student Learning Outcomes

#### **The Mission Statement**

The California State University East Bay MSW program is committed to graduating culturally competent urban social workers in the areas of Children, Youth and Families and Community Mental Health. Social work graduates are prepared to address individual, family, group and community needs caused by inequalities of class, ethnicity, gender, age, sexual orientation and other forms of social injustice. These themes, coupled with an emphasis on advocacy and social change in the public sector, form the core of the MSW program.

#### **Program Goals**

1. To educate social workers who in their roles as change agents will be able to practice in increasingly complex, culturally and racially diverse communities. Students will develop skills to support and leverage their leadership roles in those public social service organizations charged with responding to societal problems (such as poverty, racism, sexism, homophobia, family instability, mental illness, child endangerment, and urban renewal);
2. To prepare social work practitioners who are capable of autonomous practice with diverse populations of individuals, families, groups, organizations, and communities;
3. To prepare social workers who are committed to serving, advocating for, empowering and mobilizing client communities to address the special needs of underserved, poor, and oppressed populations;
4. To provide social work graduates with a foundation in ethical urban advanced practice methodologies and the ability to demonstrate sensitivity to and competence in addressing issues of race, culture, ethnicity, class, sexual orientation, disability, gender, and aging over the life course; and
5. To prepare social workers who are research-informed practitioners and who engage in critical self-evaluation in practice settings with individuals, families, groups, organizations, and communities. By using qualitative and quantitative research methods, students critically evaluate ethical and scientific approaches to social work practice. This teaches the importance of evidence-based practice, cultural competence, and advocacy for policy change.

## **Program Objectives**

1. **Values and Ethics.** At the completion of classroom and field education, MSW students will be able to understand, articulate, and integrate the principles, values, and ethics of the social work profession into their practice.
2. **Professional Use of Self.** At the completion of classroom and field education, MSW students will be able to demonstrate achievement of professional use of self in practice.
3. **Critical Thinking.** At the completion of classroom and field education, MSW students will be able to apply critical thinking skills in professional context.
4. **Applying Theory to Practice.** At the completion of classroom and field education, MSW students will be able to analyze and apply knowledge to assessment and intervention in social work practice of bio psychosocial variables and theoretical frameworks that explain individual and social systems development.
5. **Advocacy.** At the completion of classroom and field education, MSW students will be able to advocate effectively for social and economic justice.
6. **Diversity.** At the completion of classroom and field education, MSW students will be able to achieve competency in working with diverse populations.
7. **Communication.** At the completion of classroom and field education, MSW students will be able to demonstrate oral, written, and interpersonal skills that will enable them to communicate effectively and appropriately at the individual, group and community level.

## **B. Profile of the Social Work Program**

The Department of Social Work offers graduate study leading to the degree Master of Social Work (MSW). This degree program is designed to train social workers for leadership and direct practice positions in social work, and is accredited by the Council on Social Work Education. The program has a multicultural focus which prepares social work students to work in both non-profit and public agencies and to be proficient in working with diverse multicultural populations in urban and suburban communities.

The MSW program is a two year program for students who have recently completed a baccalaureate program, as well as for those who have been working in social work agencies and want to upgrade their skills and professional preparation. Students will complete 88-89\* quarter units of credit. The first year of education consists of foundation social work policy, practice, theory, and internship classes.

The second year is the advanced year wherein students select either: the Community Mental Health or the Children, Youth, and Families option. Second year courses are grounded in the option chosen by the students.

The MSW program is offered at both the Hayward campus and Concord campus. Students enrolled at the Hayward campus attend classes and field internships fall, winter and spring quarters for a total of six quarters.

Students enrolled at the Concord campus attend classes in the evenings and complete a total of eight quarters of study (fall, winter, spring and summer). Students attend field over two (2) summer quarters for 13 weeks (each summer) of intensive training and study.

The objective of the MSW 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 focus is to work with target populations in ways that enable and empower them to participate in the social work change process.

The program will also prepare individuals 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.

Students in the MSW program develop the analytical skills needed to explore new models of social work service delivery and organizational design. In addition, they experience an intensive field experience where they work with skilled professional social workers and apply the analytical and social work skills learned in the classroom.

\*Title IV-E and CalSWEC II MH students require an additional one (1) unit seminar

### C. Profile of the Faculty

The Social Work Department of California State University, East Bay currently consists of six tenured and tenure-track faculty. We are involved in an active tenure-track search to replace a faculty member (practice and research) who resigned in spring 2007. External accreditation standards require all MSW departments to have a minimum of six full-time faculty members and to maintain faculty to student ratio of 1:12. Though the Social Work Department has seven regular faculty lines, that number is sure to decrease in the next two years with the retirement of the founding faculty member of the department Dr. Terry Jones.

#### **Full Professor:**

- Dr. Terry Jones is a tenured full Professor in the Department of Social Work. 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. 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.

#### **Associate Professors:**

- Dr. Mayling Maria Chu is a tenured Associate Professor in the Department of Social Work. Before joining the social work faculty at California State University, East Bay, Dr. Chu taught in the MSW program at California State University, Stanislaus and in the BSW program at Auburn University, Auburn, Alabama. She earned her PhD degree in Social Work from Arizona State University in 1995. She has an MSW degree from the National Taiwan University in Taipei, Taiwan. Dr. Chu started her social work career as a front-line BSW-level social worker in the public sector. In 2002, Dr. Chu was awarded the prestigious CSU system-wide *Wang Family Scholarship Faculty Research Stipend* for conducting research in China. This award provided opportunities for exchange of social work

education and research. Dr. Chu has been invited to teach social work courses or offer training to Chinese social workers at universities in Beijing and Shanghai, China. Dr. Chu's research interests include juvenile delinquency, criminal justice and corrections, law and social work, social welfare and policy analysis, social services for low-income families, minority experience, health disparity, community services, and international social work. In recent years, Dr. Chu has been involved in developing and teaching medical social work courses. She has articles published in the *Journal of Social Work Research and Evaluation: An International Publication*, *British Journal of Criminology* and several book chapters. Dr. Chu is actively serving on editorial boards for professional journals and book projects.

- Dr. Dianne Rush Woods, Associate Professor, is the current chair of the department. Dr. Woods is a tenure-track 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 courses 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, and 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 both the national and international 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.
- Dr. Evaon Wong-Kim, Associate Professor, Social Work. Dr. Wong-Kim is a tenure-track Associate Professor in the Department of Social Work. She 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 is the Graduate Coordinator for the MSW program. She is the chair of the Social Work Curriculum Committee and the Research Curriculum Committee. 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 behavioral issues. She has conducted numerous training seminars on cultural diversity issues relating to cancer and the underserved population. Dr. Wong-Kim was 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 Foundation. 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.

### Assistant Professors

- Dr. Phu Phan has been a faculty member in the Social Work Department at California State University, East Bay since 2004. He received his MSW (1997) and PhD (2003) in Social Work from the University of Minnesota. Prior to California State University, East Bay, he taught in both the undergraduate and graduate social work programs at Augsburg College and the College of St. Catherine/University of St. Thomas. 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 areas of the inclusion of race in curricular building as well as the adjustment of refugees/immigrants in the U.S. His current interests include: clinical social work with immigrants and refugees as well as the needs of older immigrants. He is also serving as a reviewer for *Thought and Action* as well as a member on the Institutional Review Board at California State University, East Bay.
- Dr. Paul G. Wright received his MSW degree from San Jose State University in 1996. He received his doctorate in Education with an emphasis in International and Multicultural Education in 2004 from the University of San Francisco. Dr. Wright has over 20 years experience in the human services field. This experience includes counseling, working with culturally diverse, at risk populations and training MSW interns. He has been a liaison with field agencies and court officials and has worked in monitoring child placements. Currently he is a tenure track Assistant Professor in the MSW program at California State University, East Bay. Dr. Wright has taught the following classes at California State University, East Bay: Human Behavior and the Social Environment I and II,

Race, Gender and Inequality, Generalist Practice I, II and III, Advanced Macro Practice CYF, and Family Violence across the Lifespan.

- In spring 2007, Assistant Professor Holly Vugia separated from the University as a full-time, tenure track faculty for family reasons. The department is currently conducting a search to replace Dr. Vugia's position.

### Lecturers

The faculty also consists of six (6) T-12 full-time lecturer positions and one (1) T-12 .70 lecturer position.

- ✓ Kilolo Brodie (full-time Title IV-E Project Coordinator) Administrative
- ✓ Craig Schlarb (full-time CalSWEC II Project Coordinator) Administrative
- ✓ Christa Countee (Field Director) Administrative
- ✓ Maria Ciriaco (full-time Field Liaison)
- ✓ Deborah Stone (full-time Field Liaison)
- ✓ Lizelle Cline (full-time Field Liaison)
- ✓ Jamilla Nightingale (.70 Field Liaison)

We also have five (5) annual lecturers with entitlements:

- ✓ Andrea Christian ( practice, assessment, race & gender, human behavior)
- ✓ Stu Hanson (research)
- ✓ Peggy Chavez (field, practice, human behavior and assessment)
- ✓ Isabel Yanez-Perez (substance abuse, family violence, human behavior)
- ✓ Donna Thoreson (field)

Finally, we have nine (9) rotating temporary lecturers:

- ✓ Rebecca Anthony (research)
- ✓ Racheal Cresci (research, practice)
- ✓ Tom Clancy (research, policy)
- ✓ Rick Collins (policy)
- ✓ Betty Dahlquist (mental health policy)
- ✓ Christina Feliciano (field)
- ✓ Melissa Mollard (program evaluation)
- ✓ Kenya Sullivan (practice)
- ✓ Jenell Thompson (field, human behavior, Title IV-E seminar)

## D. Statistical Analysis of the Program

Source of Data: CSUEB Institutional Data

<b>A. Students</b>	2003	2004	2005	2006	2007
1. Undergraduate	0	0	0	0	0
2. Graduate	50	96	117	169	207
3. Total Number of Students	50	96	117	169	207
4. FTES Generated	54.1	101.9	121.3	150.3	In process
<b>B. Degrees Awarded</b>	02-03	03-04	04-05	05-06	06-07 & 07 to date
1. Undergraduate	*	*	0	0	0
2. Graduate	*	*	30	48	82/20
3. Total	*	*	30	48	82/20
<b>C. Faculty Information</b>	2003	2004	2005	2006	2007
<b>Tenured/Track Headcount</b>					
1. Full-Time	2	5	5	7	6
2. Part-Time	-	-	0	0	0
3. Total Tenure Track	2	5	5	7	6
<b>Lecturer Headcount</b>					
4. Full-Time	-	-	3	5	-
5. Part-Time	6	6	6	9	-
6. Total Non-Tenure Track	6	6	9	14	-
7. Grand Total All Faculty	8	11	14	21	-
<b>Instructional FTE Faculty</b>					
8. Tenured/Track	1.3	4.3	5.0	6.0	-
9. Lecturer	1.9	3.9	5.4	7.3	-
10. Total Instructional FTEF	3.2	8.2	10.4	13.3	-
<b>Lecturer Teaching</b>					
11. % Lecturer/Total Instructional FT	58.3%	47.5%	51.7%	54.8%	-
12. FTES Taught by Lecturer	36.5	55.2	61.9	83.3	-
13. % FTES Lecture/FTES Generated	67.5%	54.2%	51.0%	55.5%	-
<b>D. Student/Faculty Ratios</b>	2003	2004	2005	2006	
1. Tenured/Track	13.2	10.9	11.9	11.2	
2. Lecturer	19.6	14.2	11.6	11.5	
3. SFR By Level (All Faculty)	17.0	12.5	11.7	11.3	
4. Number of Sections Offered	10	23	22	32	
8. Average Section Size	20	17	21	18	

### Ethnicity of Students 2006-2007 (Source of Data: IPT CSWE Statistics Dept. Database)

Category	# of Students	% of Students
Female	171	82.61%
Male	36	17.39%
Native American	3	1.45%
Asian/Pacific Islander/Filipino	19	9.18%
African American	41	19.81%
Latino	33	15.94%
White	84	40.58%
Multi	4	1.93%
Other	16	7.73%
Unknown	7	3.38%

## E. Discussion of Recent Trends

As indicated in the chart below, the MSW program has grown substantially. In 2003, we had a total of 50 students enrolled at both campuses; in 2007, our enrollment topped out at 207 students at both campuses. In four years, our enrollment has increased 450% but the tenure track faculty has only increased from 2 to 7 or 250%. This rapid expansion has now been reconsidered and will be adjusted for the 2008-09 academic year. This adjustment will involve capping the enrollment of the department to ensure that entering students have reasonable access to faculty and staff resources in the department. Current resources have proven to be inadequate to provide the quality teaching, supervision and overall management necessary to support additional enrollment growth. In comparison, the MSW program at San Francisco State, our sister campus; has a similar student population but twice the tenure track faculty.

Our current enrollment and level of faculty support is dangerously close to exceeding the Council on Social Work Education's required ratio of 12 to 1. While there is still a demand for MSW training in the California State University, East Bay service area, continued growth without adequate program support and additional resources is impossible.

Hayward & Concord Campuses	2003	2004	2005	2006	2007
MSW Student Enrollment	50	96	117	169	207
FTES Generated	54.1	101.9	121.3	150.3	-----

### **Administrative Support**

The program is also in need of additional administrative assistance support. While the program has continued to grow in student enrollment and staffing, the administrative staff support number has remained at a 1.0 position supporting the entire program. One example of how the workload of the administrative assistant has grown can be seen in the increased number of admission applications the program now receives since its accreditation.

MSW applications have increased from approximately one hundred (100) to three hundred (300) per year. Each application requires about three hours of handling which includes:

- Review
- Set-up of hard-copy file for individual faculty review
- Presentation of files to admissions chair for second review
- Input of student information into excel database
- On-going correspondence with applicants
- Copying
- On-going telephone contact with applicants
- Handling of transmittals from enrollment services
- Generation of acceptance/rejection letters

- Follow-up with applicants
- Submission of reports to Admissions chair and faculty for routine review

During the application period, the department administrative assistant is significantly overwhelmed and cannot keep up with the workload. There are, in addition, a number of other areas that have been affected by the growth in demand for our program and the subsequent increase in students. In addition, we have increased the number of field placements that we have from 50 to 200 and there is an incredible amount of paperwork and data entry associated with our field internship program. The field director needs direct administrative support.

The Title IV-E administrative assistants (1.5) offer some relief in relationship to their work to support the 60 students who are recipients of the Title IV-E grant, but they are limited in the amount of assistance that they are able to provide to non-Title IV-E office functions. Again, in comparison to other universities, we are also understaffed in this category. (See chart below) The department needs an additional administrative assistant to address this issue of understaffing.

**Staff:**

- ✓ An administrative assistant (1.0) to support the program, the expanded field placement requirements.

University	MSW Students	TT Faculty	# of Administrative Assistants
Berkeley (School of Social Welfare)	300*	16	1.0 Department Manager 1.0 Front Office 2.0 Admissions 1.0 Field 1.0 Full-time Graduate Advisor 1.0 Dean's 2.0 Faculty Support 2.0 Title IV-E 1.0 Full-time Undergraduate Advisor
<b>CSU East Bay</b>	<b>207</b>	<b>7</b>	<b>1.0 Department</b> <b>1.5 Title IV-E</b>
CSU Stanislaus	139	8	1.0 Department 1.0 Title IV-E
Sacramento State	700*	30	2.0 Department 1.0 Admissions 1.0 Field Admin 2.0 Title IV-E
San Francisco State	120	14	1.0 Department 1.0 Title IV-E
San Jose State	375*	13	1.5 Department 1.0 Field Admin 1.0 Title IV-E

\* Includes BSW and bachelors in social work students. Also note that these campuses also have a significant number of lecturers.

### Concord Campus:

Enrollment at the Concord campus has steadily increased. Our enrollment has increased from eleven students in 2003 to fifty students in 2007. Enrollment could be larger if we had an MSW full-time T-12 faculty onsite who with the aid of an administrative assistant could actively recruit and answer telephone calls, respond to queries about the program, mail application packets, etc. Currently, there is no one onsite to staff the MSW office.

Concord Campus	2003	2004	2005	2006	2007
MSW Student Enrollment	11	23	39	47	50

Our original plan was to offer the MSW program at Concord to the working individual. The model was to mirror the Hayward program except for the inclusion of the “summer block” for the field internships. The Concord program was to run fall, winter, spring and summer versus Hayward’s program fall, winter and spring curriculum model.

We proclaim that the MSW program at Concord is a “mirror image” of the Hayward program. However, it is a stretch to say this is true. The Concord program does not have an administrative assistant to staff the MSW office. Consequently, the students have no one to turn to for assistance with questions about registering for classes, advancement to candidacy, class schedules, etc. In addition, the program does not have faculty there on a regular basis. This is not to say that faculty is not there. There is no faculty there consistently on all the days that the students are there. This is very frustrating to the students. The program is laboring without the direction of regular faculty and administrative assistant support.

Without additional resources, the MSW program at the Concord campus cannot possibly keep up with the increasing demand. Faculty resources are stretched to the limit managing the current cohort of students.

### Resources Needed to Support Current Concord Cohort

To address issues related to committee work, student advising, assessment, Concord campus summer program management, our faculty numbers have to increase. Other campuses are measuring their ratios based on TT to student ratios rather than the TT and lecturer ratios that we are using.

In order to support the current cohort adequately, the department needs to be given the resources to hire:

- (1) **MSW Full-Time T-12 Multi-Year Lecturer (1.0)** – to be hired as the Concord Campus Coordinator/Assistant Program Director. S/he would also act as the Outreach/Admissions Coordinator and serve as Graduate Advisor to the students. This person will also teach each quarter and work with the Field

Director to develop and arrange summer and employee based placements for Concord campus students.

(1) **Administrative Assistant** (.50) to support the coordinator, faculty and students.

### Potential Growth

Without additional support and resources, the MSW program cannot grow at either campus. We have limited the enrollments at Hayward to 75 and Concord at 30 for fall 2008. Our current enrollments exceed this cap and faculty is barely able to support the existing cohorts. Additional resources are needed for a controlled and measured growth. If the program is to expand, an addition of two tenure track faculty must be allocated.

The department has already received approximately 300 new applications to date. We are turning applicants away. Our plan is to admit 105 new students, down from the 130 students who we admitted last year. We currently have 207 1<sup>st</sup> and 2<sup>nd</sup> year MSW students (Concord and Hayward campus). The Department of Social Work, if it had adequate faculty and staff and departmental funding could become one of the largest, if not the largest graduate program on this campus. However, we know that our numbers (of tenure track/tenure faculty) are not comparable to staffing at other universities.

University	MSW Students	TT Faculty
Berkeley (School of Social Welfare)	300*	16
<b>CSU East Bay</b>	<b>207</b>	<b>7</b>
CSU Stanislaus	139	8
Sacramento State	700*	30
San Francisco State	120	14
San Jose State	375*	13

\* Includes BSW and bachelors in social work students. Berkeley also has Ph.D. candidates who also serve as Graduate Student Instructors.

### Future Developmental Needs

In order for the MSW program to stay competitive, the department would like to add the Gerontology concentration to the existing concentrations of Community Mental Health and Children, Youth and Families. The Council on Social Work Education has been leaning towards the Gerontology option for the past five years and is encouraging universities to adopt this option. The offering of this concentration which will address medical, emotional social and case management aspects of social work, has been requested by the Adult Protective Services agencies of Contra Costa and Alameda counties. Offering this concentration would also entitle us grant funds similar to the Title IV-E grant (1.7 million dollars annually) and CalSWEC II Mental Health grant (\$395,938 annually). We would be able to bring in a new cohort of students (25 on the Hayward campus and 10 -15 on the Concord campus).

Development of this curriculum would require the following:

**Tenure Track Faculty Positions:**

- ✓ Gerontology with a specialization in geriatric social work practice, aging policy, death and dying, and healthy aging;
- ✓ Social Work Research and Methods with a sub specialization in aging; and

**Staff:**

- ✓ An administrative assistant (1.0) to support the program, the expanded field placement requirements, and the Gerontology program grant efforts. (Please note that this is the same position referenced on page 14.)

**F. Summary of the Last External Reviewer's Report**

In June, 2006 the California State University, East Bay MSW program was accredited by the Council on Social Work Education conditional on responding to five (5) areas of concern. In summary, CSWE wanted a clearer explanation concerning:

- (1) the relationship between program objectives, program goals and the reliance of these on the liberal arts and foundation social work knowledge;
- (2) how the program taught communications skills;
- (3) a response to CSWE's concern about office space;
- (4) concerns about program evaluation; and
- (5) concerns about additional findings on program measures.

In early March the California State University, East Bay MSW faculty drafted a response to the concerns raised by CSWE, forwarded a draft for preliminary review, consulted by conference call to iron out minor details and forwarded our formal response on March 28, 2008. (A full copy of the California State University, East Bay's response to CSWE and the original CSWE request for information is attached to this report.)

**Accreditation Timeline:**

In July, 2002 the department submitted its *application for candidacy* to the Council on Social Work Education. On August 8, 2002 we received notification that our program meets the eligibility criteria and we may proceed with the candidacy application.

The Benchmark I document was submitted to the Commission on Accreditation in November, 2002. The Commission conducted a site visit on January 6-7, 2003. On January 24, 2003 the Commission voted to grant the program candidacy status. After programs are admitted to candidacy, a commissioner appointed by the chair of the Commission will visit the program once each year to assess the progress towards accreditation.



On December 3-4, 2004 Commissioner Kia J. Bentley met with department staff and university officials along with members of the MSW Advisory Board. Her recommendation was to seek authorization of a site visit. At its June 2005 meeting, the Commission on Accreditation (COA) accepted Commissioner Bentley's recommendation, based on the program's draft *self-study* and the Commission's *Benchmark Review Brief* and the *Program Response*, that the program seek authorization of a site visit for initial accreditation for the master of social work degree program.

The department submitted an *Eligibility for Initial Accreditation* form June, 2005 along with an updated *Authorization for Review* form and copies of the *self study*.

The Council on Accreditation scheduled an on-campus evaluation team for **Initial Accreditation** February 19-22, 2006. The MSW program responded to the brief on March 15, 2006.

At the Commission's June 2006 meeting, our program response was reviewed by the COA. At this meeting, the Commission on Accreditation voted to grant **initial accreditation** to the MSW program at California State University East Bay from the academic years 2002/03 to June 2010 (report attached) with a progress report to be reviewed by the COA.

On March 5, 2007 the department responded to the eight (8) areas of concern (attached) identified in their June 19, 2006 brief.

At its June 2007 meeting, the Commission on Accreditation (COA) reviewed this material and voted to receive the report and request a second progress report for review by the COA. In taking this action, the Commission identified five (5) areas of concern remaining not addressed in the first progress report (report attached).

The department submitted their response to the five (5) areas of concern on March 28, 2008.

The department is scheduled for **reaccreditation** in 2010 and must begin the process for reaccreditation immediately. This is an essential component of the Five Year Plan.

## II. DEPARTMENT OF SOCIAL WORK DRAFT FIVE YEAR PLAN

### A. Curriculum and Program Revisions

The Department of Social Work was established in fall of 2003 and has grown significantly and has actually surpassed its capacity. We are holding our annual admission numbers firm at 105 (75 in Hayward and 30 in Concord) until we have the infrastructure to support our current student population (207-210). This would require additional office staff at the Concord site, a Concord coordinator position and additional tenure-track positions to support a Gerontology concentration as well as the Concord program. We also need additional contiguous office space to support the new hires for a TT faculty position, a full-time lecturer position and additional office staff.

The Social Work Department has these future tasks:

#### **1. Establishing a multiple-year full-time T-12 MSW lecturer position connected to the Concord program.**

Since our inception and accreditation, we have had an increasing number of applications for both the Hayward and Concord programs. We find that our faculty, field faculty, and our current internship opportunities annually reach capacity at approximately 105 students (75 on the Hayward campus and 30 on the Concord campus). Bringing in part-time lecturers is extremely helpful, but the Concord campus classes especially are under populated by full-time faculty and consistent office staff.

**A new full-time T-12 MSW lecturer** would be hired as the Concord campus coordinator, outreach/admissions person, as well as the graduate advisor on that campus. This person would teach core courses on the Concord campus. The addition of the position would allow us to push the student population on the Concord campus to 50 students annually.

We have the capacity, through new applications and the intense outreach in which we engage in to increase the capacity of the Concord campus to our goal of 50 students (over a two- three year period). This expansion would also require the hiring of a **.50 administrative assistant** to support the Concord office faculty and students. This growth cannot occur until we have the infrastructure to support it.

#### **2. New Courses and Course Modifications**

Our experience at this point has created an understanding of the need to develop new electives. Faculty will discuss and develop the number, nature, and timing of these new electives.

- SW \_\_\_\_ Advanced Seminar in Chemical Dependency
- SW \_\_\_\_ Social Work Interventions with Children
- SW \_\_\_\_ Cognitive Behavior Interventions
- SW \_\_\_\_ Pharmacology and Social Work
- SW \_\_\_\_ Practice with Immigrant and Refugee Populations
- SW \_\_\_\_ Advanced Community Organizing Techniques
- SW \_\_\_\_ Social Justice and Poverty Issues Seminar
- SW \_\_\_\_ Advanced Child Welfare Issues Seminar

At the present time, the Social Work Department has many courses listed in the University Catalogue that do not reflect the exact content of the courses. Through the Curriculum Committee, we plan on updating the catalogue course descriptions.

### **3. Revising the Concord Campus Model and Developing Hybrid and Online Course Offerings**

Our Concord program is currently a year-round program that requires enrollees to forego work for 13 weeks during two (2) summer quarters. In lieu of work, our students undertake 13 weeks of forty (40) hours per week internships and three evenings of intensive coursework. The feedback from our Concord campus student body confirms the need to change the program model. Furthermore, the Directors of Human Services for both Alameda and Contra Costa counties have requested several new options:

- ✓ A three year program
- ✓ Downtown Oakland site
- ✓ Telecourses, hybrid, and on-line courses

Our students, many of whom are working students, are eager to engage in hybrid and online coursework. The department will work with the Online and Hybrid support unit on campus to explore prospects of developing on-line and hybrid courses as soon as fall 2009.

### **4. Establishing a Gerontology Program and Gerontology Placements**

The Social Work Department is currently in the process of developing proposals in response to the call of gerontology curriculum development and community partnerships. The establishment of this concentration, a response to student demand and community needs, will address medical, emotional, social and case management aspects of social work. The Adult Protective Services agencies in both Contra Costa and Alameda counties have requested such a concentration. If established, they have pledged to send their bachelors level employees to CSUEB to attend the concentration. In addition, we can recruit from community based agencies and bachelors level programs at Bay Area Universities.

The development of this curriculum will require the following two positions:

- A **tenure track faculty** who is a specialist on aging (gerontologist) to coordinate the development of the concentration and to provide core and elective courses on aging:
- A **tenure track faculty** who is a research specialist (with a sub-specialization in aging) to work on the development of core curriculum for the 2<sup>nd</sup> year of gerontology option; and
- An **administrative assistant** (1.0) to support the gerontology and the field program.

## 5. Preparing for Reaccreditation

The department is scheduled for reaccreditation commencing fall 2010. Self-study costs for the reaffirmation include: faculty assigned time; travel to attend CSWE conferences to prepare and consult; clerical and staff time devoted to preparation of materials; printing, mailing, and other administrative costs. The reaffirmation timetable is outlined here:

ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Reaffirmation Workshop <b>CHAIR OF DEPARTMENT MUST ATTEND REAFFIRMATION WORKSHOP 2008 at the Philadelphia CSWE Conference.</b>	Two or three years before the Commission review	-----
Eligibility Fee Invoice Issued <b>\$1,650</b>	April 1, 2009	CSWE sends to the Dean or Director.
Site Team Planning Form Due*	One month after receipt of planning form, approximately one year before the Commission review	The program sends one (1) copy to the Site Team Coordinator
Eligibility Materials Due*	July 1, 2009	The program sends one (1) copy to their Accreditation Specialist.
Full Self-Study Due	August 1, 2009	The program sends three (3) copies to their Accreditation Specialist.
	One month before the Site Visit	The program sends one (1) copy to each site team member.
Reaffirmation Fee Due <b>\$3,450</b>	September 1, 2009	The program sends the payment and invoice number to CSWE.
Commission Review of Reaffirmation Instructions	October Commission Meeting	-----
Site Visit Occurs Expenses related to the site visit itself are borne by the program. Programs pay for the airline tickets and hotel bills.	Sometime between November 2009 through February 28, 2010	-----
Accreditation Review Brief Due	Within two weeks of the last day of the Site Visit	The site team chair sends one (1) electronic and one (1) paper copy to the program's Accreditation Specialist.
Program Response to the Accreditation Review Brief Due	Within two weeks of receiving the Accreditation Review Brief <b>(FILE COMPLETE)</b>	The program sends one (1) electronic and three (3) paper copies to their Accreditation Specialist.
Commission Review of Reaffirmation Determination	June 2010 Commission Meeting	-----

\*Current versions of these documents are on the website: [www.cswe.org/reaffirmation](http://www.cswe.org/reaffirmation).

## **B. Future Assessment Plans**

The Department plans to continue with its current assessment plan as approved by our external accrediting body. We will update our assessment plans to address the new Educational Policy and Accreditation Standards (EPAS) passed April 2008. We are scheduled for a reaccreditation visit between November 1, 2009 and February 28, 2010. This will require continued diligence in the assessment process and the continuation of assigned time to continue in the assessment process.

We plan to convert most of our assessment documents to Survey Monkey to ensure ease in gathering data. We have purchased the program and are training various faculty to utilize it to conduct departmental and individual research.

## **C. Departmental Needs**

### **Immediate Needs**

- The Department needs to focus many of its resources on the upcoming reaccreditation process and will need the support of the university community to successfully meet the needs.
- The Social Work Department needs contiguous office space to support the function of its department. We currently have nine (9) offices in Meiklejohn and three (3) offices in Warren Hall. We need at least two (2) additional offices for the new TT position for which we are interviewing (fall start) and the full-time MSW field liaison position. We will need additional offices as we bring on new faculty and staff on both the Hayward and Concord campus. One of the concerns of the Council on Accreditation, initially, was adequate space for social work faculty and staff. As we move towards reaccreditation, it is important that we have stable, adequate space for faculty and lecturers.
- The Department needs additional positions to support its current size and to maintain quality.
  - ✓ A full-time T-12 MSW lecturer 1.0 (multiple year) to coordinate the Concord campus, teach foundation and advanced year classes; coordinate placements with the field director; conduct outreach and advise and support the Concord student population.
  - ✓ One additional 1.0 administrative staff on the Hayward campus to support field and faculty and the development and support of the Gerontology concentration.
  - ✓ One additional .50 staff on the Concord campus to support the Concord faculty, coordinator, and students.

- ✓ One Research 1.0 TT faculty position with an aging sub-specialization gerontology to bring our TT positions into alignment with other MSW programs and to support the development of a gerontology program.
- ✓ One Gerontology 1.0 TT faculty position to support the development of a core concentration (which would allow us to increase our numbers) and to bring our TT positions into alignment with other MSW programs.

### **Future Needs**

If the department were to achieve the California Legislature's target ratio of 75% regular faculty to 25% lecturer faculty in terms of courses taught, this would require hiring three new faculty members within the next five years. Also note that we may have a retirement in the next five years (no date to announce). This would require the replacement of a senior faculty position. We have only one full professor in the department and the loss of this professor would leave quite a gap in our administrative and curricular structure. The department would require an open-rank hire of a TT professor with experience in race, gender and inequality as well as community organization and advocacy.

Given the demographic and economic trends in the Bay Area and the state of California and the reputation established by the CSUEB MSW program, the potential for growth and service is limited only by our ability to receive infrastructure support for development and growth. The CSUEB MSW program is looking to the future with confidence and a sense of purpose.



CALIFORNIA STATE  
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March 27, 2008

Dean Pierce  
Director  
Council on Social Work Education  
1725 Duke Street, Suite 500  
Alexandria, Virginia 22314-34577

Dear Dr. Pierce:

This letter is in response to the five (5) areas identified by the Commission on Accreditation in a letter dated June 16, 2007. Specifically, COA identified AS 1.2, AS 2.0, AS 3.1.4, AS 8.0, and AS 8.1. as areas of concern. Our responses to the Commission's concerns are found in the enclosed attachments. We have submitted three (3) copies of this report as requested.

If you have questions or need additional information please contact me at your earliest convenience.

Sincerely,

A handwritten signature in cursive script that reads "Dianne Rush Woods".

Dianne Rush Woods, Director  
MSW Program  
California State University, East Bay

CC: Commission on Accreditation Board Members



**California State University, East Bay  
Masters of Social Work Program  
Response to Concerns of  
The Council on Social Work Education's  
Commission on Accreditation  
April 1, 2008**

The CSUEB MSW program achieved accreditation by the Council on Social Work Education (CSWE) in June 2006. However, in its June 16, 2007 letter, CSWE identified five areas of concern and requested a response to the CSWE Commission on Accreditation by April 1, 2008. The following constitutes the response to those concerns. Organized by Accreditation Standard heading, each CSWE concern is written verbatim in italics, followed in brackets by the relevant CSWE Accreditation Standard, and finally, by the program's response.

### **I. Accreditation Standard 1.2**

**Concern:** *The program does not provide a narrative that explains the relationship between program objectives and EP3.0. The relationship must be inferred from the matrix.*

[1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).]

**Response:** Specifically, EP3.0 sets forth twelve foundation program objectives considered essential to social work education. The CSUEB program outlines seven core objectives: **social work values and ethics, professional use of self, critical thinking, applying theory to practice, advocacy, diversity, and communication.** The following narrative elucidates the matrix presented in the *Self Study*, explaining the relationship between the EP3.0 and CSUEB MSW program's objectives. Each of the seven core CSUEB objectives are tracked in all course syllabi and evaluated in Standard 8.0 via direct and indirect measures. The details of 8.0 are reserved for that section of this document.

The twelve EP3.0 objectives are stated below in italics and discussed in relation to the core CSUEB MSW program objectives.

- 1) *Apply critical thinking skill within the context of professional social work practice.* This objective speaks directly to the CSUEB **critical thinking** core objective which extends throughout the curriculum.
- 2) *Understand the value base of the profession and its ethical standards and principles, and practice accordingly.* The CSUEB core objective of social work **values and ethics**, which grounds its teaching in the *NASW Code of Ethics*, mirrors this statement, and is stressed in all curricular sequences.
- 3) *Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.* The CSUEB MSW program focuses on producing culturally competent social workers, committed to and capable of working with diverse groups. This EP3.0 aim embodies all of the CSUEB core objectives of **values and ethics, professional use of self, critical thinking, applying theory to practice, advocacy, diversity, and communication.**
- 4) *Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.* The core CSUEB objective to teach **advocacy** skills in the service of social justice and change parallels this goal. The introductory course, *Race, Gender, and Inequality in Social Work Practice*, provides the foundation for building this skill throughout the program.
- 5) *Understand and interpret the history of the social work profession and its contemporary structures and issues.* While largely encompassed in the CSUEB objective of **advocacy**, this statement also requires the application of **critical thinking.**
- 6) *Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.* This is consistent with the CSUEB program objective of **application of theory to practice** which focuses on skill acquisition across micro, mezzo, and macro level systems and between diverse urban service delivery systems.
- 7) *Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.* This objective reflects the CSUEB objective of **application of theory to practice**, particularly in the *Human Behavior in the Social Environment* Sequence. However, the program's emphasis on cultural competence and recognizing group variations in development, meanings and attributes relates to the objective of **diversity and critical thinking.**

- 8) *Analyze, formulate, and influence social policies.* This is seen as an **advocacy, critical thinking, and application of theory to practice** objective. However, it must be conducted in a context that respects **diversity, and values and ethics**, as emphasized in the Social Policy Sequence.
- 9) *Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.* **Critical thinking and application of theory to practice** are the primary CSUEB objectives touched upon here. However, the research sequence is also taught from a perspective that honors **diversity, values and ethics**. Skilled research consumers and practitioners are also potential **advocates** for clients and systems.
- 10) *Use communication skills differentially across client populations, colleagues, and communities.* Clearly, this objective relates to the CSUEB core objective of **communication**. Secondly it interrelates with the **professional use of self, application of theory to practice, diversity and advocacy**.
- 11) *Use supervision and consultation appropriate to social work practice.* The CSUEB program envisions this objective as part of the **professional use of self**, which is discussed in depth in practice and field sequences.
- 12) *Function within the structure of organizations and service delivery systems and seek necessary organizational change.* The CSUEB objectives of **advocacy, professional use of self, and application of theory to practice** all intertwine with this objective, and interact with the value of promoting social justice and service access.

## II. Accreditation Standard 2.0 as related to Educational Policy 4.5

**Concern:** *The program did not address how it taught communication skills, therefore, the program is asked to provide examples of how this content is covered.*

[2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.]

[EP 4.5 Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.]

**Response:** The program designates “Communication” as its seventh core objective. “Communication” refers to oral and written interchange between professionals, as well as effective interaction with diverse clients, groups, and communities. In the professional sphere, students acquire social work documentation skills during the foundation generalist practice sequence and field experience/seminar. Here, students learn to conduct and write a psychosocial assessment. Professional writing skills are developed through class assignments that require American Psychological Association publication style. Classroom oral assignments, such as research reports and case presentations, prepare foundation students for professional public speaking. In the advanced year, both written and oral assignments assume a concentration-specific focus, culminating with the Capstone Paper and poster session. A component of the rubric for grading the Capstone and other assignments targets competence in communications. Students also gain facility with professional electronic communication and research via required use of Blackboard, library search programs, internet resources and Power Point.

In the client service domain, the program stresses culturally competent communication skills. Students complete the Race, Gender and Inequality class in the first quarter to provide a foundation academic and personal understanding of the powerful challenges of diversity, oppression and bias. This emphasis on culturally competent communication continues throughout the program, even in advanced year research classes in which students must conduct and analyze a qualitative interview with a subject who is different from the student in two significant social group membership dimensions such as race, age, immigration experience, health, mental health, or sexual orientation. In addition, practicum experience requires students to work with clients from a different ethnic/cultural group than their own. Written process recordings are required every quarter to hone student communication skills. The program routinely uses guest speakers, videos and other media resources to broaden student exposure to diverse cultures and communication styles. For example, a transgender presenter at a program-wide forum, made a far more poignant and immediate advance in culturally competent communication with transgender individuals than could be achieved via lecture, reading or discussion.

*Writing Skills Screening.* The program values quality, graduate level writing skills, and recognizes that some students have less academic preparation than others. A screening system to determine the level of writing skills, with assessment at orientation, has been established to identify students in need of writing support. This followed-up with a tutoring specialist available to social work students.

*Writing Skills Training.* A request has been submitted to the University for permission to add a class to the curriculum beginning in the fall of 2008. Titled *Academic and Technical Writing for Social Workers*, this would be a one unit 6999 Issues in Social Work Course required for all students in their foundation year.

### III. Accreditation Standard 3.1.4

**Concern:** *The program did not address the issue of office space for faculty in its progress report.*

[3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.]

**Response:** Additional faculty offices have been secured for faculty. Three (3) additional offices were assigned to field faculty in Warren Hall, a building separate from Meikeljohn Hall which houses the Social Work Department. The field director's office is still in Meikeljohn, adjacent to the Social Work Chair. Warren Hall is central to the campus and is the most familiar building to all CSUEB students. Each Warren Hall office is equipped with a computer/printer and is linked to the network. Field staff also carry cell phones to maintain communication with the field director, agencies and students.

All tenure track faculty now have their own offices. In some instances, part-time lecturers share tenure track faculty offices, but usually when tenure track faculty are not on campus. Shared offices have two (2) desks, two (2) computers and a joint printer linked to the network. All faculty and lecturers have email accounts which facilitate communication between faculty and staff.

Additionally, four offices have been secured at the Concord campus to be used by faculty teaching at that site. While faculty members have offices on the Hayward Campus, they now have social work department offices on the Concord Campus in which to hold office hours and meet with students who attend the evening classes there.

#### **IV. Accreditation Standard 8.0**

**Concern:** *The program links global measures with the program objectives. It does not show how such measures as classroom assignments, field evaluation instruments, etc. are linked to specific program objectives. The summary of the results must take into account various measures of program objectives. The program needs to*

1. *state the objective;*
2. *[state] the objective assessed;*
3. *[state] the instrument used to assess the objective;*
4. *[state] the specific items on the measurement instrument that assesses the objective; and*
5. *[state] the resulting data*

[8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.]

**Response:** Before addressing the concern specifically, the stage must be set for the evolution of the CSUEB MSW 8.0 plan to date. In the spirit of Accreditation Standard 8, which calls for the use of evaluation findings for continuous program improvement, the assessment plan presented here reflects changes from that outlined in the original 2006

*Self Study.* Two factors contributed significantly to the reformulation of the evaluation plan: 1) gaining several years of experience working with the MSW program's data collection, evaluation, and interpretation; and 2) participating in the University-wide Western Association of Schools and Colleges (WASC) Accreditation process. It became clear that a valuable assessment plan would: 1) produce useful data that would facilitate program renewal and fulfill the needs of CSWE and University (WASC) requirements, 2) be feasible in implementation and analysis, and 3) be sustainable over the long term, in view of staff availability, resources, and logistics.

An example of both eliminating and adding an assessment measure will be discussed to further explain this process. Originally, a self-report survey was conducted at three points in the MSW program: upon student entry, at the end of the foundation year (midpoint), and at program exit. As suggested by the CSWE accreditation site visit team, the midpoint survey was eliminated because of limited contribution to the overall assessment picture, in light of the effort required to administer the survey a third time, beyond entry and exit (pre-post). Thus, the midpoint survey did not produce particularly useful data and placed a burden in terms of assessment/analysis feasibility and sustainability.

In contrast, when presented with the WASC Accreditation Process, the University needed the department to demonstrate direct evidence of student performance in relation to the program objectives. Aware that this also blended with CSWE intentions, the program designed an assessment process based on the culminating MSW Capstone Project. This will be discussed in further detail at a later point, but the Capstone Assessment was piloted in the spring of 2007. As an outcome measure based on a student product, it produced useful data, that was both feasible and sustainable. It assessed an assignment that was embedded in the program, that faculty would be evaluating in the context of a course, and that supported both CSWE and University-wide assessment standards. Impressed with the quality of the Capstone Assessment Plan and pilot outcomes as an example of a student performance measure, the University requested that the MSW Department's Capstone Assessment be highlighted at the WASC University-wide poster session in the summer of 2007. Further enthusiasm about this measure prompted the University to ask the Department to design a similarly course-embedded evaluation tool for the foundation year. This is referred to as the Generalist Practice III Community Project and will be piloted in the spring of 2008 when the course is next offered.

To address the task at hand in this response, the CSWE concern asks CSUEB to articulate the link between the assessment measures and program objectives. Table 1A outlines the relationship between the core objectives and the direct and indirect measures. In this model, all objectives are assessed at every measurement point. The specific items on the measures that assess the objectives are noted parenthetically. Since many of these measures are new or have been modified based on program feedback, instrument copies are attached at the end of this document. Appendix A shows Field Instructor Ratings of Student Performance, Appendix B the Generalist Practice III Community Project Rating, and Appendix C the Capstone Rating system.

**Table 1A: Program Objectives by Related Direct & Indirect Assessment Measures**

Instrument items designed to assess specific objectives are noted in parentheses.

Copies of instruments can be found in Appendices A, B, & C.

Program Objective	Direct Measures	Indirect Measures
Social Work Values & Ethics	Field Instructor Ratings of Student Performance (1) Generalist Practice III Community Project Rating* (I: 3,4,5) (II: 3,4,5) (III: 3,4,7-11) Capstone Rating (Paper: 3,4)	Pre-Post Survey (1,3,13) Alumni Survey (27-3,4)
Professional Use of Self	Field Instructor Ratings of Student Performance (2) Generalist Practice III Community Project Rating* (I: 3,4,5) (II: 3,4,5) (III: 3, 7-11) Capstone Rating (Paper: 3,4,5) (Poster: 1-4)	Pre-Post Survey (11,12,15) Alumni Survey (27-5,6)
Critical Thinking	Field Instructor Ratings of Student Performance (3) Generalist Practice III Community Project Rating* (I: 3,4,5) (II: 2,3,4,5) (III: 2-11) Capstone Rating (Paper: 2,3,4) (Poster: 1-4)	Pre-Post Survey (8,9,14) Alumni Survey (27-7,8)
Applying Theory to Practice	Field Instructor Ratings of Student Performance (4) Generalist Practice III Community Project Rating* (I: 3,4,8) (II: 3,4,8) (III: 3,4,7-10,14) Capstone Rating (Paper: 3,8) (Poster: 1-4)	Pre-Post Survey (2,7,10) Alumni Survey (27-1,2)
Advocacy	Field Instructor Ratings of Student Performance (5) Generalist Practice III Community Project Rating* (I: 3,4) (II: 3,4) (III: 3,4,7-10) Capstone Rating (Paper: 3,5,9) (Poster: 1-4)	Pre-Post Survey (4,5,18) Alumni Survey (27-9,10)
Diversity	Field Instructor Ratings of Student Performance (6) Generalist Practice III Community Project Rating* (I: 3,4) (II: 3,4) (III: 3,4,7-10) Capstone Rating (Paper: 3,9) (Poster: 1-4)	Pre-Post Survey (9,16,17) Alumni Survey (27-11,12; 28)
Professional Communication	Field Instructor Ratings of Student Performance (7) Generalist Practice III Community Project Rating* (I: 1,2,6,7) (II: 1,6,7) (III: 1,12,13) Capstone Rating (Paper: 1,6,7) (Poster: 1-4)	Pre-Post Survey (6,19,20) Alumni Survey (27-13,14)

\*Roman Numerals represent three distinct parts of the Generalist Practice III assignment.

**Table 1B: Benchmarks for Direct & Indirect Assessment Measures**

Measure	Benchmark
Field Instructor Ratings of Student Performance	90% of foundation students & 95% of advanced students rated $\geq 3$ (demonstrated skill consistently)
Generalist Practice III Community Project Rating	Aggregate calculation of percentage points earned per objective will be 92%
Capstone Rating	Aggregate calculation of percentage points earned per objective will be 92%
Pre-Post Survey	80% of students will agree or strongly agree at exit, $\geq 4$ (no pre-test benchmark)
Alumni Survey	80% will report well or excellently prepared

Table 1A highlights five primary outcome measures, including: 1) Field Instructor Ratings of Student Performance, 2) Generalist Practice III Community Project Ratings, 3) Capstone Ratings, 4) Pre-Post Student Surveys, and 5) Alumni Surveys. Table 1B lists the benchmarks. The program has three additional assessment components related to student performance, namely student grade point averages, course assignments, and an employer survey. All of these will be described, noting the current stage of their development and contribution to the body of outcome information.

Field Instructor Ratings of Student Performance instruments were revised since the original *Self-Study*. Now a four point Likert scale directly relates to each program objective. The scale ratings read:

- 1 = Area of Future Growth
- 2 = Demonstrates Emerging Skill
- 3 = Demonstrates Skill Consistently
- 4 = Demonstrates Advanced Accomplishment

Field instructors rate students on objectives designed for foundation and advanced levels of practice. The advanced field ratings are used for the outcome evaluation measure and are written as:

Foundation Field Objectives:

1. VALUES & ETHICS: Demonstrates a beginning understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the *NASW Code of Ethics*.
2. PROFESSIONAL USE OF SELF: Demonstrates a beginning understanding of social work behavior. This includes abilities such as: distinguishing professional versus personal roles; the elevation of service to others above self interest; awareness of personal strengths and limitations; flexibility in assuming social work roles to cope with change; using supervision effectively; self-reflection; respecting standards of timeliness; appropriate dress and professional boundaries.
3. CRITICAL THINKING: Shows an ability to apply early critical thinking skills to challenges and issues that arise in field placement. This includes: understanding the differences between verifiable facts and value claims; critical examination of arguments and evidence; an openness to examine one's own practice using research to inform practice; and a commitment to providing evidence-based practice when possible.
4. APPLYING THEORY TO PRACTICE: Shows a basic ability to apply community-based generalist practice perspectives to field situations.
5. ADVOCACY: Begins to advocate for underserved and disenfranchised clients or groups in the assigned field placements.
6. DIVERSITY: Approaches fieldwork with an awareness of his or her personal cultural values and biases; shows awareness to self-reflection; and displays an interest in expanding culturally competent practice skills.



7. COMMUNICATION: Demonstrates an ability to respectfully form professional relationships with ability to communicate to clients, groups and staff in the field practicum, as well as maintain basic documentation requirements of the agency.

Advanced Field Objectives:

1. VALUES & ETHICS: Demonstrates a firm understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the NASW Code of Ethics.
2. PROFESSIONAL USE OF SELF: Conducts self with increased autonomy in the professional social work role in the placement setting. This includes abilities such as: understanding personal values and biases and knowing their impact on clients; a commitment to the ongoing development of professional knowledge and skills, and the use of self effectively in the chosen area of concentration.
3. CRITICAL THINKING: Demonstrates the ability to use critical thinking skills in the field setting through successful analysis and synthesis of information, application of evidence-based practice, and a willingness to modify plans of intervention accordingly.
4. APPLYING THEORY TO PRACTICE: Demonstrates an ability to integrate relevant theoretical materials into field experiences in the student's area of concentration. This includes the ability to articulate such theories with field instructors, field staff and/or intervention teams.
5. ADVOCACY: Demonstrates a commitment to and the ability to advocate for clients, groups and/or communities in increasingly complex situations, specific to the student's area of concentration.
6. DIVERSITY: Conducts self with self-awareness and shows increased knowledge of diverse populations with the commitment to provide culturally competent service and advocacy.
7. COMMUNICATION: Demonstrates a professional level of written and oral communication skills relevant to the concentration and shows the ability to communicate across diverse client systems.

This measure represents feedback from field instructors regarding a student's ability to earn credit for the field experience. The instrument also requests narrative comments related to each objective. Field instructors complete evaluations each quarter for students, however, for program assessment purposes, the final evaluation of the foundation and advanced years are used for the quantitative and qualitative analysis. Field Instructors review evaluations privately with students within the context of the supervisory relationship. Thus it is used for triple purposes of student evaluation; student feedback and learning; and program assessment. This field measure is a well established portion of the MSW assessment plan. The instrument is available at the Department website in both MS Word and PDF formats to facilitate field instructor access. Because it is linked to student credit/non-credit evaluation, all students have

this evaluation measure submitted before program completion. This is seen as a direct measure of student performance. ESTABLISHED BENCHMARK = 90% of foundation students and 95% of advanced year students rated  $\geq 3$  (demonstrates skill consistently)

Generalist Practice III Community Project Ratings have only recently been developed at the suggestion of the University WASC committee, after seeing the positive results of the Capstone Project Evaluation. The University's enthusiasm about this form of direct-embedded course assessment translated into funding support to provide staff time to create the measure. Generalist Practice III is the final practice course taught in the foundation year. This course was selected as the point at which to identify a target assignment due to the integration and cumulative nature of the foundation year curriculum. Generalist Practice III, which adopts a macro focus, revolves around a community project assignment in three parts: 1) a community observation, 2) a community profile, and 3) a community problem analysis and intervention plan. An assessment rubric has been developed similar to the Capstone Rubric, guided by the program objectives. Currently being trained in the rubric, this Generalist Practice III Community Project Rating will be piloted by the CSUEB MSW faculty during the spring quarter of 2008. The rubric is attached for the Commission's examination. It will serve as a direct measure of student performance.

ESTABLISHED BENCHMARK = an aggregate calculation of percentage of possible points earned per program objective score will be  $\geq 92\%$

Capstone Ratings were designed and piloted in the spring of 2007. Students select from six capstone options, including the completion of: 1) a community project, 2) a program evaluation, 3) an integrative paper, 4) an advanced case study, 5) a single subject design, or 6) a secondary data analysis. All options must reflect the ability to integrate the MSW curriculum, address an oppressed population, be concentration-specific (that is, Community Mental Health or Children, Youth and Families), and have an applied component. Students write a Capstone Paper and present at a Capstone Poster Session that is open to the University and general community. Poster sessions are held on the Hayward Campus and on the Concord Campus.

The CSUEB MSW program transitioned from a thesis requirement to a capstone project, based on feedback from students, faculty and field instructors. Applying CSWE's feedback model for continuous improvement, it seemed clear that several realities called for this change. Faculty work-load amidst an expanding program, quarter system time limitations, and time restrictions of the students who elect to attend an evening-focused graduate program all spoke to the need for a more circumscribed culminating project. As described earlier, the need for a direct student performance assessment measure for the University's WASC Accreditation process coincided with the rethinking of the capstone, and eventually led to the current Capstone Project Rubric. This rubric will be applied to all Capstone sections this spring. A copy is attached for review. The Capstone Paper is assessed on nine categories and the Capstone Poster Session on five. For each of these the relevant program objective is stated, to facilitate outcome evaluation and objective attainment analysis as a direct measure of student performance.

ESTABLISHED BENCHMARK = an aggregate calculation of percentage of possible points earned per program objective score will be  $\geq 92\%$

Pre-Post Student Surveys are quite similar to those in the *Self Study*. In addition to demographic information and open ended questions, the survey presents 20 items that are self-report measures of skill attainment and preparedness. The attached version marks the targeted program objective beside each item Appendix D). Each program objective is represented by three items that are used to calculate program outcomes and progress toward meeting the objectives. These are listed below in Table 2.

**Table 2: Program Objectives by Relevant Pre-Post Student Survey Items**

A copy of the instrument can be found in Appendix D.

Program Objective	Relevant Pre-Post Survey Items		
Social Work Values & Ethics	1	3	13
Professional Use of Self	11	12	15
Critical Thinking	8	9	14
Applying Theory to Practice	2	7	10
Advocacy	4	5	18
Diversity	9	16	17
Professional Communication	6	19	20

Originally, a clear plan had not been established assigning a specific course in which the pre- and post-surveys would be administered. This was identified by the CSUEB MSW Department Assessment Committee as a vulnerability and left assessment too dependent upon the individual workings of faculty assigned to teach various courses. It also created logistical problems unique to the CSUEB class schedule, related to the end of year class variation due to the Memorial Day holiday and spring quarter finals. In practice, gaps occurred in survey completion, leaving missing data and low response rates. To correct this, the pre- and post-surveys are now embedded in the Field Seminar Syllabi (SW 6020 Field Instruction I and SW 6532 Field Instruction VI). To facilitate administration, the surveys have been prepared for online completion using the Survey Monkey website, for use in the spring of 2008. Available data is presented in 8.1, but the Assessment Committee is committed to securing a more representative response with the 2008 post-survey. This instrument is viewed as an indirect measure of student performance. Students choose a scaled response to the 20 skill attainment self-report items, based on a rating of strongly agree, agree, neutral, disagree, or strongly disagree. The benchmark in the original Self Study was that 75% of students would agree or strongly agree that they were prepared in the given area. The Assessment Committee decided it was appropriate to adjust the benchmark to a more rigorous standard.

ESTABLISHED BENCHMARK = 80% of students will agree or strongly agree at exit (no benchmark is set for the pre-test)

Alumni Surveys have been shortened to bolster data usefulness and increase ease of completion (Appendix E). These changes were based on informal feedback from alumni

who completed the early versions of the survey and from the Assessment Committee's investigation of the limited response rates. In addition, the Alumni Survey is now administered via email, using Survey Monkey, which allows maintenance of respondent anonymity and supports assessment sustainability. The Assessment Committee outlined a plan to complete the Alumni Survey at the 3-6 month post-graduation point at the end of December each year (Hayward students graduate in June, Concord students in September). This measure is well established in the Assessment Plan and serves as another indirect window into student performance and preparedness. It also collects demographic and employment information. Items 27 and 28 on the survey directly query about preparedness in relation to the seven MSW program objectives (as outlined in Table 1). There are three open ended questions to assess most valuable and least valuable MSW education experiences and general comments. This Alumni Survey is sent only to graduates from the current year.

ESTABLISHED BENCHMARK = 80% will report being well or excellently prepared

The Assessment Committee plans to send a Comprehensive Alumni Survey to all graduates upon the matriculation of the program's fifth graduating class. By this time, alumni would have had sufficient time, if it has been their ambition, to seek state licensing (Licensed Clinical Social Worker) or other credentials (such as the School Social Work Credential). Questions to assess these accomplishments will be added to the survey. This large scale Comprehensive Alumni Survey would then be conducted on five year cycles, the first of which will occur in 2008. Thus the first Comprehensive Alumni Survey will be sent out in late December 2008.

Student Grade Point Averages are of limited value due to their global nature, but offer a window into one aspect of student performance. Grade point averages are only reported and accessible to the department if a student falls below the academic benchmark of a GPA of 3.0. Since this is also the department's benchmark, that is, 100% of all students will maintain a GPA above or equal to 3.0., GPA scores are presented in a categorical data form: percent of students with GPA  $\geq$  3.0 and percent of students with GPA  $<$  3.0.

Course Assignments are mentioned in the CSWE stated concerns as an area that deserves articulation of their connection to programs objectives. Two assignments, the Generalist Practice III Community Project (Foundation Year) and the Capstone Project (Advanced Year), have been specifically outlined as direct measures of student performance toward program objectives. In addition, the Assessment Committee has reviewed all syllabi and created for each a matrix that illustrates each of the seven program objectives listed with the course assignments that support that objective. The matrix is listed in each syllabus. A sample is reproduced below from SW6030 Social Policy: History and Philosophy.

## Sample Course Assignment Matrix

### SW 6030: Program Objective and Course Assignments

OBJECTIVE	ASSIGNMENTS
<b>SW Values &amp; Ethics</b>	Video: The Orphan Train (including the Web). Discuss the concept of the "deserving poor" and its relation to social work values and ethics. Brainstorm approaches to serve social welfare clients in a reluctant welfare state. Learn social work values and ethics in different time periods and their impact on policy areas.
<b>Professional Use of Self</b>	Selection of out-group paper topic—identification of area of interest/passion. Develop understanding via readings & discussions of relationship between own ethnic identity & the historical reality of policy & social welfare. Application of self to out-group & policy analysis. Creative presentation of Historical "Newspaper" assignment. Collaboration with peers in small group policy project, with end product of advocacy plan & PPT presentation. Optional participation in Lobby Days.
<b>Critical Thinking</b>	Analysis and discussion of "The Orphan Train." Understand the institutionalized factors in social welfare and the reluctant welfare state. Completion of "out-group" paper. Policy analysis project and completing synergistic analysis.
<b>Application of Theory to Practice</b>	Use of the historical framework to review policy issues in different time periods. Application of theories related to race, class, gender and poverty. Compare social welfare issues then and now. Analyze a selected policy or program by using the knowledge learned in class.
<b>Advocacy</b>	Understand and discuss the impact of policy on urban clients and communities. Brainstorm advocacy strategies for urban clients and communities in the policy arena. Send a letter related to a local advocacy issue to a newspaper or legislator. Participate in NASW Lobby Days.
<b>Diversity</b>	Weekly readings reflection. Understand how and why policy impacts certain populations (or out-groups). Analysis of the adequacy of diversity issues in policy fields.
<b>Professional Communication Skills</b>	Student presentation and participation in class activities. Creative use of media (such as PowerPoint, board, music, role play, etc.) for presentations. Writing class assignments. Newspaper group assignment, Outgroup paper, Policy analysis paper and presentation. Oral presentation of analysis paper and participation in Lobby Days.

In addition, the Assessment Committee reviewed all syllabi to examine the intersection of program objectives with major course assignments and assessments. This did not yield a student performance outcome, but rather a formative outcome that examines the program curriculum. Results from this review will be presented in 8.1, along with a discussion of its uses and implications.

ESTABLISHED BENCHMARK = 100% of courses will address all program objectives.

Employer Surveys is scheduled to be administered in 2010. The Assessment Committee has drafted surveys assessing employer views of alumni preparedness in relation to the seven core objectives. However, challenging questions regarding 1) how to determine which agencies to include while maintaining alumni confidentiality, and 2) whether respondents should be social work supervisors or human resource personnel, have arisen. The greatest concern is alumni confidentiality, in that, many agencies have employed only one program graduate, thus making the subject of the agency responses

quite obvious. The Assessment Committee decided to research employer survey procedures in other institutions, to create a well planned instrument and process, before implementing this part of the Assessment Plan. The Committee views this as an indirect measure. If a feasible Employer Survey can be designed that protects alumni confidentiality, the Assessment Committee plans to implement this at 7 year intervals, staggering with the Comprehensive Alumni Survey.

Procedures for Presenting Assessment Results. The Assessment Committee routinely presents findings to the social work faculty at its monthly meetings and yearly retreats. Results are first reviewed by the Assessment Committee and discussed with the Chair and Field Director, if field related material. The evolution of the Capstone Project offers a prime example of the feedback process and will be discussed in detail in 8.1, since the renewal process is one of the concerns of CSWE.

Following presentation to the general faculty, specific issues are referred to appropriate committees. For example, curriculum issues are sent to the Curriculum Committee and Sequence Committees when indicated. Needs for modification of the evaluation process are delegated to the Assessment Committee. Process and formative issues related to the Department functioning and the student body are reviewed by the Chair and relevant faculty staff, whether that be the Graduate Advisor, the Title IV-E Coordinator, and so on.

## V. Accreditation Standard 8.1

**Concern:** *The program does not present findings on all of its measures. It only presents findings on the alumni survey and pre-test of students' assessment of program objectives. It does not provide the results of classroom assignments nor does it present any post-tests of students' attainment of program objectives. The program still needs to discuss how data are used to affirm and improve the program.*

[8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.]

**Response:** The following section presents findings on direct and indirect measures. Table 3 lists assessment outcomes by program objectives. Shaded areas indicated that the benchmark was achieved. A brief discussion follows for each program objective and resultant program improvements, based on the outcomes. A more in-depth discussion of each measure is in Appendix

**Table 3: Assessment Outcomes by Program Objective**  
 Shading indicates benchmark was met

Objective	Measure	Outcome	Benchmark
Social Work Values & Ethics	Field Instructor Ratings	1 <sup>st</sup> : 94.8% rated ≥ 3 (demonstrated skill consistently)	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> : 100% rated ≥ 3 (demonstrated skill consistently)	95% 2 <sup>nd</sup> Yr
	Capstone Rating	94.7% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	100% rated ≥ 4, agree or strongly agree at exit	80%
	Alumni Survey	64.7% rated ≥ 4 well or excellently prepared	80%
Professional Use of Self	Field Instructor Ratings	1 <sup>st</sup> : 79.3% rated ≥ 3 (demonstrated skill consistently)	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> : 96% rated ≥ 3 (demonstrated skill consistently)	95% 2 <sup>nd</sup> Yr
	Capstone Rating	94 % aggregate calculation of percentage points earned	92%
	Pre-Post Survey	99.3% rated ≥ 4, agree or strongly agree at exit	80%
	Alumni Survey	75.9% rated ≥ 4 well or excellently prepared	80%
Critical Thinking	Field Instructor Ratings	1 <sup>st</sup> : 89.6% rated ≥ 3 (demonstrated skill consistently)	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> : 98% rated ≥ 3 (demonstrated skill consistently)	95% 2 <sup>nd</sup> Yr
	Capstone Rating	93.4% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	97.6% rated ≥ 4, agree or strongly agree at exit	80%
	Alumni Survey	75.8% rated ≥ 4 well or excellently prepared	80%
Applying Theory to Practice	Field Instructor Ratings	1 <sup>st</sup> : 84.5% rated ≥ 3 (demonstrated skill consistently)	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> : 90% rated ≥ 3 (demonstrated skill consistently)	95% 2 <sup>nd</sup> Yr
	Capstone Rating	96% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	97.6% rated ≥ 4, agree or strongly agree at exit	80%
	Alumni Survey	72% rated ≥ 4 well or excellently prepared	80%
Advocacy	Field Instructor Ratings	1 <sup>st</sup> : 84.5% rated ≥ 3 (demonstrated skill consistently)	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> : 98% rated ≥ 3 (demonstrated skill consistently)	95% 2 <sup>nd</sup> Yr
	Capstone Rating	95.8% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	98.1% rated ≥ 4, agree or strongly agree at exit	80%
	Alumni Survey	83.2% rated ≥ 4 well or excellently prepared	80%
Diversity	Field Instructor Ratings	1 <sup>st</sup> : 94.8% rated ≥ 3 (demonstrated skill consistently)	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> : 100% rated ≥ 3 (demonstrated skill consistently)	95% 2 <sup>nd</sup> Yr
	Capstone Rating	97.2% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	97.5% rated ≥ 4, agree or strongly agree at exit	80%
	Alumni Survey	87% rated ≥ 4 well or excellently prepared	80%
Professional Communication	Field Instructor Ratings	1 <sup>st</sup> : 79.3% rated ≥ 3 (demonstrated skill consistently)	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> : 99% rated ≥ 3 (demonstrated skill consistently)	95% 2 <sup>nd</sup> Yr
	Capstone Rating	89.8% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	98.1% rated ≥ 4, agree or strongly agree at exit	80%
	Alumni Survey	64.7% rated ≥ 4 well or excellently prepared	80%

Social Work Values and Ethics. Outcomes indicate a strong showing in the area of social work values and ethics, with the exception of the Alumni Survey. In examining this measure, the assessment committee had two critiques. First, the benchmark is



based on the rating of  $\geq 4$ , which includes “well or excellently prepared” categories. If the percentage is calculated including ratings of  $\geq 3$ , the category of “**adequately prepared**,” the benchmark is easily met at 92.5%. Secondly, the measure for Social Work Values and Ethics is a composite of two distinctly different items. The survey asks,

“How well did the MSW program prepare you for professional practice in the following areas?”

- 3) Understand legal regulations and standards of practice.
- 4) Apply social work values and ethics.

Responses to item 3 yield a 48% “well or excellently prepared” rating, while item 4—the more direct query about values and ethics—resulted in a 81.4% “well or excellently prepared” rating.

Program changes based on this finding include the request that the Assessment Committee review: these items on the Alumni Survey, the wisdom of collapsing these items, and the appropriateness of the  $\geq 4$ , “well or excellently prepared” benchmark. In addition, the elective *Legal Issues in Social Work* was offered in the winter of 2008.

Professional Use of Self. Benchmarks were reached soundly on measures of advanced year Field Instructor Ratings, Capstone Ratings, and Post-Surveys. Field instructors saw the professional use of self as an “emerging skill” in many foundation year students, rather than as something “demonstrated consistently.” A larger percentage of alumni, 92.5% considered themselves to be adequately, well or excellently prepared in this domain, rather than only well or excellently prepared. The program did not feel significant changes needed to be made in this realm, rather there may need to be a re-evaluation of the benchmarks chosen for foundation year students in field and for the Alumni Survey overall.

Critical Thinking. The critical thinking benchmarks were reached with confidence on most measures and almost attained for foundation year Field Instructor Ratings (89.6% with a benchmark of 90%). This reflects a strong achievement in the realm of critical thinking. Again, for the Alumni Survey, if the adequately prepared ratings are included, the percentage rises to 96.3% from 75.8%. The program did not feel changes needed to be instituted in relation to this objective.

Applying Theory to Practice. While the benchmark was surpassed in the Capstone and Post-Surveys, it is of concern that advanced year students did not meet the benchmark of 95% rating by their field instructors as demonstrating this skill consistently. Clearly, having 90% reach this goal is positive, but the program views it to be essential that in applied practice, at least 95% demonstrate skills consistently upon graduation. The first step in program improvement in this realm requires having field instructors identify exactly what areas of theory application are lacking. The program is formulating a plan to assess this, whether by focus groups or survey methods. In addition, the Assessment



Committee is recommending to the faculty that more applied exercises be incorporated in classes, such as vignettes, role plays, and case analyses. The essential aspect of these teaching techniques will be to have students connect the theoretical basis of the practice task at hand, across all levels of intervention (micro, mezzo, macro).

Advocacy and Diversity. Overwhelmingly, the benchmarks are achieved on these two program objectives. For some foundation year students, advocacy is still seen as an emerging skill. The success in this domain certainly reflects the program emphasis and mission, which speaks to cultural competence and empowerment of oppressed groups. A strength of the MSW program, changes are not indicated here.

Professional Communication. Encouragingly, advanced year field instructors and students on Post-Surveys rated scores beyond the benchmark for professional communication. However, in the Capstone Ratings, students fell below the 92% benchmark and achieved a 89.8%. Alumni rated themselves as only 68% well or excellently prepared, although 86.9 % reported adequate, well, or excellent preparation in this area. Faculty interpret these results as a reflection of the general writing challenges faced by the student cohort.

In discussing this, the faculty formulated a plan to complete writing assessments at initial student orientation. The assessment is evaluated by campus writing support staff, who then identify students needing remedial help. Funding for social work writing tutors was obtained, and this service is offered to those students. The direct assessment data from the Capstone also alerted the faculty to place more emphasis throughout the curriculum on writing skill level. Writing skill, including APA format, was adopted as a distinct criterion in grading rubrics for written course assignments throughout the foundation and advanced years. Finally, the department submitted a request, as mentioned in Response II, to initiate a required one unit foundation year course titled, *Academic and Technical Writing for Social Workers*. This is scheduled to begin in the fall of 2008, if approval is given for the curriculum addition.

#### *Additional Outcomes Not Included in Table 3*

Student Grade Point Averages. To date in the 2007-2008 academic year, of 207 students, 3 (1.5%) have been placed on academic probation by the University, which means their GPA < 3.0. The remaining 204 students (98.5%) maintained a GPA ≥ 3.0. This falls just below the Assessment Committee Benchmark of 100%. These 3 students are referred to their advisor to devise a plan to bolster/monitor their academic performance.

Course Assignments Review. The syllabi review that resulted in a matrix being included in all syllabi is not duplicated here due to the unwieldy nature. Informal feedback from faculty has indicated that it provides an efficient mechanism to double-check that all program objectives are targeted. When discussion raised the issue of possible redundancy of the matrix in the syllabi, and possible removal, the result was one of clear protest from faculty. Therefore, the matrix remains in the syllabi.

As described in 8.0, the Assessment Committee also created a series of charts intended to be a living document and Departmental tool, examining the intersection of program objectives with major course assignments and assessments. A major course assignment or assessment is defined as any task that receives points toward the course grade, other than participation/attendance. This document, titled *Intersection of Program Objectives with Major Course Assignments and Assessments*, depicts a table for every course, lists the major assignments/assessments, and lists the target objectives for each. A sample chart for SW 6000 Human Behavior and the Social Environment I is copied below. The complete document is attached in Appendix F.

### Sample Intersection of Program Objectives with Major Course Assignment Chart

SW 6000 Human Behavior and Social Environment I (Program Objective by Course Assignments)

Course Assignment & Assessments	Target Objectives*
Observation & Reflection (Infancy to Adolescence)	A, CT, D, PS
Annotated Bibliography of Human Development Literature	C, CT, VE
Critical Thinking, Integrative Paper	All
Midterm Exam	AP, C, CT
Final Exam	AP, C, CT

\*A=Advocacy, AP=Application of Theory to Practice, C= Communication, CT= Critical Thinking, D=Diversity, PS=Professional Use of Self, VE=Social Work Values and Ethics, All=All 7 Objectives

The document design is such that the Department can easily:

- 1) replace assignments/assessments as syllabi are modified,
- 2) check to be sure that all objectives are being touched upon in all courses, and
- 3) conveniently see an overview of the curriculum assignments/assessments to prevent redundancy and to increase diversity of assignment/assessment methods.

While an excellent tool for fulltime faculty, it also creates a helpful overview for part-time instructors to see the relationship of their course to other courses in the curriculum. In addition, this graphic emphasizes attention to the seven program goals for all faculty, full and part-time, in the service of unified curriculum delivery.

The syllabi survey indicates that program objectives are consistently being targeted via course assignments and assessments. No course was identified that failed to address each objective, thus the established benchmark was met. The document has been submitted to faculty for review. Curriculum issues may be highlighted and create a strong foundation for discussion. Points of attention will be referred to the Curriculum Committee and the appropriate Sequence Committees. For example, examining the charts for SW 6500 and SW 6505 (Advanced Micro Practice for CYF and CMH respectively), one could ask explore whether the assignments between these two courses should reflect more parity. On the other hand, the lack of redundancy in assignments, overall, appears commendable.

## Program Improvement

In addition to the program improvements discussed under each program objective heading, there are several general areas of potential change. First, in relation to the pre- and post-test surveys, the Assessment Committee will explore the wisdom of the eliminating the pre-test and reformulating the exit survey to include a retrospective self-rating of entry level skills, as well as the current exit level competency. The faculty's impression is the pre-survey is not particularly meaningful, in that the instrument asks students to evaluate items whose definitions are understandably unclear to them. Specifically, Professional Use of Self, Social Work Values and Ethics, and Professional Communication, have meaning other than that of a lay-definition. The sense is that this leads to inflated ratings on the pre-survey which will interfere with calculations in change scores.

Secondly, a stronger understanding of the Alumni perception is needed. For example, what exactly does it mean that alumni rated themselves as so unprepared for understanding the legal parameters of practice? The department is organizing a working group of alumni to form an Alumni Organization, to help shed clearer light on findings, and plan desired alumni activities and communications. This should also promote a stronger response rate on the Alumni Surveys.

Thirdly, the Assessment Committee also suggested that the Department Chair establish an annual "Brief Report to the Chair" to be submitted by all Curriculum Sequence Chairs to support a feedback cycle and document accomplishments, changes, and concerns.

Other significant program changes based on feedback and opportunities since the last communication with CSWE include:

- 1) Embed Pre-Post Survey Data Collection in Field Seminar classes;
- 2) Embed updated email and contact information gathering in Field Seminar prior to graduation;
- 3) Increased attention to the Concord program, including:
  - a. Support for the Concord MSW Student Association, *Advocacy in Action*, in direct response to their requests for such intervention;
  - b. Instituting a Departmental newsletter specifically for the Concord program, since the needs, issues, staff, and students reflect differences from the Hayward campus; and
  - c. Orientations, trainings, and town hall meetings held specifically for the Concord Campus;
- 4) Increased frequency of the advanced field seminar to weekly rather than biweekly meetings;
- 5) An extended Field Orientation schedule for foundation year students, making use of the delayed placement start-up schedule to increase field readiness (covers items such as mandated reporting, use of supervision, sexual harassment,

- writing a learning agreement, writing process recordings, safety and self care, and so on);
- 6) Addition of CalSWEC II Community Mental Health funding stipends for fulltime advanced year students, with ancillary support and an adjunctive seminar;
  - 7) Increased use of the Department Website to post forms, schedules, and general information to improve communication;
  - 8) Monthly meetings of all sequences, committees and subcommittees (research, practice, policy, field, human behavior, admissions, student retention, etc.) within the department to make sure communication and changes are well-circulated.
  - 9) Quarterly report and peer evaluation of all part-time faculty. Yearly report of all full-time staff and faculty related to teaching.
  - 10) Quarterly town hall meetings of all students and faculty to receive program feedback, on both campuses.
  - 11) Quarterly Departmental Newsletter to all alums, students, faculty, and community agency to inform/receive news and feedback.

The CSUEB MSW Program remains committed to using assessment data and feedback to strengthen the curriculum and program outcomes. In summary, plans are in place to:

1. implement the Capstone Grading Rubric for all advanced year students,
2. pilot the Generalist Practice III Community Project Grading Rubric for all foundation year students,
3. initiate a foundation year *Academic and Technical Writing for Social Workers* course in 2008-2009,
4. administer the first Comprehensive Alumni Survey to all program graduates in December 2008, and
5. continue the use of the Course Syllabi Matrix system to monitor objective compliance for all courses and sections.

The outcomes from the above plans and the well-established measures will continue to direct program improvement and renewal.

Appendix A  
Field Instructor Ratings of Student Performance



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**FIELD INSTRUCTOR  
INSTRUCTIONS FOR COMPLETING  
FINAL EVALUATION REPORT**

**Note:** The *final evaluation* is intended to provide an opportunity for discussing the student's acquisition of skills, knowledge and professional attitudes and behaviors. This discussion should occur in a meeting scheduled specifically for this purpose and should include:

- the student's *Evaluation of Field Placement* (Appendix W) and the student's *Evaluation of Field Liaison* (Appendix X)
- as well as the field instructor's *final evaluation* (Appendix V) assessment of the student's progress

In preparing for this discussion, the field instructor and student should utilize a variety of resources including the *learning agreement*, the list of minimum competencies and examples of the student's work such as process recordings, charting and/or reports. A discussion of the learning environment is also useful at this time, including the effectiveness of the relationship between the student and the field instructor as it relates to teaching and learning activities.

**Section I: Field Instructor's Rating Assessment**

**Instructions:** Using a rating scale of 1-4, the field instructor is to assess student's progress in the acquisition of skills, knowledge and professional attitudes and behaviors acquired.

**Section II: Field Instructor's Assessment of Student's Progress**

**Instructions:** Referring to the completed *learning agreement* and field objectives, the **field instructor** is to prepare written comments regarding the student's progress in acquiring skills, knowledge and professional attitudes and behaviors for **each field objective**. A minimum of one paragraph is suggested for each field objective. There is also a brief rating scale to help the instructor track progress over the three quarters. Comments and ratings should be discussed with the student.

**Section IV: Grade Recommendation and Signature Page**

Attach signed signature/grade recommendation to *final evaluation*.

5/22/07



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## FIELD INSTRUCTOR FINAL EVALUATION

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\_\_\_\_\_  
Name of Student

1<sup>ST</sup> YEAR MSW [ ]

2ND YEAR MSW [ ]

TITLE IV-E [ ]

CALSWEC II MH [ ]

CYF [ ]

CMH [ ]

PLACEMENT BEGINNING DATE: \_\_\_\_\_ ENDING: \_\_\_\_\_

---

NAME OF AGENCY: \_\_\_\_\_

AGENCY ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_ EMAIL: \_\_\_\_\_

FIELD LIAISON: \_\_\_\_\_

FIELD INSTRUCTOR: \_\_\_\_\_

5/17/07

**Section I: Field Instructor's Rating of Progress**

**Part A: Rating Scale**

- 1= Area of Future Growth
- 2= Demonstrates Emerging Skill
- 3= Demonstrates Skill Consistently
- 4= Demonstrates Advanced Accomplishment

**Please use this table only for Foundation Year Students**

<b><u>Foundation Core Objectives</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>
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**VALUES & ETHICS:**

Demonstrates a beginning understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the *NASW Code of Ethics*.

**PROFESSIONAL USE OF SELF:**

Demonstrates a beginning understanding of social work behavior. This includes abilities such as: distinguishing professional versus personal roles; the elevation of service to others above self interest; awareness of personal strengths and limitations; flexibility in assuming social work roles to cope with change; using supervision effectively; self-reflection; respecting standards of timeliness; appropriate dress and professional boundaries.

**CRITICAL THINKING:**

Shows an ability to apply early critical thinking skills to challenges and issues that arise in field placement. This includes: understanding the differences between verifiable facts and value claims; critical examination of arguments and evidence; an openness to examine one's own practice using research to inform practice; and a commitment to providing evidence-based practice when possible.

**APPLYING THEORY TO PRACTICE:**

Shows a basic ability to apply community-based generalist practice perspectives to field situations.

**ADVOCACY:**

Begins to advocate for underserved and disenfranchised clients or groups in the assigned field placements.

**DIVERSITY:**

Approaches fieldwork with an awareness of his or her personal cultural values and biases; shows awareness to self-reflection; and displays an interest in expanding culturally competent practice skills.

**COMMUNICATION:**

Demonstrates an ability to respectfully form professional relationships with ability to communicate to clients, groups and staff in the field practicum, as well as maintain basic documentation requirements of the agency.

**Total for Final Evaluation (add all ratings)**

**Section I: Field Instructor's Rating of Progress**

**Part A: Rating Scale**

- 1= Area of Future Growth
- 2= Demonstrates Emerging Skill
- 3= Demonstrates Skill Consistently
- 4= Demonstrates Advanced Accomplishment

**Please use this table only for Advanced Year Students**

**Advanced Core Objectives**

**1      2      3      4**

**VALUES & ETHICS:**

Demonstrates a firm understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the NASW Code of Ethics.

**PROFESSIONAL USE OF SELF:**

Conducts self with increased autonomy in the professional social work role in the placement setting. This includes abilities such as: understanding personal values and biases and knowing their impact on clients; a commitment to the ongoing development of professional knowledge and skills, and the use of self effectively in the chosen area of concentration.

**CRITICAL THINKING:**

Demonstrates the ability to use critical thinking skills in the field setting through successful analysis and synthesis of information, application of evidence-based practice, and a willingness to modify plans of intervention accordingly.

**APPLYING THEORY TO PRACTICE:**

Demonstrates an ability to integrate relevant theoretical materials into field experiences in the student's area of concentration. This includes the ability to articulate such theories with field instructors, field staff and/or intervention teams.

**ADVOCACY:**

Demonstrates a commitment to and the ability to advocate for clients, groups and/or communities in increasingly complex situations, specific to the student's area of concentration.

**DIVERSITY:**

Conducts self with self-awareness and shows increased knowledge of diverse populations with the commitment to provide culturally competent service and advocacy.

**COMMUNICATION:**

Demonstrates a professional level of written and oral communication skills relevant to the concentration and shows the ability to communicate across diverse client systems.

**TOTAL for Final Evaluation (add all ratings)**



## Sections II: Field Instructor's Assessment of Student's Progress

### 1) VALUES AND ETHICS

- [ ] Foundation Year: Demonstrates a beginning understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the *NASW Code of Ethics*.
- [ ] Advanced Year: Demonstrates a firm understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the *NASW Code of Ethics*.

Field Instructor's Summary/Comments:

### 2) PROFESSIONAL USE OF SELF

- [ ] Foundation Year: Demonstrates a beginning understanding of social work behavior. This includes abilities such as: distinguishing professional versus personal roles; the elevation of service to others above self interest; awareness of personal strengths and limitations; flexibility in assuming social work roles to cope with change; using supervision effectively; self-reflection; respecting standards of timeliness; appropriate dress and professional boundaries.
- [ ] Advanced Year: Ability to conduct self with increased autonomy in the professional social work role in the placement setting. This includes abilities such as: understanding personal values and biases and knowing their impact on clients; a commitment to the ongoing development of professional knowledge and skills, and the use of self effectively in the chosen area of concentration.

Field Instructor's Summary/Comments:

3) CRITICAL THINKING

- [ ] Foundation Year: Student shows an ability to apply early critical thinking skills to challenges and issues that arise in field placement. This includes: understanding the differences between verifiable facts and value claims; critical examination of arguments and evidence; an openness to examine one's own practice using research to inform practice; and a commitment to providing evidence-based practice when possible.
- [ ] Advanced Year: Demonstrates the ability to use critical thinking skills in the field setting through successful analysis and synthesis of information, application of evidenced-based practice, and a willingness to modify plans of intervention accordingly.

Field Instructor's Summary/Comments:

4) APPLYING THEORY TO PRACTICE

- [ ] Foundation Year: Student shows a basic ability to apply community-based, generalist practice perspectives to field situations.
- [ ] Advanced Year: Demonstrates an ability to integrate relevant theoretical materials into field experiences in the student's area of concentration. This includes the ability to articulate such theories with field instructors, field staff and/or intervention teams.

Field Instructor's Summary/Comments:

5) ADVOCACY

- [ ] Foundation Year: Begins to advocate for underserved and disenfranchised clients or groups in the assigned field placements.
- [ ] Advanced Year: Demonstrates a commitment to and the ability to advocate for clients, groups and/or communities in increasingly complex situations, specific to the student's area of concentration.

Field Instructor's Summary/Comments:

6) **DIVERSITY**

- [ ] **Foundation Year:** Approaches fieldwork with an awareness of his or her personal cultural values and biases; an awareness to self-reflection; and displays an interest in expanding culturally competent practice skills.
- [ ] **Advanced Year:** Conducts self with self-awareness and shows increased knowledge of diverse populations with the commitment to provide culturally competent service and advocacy.

Field Instructor's Summary/Comments:

7) **COMMUNICATION**

- [ ] **Foundation Year:** Demonstrates an ability to respectfully form professional relationships with ability to communicate to clients, groups and staff in the field practicum, as well as maintain basic documentation requirements of the agency.
- [ ] **Advanced Year:** Demonstrates a professional level of written and oral communication skills relevant to the concentration and shows the ability to communicate across diverse client systems.

Field Instructor's Summary/Comments:

**Section IV: Grade Recommendation and Signature Page**

**Field Instructor's Grade Recommendation**

**Note:** Two options are available for a grade recommendation: satisfactory or unsatisfactory. Grade recommendations are for student's overall learning and performance. If there are specific areas of learning and/or performance which are marginal (i.e. neither satisfactory nor unsatisfactory, but needing substantial improvement), these areas should be identified and discussed in an accompanying narrative which describes the problem(s) as well as what the student needs to do to bring his/her performance up to a satisfactory level. **Circle one.**

**SATISFACTORY**

Note: A satisfactory grade recommendation indicates that the student's overall learning and performance is proceeding at an appropriate rate without apparent problems.

OR

**UNSATISFACTORY**

Note: An unsatisfactory grade recommendation indicates that the student's overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s) as well as what the student needs to do to bring his/her performance up to a satisfactory level. This narrative should be attached to this evaluation form.

**Student's comments (optional): attach additional pages as necessary**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Field Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Field Liaison Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Note: This document is a confidential communication between the field instructor, the student, and the School. It is not to be used as a placement of job reference.

**PLEASE ATTACH THIS SIGNED SIGNATURE PAGE TO THE COMPLETED  
FINAL EVALUATION**

Appendix B

Generalist Practice III Community Project Rating

Expanded Grading Rubric

(Insert Here—in Landscape format)

Appendix C

Capstone Ratings

Expanded Grading Rubric for Capstone

(Insert Here—in Landscape format)

Appendix D

Student Self-Report Pre-Post Surveys

**California State University, Eastbay  
Department of Social Work**

MSW Student Survey

- This survey assesses your perception of your current social work skills.
- THIS IS NOT A TEST.
- The information that you and your fellow students provide will assist the department in ongoing review and development of the MSW program.
- Please be assured that your responses will remain anonymous and will in no way affect the evaluation of your performance as a student.
- Your responses will be grouped statistically and are completely confidential.

**Instructions:**

In the first section, please indicate how much you disagree or agree with the statements by circling the appropriate number

In the Demographic section, please check your answer or fill in the blank

Be sure to respond to all statements.

***Do not put your name or any other identifying information on the survey.***

Thank You!

MSW Pre-Post

**1 STRONGLY DISAGREE   2 DISAGREE   3 NEUTRAL   4 AGREE   5 STRONGLY AGREE**

<b>Item</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1 E	I am prepared to practice social work following the NASW Code of Ethics.	1	2	3	4	5
2 TH	I am prepared to practice advanced social work skills.	1	2	3	4	5
3 E	I am able to deal with ethical practice dilemmas.	1	2	3	4	5
4 A	I am able to advocate from a strengths perspective for clients and families.	1	2	3	4	5
5 A	I am able to advocate from a strengths perspective for groups and communities.	1	2	3	4	5
6 SC/A	I am able to write and manage a grant that would promote service or social change.	1	2	3	4	5
7 Th	I am able to complete a professional psychosocial assessment.	1	2	3	4	5
8 CT/R	I am able to evaluate research from both an ethical and culturally competent perspective.	1	2	3	4	5
9 CT/R/D/E	I am able to design research from both an ethical and culturally competent perspective.	1	2	3	4	5
10 Th	I am able to apply social work theory from multiple perspectives, (i.e., person-in-environment, policy analysis, and systems theory).	1	2	3	4	5
11 PUS	I am able to seek and use professional supervision.	1	2	3	4	5
12 PUS	I am able to set professional boundaries with clients.	1	2	3	4	5
13 PUS/E	I am able to identify non-professional conduct and understand its consequences.	1	2	3	4	5
14 CT	I am able to apply professional critical thinking skills to practice.	1	2	3	4	5
15 PUS	I am able to understand that my personal biases and reactions affect my practice.	1	2	3	4	5
16 D	I am able to provide appropriate services to clients who are different from me.	1	2	3	4	5
17 D	I am able to address practice issues relating to age, disability, gender, race, sexual orientation, and class.	1	2	3	4	5
18 D	I am able to engage and mobilize stakeholders with differing beliefs to work toward social change on behalf of oppressed populations.	1	2	3	4	5
19 C	I am able to write at a professional MSW level, using the APA style when necessary.	1	2	3	4	5
20 C	I am able to orally communicate with a broad social work audience, including clients, colleagues, professionals and political authorities.	1	2	3	4	5



Demographic Information

21. Concentration: (1)CYF (2)CYF-IVE (3) CMH (4) CMH-CalSWECII
22. Campus: (1)Hayward (2)Concord
23. Gender: (1)Female (2)Male (3) Transgender
24. Sexual Orientation: (1) Straight\_\_\_ (2)Gay/Lesbian\_\_\_ (3) Bisexual\_\_\_ (4) Other\_\_\_
25. Age: (1) 25 or under (2) 26-30 (3) 31-35 (4) 36-40  
 (5) 41-45 (6) 46-50 (7) 51-55 (8) 56-60 (9) 61-65 (10) over 65
26. Ethnicity: \_\_\_\_\_
27. Marital Status: \_\_\_\_\_(1) single, never-married  
 \_\_\_\_\_(2) married  
 \_\_\_\_\_(3) separated  
 \_\_\_\_\_(4) divorced  
 \_\_\_\_\_(5) widowed  
 \_\_\_\_\_(6) co-habiting  
 \_\_\_\_\_(7) other, please specify \_\_\_\_\_
28. Number of children at home under your care:  
 0 1 2 3 4 5 6 7
29. While school was in session, how many hours per week on average did you work for pay (not including your internship)? \_\_\_\_\_(1) None  
 \_\_\_\_\_(2) married  
 \_\_\_\_\_(3) separated  
 \_\_\_\_\_(4) divorced  
 \_\_\_\_\_(5) widowed  
 \_\_\_\_\_(6) co-habiting  
 \_\_\_\_\_(7) other, please specify \_\_\_\_\_
30. While in school, did you receive financial aid?  
 \_\_\_\_\_(0) no  
 \_\_\_\_\_(1) yes, please specify: \_\_\_\_\_
31. How much paid social work related experience did you have prior to entering this program?  
 0 1 year or less 2 years 3 years 4 years 5 years or more
32. How much un-paid social work related experience did you have prior to entering this program?  
 0 1 year or less 2 years 3 years 4 years 5 years or more

***THANK YOU VERY MUCH***

Appendix E

CSUEB MSW Alumni Survey

(Insert Part 1 & 2 of Alumni Survey Here)

Appendix F

**CSUEB MSW Program  
Intersection of Program Objectives with Major Course Assignments & Assessments  
(In Process, Only Completed Charts Included in this Draft)**

**Objective Abbreviation Key**

- |  |                                    |
|--|------------------------------------|
| A = Advocacy                           | D = Diversity                      |
| AP = Application of Theory to Practice | PS = Professional Use of Self      |
| C = Communication                      | VE = Social Work Values and Ethics |
| CT = Critical Thinking                 | All = All 7 objectives             |

**FOUNDATION YEAR**

**SW 6000 Human Behavior and Social Environment I**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Observation & Reflection (Infancy to Adolescence)	All
Annotated Bibliography of Human Development Literature	C, CT
Critical Thinking, Integrative Paper	All
Midterm Exam	AP, C, CT, VE
Final Exam	AP, C, CT, VE

**SW 6001 Human Behavior and Social Environment II**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
My Life: A Psychosocial Assessment	AP, C, PS
Interview with An Older Adult	All
DSM IV-TR Group Presentation	AP, C, CT, VE
Final Exam	All

**SW 6010 Race, Gender, and Inequality in Social Work Practice**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Reading Reflection & Class Facilitation	A, C, CT, D, PS, VE
Scenario Response Papers (2)	All
Final Paper on Cultural Competence & Diversity	A, C, CT, D, PS, VE
Student Presentation of Final Paper	All

**SW 6011 Generalist Practice I**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Self Assessment	CT, PS, VE
Experiential Assignment	All
Biopsychosocial Assessment & Treatment	AP, C, CT, D
Final Exam	All

## SW 6012 Generalist Practice II

Course Assignment & Assessments	Target Objectives
Oral Website Report on Family or Group Intervention	C, CT, PS
Family Assessment Paper (Gilbert Grape)	AP, C, Ct, PS, VE
Task Group Paper on Family or Group Issue	All
Task Group Presentation/Role Play	All
Individual Reflection Paper on Task Group Process	AP, C, CT, PS
Final Exam	All

## SW 6013 Generalist Practice III

Course Assignment & Assessments	Target Objectives
Community Observation	A, CT, D, PS, VE
Community Profile	All
Problem Analysis and Intervention Plan	All
Class Presentation of Plan	All

## SW 6020 Field Instruction I

Course Assignment & Assessments	Target Objectives
Goal Setting	CT, PS
Agency Analysis	AP, CT, VE
Segal et al. Text Exercises	Varies by exercise
Weekly Learning Log	C, PS
Learning Agreement	All
1 <sup>st</sup> Progress Report	All

## SW 6021 Field Instruction II

Course Assignment & Assessments	Target Objectives
Segal et al. Text Exercises	Varies by exercise
Weekly Learning Log	C, PS
Apply for 2 <sup>nd</sup> Yr Placement & Update Resume	A, C, CT, PS
Process Recording	AP, C, CT, PS
Case Presentation	All
Supervisory Relationship Analysis	AP, C, CT, PS

## SW 6022 Field Instruction III

Course Assignment & Assessments	Target Objectives
Segal et al. Text Exercises	Varies by exercise
Weekly Learning Log	C, PS
Process Recording	AP, C, CT, PS
Reflection Paper	AP, C, CT, PS
Final Progress Report	All

**SW 6030 Social Welfare Policy: History and Philosophy**

Course Assignment & Assessments	Target Objectives
Outgroup Paper	A, C, CT, D, VE
Historical Newspaper	C, CT
Group Policy Initiative & Advocacy Paper	All
Advocacy Letter	A, C, CT, PS, VE
Group Presentation of Policy Issue	All

**SW 6032 Social Work Research**

Course Assignment & Assessments	Target Objectives
Journal Articles Review	AP, C, CT
Midterm Exam	A, AP, C, CT, D, VE
Emancipated Youth Questionnaire Development	A, AP, C, CT, PS
Final Examination	A, AP, C, CT, D, VE

**SW 6400 Title IV-E Seminar (1 unit)**

**ADVANCED YEAR: CHILDREN YOUTH & FAMILIES**

**SW 6500 Advanced Micro Practice CYF**

Course Assignment & Assessments	Target Objectives
Application of Intervention Based on Selected Theoretical Approach (Case Focused)	AP, CT, PS
Theory & Evidence-based Intervention Paper	AP, C, CT
Reading Response: Spirit Catches You & You Fall Down	A, D, VE
Group/Individual Paper Presentation	AP, C, PS

**SW 6510 Advanced Mezzo Practice CYF**

Course Assignment & Assessments	Target Objectives
Clinical Research Paper on Group Practice	AP, C, CT, D, VE
CYF Human Service Organization Group Presentation	A, AP, C, CT, D, PS
CYF Human Service Organization Group Paper	A, AP, C, CT, D, PS

**SW 6520 Advocacy and Macro Practice CYF**

**SW 6530 Field Instruction IV CYF**

**SW 6531 Field Instruction V CYF**

**SW 6532 Field Instruction VI CYF**

**SW 6932 Qualitative and Quantitative Analysis**

Course Assignment & Assessments	Target Objectives
Ethnographic/Qualitative Interview & Analysis	All
Critique of Empirical Research Paper	AP, C, CT, D, VE
Group Survey Data Project	AP, C, CT,

**SW 6935 Program Evaluation**

**SW 6959 Integrative Seminar (Capstone)**

Course Assignment & Assessments	Target Objectives
Capstone Project and Paper	All
Capstone Poster Session	All

**ADVANCED YEAR: COMMUNITY MENTAL HEALTH**

**SW 6405 Community Mental Health Seminar (for CalSWEC II students only, 1 unit)**

Course Assignment & Assessments	Target Objectives
CMH Seminar Paper	AP, C, CT, VE
Group Presentation: Ethnic or Specific Group Topic	A, AP, C, CT, D, PS

**SW 6505 Advanced Micro Practice CMH**

Course Assignment & Assessments	Target Objectives
Diagnostic videotape interview & paper	AP, C, CT, D, PS
Cognitive Behavioral Interventions Role Play & Paper	AP, C, CT, PS
Take-Home Final	AP, C, CT, , D, VE
Leading Class Discussions	A, AP, C, CT, PS

**SW 6515 Advanced Mezzo Practice CMH**

**SW 6525 Advocacy and Macro Practice CMH**

Course Assignment & Assessments	Target Objectives
New York Times Article Editorial Response Paper	C, CT, PS
New York Times Article Class Presentation/Discussion Leader	C, CT, PS
Universal Health/Mental Healthcare Advocacy Letter	A, C, CT, D, VE
Community Macro Project in Mental Health (Paper, Community Presentation, Self-Reflection)	A, AP, C, CT, PS

**SW 6530 Field Instruction IV CMH**

**SW 6531 Field Instruction V CMH**

**SW 6532 Field Instruction VI CMH**

**SW 6932 Qualitative and Quantitative Analysis**

Course Assignment & Assessments	Target Objectives
Ethnographic/Qualitative Interview & Analysis	All
Critique of Empirical Research Paper	AP, C, CT, D, VE
Group Survey Data Project	AP, C, CT,

**SW 6935 Program Evaluation**

**SW 6959 Integrative Seminar (Capstone)**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Capstone Project and Paper	All
Capstone Poster Session	All

**ELECTIVES****SW 6550 Social Work Social Rehabilitation****SW 6552 Legal Issues in Social Work Practice**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Legal Vocabulary & Concepts Quiz	AP, CT, VE
News Analysis on Legal Issue Affecting Social Work	AP, C, CT, VE
Online "Go To" Tasks	AP, C, CT
In-Depth Group Issue Assignment (handout, presentation, paper)	All

**SW 6553 Assessment and Treatment of Substance Abuse****SW 6559 Youth and the Justice System****SW 6560 Family Violence across the Lifespan****SW 6561 Advanced Psychosocial Assessment & Diagnosis****SW 6562 Crisis Intervention & Brief Treatment**

## Appendix G

**In-Depth Discussion of Outcomes**

Field Instructor Ratings of Student Performance. In Table 4, Field Instructor Ratings of Student Performance are presented for foundation and advanced year students, based on final field evaluations from academic year 2006-2007.

**Table 4: Field Instructor Ratings of Student Performance  
Foundation & Advanced Year, Final Field Evaluation, 2007**

Program Objective	Foundation Outcome* n=58 Entry Year 2006 Cohort	Advanced Outcome* n=61 Entry Year 2005 Cohort
Social Work Values & Ethics	94.8%	100%
Professional Use of Self	79.3%	96%
Critical Thinking	89.6%	98%
Applying Theory to Practice	84.5%	90%
Advocacy	84.5%	98%
Diversity	94.8%	100%
Professional Communication	79.3%	99%

\* Instrument rating scale: 1 = Area of Future Growth; 2 = Demonstrates Emerging Skill; 3 = Demonstrates Skill Consistently; 4 = Demonstrates Advanced Accomplishment

The established benchmark for this measure was 90% of foundation year and 95% of advanced year students would be rated  $\geq 3$  (demonstrates skill consistently). One should keep in mind that the foundation and advanced year criterion are designed on a scaffold, increasing the level of sophistication. Foundation year students met the benchmark in the objectives of values and ethics and diversity. The critical thinking benchmark was almost achieved at 89.6%. The more challenging areas proved to be advocacy (84.5%), application of theory to practice (84.5%), professional use of self (79.3%), and communication (79.3%). Advanced year students scored at or well above the benchmark on all objectives. The findings have been presented to the faculty and curriculum committees. Since the use of the Likert Scale on this measure is new, there is not data to compare the Entry Year 2005 Cohort's advanced Year Scores with its foundation year scores. The results of the foundation year may indicate a developmental learning process. This should become more apparent over time. The advanced year results are particularly encouraging in relation to assessment of applied professional social work skills.

Capstone Ratings. This discussion of the piloted Capstone Project Ratings will serve as both a direct outcome measure and as an example of using programmatic feedback to improve the program. The description will be organized into six sections: 1) a brief historical summary, 2) target improvements, 3) changes implemented, 4) learning artifacts, 5) assessments methods, and 6) the impact on learning.



1) Historical Summary. **2005.** The first CSUEB MSW graduating class (spring 2005) completed Departmental theses. Qualitatively, faculty reported disappointment in the thesis process and outcomes, largely due to limited time within one quarter (10 weeks) to provide adequate thesis supervision. Upon exploring culminating experience requirements of neighboring MSW programs and discussing program needs faculty decided to replace the departmental thesis with a capstone project.

**2006.** To fulfill the capstone requirement, the second graduating class (spring 2006) were given the option to complete a literature review, case study, single subject design, secondary data analysis, program evaluation, or community project. Faculty continued to feel disappointment about the outcomes reporting that 1) many students elected to do a literature review and in retrospect, this did not seem representative of MSW level training; and 2) the results did not reflect the program commitment to advocacy and social change.

- 2) Target Improvements. From students, faculty wanted to see evidence of:
- a. concentration-based curriculum integration,
  - b. mastery of the core seven objectives,
  - c. commitment to social justice and change in relation to work with oppressed groups, and
  - d. application of skills and findings to a case, agency or community setting.

In addition, ancillary objectives included:

- a. the design of an assessment tool for the capstone projects to facilitate quantitative comparisons across years;
- b. the presentation of clear information to students to reduce the unnecessary anxiety and uncertainty about the capstone, as well as foster enthusiasm about the task; and
- c. increasing faculty consistency around implementation and assessment of the capstone.

3) Changes Implemented. The following changes were implemented for the spring 2007 cohort:

- a. *Capstone Integrative Project Guide.* The faculty developed a step-by-step guide that spells out the objectives, expectations and the six format options (Community Practice Project, Integrative Paper, Program Evaluation, Advanced Case Study, Single Subject Design, or Secondary Data Analysis). The Literature Review option was eliminated, and instead, each format required a literature review section. This guide was posted on the program website. The project requirements were expanded to include curriculum integration, an applied aspect, and a poster session.
- b. *Capstone Integrative Project Power Point.* The faculty created a power-point to introduce the students to the capstone project. This was shared and discussed with the students at their fall 2006 orientation. It was been included in the first year *Introduction to Social Work Research* class to reduce student anxiety about

the second year expectations. The power point is posted on the program website.

- c. *Integrative Seminar Capstone Syllabus*. Faculty designed a new capstone syllabus to specifically address the new requirements. This is also posted on the website.
- d. *Poster Sessions*. Open poster sessions were held on both the Hayward and Concord campuses.

4) Learning Artifacts. The capstone paper/project and the poster sessions served as the direct artifacts of learning. Posters could either be physical, traditional style presentations or electronic.

5) Assessment Methods.

- a. *Expanded Capstone Paper Grading Rubric*. Faculty piloted a grading rubric at the Concord Campus program where the largest number of students worked with one faculty member. This rubric takes into consideration specific capstone requirements, core program objectives, the importance of curriculum integration, and the contribution to social work (advocacy and working with oppressed populations). These sheets are completed and given to the student.
- b. *Expanded Capstone Poster Session Grading Rubric*. Since the poster session was an added component to the capstone experience, a separate rubric was created, appropriate to a presentation. Again this was piloted in Concord. The completed rubric is given to the student.
- c. *Capstone Grading Summary Sheet*. A summary sheet was formatted so faculty could track their grade point breakdowns.

6) Impact on Learning/ Outcomes

*Capstone Paper/Project*. Without similar data from previous years, it is premature to assess quantitative impact on learning. However, faculty and students qualitatively report greater satisfaction with the capstone process and outcomes this year. In relation to process, the power point and guide increased clarity of expectations and reduced anxiety. With respect to outcome, faculty felt pleased with students' ability to move beyond a literature review to an applied domain. The sense is that the requirement of an applied component increased student attention to the core objectives of advocacy and diversity.

In Concord, the piloted rubric results are attached in a summary table. Of 17 enrolled students, 16 completed their capstone and one received an incomplete. Of 65 points possible, the average was 60.78 (range 56.0 - 63.5), making the average letter grade an A-. Of the issues of specific concern to the faculty, that is, curriculum integration and making a contribution to social work with oppressed groups, the students scored very high (6.78 and 7.0 respectively, both out of a possible 7 points each). The areas showing the greatest room for improvement are listed with the average percentages of possible points earned for each: writing a literature review

(91%), writing reference and appendix sections appropriately (91%), and using graduate level writing with APA style (85%). These results match our students: a diverse group of students--high on passion, experience, and commitment to social justice—who often enter graduate education with limited writing skill sophistication and training. All three of the areas of challenge are writing related.

Since the point values for different aspects of the paper/project vary, the outcomes in relation to program objectives are calculated in terms of percentages. Table 5 presents program objective outcomes in relation to Capstone Project Rubric Criterion points earned in percentages.

**Table 5: Capstone Project/Paper Ratings Outcomes by Program Objectives  
Pilot Results, Concord Program, Spring 2007, n=16**

Program Objective	Capstone Project/Paper Items	Outcome/ % Points Earned
Social Work Values & Ethics	Items 3, 4	94.7
Professional Use of Self	Items 3, 4, 5	94.0
Critical Thinking	Items 2, 3, 4	93.4
Applying Theory to Practice	Items 3, 8	96.0
Advocacy	Items 3, 5, 9	95.8
Diversity	Items 3, 9	97.2
Professional Communication	Items 1, 6, 7	89.8

Again, these results reflect, in a different form, the challenge in professional communication (89.8% of points earned), with greatest strengths in the objectives of diversity, application of theory to practice, and advocacy (97.2%, 96.0%, and 95.8% respectively). The established benchmark of  $\geq 92\%$  was met for all program objectives except professional communication.

*Capstone Poster Presentation.* Overall, students performed very well with this task. The average point award was 24.75 out of 25 points, with the average letter grade being an A. One student struggled with poster clarity and visual quality and another's handout was not quite as clear as it could have been. But overall, this was a positive place for the students to shine and embrace their work, after a very hard 10 week push to produce the capstone paper/project. It also provided a time to share their work with each other, family, friends, field instructors and other faculty. Finally, it offered a time of closure and celebration of their commitment to the profession and program's mission.

Pre-Post Student Surveys. For the student cohort that graduated in 2007 (entered the program in 2005), the 80% moderately or strongly agree benchmark on self-reported skill level attainment was easily met. However, this result must be viewed with caution, due to the low response rate. Due to the vulnerabilities discussed in 8.0 concerning administration of this survey, this particular post-test was by necessity sent out after the end of classes via email using Survey Monkey, an online survey program. This effort resulted in a response of 27 out of 82 graduating students (response rate of 32.9%)..

This low rate partly reflects incomplete email information for students. Thus the results may reflect a skew of students who stay in contact with the school via email, those who have stayed in the area, and those who feel positively about the program. This in mind, the results are presented in Table 6 below.

**Table 6: Pre- and Post- Survey Results for 2005-2007 Student Cohort**  
**2005 n = 82**                      **2007 n = 27**  
 Shading indicates 80% benchmark met

Program Objective	Pre-test Fall 2005	Post- test Spring 2007 (% Moderately/Strongly Agree)	Relevant Items on Spring 2007 Survey
Values and ethics	58%	100%	5, 6, 7,
Professional use of self	75%	99.3%	2, 8, 9, 10, 21
Critical thinking	63%	97.5%	11, 12, 13
Applying theory to practice	48%	97.5%	14, 16, 17
Advocacy	51%	98.1%	15, 18
Diversity	59%	97.5%	1, 3, 4
Communication	60%	98.1%	20, 22

Based on the 27 respondents, the benchmark of 80% was easily met on all objectives. The Assessment Committee is committed to improving the response rate. The Committee also recognizes that this sample of respondents may also be skewed toward the Title IV-E Child Welfare Stipend recipients, because they are legally required to maintain contact with the IV-E Coordinator and thus tend to have current emails on file with the department.

The pre-test results for the students who entered the program in 2007 are listed in Table 7.

**Table 7: Pre- Test Results for Fall 2007 Student Cohort**  
**n= 79**

Program Objective	Fall 2007 Pre-Test (%Moderately or Strongly Agree)	Relevant Items on Fall 2007 Survey
Values and ethics	75.7%	1, 3
Professional use of self	83.0%	11, 12, 15
Critical thinking	63.6%	8, 13, 14
Applying theory to practice	46.7%	2, 4, 5, 10
Advocacy	51.1%	4, 5, 18
Diversity	60.7%	9, 16, 17
Communication	26.6%	6, 7, 19, 20

Most program objectives at student entry are well below the exit benchmark of 80%, most notably, that of professional communication. However, professional use of self and social work values and ethics are rated rather high (83% and 75.7%, respectively) for beginning students, yet faculty knows a large learning curve exists during the foundation year on both of these items. One interpretation of this outcome reflects the possibility that incoming students do not really grasp the concept that they are being asked to rate, and thus cannot provide an accurate assessment. This pattern has been observed with

previous cohorts as well. The Assessment Committee would like to explore whether it would be more effective to eliminate the pre-test for this reason, and instead, include a retrospective self-skill level assessment at program exit, along with the current exit-skill level survey. This methodology would enable the student to self-reflect on skills, using terminology whose meaning has now been learned in the MSW curriculum. Potentially, this format may more accurately reflect changes in perceived skill attainment. The Committee intends to research this option

Alumni Surveys. The latest Alumni Survey was distributed to 60 graduates in January 2008 using Survey Monkey. There were 30 respondents (50% response rate). Hayward and Concord alumni were combined for analysis. Program diversity was evident with the following demographics:

- Ethnicity: 28% African American; 14% Asian; 14% Latino; 14% White; 14% mixed; 14% other
- Sexual Orientation: 96% heterosexual; 4% gay/lesbian
- Language: 70% monolingual; 28% multilingual

Other outcomes were encouraging, including the fact that:

- 7% earn between \$80,000-99,000 where as before, no one was making this amount;
- 35% earn \$60,000-79,999 where as before, only 14% made this amount;
- 14% went on to further education since the MSW degree
- 86% have fulltime jobs; with only 3% unemployed
- 90% are employed in a social work position; 85% are in either public or private agency; (29% in child protective services, 18% community based family services, 11% in community mental health, 11% in medical social work, 21% in other social work agencies). A significant number 7% are in aging related agency.
- 68% in direct service; 14% are in management and supervision; and 4% in community organizing
- 48% plan on pursuing licensure and 44% are working on it right now; 8% were not interested in it.

When asked if their education at CSUEB prepared them for their current job, 67% felt it did “strongly”, while 26% chose “somewhat.” Seven percent reported that they did not get much from their MSW education. Ninety percent would recommend the program to someone interested in an MSW but 11% would not. This negative response is perhaps a point that should prompt further inquiry. Perhaps a follow-up question on the survey is indicated, such as, “If not, why not?”

Results from question 27, which asks alumni to rate preparedness on 14 items designed assess the seven core program objectives are presented below. Two items were designed to be collapsed into a core objective measure. Collapsed data into the seven core objectives measures is in Table 8.

**Table 8: 2007 Alumni Survey Outcomes by Program Objectives  
(Question 27) n = 30**

Shading indicates 80% benchmark met

Program Objective	Outcome/ % reported well or excellently prepared	Outcome/ % reported adequately, well or excellently prepared	Alumni Question 27 Relevant Items
S W Values & Ethics	64.7	92.5	Items 3, 4
Professional Use of Self	75.9	92.5	Items 5, 6
Critical Thinking	75.8	96.3	Items 7, 8
Applying Theory to Practice	72.0	100.0	Items 1, 2
Advocacy	83.2	94.4	Items 9, 10
Diversity	87.0	92.6	Items 11, 12
Communication	68.0	86.9	Items 13, 14

The benchmark of 80% of respondents reporting being well or excellently prepared was met in relation to advocacy and diversity objectives, but not in the other five areas. Three points must be kept in mind when examining these results.

First, the Likert Scale presented a choice of: unprepared, poorly prepared, adequately prepared, well prepared, and excellently prepared. The outcomes presented above do not include those alumni who viewed that the program adequately prepared them on the objectives. If these are included, the benchmark is met on all objectives as can be seen in Table 7 in the third column.

Second, the response rate again was 50%. If the program continues to administer surveys online via email, a stronger system must be established to maintain a current email database for alumni. The assessment committee has suggested that an exit contact information update form be integrated into all field seminars, to be completed prior to graduation. Students also need to be educated about the importance of participating in such data collection efforts.

Finally, this is the first time the items on this alumni survey have been used. It appears that more accurate information may be available from the individual items rather than the collapsed objective scores, indicating that the two items used for each score may be assessing two very divergent aspects of the objective. For this reason the item results are listed below in Table 9.

**Table 9: 2007 Alumni Survey Outcomes for Question 27, Separate Items; n = 30**  
 Shading indicates 80% benchmark met

(How well did the MSW program prepare you for professional practice in the following areas?)

Item	Target Objective	Collapsed Objective Percentage	Outcome/ % reported well or excellently prepared
1 Integrate evidenced-based interventions across the practice continuum (micro to macro) level	Application of theory to practice	72.0	62.8
2 Complete a strength-based bio-psychosocial-spiritual assessment	Application of theory to practice		81.4
3 Understand legal regulations & standards of practice	SW values & ethics	64.7	48.0
4 Apply social work values and ethics	SW values & ethics		81.4
5 Effectively use self as a social work tool	Use of Self	75.9	70.3
6 Identify & modify personal & professional barriers to effective practice	Use of Self		81.5
7 Critically analyze challenges from an ecological perspective	Critical thinking	75.8	74.0
8 Analyze the impact of practice & policies on individuals & communities	Critical thinking		77.7
9 Advocate for social justice for disenfranchised populations	Advocacy	83.2	81.4
10 Influence change through advocacy & empowerment	Advocacy		85.0
11 Understand mechanisms of discrimination & oppression	Diversity	87.0	88.8
12 Work from a culturally competent perspective	Diversity		85.2
13 Communicate with SW professionals	Communication	68.0	77.0
14 Write at a professional MSW level	Communication		59.2

Two of the most concerning results are communication (68%) and social work values and ethics (64.7%). If one examines the individual items that make-up the collapsed scores, a few questions arise about the quality of the items themselves. In relation to communication, alumni are asked how well the MSW program prepared them for professional practice in the following areas:

- 13 Communicate with social work professionals (77% said well or excellently)
- 14 Write at a professional MSW level (59% said well or excellently).

Some faculty questioned what “professional MSW level” means exactly, suggesting that this item may be confounding. However, it should be recognized that struggles with writing skills have been a consistent theme in student assessment outcomes.

Concerning the social work values and ethics items, these are:

- 3 Understand legal regulations and standards of practice (48% said well or excellently)
- 4 Apply social work values and ethics (81.4% said well or excellently).

The question was raised whether expecting one to understand legal regulations and standards of practice implies more of a post-graduate level of training. This issue needs to be clarified. In response, the department did offer an elective titled *Legal Issues in Social Work* in the winter quarter of 2008.

Also, in the skill of applying theory to practice, alumni felt significantly more prepared to complete a bio-psychosocial spiritual assessment than they did in applying evidenced-based practice. This indicates a needed area of focus for the program—that is, to strengthen preparation for evidenced-based practice. This most probably is related to the lower scores on critical thinking, as well.

The potential information to be gleaned from a well administered alumni survey encourages the program to increase efforts to bolster response rates on this assessment tool.







# COUNCIL ON SOCIAL WORK EDUCATION

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June 16, 2007

Mohammad H. Qayoumi, Ph.D.  
President  
California State University, East Bay  
Office of the President  
25800 Carlos Bee Boulevard  
Hayward, California 94542-3001

Dear President Qayoumi:

At its June 2007 meeting, the Commission on Accreditation (COA) reviewed the Progress Report for the master's social work program. The COA voted to receive the report and request a second progress report for review by the COA.

In taking this action, the Commission identified five (5) areas of concern remaining, not addressed in the first progress report. Those five areas of concern are listed below.

### **Accreditation Standard 1.2**

*The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).*

The program does not provide a narrative that explains the relationship between program objectives and EP3.0. The relationship must be inferred from the matrix.

### **Accreditation Standard 2.0**

*The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.*

President Qayoumi  
California State University, East Bay  
Page 3

**Accreditation Standard 8.1**

*The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.*

The program does not present findings on all of its measures. It only presents findings on alumni survey and pre-test of students' assessment of program objectives. It does not provide the results of classroom assignments nor does it present any post-tests of students' attainment of program objectives. The program still needs to discuss how data are used to affirm and improve the program.

Submit three copies of the report no later than April 1, 2008 for review during the June 2008 COA meeting.

Please be in touch with Dr. Dean Pierce, Director, Office of Social Work Accreditation and Educational Excellence, if there are any questions about this letter or the procedures and actions of the Commission of Accreditation.

Sincerely,



Stephen Holloway, Ph. D., Chair  
Commission on Accreditation

SH/BT

CC: Terry Jones, Ph.D., Chair  
Department of Social Work





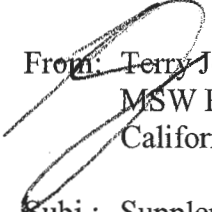
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April 13, 2007

To: Dean Pierce, Director  
Council on Social Work Education

From:  Terry Jones, Director  
MSW Program  
California State University, East Bay

Subj.: Supplemental Material to Response Report

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Please distribute the following materials to the commissioners who will be reviewing the response report submitted by California State University, East Bay on March 5, 2007. These are additional supporting materials in relations to AS 2.0. These materials include:

- Revision of the Student Handbook, page 10; and
- The current academic year course schedule.

If you have questions or need additional information please let me know.

California State University East Bay  
Master of Social Work

# Student Handbook 2006/07

## **Program Curriculum**

The curriculum for the California State University East Bay MSW program is based on the *Educational Policy and Accreditation Standards* (Appendix A) developed by the Council on Social Work Education. The curriculum has been developed to provide students with the knowledge, skills and abilities within the previously defined MSW mission, goals and objectives. Students specialize according to client populations, selecting Community Mental Health (CMH) or Children, Youth and Families (CYF) as their concentration. Within each of the client population focused concentrations, adults are included in both arenas, so students are exposed to life cycle issues and concepts from birth to old age.

The MSW curriculum is designed to provide generalist foundation courses and advanced focused courses, allowing the maximum of advanced, specialized education. Generalist courses are taken in the first year of study and specialization specific courses build on the generalist foundations during the second year of coursework.

## **Curricular Requirements**

### **A. Core requirements (48/49 units) Required Courses – 1<sup>st</sup> year – all students**

Prerequisite courses (STAT 1000 or equivalent and human biology or anatomy and physiology) must be completed before taking the required courses.

SW 6000, 6001 Human Behavior and Social Environment I, II (4,4)

SW 6010 Race, Gender, and Inequality in Social Work Practice (4)

SW 6011, 6012, 6013 Generalist Practice I, II, III (4,4,4)

SW 6020, 6021, 6022 Field Instruction I, II, III (4,4,4)

SW 6030 Social Welfare Policy (4)

SW 6032 Social Work Research (4)

SW 6400 Title IV-E Integrative Seminar (1) for Title IV-E students only

SW Elective (4)

### **B. Options (36/37 units) Select one of the following options:**

#### **1. Children, Youth, and Families**

SW 6500 Advanced Micro Practice: Children, Youth, and Families (4)

SW 6510 Advanced Mezzo Practice: Children, Youth, and Families (4)

SW 6520 Advocacy and Macro Practice: Children, Youth, and Families (4)

SW 6530, 6531, 6532 Field Instruction IV, V, VI (4,4,4)

**CSU East Bay, MSW Program  
Academic Year 2006-2007 Course Schedule**

**FOUNDATION YEAR, FALL 2006**

**HAYWARD**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-12:00 Reserved for class-related activities	9:00-12:00 Reserved for Community Forum and other class-related activities	Field Day	Field Day	Field Day
2:00-5:30  SW 6000 HBSE I-02 or SW 6010 RGI in SW Practice-01	2:00-5:30  SW 6011 GPI (multiple sections)			
5:30-6:30 Break	5:30-6:30 Break			
6:30-10:00  SW 6000 HBSE I-01 or SW 6010 RGI in SW Practice-02	6:30-8:30  SW 6020 Field I (multiple sections)			

**CONCORD**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:30-10:00 SW 6010 RGI in SW Practice		6:30-10:00 SW 6000 HBSE I		



**CSU East Bay, MSW Program  
Academic Year 2006-2007 Course Schedule**

**FOUNDATION YEAR, WINTER 2007**

**HAYWARD**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>9:00-12:00</b> Reserved for class-related activities	<b>9:00-12:00</b> Reserved for Community Forum and other class-related activities	<b>Field Day</b>	<b>Field Day</b>	<b>Field Day</b>
<b>2:00-5:30</b>  SW 6001 HBSE II-01 or SW 6030 Soc Welfare Policy-01	<b>11:30-1:30</b>  SW 6400 IVE Seminar			
	<b>2:00-5:30</b>  SW 6012 GP II (multiple sections)			
<b>5:30-6:30</b> Break	<b>5:30-6:30</b> Break			
<b>6:30-10:00</b>  SW 6001 HBSE II -02 or SW 6030 Soc Welfare Policy-02	<b>6:30-8:30</b>  SW 6021 Field II (multiple sections)			

**CONCORD**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>6:30-10:00</b> SW 6030 Soc Welfare Policy		<b>6:30-10:00</b> SW 6001 HBSE II		

**CSU East Bay, MSW Program  
Academic Year 2006-2007 Course Schedule**

**FOUNDATION YEAR, SPRING 2007**

**HAYWARD**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-12:00 Reserved for class-related activities	9:00-12:00 Reserved for Community Forum and other class-related activities	Field Day	Field Day	Field Day
2:00-5:30 SW 6013 GP III-01 or SW 6032 Research-01	2:00-5:30 Advanced Assessment (elective)			
5:30-6:30 Break	5:30-6:30 Break			
6:30-10:00 SW 6013 GP III-02 or SW 6032 Research-02	6:30-8:30 SW 6022 Field III (multiple sections)			

**CONCORD**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:30-10:00 SW 6032 Research		6:30-10:00 SW 6013 GP III		

**CSU East Bay, MSW Program  
Academic Year 2006-2007 Course Schedule**

**FOUNDATION YEAR, CONCORD SUMMER, 2007**

**FOUNDATION YEAR\*\***

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8:00-5:30</b> <b>Summer Block Placement</b>				
<b>6:30-10:00</b>  SW 6011-6012 GP I & II	<b>6:30-8:30</b>  SW 6020-6022 Field I, II & III		<b>6:30-10:00</b>  SW 6011-6012 GP I & II	

\*\* IV-E Integrative Seminar is usually held on several Saturdays.

**ADVANCED YEAR**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8:00-5:30</b> <b>Summer Block Placement</b>				
<b>6:30-10:00</b>  SW 6500 & 6510 Advanced Micro & Mezzo Practice: CYF or SW 6505 & 6515 Advanced Micro & Mezzo Practice: CMH	<b>6:30-8:30</b>  SW 6530-6532 Field IV, V & VI		<b>6:30-10:00</b>  SW 6500 & 6510 Advanced Micro & Mezzo Practice: CYF or SW 6505 & 6515 Advanced Micro & Mezzo Practice: CMH	







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March 5, 2007

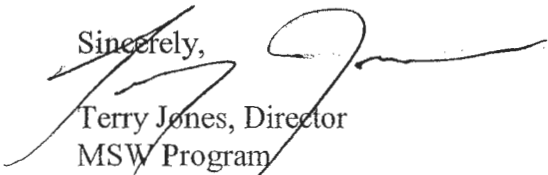
Dr. Dean Pierce  
Director  
Council On Social Work Education  
1725 Duke Street, Suite 500  
Alexandria, Virginia 22314-3457

Dear. Dr. Pierce:

This letter is to acknowledge the Commission on Accreditation's granting of initial accreditation to the MSW Program at California State University East Bay from the academic year 2002-2003 to June 2010. Additionally, we write you to respond to the eight (8) areas of concern identified in your letter of June 19, 2006. Specifically, COA identified AS 1.2, AS 2.0, AS 2EP 4.5, AS 3.0.6, AS 3.1.4, AS 5.0, AS 8.0 and AS 8.1 as areas of concern. Our response to The Commission's concerns are found in the enclosed attachment.

If you have questions or need additional information please contact me at your earliest convenience.

Sincerely,

  
Terry Jones, Director  
MSW Program  
California State University East Bay



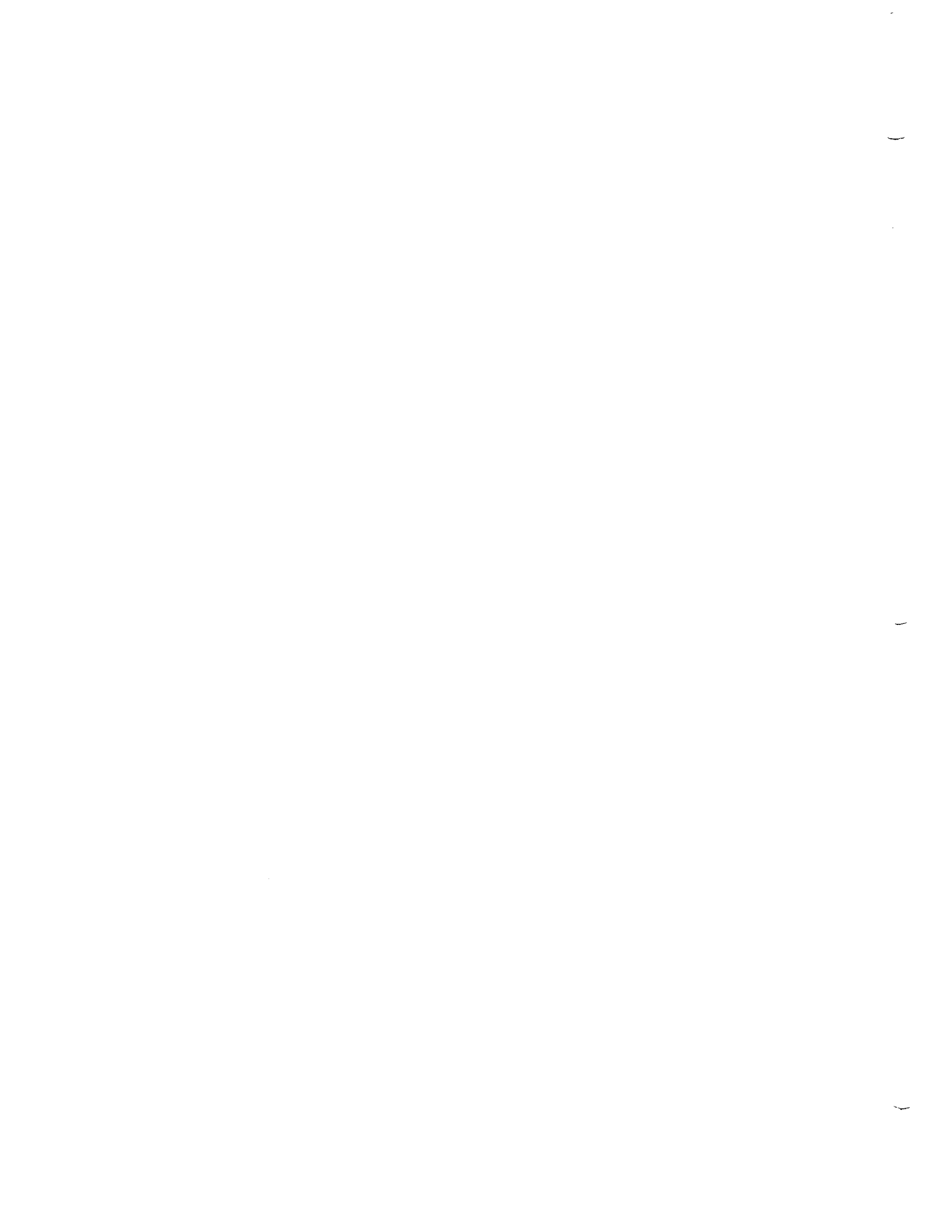
**Accreditation Standard 1.2: The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).**

### **Program Objectives**

The program strives to realize its mission and achieve its goals by meeting a common set of student learning objectives. These program objectives specify seven abilities that students master to prepare for effective professional social work practice. The seven abilities constitute the objectives of the MSW program. Each objective is followed by a list of educational outcomes. These outcomes are expressed in terms of knowledge, values, and skills that each student is expected to achieve at the foundation and advanced levels. Students develop these abilities with increasing complexity and depth as they progress through the program. This progression is reflected in the differentiation of levels between the foundation and advanced curriculum.

1. *Values and Ethics.* At the completion of classroom and field education, MSW students will be able to understand, articulate, and integrate the principles, values, and ethics of the social work profession into their practice.
  - a. *Upon completion of the foundation curriculum students will be able to:*
    - i. Identify and discuss the core values, ethical principles, and ethical standards of the social work profession as codified in the *NASW Code of Ethics*;
    - ii. Practice in a manner consistent with the mission of social work and its core values;
    - iii. Determine when an ethical issue is present and identify the key values and principles involved;
    - iv. Practice without discrimination and demonstrate respect to a variety of differences; and
    - v. Understand the need to practice ethically in an urban environment with respect to issues of race, culture, ethnicity, class, sexual orientation, disability, gender and aging over the life course.
  - b. *Upon completion of the advanced curriculum, students will be able to:*
    - i. Understand legal regulations and standards related to social work and their application in professional practice;
    - ii. Employ ethical problem-solving in their social work practice in an area of concentration;
    - iii. Analyze ethical dilemmas and develop, implement, and create an action plan in line with the complex and difficult decision making process confronted by the disfranchised and underserved populations;





- iv. Be able to identify and resolve ethical issues in an urban environment with respect to race, culture, ethnicity, class, sexual orientation, disability, gender and aging over the life course;
  - v. Seek necessary organizational changes if the organization is operating in an unethical manner; and
  - vi. Use critical thinking skills to identify and problem solve issues within self and others.
2. **Professional Use of self.** At the completion of classroom and field education, MSW students will be able to demonstrate achievement of professional use of self in practice.
- a. *Upon completion of the foundation curriculum students will be able to:*
    - i. Distinguish professional and personal roles, with awareness of the need to elevate service to others above self-interest;
    - ii. Use self purposefully and with awareness of one's own personal strengths and limitations in carrying out professional roles;
    - iii. Demonstrate flexibility in assuming various social work roles in coping with change, and is able to utilize supervision and consultation effectively; and
    - iv. Begin to understand one's own biases that may impede one's ability to effectively assist disenfranchised populations.
  - b. *Upon completion of the advanced curriculum students will be able to:*
    - i. Understand their own personal values and biases and be able to describe how this impact works with clients;
    - ii. Participate in and assume responsibility for ongoing development of professional knowledge and skills;
    - iii. Identify and modify personal and professional barriers to effective practice and use self effectively in practice in an area of concentration; use advanced skills related to advocacy, empowerment and a strengths-based orientation with client s; and
    - iv. Understand one's own biases and specific techniques needed to neutralize those biases.
3. **Critical Thinking.** At the completion of classroom and field education, MSW students will be able to apply critical thinking skills in professional context.
- a. *Upon completion of the foundation curriculum students will be able to:*
    - i. Interpret history and current issues of the oppression;
    - ii. Understand the differences between verifiable facts and value claims, and the need to weigh knowledge claims against the evidence for them;



- iii. Critically examine arguments and evidence and show openness in the evaluation of their own practice; and
  - iv. Utilize research to inform and evaluate their practice.
- b. *Upon completion of the advanced curriculum students will be able to:*
- i. Examine evidence, synthesize disparate information, see patterns, determine relevance of evidence, develop and defend a theoretically-based, empirically-grounded rationale in analyzing a problem and developing a strategy;
  - ii. Modify their practice as a result of weighing feedback from supervisor, clients, instructors, self, and other data; and
  - iii. Use research as a basis for practice; accurately interpret evidence; evaluate and select among alternative approaches, and determine and increase the extent to which client systems benefit from their practice.
4. ***Applying Theory to Practice.*** At the completion of classroom and field education, MSW students will be able to analyze and apply knowledge to assessment and intervention in social work practice of bio psychosocial variables and theoretical frameworks that explain individual and social systems development.
- a. *Upon completion of the foundation curriculum students will be able to:*
- i. Understand and apply at multiple system levels a broad range of knowledge regarding individual and social development and behavior;
  - ii. Display a community-based, generalist perspective on practice by working with underserved and disenfranchised urban populations;
  - iii. Apply theory-grounded assessment tools and interventions appropriate to practice with individuals, families, groups, organizations, and communities;
  - iv. Apply knowledge and skills of generalist orientation;
  - v. Evaluate and analyze research findings to practice;
  - vi. Understand evidence-based theoretical frameworks as they apply to individual development and behaviors across the life span, between individuals, families, groups, organizations, and communities; and
  - vii. Read and understand the connection between research and best practices.
- b. *Upon completion of the advanced curriculum students will be able to:*
- i. Synthesize and apply a broad range of theory and knowledge with respect to assessment and intervention in an area of concentration;
  - ii. Engage in learning activities and apply new theory and knowledge relevant to an area of concentration;



- iii. Select and apply theory-grounded assessment tools and practices appropriate to their area of concentration;
- iv. Apply evidence-based theoretical frameworks as they apply to individual development and behaviors across the life span, between individuals, families, groups, organizations, and communities within the concentration area;
- v. Read and apply research “best practice” in their field placement and capstone or thesis experience; and
- vi. Utilize single subject design to evaluate own practice in an area of concentration.

5. *Advocacy.* At the completion of classroom and field education, MSW students will be able to advocate effectively for social and economic justice.

- a. *Upon completion of the foundation curriculum students will be able to:*
  - i. Integrate knowledge of the mission, history, and philosophy of social work and social welfare, as demonstrated by their commitment to social work practice with underserved and disenfranchised populations;
  - ii. Understand the mechanisms of oppression and discrimination;
  - iii. Use knowledge and skills to improve the lives of communities and the individuals in them through advocacy and empowerment techniques and skills;
  - iv. Analyze the impact of social policies on client systems, workers, and agencies in order to seek necessary systemic or organizational changes;
  - v. Understand mechanisms of oppression and discrimination;
  - vi. Apply strategies for advocacy and social change to advance social justice; and
  - vii. Analyze, formulate, and influence social policies through participation in macro-level social work interventions.
- b. *Upon completion of the advanced curriculum students will be able to:*
  - i. Understand and critically analyze specific social welfare policies and programs pertinent to an area of concentration;
  - ii. Be able to connect history of social work with current policy issues in an area of concentration through policy review and analysis as well as participation in policy and legislative activities;
  - iii. Understand and implement change strategies related to the mechanisms of oppression and discrimination against client populations in the concentration area;
  - iv. Engage in social change in the quest for social and economic justice; and
  - v. Demonstrate skills for influencing change through advocacy, empowerment, and other strategies.



6. **Diversity.** At the completion of classroom and field education, MSW students will be able to achieve competency in working with diverse populations.
  - a. *Upon completion of the foundation curriculum students will be able to:*
    - i. Demonstrate personal and professional awareness of own cultural values and biases and how these impact their abilities to work with others;
    - ii. Demonstrate skills for ongoing knowledge development of diversity with a focus on urban disenfranchised minority populations; and
    - iii. Develop skills in engaging persons from diverse cultures and groups.
  - b. *Upon completion of the advanced curriculum students will be able to:*
    - i. Understand and analyze the forms and mechanisms of discrimination and oppression, and the strategies and skills that advance social and economic justice for all populations at risk, with special attention to the urban disenfranchised underserved population;
    - ii. Actively evaluate and improve one's own ability in valuing diversity and challenging oppression; and
    - iii. Demonstrate competency in the areas of diversity relevant to their concentration using sound judgment when working with underserved and disenfranchised urban populations.
7. **Communication.** At the completion of classroom and field education, MSW students will be able to demonstrate oral, written, and interpersonal skills that will enable them to communicate effectively and appropriately at the individual, group and community level.
  - a. *Upon completion of the foundation curriculum students will be able to:*
    - i. Demonstrate knowledge of the basic requirements of record keeping in social work; and use information technologies appropriate to communicating effectively with clients and colleagues;
    - ii. Demonstrate that they are able to relate to clients in a non-judgmental manner;
    - iii. Demonstrate skill in interviewing and in communicating with different audiences orally and in writing in their academic and field work.
    - iv. Understand and begin to develop proficiency in differential communication to work effectively with diverse, multicultural populations; and





- v. Develop an ability utilize supervision and consultation effectively. Share supervision and consultation contacts routinely in field seminars.
- b. *Upon completion of the advanced curriculum students will be able to:*
- i. Understand and use the specific forms of written and oral communication relevant to their area of concentration;
  - ii. Communicate appropriately and respectfully with different groups and client systems;
  - iii. Demonstrate a professional level of oral and written communication skills in the context of a specialized area of practice, including the ability to vary the use of those skills with different client populations, colleagues, and members of the community;
  - iv. Demonstrate an ability to proficiently work with diverse client populations and across race, gender, culture, sexual orientation, disability, and aging; and
  - v. Demonstrate an ability to seek supervision and consultation as needed in addition to routine supervision and consultation sessions. Share this ability consistently in concentration-based field seminars.

### **Consistency of Objectives with Program Mission and Goals**

These program objectives specify competencies required for knowledgeable, advanced social work practice with diverse populations. The seven objectives are derived from the five goals (stated above). The interconnections between goals and objectives are illustrated in Figure 1.2-1.



## AS 2.0

Human Behavior in the Social Environment III (HBSE III) was discontinued and replaced with Generalist Practice III Macro Practice (GP III). Because one course was discontinued and replaced by GP III, no change in schedule was required. The HBSE sequence lost the macro HBSE II course (SW 6002). The GP sequence gained a macro GP III course (SW 6013) with a focus on community, community organizing, and advocacy.

No credit change was required and no schedule change. The curricular changes have been added to the student handbook. In addition, the request for changes was submitted in spring 2006 to the College of Letters, Arts, and Social Sciences for approval to offer the new course, GP III, in spring 2007. First-year MSW students (2006 Hayward cohort) are registered to take GP III in March 2007 (spring quarter).



*MEMORANDUM*

**To:** Terry Jones, Chair, Department of Social Work

**From:** Alden Reimonenq, Dean *Alden Reimonenq*

**Subject:** Field Director Position

**Date:** July 24, 2006

This memorandum confirms that the Field Director position in the Master's of Social Work program has been increased to full-time status effective July 2006. This change is being implemented in order to comply with Accreditation Standard 3.0.6 of the Council on Social Work. The AS 3.0.6 stipulates that the position of field education director will carry a full-time appointment in the program. As was noted in the Commission on Accreditation's site visit report, the program's field director workload will be increased from .50 to 1.0. I understand that you have just completed a search and will offer the full-time position of field director to Christa Countee.

CC: Fred Dorer  
Arthurlene Towner  
Armando Gonzales  
James Okutsu  
Madeleine Apple



**Accreditation Standard 5.0: The program has admissions criteria and procedures that reflect the program's goals and objectives.**

The CSUEB MSW program has admissions policies that clearly spell out the requirements for admission to the program. Two applications are required, including: (1) one for the Graduate School of CSUEB and (2) another specific to the Department of Social Work. Admissions requirements include the following:

- Requirements also include a bachelor's degree, from a recognized institution, with an achieved GPA of at least 2.8 (on a 4-point scale) during undergraduate study or in 14 or more credits of graduate study for the applicants to the program;
- An undergraduate major or concentration in the Social Sciences or in Social Work is helpful but not required for admission to the MSW Program;
- Evidence of personal qualities considered important for social work practice;
- Completion of an undergraduate course in research methods or a course in statistical analysis or a combined research methods and statistics course is required prior to enrollment. Students who have not completed research methods and/or statistical analysis courses prior to enrollment may be admitted on the condition that this requirement is met by the end of the first quarter of MSW study;
- Prior academic work reflecting a liberal arts perspective that provides the basis of social work graduate education, including at least 19 quarter credits in humanities and social and natural sciences, such as courses in sociology, psychology, anthropology, history, philosophy, literature and languages;
- Successful completion of a college-level course in human biology, physiology or human anatomy. Students who have not completed a course in this area may be admitted on a provisional basis on the condition that this requirement is met prior to the end of the first quarter in the MSW Program;
- TOEFL for international applicants: A composite score of 580 or more and no sub-score below 55 to be considered for regular (non-provisional ) admission on the paper examination and 237 with no sub-score below 21 in listening, structure/writing and reading on the computer-based examination; and
- A personal statement and resume.





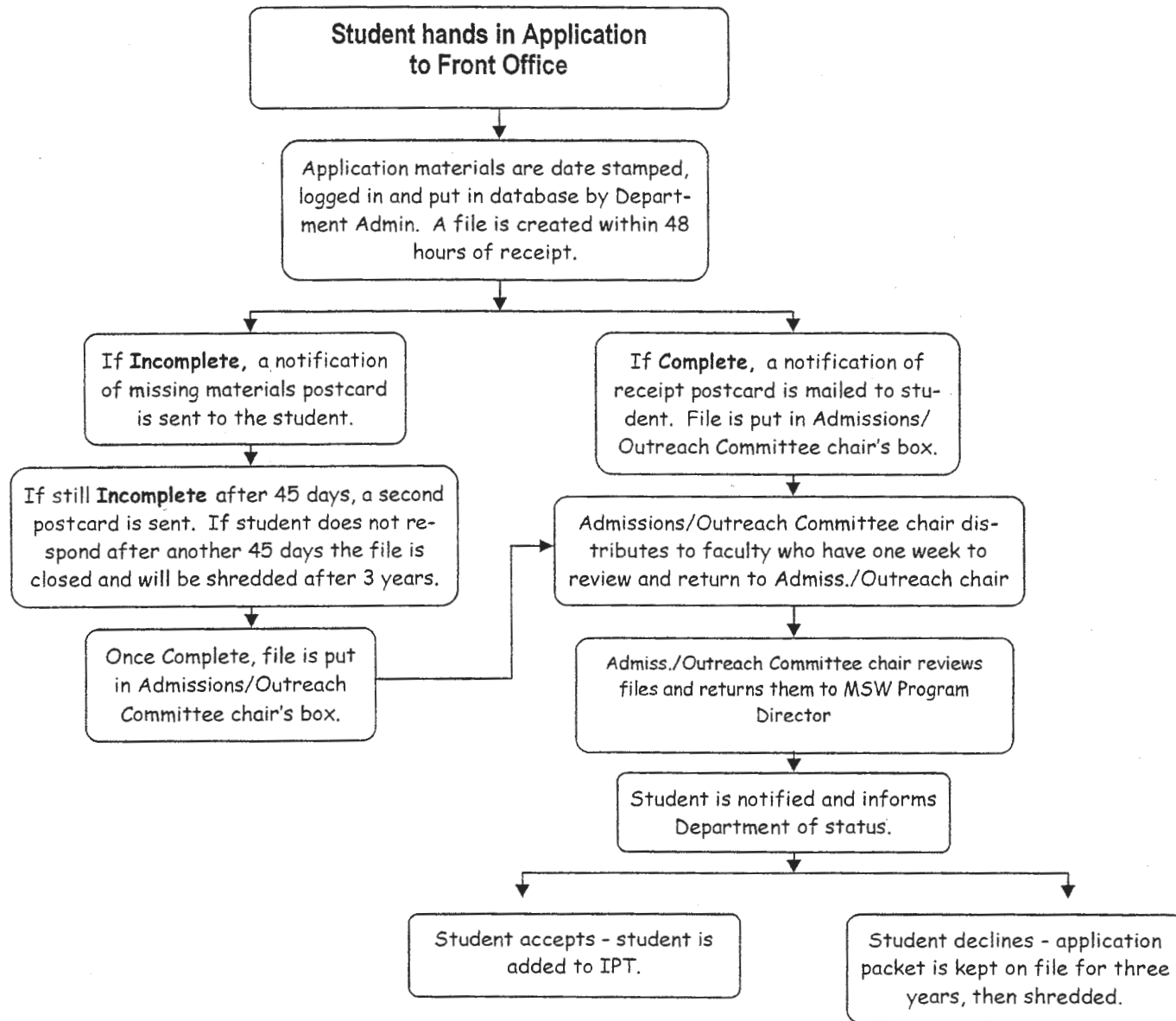
The application review procedure is stated below:

1. The students will either hand in or mail their applications to the front office to the department administrator.
2. The applicant's materials are date stamped, logged in and put in data base by department administrator. The applicants file is created within 48 hours of receipt.
3. If the applicants file is incomplete, a notification of missing materials post card is sent to the students.
4. If the applicants file remains incomplete after 45 days a second post card is sent to the student as a reminder. If the applicant does not respond after another 45 days the students file is closed and the applicants file will be shredded after 3 years.
5. Once the applicants file is complete the file is put in the mailbox of Chair of the Admissions and Outreach Committee.
6. If file is complete, a notification of receipt post card is mailed to the student. The file is put in the mailbox of Chair of the Admissions and Outreach Committee.
7. The Chair of the Admissions/Outreach Committee will distribute files to faculty who have one week to review the file and return the file to the committee chair.
8. The Chair of the Admissions and Outreach will review files and return them to MSW Program Director.
9. The student is notified admission and asked to inform the social work department of status/intention to either accept or reject the offer. The notification can be done either by fax or mail.
10. If the student accepts the offer the student is added to IPT (Internship Placement Tracking system, a student data base). If the student declines the offer the student's application is kept on file for three years, and then shredded.

A flow chart of the application procedure is shown in Figure 5.0-1.



Figure 5.0-1. CSUEB MSW Application Review Procedures





**Accreditation Standard 8.0: The program has an assessment plan and procedures for evaluating the outcome of each program. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.**

### **The Evaluation Process and the Feedback Loop**

In spring 2006 a departmental task force was formed to plan for the first faculty retreat. The goals of the faculty retreat were to revisit program mission, goals and objectives; review the curriculum; and discuss mechanisms for assessing student learning and program outcome. The task force and an external facilitator (in Communication Studies) had identified and prepared a list of key terms (from program mission, goals, and objectives) and competency levels (entry, gateway, and graduation) for faculty to discuss at the retreat.

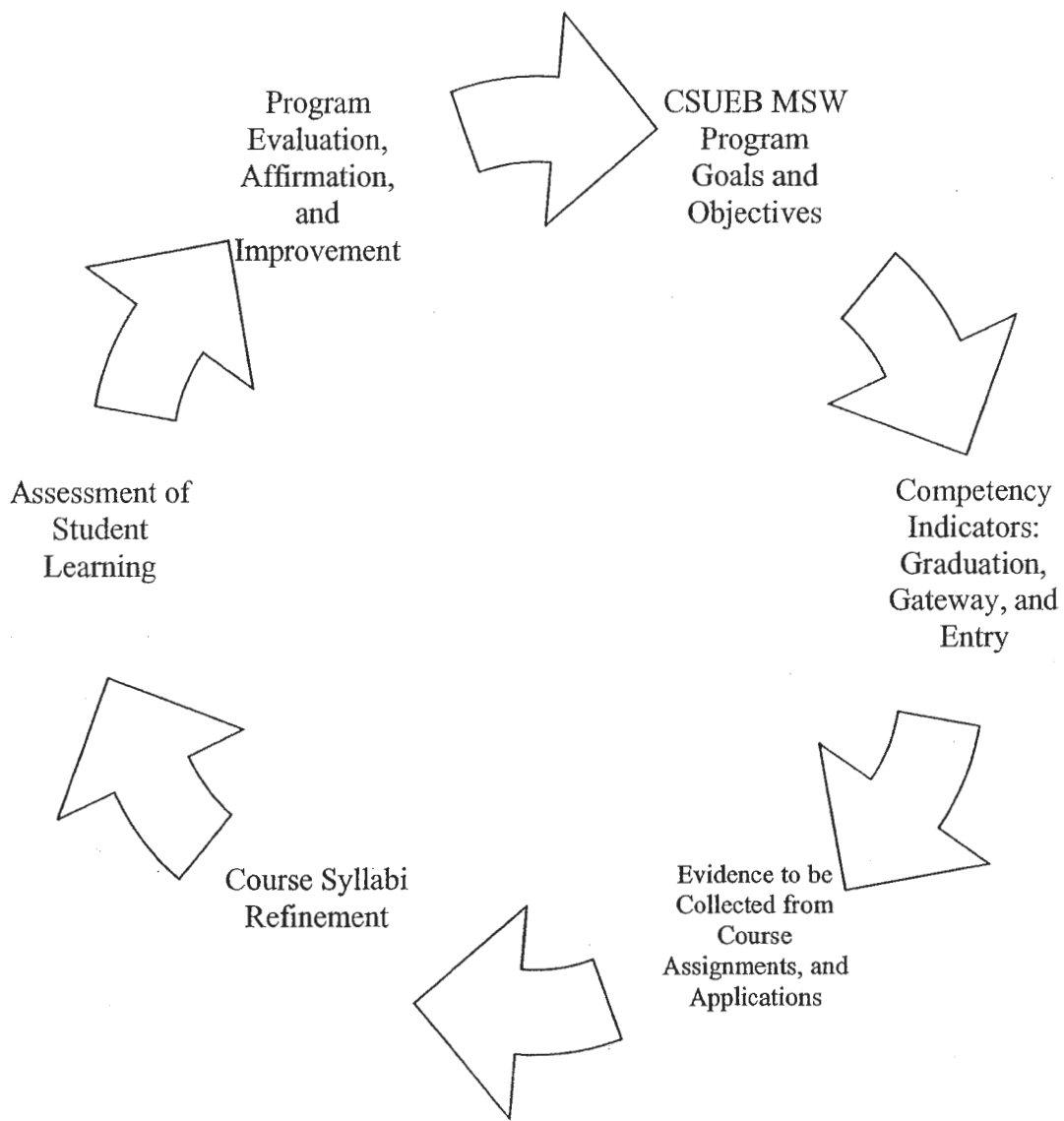
The first retreat took place on June 14, 2006. It was such a success in building faculty consensus (in interpreting program mission, goals, objectives, and expectations of students) that the whole faculty requested a second one on July 12, 2006. The outcome of the two faculty retreat was a list of 19 competency indicators and evidence (to be collected) on three levels: Entry, gateway and graduation. After the second retreat (in July 2006), the task force met twice to review the 19 competency indicators and reduced their redundancy to 14 indicators (see Appendix). Among these competency indicators, seven (7) are specific to program objectives.

The faculty consensus is crucial in that faculty need to agree on the social work concepts before they teach and prepare MSW students to become culturally competent, urban social workers for social and economic justice. As it is stated earlier, there are three levels of competency: Entry, gateway, and graduation. Entry-level competency indicators assess prospective students' preparation and interest in social work and social justice. Gateway-level competency indicators assess MSW students' learning and professional growth in the first year. They are expected to demonstrate competency in generalist practice before they advance to concentration-based year to learn to be specialists working with certain client populations and responding to their special needs. Graduation-level competency indicators assess students' overall learning and professional growth in their two year of education in the CSUEB MSW program. Most importantly, graduation-level competency indicators evaluate the extent to which MSW students are prepared to be competent social workers.

The linkages between program goals and objectives, competency indicators, course syllabi, student learning, and program evaluation are displayed in the following diagram:



Figure 8.0-1: CSUEB MSW Program/Curriculum Development and Evaluation Process







The competency indicators were instrumental in initiating a series of curricular tasks in the following months (August and September 2006). During the faculty retreats in summer 2006, it was apparently to the faculty that course syllabi need to be modified in order to integrate the competency indicators (entry, gateway, and graduation) with course assignments. The seven (7) competency indicators specific to program objectives are embedded throughout the curriculum while some courses will add additional competency indicators to suit their content such as “autonomous practice” for Generalist Practice or Field courses and “research” for Research courses.

The first syllabus task groups (HBSE I, GP I, RGISWP, and Field I) were formed and made up of sequence chair(s) and course instructor (including part-time instructional faculty) in each content area. These syllabus task groups were in charge of reviewing current syllabi and making necessary modifications (especially course assignments) that incorporate gateway competency indicators with foundation-year courses and graduation competency indicators with advanced-year courses.

Syllabus task groups vary from quarter to quarter; however, their charges remain the same (see above). Sequence chairs take the leading roles in each group to ensure stability and intersections of sequential courses. The whole process of revamping the whole curriculum will take two years (6 quarters) to complete. The timeline is stated in Table 8.0-1.

**Table 8.0-1: The Timeline for Revamping Course Syllabi by Incorporating Competency Indicators**

Quarter	Revamped syllabi and syllabus task groups
Summer 2006	Fall 2006 foundation-year syllabi <i>Syllabus Task Groups: HBSE I, GP I, RGISWP, &amp; Field I</i>
Fall 2006	Fall 2006 foundation-year syllabi <i>Syllabus Task Groups: HBSE I, GP I, RGISWP, &amp; Field I</i>
Winter 2007	Winter 2007 foundation-year syllabi <i>Syllabus Task Groups: HBSE II, GP II, Policy, Field II, &amp; IV-E</i>
Spring 2007	Spring 2007 foundation-year syllabi <i>Syllabus Task Groups: GP III, Field III, &amp; Research</i>
Fall 2007	Fall 2007 advanced-year syllabi <i>Syllabus Task Groups: Advanced Micro Practice/CYF or CMH, Field IV, &amp; Qualitative/Quantitative Analysis</i>
Winter 2008	Winter 2008 advanced-year syllabi <i>Syllabus Task Groups: Advanced Mezzo Practice/CYF or CMH, Field V, &amp; Program Evaluation)</i>
Spring 2008	Spring 2008 advanced-year syllabi <i>Syllabus Task Groups: Macro Practice/CYF or CMH, Field VI, &amp; Capstone/Integrative Seminar</i>



Syllabus task groups work in their own content area, then report to the curriculum committee and the whole faculty. At the curriculum committee or faculty meetings, the social work faculty are able to recognize how other courses are taught and their course assignments (in terms of learning objectives, content and their relation to program objectives), connect relevant courses, and reduce redundancies.

### Program Objectives and Competency Indicators

Among the competency indicators, seven (7) are specific to program objectives (*Values and Ethics, Professional Use of Self, Critical Thinking, Applying Theory to Practice, Advocacy, Diversity, and Communication*). These competency indicators are embedded in course assignments (see Table 8.0.9). Students are expected to successfully complete the course assignments and earn a grade of at least B- for each course and CR (credit) for each field class. Course instructors have the opportunity of monitoring students' learning and providing advising or referrals (to Student Service Center for learning disability or tutoring services) when necessary.

Also, Field Progress Reports and Capstone Project deserve special recognition. Field Progress Reports specifically ask MSW students and field instructors to evaluate students' competency levels in each of the program objectives (see the Field Manual). The Capstone Project requires MSW students to demonstrate their integration of knowledge, learning, field experience, and application to practice in their capstone projects before they graduate from the MSW program (see Integrative Seminar/Capstone syllabus in Self Study Volume II).

**Table 8.0-2: Competency Indicators and Evidence Related to Program Objectives**

1. VALUES AND ETHICS					
Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
<ul style="list-style-type: none"> <li>Be able to integrate NASW Code of Ethics into their specialized, advanced practice skills</li> </ul>	<ul style="list-style-type: none"> <li>Advanced practice sequence assignments</li> <li>Advanced field assignments</li> </ul>	<ul style="list-style-type: none"> <li>Read the NASW Code of Ethics and review NASW video (on social workers and ethics) in order to articulate its contents in class through verbal and written assignments</li> </ul>	<ul style="list-style-type: none"> <li>GP Ethics exercise</li> <li>Reaction paper to Social Work Ethics video</li> <li>Foundation field exercise</li> </ul>	<ul style="list-style-type: none"> <li>Liberal arts foundation</li> </ul>	<ul style="list-style-type: none"> <li>Personal statement (MSW application)</li> <li>Transcript</li> </ul>
<ul style="list-style-type: none"> <li>Ability to identify strategies for resolution for ethical</li> </ul>	<ul style="list-style-type: none"> <li>Advanced field evaluations (agency issues)</li> </ul>	<ul style="list-style-type: none"> <li>Be able to provide field practicum examples of ethical</li> </ul>	<ul style="list-style-type: none"> <li>Foundation field Ethics exercise</li> <li>GP Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Be able to openly discuss "gray areas" and challenging</li> </ul>	<ul style="list-style-type: none"> <li>Personal statement (MSW application)</li> </ul>



## 1. VALUES AND ETHICS

Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
dilemmas	<ul style="list-style-type: none"> <li>• journals)</li> <li>• Advanced practice sequence assignments</li> </ul>	dilemmas or conflicts in class	exercise	situations	

## 2. PROFESSIONAL USE OF SELF

Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
<ul style="list-style-type: none"> <li>• Conduct advanced-level work with social work clients</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced practice sequence assignments (advanced use of tools such as psychosocial, community mapping, sociogram, etc.)</li> <li>• Advanced field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct foundation-level work with social work clients</li> </ul>	<ul style="list-style-type: none"> <li>• HBSE sequence assignments</li> <li>• GP sequence assignments (assessment tools)</li> <li>• Foundation field evaluations (process recording)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in working with social work client populations</li> </ul>	<ul style="list-style-type: none"> <li>• Personal statement (MSW application)</li> <li>• Resume (nonprofits or human services organizations)</li> </ul>
<ul style="list-style-type: none"> <li>• Be able to maintain appropriate boundaries with modest supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced practice sequence assignments</li> <li>• Advanced field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to maintain appropriate boundaries with close supervision</li> </ul>	<ul style="list-style-type: none"> <li>• GP sequence assignments</li> <li>• Foundation field evaluations (process recording)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in working with social work client populations</li> </ul>	<ul style="list-style-type: none"> <li>• Personal statement (MSW application)</li> </ul>
<ul style="list-style-type: none"> <li>• Understand consequences of non-professional conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced practice sequence assignments (re non-professional conduct and its consequences)</li> <li>• Advanced field</li> </ul>	<ul style="list-style-type: none"> <li>• Professional interaction with clients, faculty and peers</li> </ul>	<ul style="list-style-type: none"> <li>• GP sequence assignments</li> <li>• Foundation field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Basic understanding of the social work profession</li> </ul>	<ul style="list-style-type: none"> <li>• Personal statement (MSW application)</li> </ul>



2. PROFESSIONAL USE OF SELF					
Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
	evaluations				

3. CRITICAL THINKING					
Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
<ul style="list-style-type: none"> <li>Demonstrate advanced-level of critical thinking skills to analyze, advocate, and plan by using written reports and research findings, policy and other sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Advanced micro and mezzo assignments (critical thinking assignments)</li> <li>Advanced policy assignment</li> <li>Advanced research assignments</li> <li>Capstone project</li> <li>Advanced field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate preparedness to engage in independent and clear thinking regarding complex client situations (individuals, groups, organizations, and communities)</li> </ul>	<ul style="list-style-type: none"> <li>GP I &amp; II assignments (micro &amp; mezzo)</li> <li>Foundation policy (critical thinking exercise)</li> <li>Foundation research assignment</li> </ul>	<ul style="list-style-type: none"> <li>Liberal arts foundation</li> </ul>	<ul style="list-style-type: none"> <li>Personal statement (MSW application)</li> </ul>
<ul style="list-style-type: none"> <li>Be able to apply research skills and use appropriate practice assessment tool</li> </ul>	<ul style="list-style-type: none"> <li>Advanced micro and mezzo assignments (critical thinking assignments)</li> <li>Advanced research assignments (single subject design)</li> <li>Capstone project</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose of research and research-informed (research-supported) practice and appropriate assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>GP III community assignment</li> <li>Foundation research assignment (re-evidence based practice)</li> </ul>	<ul style="list-style-type: none"> <li>Liberal arts foundation</li> <li>Completion of college-level statistics</li> </ul>	<ul style="list-style-type: none"> <li>Personal statement (MSW application)</li> <li>Transcript</li> </ul>

4. APPLYING THEORY TO PRACTICE					
Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected





## 4. APPLYING THEORY TO PRACTICE

Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
<ul style="list-style-type: none"> <li>▪ Apply SW theories from multiple perspectives (i.e. strength-based, PIE, empowerment, biopsychosocial assessment, policy analysis, systems theory, and applied research methods), demonstrated through written, oral and field assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capstone</li> <li>▪ Case Presentations</li> <li>▪ Advanced field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of multiple theories from a generalist perspective (i.e. strength-based, PIE, empowerment, biopsychosocial assessment, policy analysis, systems theory, and applied research methods) demonstrated through written, oral and field assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Psychosocial assessment</li> <li>▪ Foundation field</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of college-level course work on human biology and statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transcript</li> </ul>
<ul style="list-style-type: none"> <li>▪ Be able to use research evidence to improve practice across micro, mezzo and macro settings as indicated by written, oral and field assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capstone</li> <li>▪ Case Presentations</li> <li>▪ Advanced field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of the interrelationship of social work practice and theory</li> </ul>	<ul style="list-style-type: none"> <li>▪ GP sequence assignments</li> <li>▪ Foundation field evaluations</li> <li>▪ Case Presentations in class</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to write and communicate effectively at the graduate level</li> </ul>	<ul style="list-style-type: none"> <li>▪ GPA 2.8 or higher</li> <li>▪ Personal statement (MSW application)</li> <li>▪ Reference letters</li> </ul>
<ul style="list-style-type: none"> <li>▪ Apply evidence-based practice skills in internship settings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advanced field assignments (case presentations)</li> <li>▪ Advanced field evaluations</li> <li>▪ Capstone project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the concept of Evidence Based Practice as demonstrated in written, oral and reading assignments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ GP sequence assignments</li> <li>▪ Research assignments</li> <li>▪ Foundation field assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Liberal arts foundation (including critical thinking skills)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal statement (MSW application)</li> </ul>



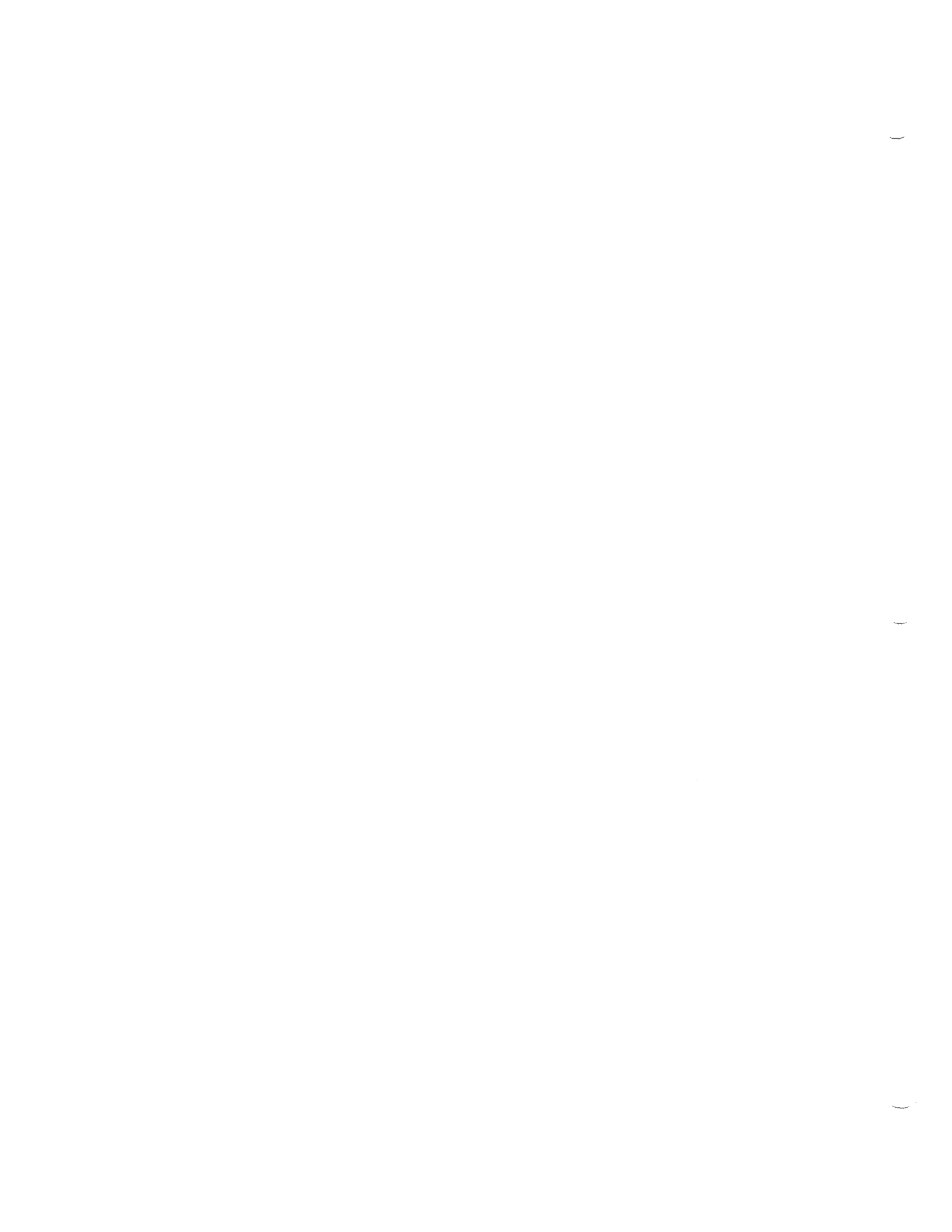
## 5. ADVOCACY

Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
Incorporate issues related to advocacy into Capstone project (Capstone proposal that includes literature review) or advanced policy course project	<ul style="list-style-type: none"> <li>▪ Advanced policy course assignment</li> <li>▪ Capstone project</li> </ul>	Apply critical thinking skills in selecting and implementing individual and policy advocacy strategies at agency and policy levels	<ul style="list-style-type: none"> <li>▪ Foundation policy assignment (policy advocacy and change)</li> <li>▪ GP III course assignment (community advocacy and change)</li> <li>▪ Foundation field assignment (Agency Change Plan)</li> </ul>	Proven involvement in advocacy such as course work, employment or voluntary experience	<ul style="list-style-type: none"> <li>▪ Personal statement (MSW application)</li> <li>▪ Reference letters</li> <li>▪ Employment history &amp; background</li> </ul>
Understand the continuum of advocacy at micro, mezzo and macro levels (including client and agency advocacy) within a concentration field	<ul style="list-style-type: none"> <li>▪ Advanced practice sequence assignments</li> <li>▪ Advanced policy assignment</li> <li>▪ Advanced field assignments</li> </ul>	Understand the continuum of advocacy at micro, mezzo and macro levels (including client and agency advocacy) within a generalist practice framework	<ul style="list-style-type: none"> <li>▪ GP sequence assignments</li> <li>▪ Foundation policy assignment</li> <li>▪ Foundation field assignments</li> </ul>	Understand the necessity for advocacy related to social injustice and oppression	<ul style="list-style-type: none"> <li>▪ Personal statement (MSW application)</li> <li>▪ Reference letters</li> </ul>
Apply advocacy tools to practice (assessment) and use them towards empowerment, self determination, brokering/connecting for oppressed populations	<ul style="list-style-type: none"> <li>▪ Advanced field assignments</li> <li>▪ Advanced practice sequence assignments</li> </ul>	Introduction to tools (such as ecomap, sociogram, biopsychosocial assessment and ecological assessment, and neighborhood mapping) and how they are used in advocacy practice	<ul style="list-style-type: none"> <li>▪ HBSE sequence assignments</li> <li>▪ GP sequence assignments</li> <li>▪ Foundation field assignments</li> <li>▪ Attendance at the NASW Lobby Day</li> </ul>	Understanding the need for advocacy in society	<ul style="list-style-type: none"> <li>▪ Personal statement (MSW application)</li> <li>▪ Reference letters</li> </ul>



## 6. CULTURALLY COMPECECE AND DIVERSITY

Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
<ul style="list-style-type: none"> <li>Be able to interact with diverse populations in the job by setting an interpersonal example.</li> </ul>	<ul style="list-style-type: none"> <li>Advanced practice sequence assignments (micro, mezzo and macro)</li> <li>Advanced field evaluations</li> <li>Capstone</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the history of racism, sexism, homophobia and other forms of oppression and their relations to current social work practice with diverse populations.</li> </ul>	<ul style="list-style-type: none"> <li>HBSI sequence assignments</li> <li>GP sequence assignments</li> <li>Final paper in Race, Gender and Inequality</li> <li>Final paper in foundation policy course</li> <li>Foundation field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Educational, personal, employment or volunteer experience that indicate exposure to multicultural issues and ability to write about and discuss multicultural issues.</li> </ul>	<ul style="list-style-type: none"> <li>Personal statement (MSW application)</li> <li>Transcript</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate competency in delivery services that are multi-culturally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Advanced field evaluations</li> <li>Capstone</li> </ul>	<ul style="list-style-type: none"> <li>A demonstrated understanding of the connection of how past oppression impacts the lives of populations of color, women, gay, lesbian and transgender populations and other oppressed groups.</li> </ul>	<ul style="list-style-type: none"> <li>HBSI sequence assignments</li> <li>GP sequence assignments</li> <li>Final paper in Race, Gender and Inequality in SW Practice</li> <li>Final paper in foundation policy course</li> <li>Foundation field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Have some educational, personal, employment or volunteer experiences that indicate exposure to populations that are culturally different.</li> </ul>	<ul style="list-style-type: none"> <li>Personal statement (MSW application)</li> </ul>
<ul style="list-style-type: none"> <li>able to identify appropriate strategies and service delivery approaches and barriers to work with populations that are culturally</li> </ul>	<ul style="list-style-type: none"> <li>Advanced field evaluations</li> <li>Capstone</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to form relationships with and complete initial assessments with clients from cultural backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>HBSI sequence assignments</li> <li>GP sequence assignments</li> <li>Final paper in Race, Gender and Inequality in SW Practice</li> <li>Final paper</li> </ul>	<ul style="list-style-type: none"> <li>Liberal arts foundation</li> </ul>	<ul style="list-style-type: none"> <li>Personal statement (MSW application)</li> <li>Transcript</li> </ul>



6. CULTURALLY COMPETENCE AND DIVERSITY					
Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
different than oneself			in foundation policy course ▪ Foundation field evaluations		

7. ORA & WRITTEN INTERPERSONAL COMMUNICATION					
Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
<ul style="list-style-type: none"> <li>▪ Demonstrate master's level written and oral communication skills, specific to the social work profession, including facility in APA style</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capstone</li> <li>▪ Poster session (Power-Point)</li> <li>▪ Advanced field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates beginning grasp of professional social work communication and APA format</li> </ul>	<ul style="list-style-type: none"> <li>▪ HIBSE III assignment (psycho-social assessment)</li> <li>▪ GP III assignment</li> <li>▪ Race, Gender and Inequalities in SW Practice assignment</li> <li>▪ Foundation field assignment (process recording)</li> <li>▪ Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate graduate-level written and oral communication skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cover letter (MSW application)</li> <li>▪ Personal Statement (MSW application)</li> <li>▪ GPA 2.8 or higher</li> </ul>
<ul style="list-style-type: none"> <li>▪ Able to communicate both orally and writing with a broad audience addressed by the social work profession including clients, colleagues, and professionals and political authorities at micro, mezzo</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advanced policy assignment</li> <li>▪ Capstone</li> <li>▪ Program Evaluation assignment (grant proposal)</li> <li>▪ Advanced field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate successful written and oral communication skills with peers, faculty and field contacts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ GP II assignment (group proposal)</li> <li>▪ Foundation policy assignment (Letter to the Editor for legislative advocacy)</li> <li>▪ Foundation field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate graduate-level written and oral communication skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cover letter (MSW application)</li> <li>▪ Personal Statement (MSW application)</li> <li>▪ GPA 2.8 or higher</li> </ul>





7. ORA & WRITTEN INTERPERSONAL COMMUNICATION					
Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
micro, mezzo and macro levels					

### The Assessment Plan (Summative Methods)

In addition to the aforementioned competency indicators (*Values and Ethics, Professional Use of Self, Critical Thinking, Applying Theory to Practice, Advocacy, Diversity, and Communication*) that assess MSW students' learning while they are in the program, alumni and employer surveys provide other venues for recognizing or reaffirming CSUEB MSW graduates' competency in carrying out the program mission (program objectives). The assessment plan consists of two major parts: One is summative evaluation of how program objectives are achieved and the other incorporates formative feedback from students and Community Advisory Boards members to ensure open and effective communications between the program and constituents for the purpose of program development.

The summative assessment plan of the CSUEB MSW program by reach program objective is listed in Table 8.0-3. The timeline of the evaluation tasks is stated in Table 8.0-4.

**Table 8.0-3: The Assessment Plan by Program Objective**

Program Objective	Measure	Procedure for Implementation	Benchmark	Analysis Procedure
1. <i>Values and Ethics</i> 2. <i>Professional Use of Self</i> 3. <i>Critical Thinking</i> 4. <i>Applying Theory to Practice</i> 5. <i>Advocacy</i> 6. <i>Diversity</i> 7. <i>Communication</i>	Entry Competency Indicators	Application review (personal statement & transcript)	Admission to the MSW program	Application review (Admissions and Outreach Committee)
			Pre-test mean scores	Results compiled (Evaluation Committee). Report to the dept. faculty



<i>Foundation-year learning objectives and gateway competency indicators</i>	Gateway Competency Indicators	Successful completion of class assignments and field in foundation year	Completion of pre-requisites, writing competency, and overall GPA is 3.0 or higher	Advancement to candidacy in the spring (major check)
			1 <sup>st</sup> -yr Field Final Eval. (CR)	Field final evaluation
<i>Advanced-year learning objectives and graduation competency indicators</i>	Graduation Competency Indicators	Successful completion of class assignments and field in the second year	Capstone	Poster session
			2 <sup>nd</sup> -yr Field Final Eval. (CR)	Field final evaluation
			Post-test mean scores are 4.0 or higher (agree or strongly agree)	Results compiled (Evaluation Committee). Report to the dept. faculty
				Graduation check
Alumni survey	Online survey administered in January annually (beginning in 2006)	Mean scores are 4.0 or higher	Results compiled (Evaluation Committee). Report to the dept. faculty	
Employer survey	Online survey administered in April tri-annually (beginning in 2008)	Mean scores are 4.0 or higher	Results compiled (Evaluation Committee). Report to the dept. faculty	



**Table 8.0-4: MSW Program Evaluation Tasks: Timeline**

	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter (Concord Cohort)
Competency Indicators in Courses	Course assignments  Field First Progress Report	Course assignments  Field Mid-Year Progress Report	Course assignments  Field Final Evaluation  Capstone Project	Course assignments  Field Mid-Summer Progress Report  Field Final Evaluation  Capstone Project
Pre- and Post-Test	Pre-Test Hayward and Concord Cohorts		Post-Test (of the same cohort)	Post-Test (of the same cohort)
Alumni Survey		Annually in January starting in 2007 via online survey		
Employer Survey			Tri-annually in April. First online Employer Survey in April 2008	

The aforementioned competency indicators are also incorporated with pre- and post-tests and surveys. These assessment instruments are described below.

### **The Pre- and Post-Tests**

The questionnaire for the pre-test consists of 20 questions that cover the seven program objectives (entry-level competency indicators) to assess students' entry-level preparation. The same questionnaire is first administered in the fall quarter (pre-test) when a new cohort enters the MSW program then in the last spring quarter when the same cohort is graduating (post-test). In other words, the pre- and post-tests are conducted every two years for each cohort.

The pre-test of the 2006 cohort took place in fall 2006. The post-test will follow in spring 2008. The pre-test questionnaire is attached (MSW First Year Student Survey, Fall 2006). A list of the survey questions and their relations to each program objectives is displayed in Table 8.0-5.



**Table 8.0-5: Pre- and Post-Tests and Measures for Program Objectives**

Program Objectives	Questions of Pre-Test & Post-Test
Values and Ethics	#1, 3, 9, and 13
Professional Use of Self	# 11, 12, and 15
Critical Thinking	# 8 and 14
Applying Theory to Practice	#2, 7 and 10
Advocacy	# 4, 5, and 18
Diversity	# 16 and 17
Communication	#6, 12, 19, and 20

**Alumni Survey**

An alumni survey is conducted six months after a cohort graduates (in January annually) to assess graduates' perceptions about their competency levels and the quality of their education, as well as employment situation. It provides an opportunity for alumni to assess their educational experiences in the CSUEB MSW program. The results will help enhance the quality of the MSW program in preparing culturally competent, urban social workers. The first online alumni survey was implemented in January 2007.

The alumni survey questionnaire is attached. Question # 6 asks MSW graduates to self evaluate their competency in each program objective and Questions # 7 and 9 collect their comments about educational experience in the CSUEB MSW program.

The Evaluation Committee is in charge of presenting the alumni survey results to the social work faculty meeting. Subsequently, appropriate departmental-committees will take on tasks via the evaluation and feedback loop (see Figure 8.0-1).

**Employer survey**

The employer survey questionnaire is being developed. Its purpose is to solicit social work employers' perspectives about CSUEB MSW graduates' competency levels related to the seven program objectives. The first employer survey (online) will take place in April 2008 after three cohorts graduate from the MSW program. Subsequently, the employer survey will be conducted every three years.

The results of employer surveys will be compared with that of alumni surveys to have a comprehensive view of CSUEB MSW graduates' competency levels in each area of the seven program objectives.





**Accreditation Standard 8.1: The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.**

### Summative Findings

The new assessment plan has been in place since summer 2006 (after the two faculty retreats that produced faculty consensus in competency indicators). To this date (February 2007), one alumni survey (2007) and two pre-tests (2005 and 2006) are comparable with the new assessment plan. Overall, they provide pertinent information for assessing the MSW students' preparation and competency levels in relation to the seven program objectives. The results of the alumni survey and two pre-tests are displayed in Tables 8.1-1 and 8.1-2 respectively.

**Table 8.1-1: Alumni Survey Results\* by Program Objectives (Mean Scores)**

Program Objectives	2007 alumni survey (2003 & 2004 cohorts)**
Values and Ethics	4.78
Professional Use of Self	4.61
Critical Thinking	4.48
Applying Theory to Practice	4.09
Advocacy	4.43
Diversity	4.65
Communication	4.48

\*The response rate was 43% (23 respondents out of 53 alumni surveyed)

\*\*In fall 2003 the CSUEB MSW program admitted its first cohort in both Hayward and Concord programs.

In the alumni survey, a five-point Likert scale was used; point 5 means the highest score and 1 means the lowest score for self-rated competency level. The two cohorts reported competence in the seven program objectives. The mean score of each program objective met the benchmark of 4.0 or higher.

As it is indicated in Table 8.1-2, the mean scores of the recent two entering cohorts do not reveal a pattern. A possible reason may be that certain groups of students feel confident in themselves while other groups do not. Also, the 2006 cohort has a lot more young students (who enter the MSW program straight from earning a bachelor degree) than the 2005 cohort. The latter, overall, might be experienced in life and want to change life or societal situations (with a mission and commitment to diversity), therefore, they might feel they were prepared to enter and pursue MSW education.



**Table 8.1-2: Pre-test Results by Program Objectives (Mean Scores)**

Program Objectives	Pre-test of 2005 (2005 cohort)	Pre-test of 2006 (2006 cohort)
Values and Ethics	3.76	3.40
Professional Use of Self	4.03	3.90
Critical Thinking	3.61	3.36
Applying Theory to Practice	3.36	2.70
Advocacy	3.47	3.45
Diversity	4.19	3.78
Communication	3.88	3.12

The post-test of the 2005 cohort will take place in spring 2007 (Hayward) and summer 2007 (Concord). Likewise, the post-test of the 2006 cohort will occur in spring 2008 (Hayward) and summer 2008 (Concord). These post-test results (mean scores) will be compared with pre-test mean scores.



California State University, East Bay  
Department of Social Work

**MSW First Year Student Survey (Fall 2006)**

- This survey assesses your perception of your current social work skills.
- THIS IS NOT A TEST.
- The information that you and your fellow students provide will assist the department in ongoing review of student learning outcomes and advancement of the MSW program.
- Please be assured that your responses will remain anonymous and will in no way affect the evaluation of your performance as a student.
- Your responses will be grouped statistically and are completely confidential.

**Instructions:**

In the first section, please indicate how much you disagree or agree with the statements by circling the appropriate number.

In the Demographic section, please check your answer or fill in the blank.

Be sure to respond to all statements.

***Do not put your name or any other identifying information on the survey.***

Thank You!



**1 STRONGLY DISAGREE   2 DISAGREE   3 NEUTRAL   4 AGREE   5 STRONGLY AGREE**

<b>Item</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I am prepared to practice social work following the NASW Code of Ethics.	1	2	3	4	5
2	I am prepared to practice advanced social work skills.	1	2	3	4	5
3	I am able to deal with ethical practice dilemmas.	1	2	3	4	5
4	I am able to advocate from a strengths perspective for clients and families.	1	2	3	4	5
5	I am able to advocate from a strengths perspective for groups and communities.	1	2	3	4	5
6	I am able to write and manage a grant that would promote service or social change.	1	2	3	4	5
7	I am able to complete a professional biopsychosocial assessment.	1	2	3	4	5
8	I am able to critically evaluate research from both an ethical and culturally competent perspective.	1	2	3	4	5
9	I am able to design research from both an ethical and culturally competent perspective.	1	2	3	4	5
10	I am able to apply social work theory from multiple perspectives, (i.e., person-in-environment, policy analysis, and systems theory).	1	2	3	4	5
11	I am able to seek and use professional supervision.	1	2	3	4	5
12	I am able to set professional boundaries with clients.	1	2	3	4	5
13	I am able to identify non-professional conduct and understand its consequences.	1	2	3	4	5
14	I am able to apply professional critical thinking skills to practice.	1	2	3	4	5
15	I am able to understand that my personal biases and reactions affect my practice.	1	2	3	4	5
16	I am able to provide appropriate services to clients who are different from me.	1	2	3	4	5
17	I am able to address practice issues relating to age, disability, gender, race, sexual orientation, and class.	1	2	3	4	5
18	I am able to engage and mobilize stakeholders with differing beliefs to work toward social change on behalf of oppressed populations.	1	2	3	4	5
19	I am able to write at a professional MSW level, using the APA style when necessary.	1	2	3	4	5
20	I am able to orally communicate with a broad social work audience, including clients, colleagues, professionals, agencies, communities, and political authorities.	1	2	3	4	5





Demographic Information

The collected demographic information will be used for the purpose of statistical analysis. They will be separated from completed questionnaires. Should you feel uncomfortable with answering certain questions, you the have right to decline and skip the question(s).

21. Concentration:      (1) CYF      (2)CYF-IVE      (3) CMH      (4) CMH-CalSWECII

22. Campus:              (1) Hayward              (2) Concord

23. Gender:              (1) Female      (2) Male      (3) Intersex      (4) Transgender

24. Sexual Orientation: (1) Straight\_\_\_ (2) Gay/Lesbian\_\_\_ (3) Bisexual\_\_\_ (4) Other\_\_\_

25. Age: (1) 25 or under      (2) 26-30      (3) 31-35      (4) 36-40

(5) 41-45      (6) 46-50      (7) 51-55      (8) 56-60      (9) 61-65      (10) over 65

26. Ethnicity: \_\_\_\_\_

27. Disability Condition (if applicable): \_\_\_\_\_

28. Marital Status:      \_\_\_ (1) single, never-married  
                                 \_\_\_ (2) married  
                                 \_\_\_ (3) separated  
                                 \_\_\_ (4) divorced  
                                 \_\_\_ (5) widowed  
                                 \_\_\_ (6) co-habitating  
                                 \_\_\_ (7) other, please specify \_\_\_\_\_

29. Number of children at home under your care: 0      1      2      3      4      5      6      7

30. While school is in session, how many hours per week on average do you intend to work for pay (not including your internship)? \_\_\_ (1) None  
   \_\_\_ (2) 10 hours or less  
   \_\_\_ (3) 11-20 hours  
   \_\_\_ (4) 21-30 hours  
   \_\_\_ (5) 31-40 hours

31. While in school, are you going to receive financial aid?  
                                 \_\_\_ (0) no  
                                 \_\_\_ (1) yes, please specify: \_\_\_\_\_

32. How much paid social work related experience did you have prior to entering this program?

None      1 year or less      2 years      3 years      4 years      5 years or more

33. How much un-paid social work related experience did you have prior to entering this program?

None      1 year or less      2 years      3 years      4 years      5 years or more

**THANK YOU VERY MUCH**



## 4. APPLYING THEORY TO PRACTICE

Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
<ul style="list-style-type: none"> <li>▪ Apply SW theories from multiple perspectives (i.e. strength-based, PIE, empowerment, biopsychosocial assessment, policy analysis, systems theory, and applied research methods), demonstrated through written, oral and field assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capstone</li> <li>▪ Case Presentations</li> <li>▪ Advanced field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of multiple theories from a generalist perspective (i.e. strength-based, PIE, empowerment, biopsychosocial assessment, policy analysis, systems theory, and applied research methods) demonstrated through written, oral and field assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Psychosocial assessment</li> <li>▪ Foundation field</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of college-level course work on human biology and statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transcript</li> </ul>
<ul style="list-style-type: none"> <li>▪ Be able to use research evidence to improve practice across micro, mezzo and macro settings as indicated by written, oral and field assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capstone</li> <li>▪ Case Presentations</li> <li>▪ Advanced field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of the interrelationship of social work practice and theory</li> </ul>	<ul style="list-style-type: none"> <li>▪ GP sequence assignments</li> <li>▪ Foundation field evaluations</li> <li>▪ Case Presentations in class</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to write and communicate effectively at the graduate level</li> </ul>	<ul style="list-style-type: none"> <li>▪ GPA 2.8 or higher</li> <li>▪ Personal statement (MSW application)</li> <li>▪ Reference letters</li> </ul>
<ul style="list-style-type: none"> <li>▪ Apply evidence-based practice skills in internship settings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advanced field assignments (case presentations)</li> <li>▪ Advanced field evaluations</li> <li>▪ Capstone project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the concept of Evidence Based Practice as demonstrated in written, oral and reading assignments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ GP sequence assignments</li> <li>▪ Research assignments</li> <li>▪ Foundation field assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Liberal arts foundation (including critical thinking skills)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal statement (MSW application)</li> </ul>



## 5. ADVOCACY

Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
Incorporate issues related to advocacy into Capstone project (Capstone proposal that includes literature review) or advanced policy course project	<ul style="list-style-type: none"> <li>▪ Advanced policy course assignment</li> <li>▪ Capstone project</li> </ul>	Apply critical thinking skills in selecting and implementing individual and policy advocacy strategies at agency and policy levels	<ul style="list-style-type: none"> <li>▪ Foundation policy assignment (policy advocacy and change)</li> <li>▪ GP III course assignment (community advocacy and change)</li> <li>▪ Foundation field assignment (Agency Change Plan)</li> </ul>	Proven involvement in advocacy such as course work, employment or voluntary experience	<ul style="list-style-type: none"> <li>▪ Personal statement (MSW application)</li> <li>▪ Reference letters</li> <li>▪ Employment history &amp; background</li> </ul>
Understand the continuum of advocacy at micro, mezzo and macro levels (including client and agency advocacy) within a concentration field	<ul style="list-style-type: none"> <li>▪ Advanced practice sequence assignments</li> <li>▪ Advanced policy assignment</li> <li>▪ Advanced field assignments</li> </ul>	Understand the continuum of advocacy at micro, mezzo and macro levels (including client and agency advocacy) within a generalist practice framework	<ul style="list-style-type: none"> <li>▪ GP sequence assignments</li> <li>▪ Foundation policy assignment</li> <li>▪ Foundation field assignments</li> </ul>	Understand the necessity for advocacy related to social injustice and oppression	<ul style="list-style-type: none"> <li>▪ Personal statement (MSW application)</li> <li>▪ Reference letters</li> </ul>
Apply advocacy tools to practice (assessment) and use them towards empowerment, self determination, brokering/connecting for oppressed populations	<ul style="list-style-type: none"> <li>▪ Advanced field assignments</li> <li>▪ Advanced practice sequence assignments</li> </ul>	Introduction to tools (such as ecomap, sociogram, biopsychosocial assessment and ecological assessment, and neighborhood mapping) and how they are used in advocacy practice	<ul style="list-style-type: none"> <li>▪ HBSE sequence assignments</li> <li>▪ GP sequence assignments</li> <li>▪ Foundation field assignments</li> <li>▪ Attendance at the NASW Lobby Day</li> </ul>	Understanding the need for advocacy in society	<ul style="list-style-type: none"> <li>▪ Personal statement (MSW application)</li> <li>▪ Reference letters</li> </ul>



## 6. CULTURALLY COMPECECE AND DIVERSITY

Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
<ul style="list-style-type: none"> <li>• Be able to interact with clients (and others) in the practice setting in an ethical manner and display ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced practice sequence assignments (Ulmer, Brodzick and Mason courses)</li> <li>• Advanced field evaluations</li> <li>• Capstone</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the history of racism, sexism, homophobia and other forms of oppression and their relations to current social work practice with diverse populations</li> </ul>	<ul style="list-style-type: none"> <li>• HBSI sequence assignments</li> <li>• GI sequence assignments</li> <li>• Final paper in Race, Gender and Inequality</li> <li>• Final paper in foundation policy course</li> <li>• Foundation field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Educational, personal, employment or volunteer experience that indicate exposure to multicultural issues and ability to write about and discuss multicultural issues</li> </ul>	<ul style="list-style-type: none"> <li>• Personal statement (MSW application)</li> <li>• Transcript</li> </ul>
<ul style="list-style-type: none"> <li>• Be able to work with diverse populations that are multi-culturally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced field evaluations</li> <li>• Capstone</li> </ul>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of the connection of how past oppression impacts the lives of populations of color, women, gay, lesbian and transgender populations and other oppressed groups</li> </ul>	<ul style="list-style-type: none"> <li>• HBSI sequence assignments</li> <li>• GI sequence assignments</li> <li>• Final paper in Race, Gender and Inequality in SW Practice</li> <li>• Final paper in foundation policy course</li> <li>• Foundation field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Have some educational, personal, employment or volunteer experiences that indicate exposure to populations that are culturally different.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal statement (MSW application)</li> </ul>
<ul style="list-style-type: none"> <li>• Able to employ appropriate strategies and service delivery approaches and functions in working with populations that are culturally</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced field evaluations</li> <li>• Capstone</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to form relationships with and complete initial assessments with clients from multiple backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• HBSI sequence assignments</li> <li>• GI sequence assignments</li> <li>• Final paper in Race, Gender and Inequality in SW Practice</li> <li>• Final paper</li> </ul>	<ul style="list-style-type: none"> <li>• Liberal arts foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Personal statement (MSW application)</li> <li>• Transcript</li> </ul>





## 6. CULTURALLY COMPETENCE AND DIVERSITY

Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
Differentiate oneself			<ul style="list-style-type: none"> <li>Foundation policy course</li> <li>Foundation field evaluations</li> </ul>		

## 7. ORA &amp; WRITTEN INTERPERSONAL COMMUNICATION

Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
<ul style="list-style-type: none"> <li>Demonstrate graduate-level written and oral communication skills specific to the social work profession including faculty at CWA level</li> </ul>	<ul style="list-style-type: none"> <li>Capstone presentation (PowerPoint)</li> <li>Advanced field evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates beginning grasp of professional social work communication and APA format</li> </ul>	<ul style="list-style-type: none"> <li>HBSE III assignment (psycho-social assessment)</li> <li>GP III assignment</li> <li>Race, Gender and Inequalities in SW Practice assignment</li> <li>Foundation field assignment (process recording)</li> <li>Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate graduate-level written and oral communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Cover letter (MSW application)</li> <li>Personal Statement (MSW application)</li> <li>GPA 2.8 or higher</li> </ul>
<ul style="list-style-type: none"> <li>Ability to communicate effectively with clients, colleagues and professionals and political authorities at state level</li> </ul>	<ul style="list-style-type: none"> <li>Advanced policy assignment</li> <li>Capstone Program Evaluation assignment (grant proposal)</li> <li>Advanced field evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate successful written and oral communication skills with peers, faculty and field contacts</li> </ul>	<ul style="list-style-type: none"> <li>GP II assignment (group proposal)</li> <li>Foundation policy assignment (letter to the Editor for legislative advocacy)</li> <li>Foundation field assignment</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate graduate-level written and oral communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Cover letter (MSW application)</li> <li>Personal Statement (MSW application)</li> <li>GPA 2.8 or higher</li> </ul>



7. ORA & WRITTEN INTERPERSONAL COMMUNICATION					
Graduation Competency	Evidence Collected	Gateway Competency	Evidence Collected	Entry Competency	Evidence Collected
micro, mezzo and macro levels					

### The Assessment Plan (Summative Methods)

In addition to the aforementioned competency indicators (*Values and Ethics*, *Professional Use of Self*, *Critical Thinking*, *Applying Theory to Practice*, *Advocacy*, *Diversity*, and *Communication*) that assess MSW students' learning while they are in the program, alumni and employer surveys provide other venues for recognizing or reaffirming CSUEB MSW graduates' competency in carrying out the program mission (program objectives). The assessment plan consists of two major parts: One is summative evaluation of how program objectives are achieved and the other incorporates formative feedback from students and Community Advisory Boards members to ensure open and effective communications between the program and constituents for the purpose of program development.

The summative assessment plan of the CSUEB MSW program by reach program objective is listed in Table 8.0-3. The timeline of the evaluation tasks is stated in Table 8.0-4.

**Table 8.0-3: The Assessment Plan by Program Objective**

Program Objective	Measure	Procedure for Implementation	Benchmark	Analysis Procedure
1. <i>Values and Ethics</i> 2. <i>Professional Use of Self</i> 3. <i>Critical Thinking</i> 4. <i>Applying Theory to Practice</i> 5. <i>Advocacy</i> 6. <i>Diversity</i> 7. <i>Communication</i>	Entry Competency Indicators	Application review (personal statement & transcript)	Admission to the MSW program	Application review (Admissions and Outreach Committee)
			Pre-test mean scores	Results compiled (Evaluation Committee). Report to the dept. faculty



<p><i>Foundation-year learning objectives and gateway competency indicators</i></p> <p><i>Advanced-year learning objectives and graduation competency indicators</i></p>	Gateway Competency Indicators	Successful completion of class assignments and field in foundation year	Completion of pre-requisites, writing competency, and overall GPA is 3.0 or higher	Advancement to candidacy in the spring (major check)
			1 <sup>st</sup> -yr Field Final Eval. (CR)	Field final evaluation
	Graduation Competency Indicators	Successful completion of class assignments and field in the second year	Capstone	Poster session
			2 <sup>nd</sup> -yr Field Final Eval. (CR)	Field final evaluation
			Post-test mean scores are 4.0 or higher (agree or strongly agree)	Results compiled (Evaluation Committee). Report to the dept. faculty
				Graduation check
	Alumni survey	Online survey administered in January annually (beginning in 2006)	Mean scores are 4.0 or higher	Results compiled (Evaluation Committee). Report to the dept. faculty
	Employer survey	Online survey administered in April tri-annually (beginning in 2008)	Mean scores are 4.0 or higher	Results compiled (Evaluation Committee). Report to the dept. faculty



**Table 8.0-4: MSW Program Evaluation Tasks: Timeline**

	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter (Concord Cohort)
Competency Indicators in Courses	Course assignments  Field First Progress Report	Course assignments  Field Mid-Year Progress Report	Course assignments  Field Final Evaluation  Capstone Project	Course assignments  Field Mid-Summer Progress Report  Field Final Evaluation  Capstone Project
Pre- and Post-Test	Pre-Test Hayward and Concord Cohorts		Post-Test (of the same cohort)	Post-Test (of the same cohort)
Alumni Survey		Annually in January starting in 2007 via online survey		
Employer Survey			Tri-annually in April. First online Employer Survey in April 2008	

The aforementioned competency indicators are also incorporated with pre- and post-tests and surveys. These assessment instruments are described below.

### **The Pre- and Post-Tests**

The questionnaire for the pre-test consists of 20 questions that cover the seven program objectives (entry-level competency indicators) to assess students' entry-level preparation. The same questionnaire is first administered in the fall quarter (pre-test) when a new cohort enters the MSW program then in the last spring quarter when the same cohort is graduating (post-test). In other words, the pre- and post-tests are conducted every two years for each cohort.

The pre-test of the 2006 cohort took place in fall 2006. The post-test will follow in spring 2008. The pre-test questionnaire is attached (MSW First Year Student Survey, Fall 2006). A list of the survey questions and their relations to each program objectives is displayed in Table 8.0-5.





**Table 8.0-5: Pre- and Post-Tests and Measures for Program Objectives**

Program Objectives	Questions of Pre-Test & Post-Test
Values and Ethics	#1, 3, 9, and 13
Professional Use of Self	# 11, 12, and 15
Critical Thinking	# 8 and 14
Applying Theory to Practice	#2, 7 and 10
Advocacy	# 4, 5, and 18
Diversity	# 16 and 17
Communication	#6, 12, 19, and 20

### **Alumni Survey**

An alumni survey is conducted six months after a cohort graduates (in January annually) to assess graduates' perceptions about their competency levels and the quality of their education, as well as employment situation. It provides an opportunity for alumni to assess their educational experiences in the CSUEB MSW program. The results will help enhance the quality of the MSW program in preparing culturally competent, urban social workers. The first online alumni survey was implemented in January 2007.

The alumni survey questionnaire is attached. Question # 6 asks MSW graduates to self evaluate their competency in each program objective and Questions # 7 and 9 collect their comments about educational experience in the CSUEB MSW program.

The Evaluation Committee is in charge of presenting the alumni survey results to the social work faculty meeting. Subsequently, appropriate departmental-committees will take on tasks via the evaluation and feedback loop (see Figure 8.0-1).

### **Employer survey**

The employer survey questionnaire is being developed. Its purpose is to solicit social work employers' perspectives about CSUEB MSW graduates' competency levels related to the seven program objectives. The first employer survey (online) will take place in April 2008 after three cohorts graduate from the MSW program. Subsequently, the employer survey will be conducted every three years.

The results of employer surveys will be compared with that of alumni surveys to have a comprehensive view of CSUEB MSW graduates' competency levels in each area of the seven program objectives.



**Accreditation Standard 8.1: The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.**

### Summative Findings

The new assessment plan has been in place since summer 2006 (after the two faculty retreats that produced faculty consensus in competency indicators). To this date (February 2007), one alumni survey (2007) and two pre-tests (2005 and 2006) are comparable with the new assessment plan. Overall, they provide pertinent information for assessing the MSW students' preparation and competency levels in relation to the seven program objectives. The results of the alumni survey and two pre-tests are displayed in Tables 8.1-1 and 8.1-2 respectively.

**Table 8.1-1: Alumni Survey Results\* by Program Objectives (Mean Scores)**

Program Objectives	2007 alumni survey (2003 & 2004 cohorts)**
Values and Ethics	4.78
Professional Use of Self	4.61
Critical Thinking	4.48
Applying Theory to Practice	4.09
Advocacy	4.43
Diversity	4.65
Communication	4.48

\*The response rate was 43% (23 respondents out of 53 alumni surveyed)

\*\*In fall 2003 the CSUEB MSW program admitted its first cohort in both Hayward and Concord programs.

In the alumni survey, a five-point Likert scale was used; point 5 means the highest score and 1 means the lowest score for self-rated competency level. The two cohorts reported competence in the seven program objectives. The mean score of each program objective met the benchmark of 4.0 or higher.

As it is indicated in Table 8.1-2, the mean scores of the recent two entering cohorts do not reveal a pattern. A possible reason may be that certain groups of students feel confident in themselves while other groups do not. Also, the 2006 cohort has a lot more young students (who enter the MSW program straight from earning a bachelor degree) than the 2005 cohort. The latter, overall, might be experienced in life and want to change life or societal situations (with a mission and commitment to diversity), therefore, they might feel they were prepared to enter and pursue MSW education.



**Table 8.1-2: Pre-test Results by Program Objectives (Mean Scores)**

Program Objectives	Pre-test of 2005 (2005 cohort)	Pre-test of 2006 (2006 cohort)
Values and Ethics	3.76	3.40
Professional Use of Self	4.03	3.90
Critical Thinking	3.61	3.36
Applying Theory to Practice	3.36	2.70
Advocacy	3.47	3.45
Diversity	4.19	3.78
Communication	3.88	3.12

The post-test of the 2005 cohort will take place in spring 2007 (Hayward) and summer 2007 (Concord). Likewise, the post-test of the 2006 cohort will occur in spring 2008 (Hayward) and summer 2008 (Concord). These post-test results (mean scores) will be compared with pre-test mean scores.

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California State University, East Bay  
Department of Social Work

**MSW First Year Student Survey (Fall 2006)**

- This survey assesses your perception of your current social work skills.
- **THIS IS NOT A TEST.**
- The information that you and your fellow students provide will assist the department in ongoing review of student learning outcomes and advancement of the MSW program.
- Please be assured that your responses will remain anonymous and will in no way affect the evaluation of your performance as a student.
- Your responses will be grouped statistically and are completely confidential.

**Instructions:**

In the first section, please indicate how much you disagree or agree with the statements by circling the appropriate number.

In the Demographic section, please check your answer or fill in the blank.

Be sure to respond to all statements.

***Do not put your name or any other identifying information on the survey.***

Thank You!



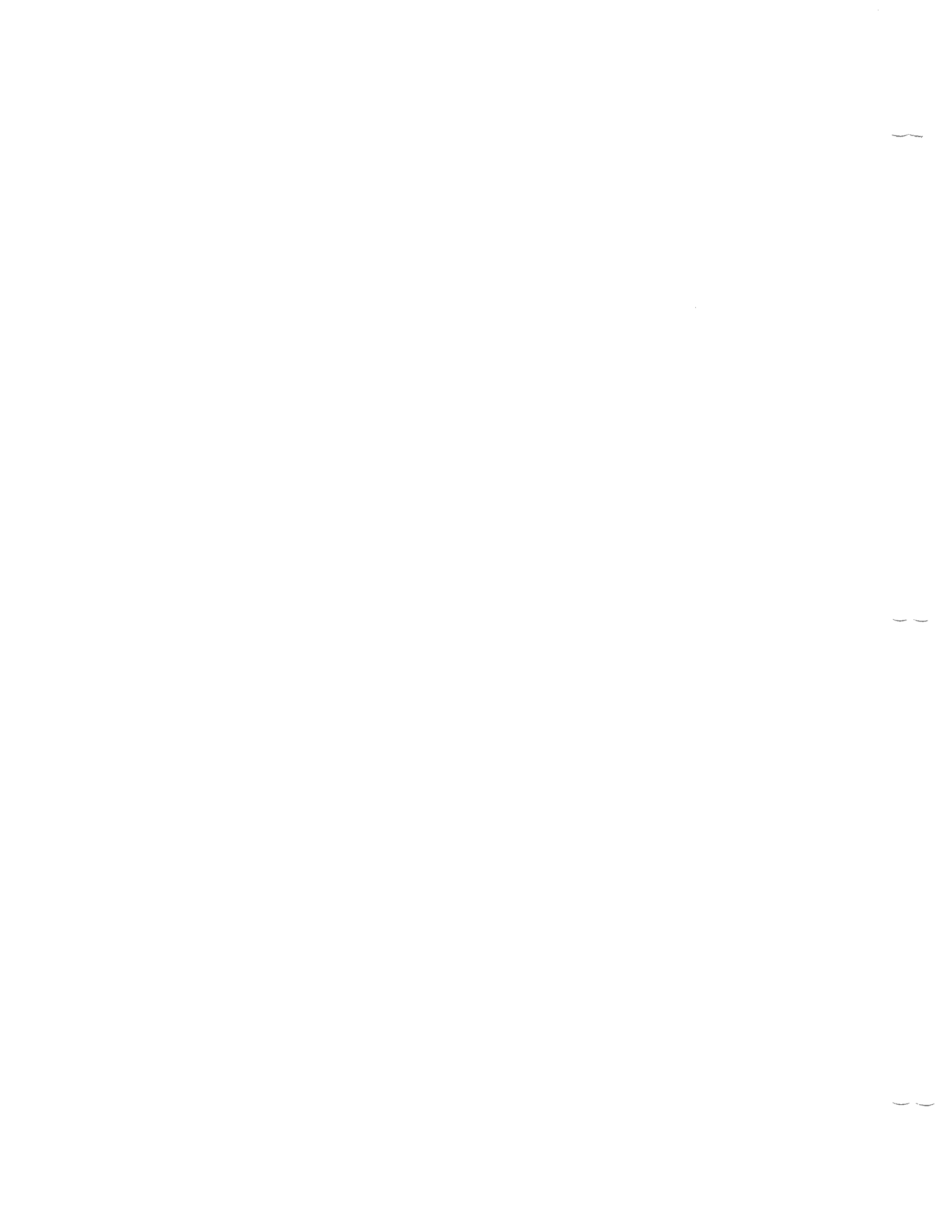
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**1 STRONGLY DISAGREE   2 DISAGREE   3 NEUTRAL   4 AGREE   5 STRONGLY AGREE**

<b>Item</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I am prepared to practice social work following the NASW Code of Ethics.	1	2	3	4	5
2	I am prepared to practice advanced social work skills.	1	2	3	4	5
3	I am able to deal with ethical practice dilemmas.	1	2	3	4	5
4	I am able to advocate from a strengths perspective for clients and families.	1	2	3	4	5
5	I am able to advocate from a strengths perspective for groups and communities.	1	2	3	4	5
6	I am able to write and manage a grant that would promote service or social change.	1	2	3	4	5
7	I am able to complete a professional biopsychosocial assessment.	1	2	3	4	5
8	I am able to critically evaluate research from both an ethical and culturally competent perspective.	1	2	3	4	5
9	I am able to design research from both an ethical and culturally competent perspective.	1	2	3	4	5
10	I am able to apply social work theory from multiple perspectives, (i.e., person-in-environment, policy analysis, and systems theory).	1	2	3	4	5
11	I am able to seek and use professional supervision.	1	2	3	4	5
12	I am able to set professional boundaries with clients.	1	2	3	4	5
13	I am able to identify non-professional conduct and understand its consequences.	1	2	3	4	5
14	I am able to apply professional critical thinking skills to practice.	1	2	3	4	5
15	I am able to understand that my personal biases and reactions affect my practice.	1	2	3	4	5
16	I am able to provide appropriate services to clients who are different from me.	1	2	3	4	5
17	I am able to address practice issues relating to age, disability, gender, race, sexual orientation, and class.	1	2	3	4	5
18	I am able to engage and mobilize stakeholders with differing beliefs to work toward social change on behalf of oppressed populations.	1	2	3	4	5
19	I am able to write at a professional MSW level, using the APA style when necessary.	1	2	3	4	5
20	I am able to orally communicate with a broad social work audience, including clients, colleagues, professionals, agencies, communities, and political authorities.	1	2	3	4	5



Demographic Information

The collected demographic information will be used for the purpose of statistical analysis. They will be separated from completed questionnaires. Should you feel uncomfortable with answering certain questions, you the have right to decline and skip the question(s).

21. Concentration:    (1) CYF    (2)CYF-IVE    (3) CMH    (4) CMH-CalSWECII
22. Campus:            (1) Hayward            (2) Concord
23. Gender:            (1) Female    (2) Male    (3) Intersex    (4) Transgender
24. Sexual Orientation: (1) Straight\_\_\_ (2) Gay/Lesbian\_\_\_ (3) Bisexual\_\_\_ (4) Other\_\_\_
25. Age: (1) 25 or under    (2) 26-30    (3) 31-35    (4) 36-40  
          (5) 41-45            (6) 46-50    (7) 51-55    (8) 56-60    (9) 61-65    (10) over 65

26. Ethnicity: \_\_\_\_\_

27. Disability Condition (if applicable): \_\_\_\_\_

28. Marital Status:    \_\_\_ (1) single, never-married  
                             \_\_\_ (2) married  
                             \_\_\_ (3) separated  
                             \_\_\_ (4) divorced  
                             \_\_\_ (5) widowed  
                             \_\_\_ (6) co-habiting  
                             \_\_\_ (7) other, please specify \_\_\_\_\_

29. Number of children at home under your care: 0    1    2    3    4    5    6    7

30. While school is in session, how many hours per week on average do you intend to work for pay (not including your internship)? \_\_\_ (1) None  
   \_\_\_ (2) 10 hours or less  
   \_\_\_ (3) 11-20 hours  
   \_\_\_ (4) 21-30 hours  
   \_\_\_ (5) 31-40 hours

31. While in school, are you going to receive financial aid?  
      \_\_\_ (0) no  
      \_\_\_ (1) yes, please specify: \_\_\_\_\_

32. How much paid social work related experience did you have prior to entering this program?

None    1 year or less    2 years    3 years    4 years    5 years or more

33. How much un-paid social work related experience did you have prior to entering this program?

None    1 year or less    2 years    3 years    4 years    5 years or more

**THANK YOU VERY MUCH**

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# COUNCIL ON SOCIAL WORK EDUCATION

The Premier National Center for Social Work Education

1725 Duke Street, Suite 500, Alexandria, VA 22314-3457 TEL 703.683.8080 FAX 703.683.8099 www.cswe.org

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ACCREDITATION AND  
EDUCATIONAL EXCELLENCE  
(OSWAAE)

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June 19, 2006

Norma S. Rees, Ph.D.  
President  
California State University, East Bay  
Office of the President  
25800 Carlos Bee Boulevard  
Hayward, California 94542-3048

Dear President Rees:

At its June 2006 meeting, the Commission on Accreditation (COA) reviewed the *self-study*, the *Accreditation Review Brief*, and the program's response to the *Brief* as the initial accreditation application for the master's social work program. The COA voted to grant initial accreditation from the academic year of 2002-2003 to June 2010, with a progress report to be reviewed by the COA.

In taking this action, the COA identified eight (8) areas of concern (AS 1.2, AS 2.0, AS 2 EP 4.5, AS 3.0.6, AS 3.1.4, AS 5.0, AS 8.0 & AS 8.1).

### Accreditation Standard 1.2

*The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).*

COA Comment: While the program appears to address the mandated EP 3.0 Foundation Program Objectives, a careful analysis of their stated objectives does not directly reflect all of the EP 3.0 requirements.

The program is directed to explain the relationship between its own objectives and the content mandated in EP 3.0.

### Accreditation Standard 2.0

*The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.*

COA Comment: Given the establishment of the new core-required 6013 Generalist Practice III course, the sequencing of courses





Norma S. Rees, Ph.D., President  
California State University, East Bay  
June 19, 2006  
Page 2

provided in the self-study is now obsolete. Given that the obsolete version reflects a full load for students, there are concerns for how this new course will be placed in the curriculum and how this may impact students. The program is directed to provide a revised schedule/plan that incorporates the new course and describe how the new schedule impacts the sequence of study. The program is also directed to revise its major program documents (e.g. student manual) and provide the commission with these revised copies.

**AS 2 EP 4.5 (teach communication skills)**

COA Comment: The program should describe how it provides supervision and consultation, providing syllabi that support this.

**Accreditation Standard 3.0.6**

*The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.*

COA Comment: In its response to the site visitors report the program indicates that the field director's workload will be increased from .50 to 1.0. The program needs to document its implementation of this change.

**Accreditation Standard 3.1.4**

*The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.*

COA Comment: In the site visit report there is mention that faculty double-up on office space. In the response to the site visit report it is indicated that there will be two additional faculty offices in September 2006 and the anticipation of more office space when the Business Building is completed. The program needs to document the additional office space.

**Accreditation Standard 5.0**

*The program has admissions criteria and procedures that reflect the program's goals and objectives.*

COA Comment: The self-study describes the criteria for admission but does not describe the procedures for student admission. It appears that the procedures may have been described to the site visitors, however there needs to be a description of the process of student admissions to the program.



Norma S. Rees, Ph.D., President  
California State University, East Bay  
June 19, 2006  
Page 3

**Accreditation Standard 8.0**

*The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.*

COA Comment: The program should submit a complete assessment plan. It should link specific items on evaluation forms to specific program objectives. Copies of measurement instruments should be included. Refer to "Some Suggestions on Educational Program Assessment and Continuous Improvement" (enclosed) and utilize your accreditation specialist for assistance.

**Accreditation Standard 8.1**

*The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.*

COA Comment: The program should submit a full report on the findings from its plan in AS 8.0. The report on findings needs to follow the assessment plan. Data needs to be reported for each program objective and for each item that measures each program objective. Refer to "Some Suggestions..." and your accreditation specialist.

Submit three (3) copies of the report no later than April 1, 2007 for review during the June 2007 COA meeting.

Procedures regarding the process of Reaffirmation are included with this letter. Please be in touch with Dr. Karen Robards, Accreditation Specialist I in the Office of Social Work Accreditation and Educational Excellence, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Sincerely,



Stephen Holloway, Ph.D., Chair  
Commission on Accreditation

SH/kr

CC: Terry Jones, Ph.D., Chair ✓  
Department of Social Work

Enclosures: Procedures for Reaffirmation  
"Some Suggestions on Educational Program Assessment and Continuous Improvement"



## PROCEDURES FOR REAFFIRMATION

PROGRAM NAME: Master's Social Work at California State University East Bay  
NEXT REVIEW: June 2010  
DATE: June 19, 2006

The social work program should prepare the following:

- **Site Visit Planning form.** One year before the program's reaffirmation review date, CSWE will notify the program the Site Team Planning Form is due. The program returns the completed form to the Site Visit Coordinator within one month.  
The electronic version of the form is at:  
[www.cswe.org/accreditation/Resources/forms/Site\\_Team\\_Planning\\_Form\\_June\\_Agenda\\_05-11-2006\\_BMW.doc](http://www.cswe.org/accreditation/Resources/forms/Site_Team_Planning_Form_June_Agenda_05-11-2006_BMW.doc)
- **Eligibility Fee.** The program will be invoiced by the Council on Social Work Education's (CSWE) Office of Finance and Administration on April 1, 2009. The fee is due to CSWE by June 1, 2009.  
Information on fees can be found at:  
[www.cswe.org/accreditation/Resources/forms/Reaffirmation\\_Fees\\_and\\_Related\\_Expenses\\_05-18-2006\\_LAW.doc](http://www.cswe.org/accreditation/Resources/forms/Reaffirmation_Fees_and_Related_Expenses_05-18-2006_LAW.doc)
- **Eligibility Application.** By July 1, 2009 the program submits its' completed *Baccalaureate Reaffirmation Eligibility Application*, plus the *Authorization of Program Review* form, to its Accreditation Specialist.  
The electronic versions of the forms are at:  
[www.cswe.org/accreditation/Resources/forms/Baccalaureate\\_Reaffirmation\\_Eligibility\\_Application\\_05-11-2006\\_BMW.doc](http://www.cswe.org/accreditation/Resources/forms/Baccalaureate_Reaffirmation_Eligibility_Application_05-11-2006_BMW.doc) and  
[www.cswe.org/accreditation/Resources/forms/Authorization\\_of\\_Program\\_Review\\_05-11-2006\\_BMW.doc](http://www.cswe.org/accreditation/Resources/forms/Authorization_of_Program_Review_05-11-2006_BMW.doc).
- **Reaffirmation Fee.** The program will be invoiced by the Council on Social Work Education's (CSWE) Office of Finance and Administration on July 1, 2009. The fee is due to CSWE by September 1, 2009.  
Information on these fees can be found at:  
[www.cswe.org/accreditation/Resources/forms/Reaffirmation\\_Fees\\_and\\_Related\\_Expenses\\_05-18-2006\\_LAW.doc](http://www.cswe.org/accreditation/Resources/forms/Reaffirmation_Fees_and_Related_Expenses_05-18-2006_LAW.doc)
- **Self-Study.** One month prior to the site visit the program mails one (1) copy of the full self-study, to each site team member and three copies (3) of the full self-study, to the Office of Social Work Accreditation and Educational Excellence (OSWAE).
- **Site Visit.** The program's site visit will occur between November 1, 2009 and February 28, 2010.
- **Program Response to the Site Team's Accreditation Review Brief.** No later than two weeks after the visit the site team chair submits one (1) electronic and one (1) paper copy of the team's *Accreditation Review Brief* to the program's accreditation specialist. A copy of the team's *Accreditation Review Brief* is sent to the chief administrators of the institution and the social work program. No later than two weeks after the receipt of the team's *Accreditation Review Brief* the program submits one (1) electronic and three (3) paper copies of its response to its accreditation specialist.
- **File Complete.** The program's file is complete with the submission of the program's response.
- **COA Review for Reaffirmation.** The program is reviewed for reaffirmation at the June 2010 COA Meeting.



# COUNCIL ON SOCIAL WORK EDUCATION

## COMMISSION ON ACCREDITATION

### SOME SUGGESTIONS ON EDUCATIONAL PROGRAM ASSESSMENT AND CONTINUOUS IMPROVEMENT

Stephen Holloway, Chair\*

#### BACKGROUND

The past decade has witnessed an increasing emphasis on the assessment of educational outcomes in higher education. This trend is noted in the regional organizations that accredit American universities as well as in the specialized accrediting organizations such as those that accredit educational programs in nursing, social work or law. The trend has been associated with an increasing resistance on the part of educational institutions to accommodate various “input prescriptions” mandated by accrediting bodies, be they related to staffing or budget minimums, space or other physical requirements, or mandates on educational content. The philosophy behind these trends holds that the domain of accreditation should be the “what” of education – what should graduates know and be able to do; what are the requisite skills, capabilities and competencies needed for effective professional practice. The “how” of education – how these competencies are achieved, the personnel utilized, the resources allocated and the strategies employed – should be the domain of the educational institution in question. Accordingly, when accrediting bodies cross the boundary from the “what” to the “how”, they are viewed as treading upon institutional prerogatives.

Social work accreditation has mirrored these trends. A major emphasis in Educational Policy and Accreditation Standards (EPAS) is the assessment of educational outcomes – what we refer to in EPAS as “*the evaluation of each program objective*”. As well, EPAS moved some distance from the previous standards in reducing prescriptions – mandates that speak to resources, credentials or educational format.

The issue of reduced prescriptions caused a significant political struggle during the development of EPAS. Some argued for elimination of *all* “how” prescriptions while others argued that without such prescriptions, their sponsoring institutions would significantly cut their resources. Given the continued polarity of this issue, we may have struck a reasonable compromise in EPAS.

\*The author gratefully acknowledges the suggestions of COA Commissioners on earlier drafts of this document and the editorial help of Kia Bentley, John Longres, Dean Pierce, and Robert Vernon





For some time, the members of the Commission on Accreditation (COA) have been aware that the heightened emphasis on program assessment and educational outcomes has represented a challenge for many programs. This has posed a significant concern for the members of the Commission. In the interest of providing some assistance with these tasks, the COA has recently undertaken efforts to clarify the basic rationale and procedures of educational assessment as required by EPAS. This document, which lays out the basic concepts and procedures associated with educational program assessment, represents one such effort.

### **Educational Program Assessment**

Educational program assessment is the activity of investigating the extent to which an educational effort has succeeded in accomplishing its objectives. The activity shifts the emphasis from a focus on what *goes into* the education to a focus on what *comes out* -- the results of the educational process. That is, as a consequence of the educational experience, do the graduates demonstrate the educational outcomes as specified by the program objectives? Meaningful assessment requires that programs become crystal clear regarding their educational intent – the program’s goals and objectives – in order to be effective in measuring student learning. Program assessment provides programs with information about the extent to which their educational intent has been realized in the intellectual and practice capabilities their students possess as they complete their program of study.

Understanding this, we begin to appreciate that success in educational program assessment will not be a function of the number or character of the measurement tools utilized by a program. Rather, it is found in the *logical linkages* among the *program objectives*, the *curriculum* that implements those objectives, and the *educational outcomes or acquired competencies of the graduates*. In this context, the assessment tools are the means for measuring educational outcomes, not the end product of assessment. Unless measurement tools link program objectives with specific educational outcomes, they do not meet the requirements of program assessment as defined by EPAS.

### **MISSION, GOALS AND OBJECTIVES: Accreditation Standard 1**

Mission, goals and objectives are the building blocks of curriculum and program assessment. The program mission is a brief statement that sets out the program’s purpose and philosophy. As the Handbook of Accreditation Standards and Procedures (the Handbook) states, the mission is an “*Articulation of a vision. It is global and brief in nature.*” In addition, the program mission should be consistent with the mission of the sponsoring institution and be appropriate with the “level or levels” – baccalaureate and/ or masters – for which it is preparing students. Finally, the mission should be consistent with the purposes of social work education as spelled out in the Educational Policy section of EPAS, (EP 1.1).

The program goals flesh out the mission by detailing its primary components and educational direction. The goals focus the elements of the purposes of social work education (EP 1.1) such as professional practice, knowledge development, and leadership in service delivery as well as possible unique elements of the educational program’s mission such as geographical commitments, field of practice commitments, special population commitments, commitments to



particular levels or fields of practice. They are consistent with the program mission and offer more detail about what constitutes the primary components of the curriculum.

### **Program Objectives**

Accreditation Standard 1.2 states *“The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).”*

In addition, the Glossary of the Handbook specifies the meaning of program objectives for purposes of CSWE accreditation: *“Program objectives are derived from mission and goals and define foundation, concentration, and other curriculum objectives, if applicable, depending on program level. Master’s programs may choose to separately list foundation and concentration objectives or they may develop a single list of program objectives that reflect both foundation and concentration objectives. While some programs have additional program objectives, that transcend the curriculum, the concern of the COA is focused on program objectives that relate to student learning outcomes.”*

In summary, EPAS requires program objectives that define what students will learn and that are consistent with both the mission and goals of the program and with Educational Policy 3.0.

Good program objectives have three qualities. They:

- (1) address discrete outcomes;
- (2) are articulated in measurable terms; and
- (3) are comprehensive.

These three characteristics of program objectives are reflected in EP3.0, which articulates a set of learning objectives that programs often use as the basis for baccalaureate program objectives or MSW foundation program objectives. Since MSW concentrations broaden, deepen and specify foundation content, elements of EP 3.0 are often also found in concentration objectives, elaborated in EP 3.1. Thus, we can use EP 3.0 as suggestive of learning objectives that are discrete, measurable, and comprehensive.

Below we simplify EP 3.0, by teasing out the key learning outcomes that they aspire to develop. These are the ability to:

- Apply critical thinking skills
- Practice social work values and ethics
- Practice without discrimination, with respect to a variety of differences
- Understand mechanisms of oppression and discrimination
- Apply strategies of advocacy and social change to advance social justice
- Interpret history and current issues of the profession
- Apply knowledge and skills of generalist orientation (varies by level)



- Apply evidenced-based theoretical frameworks to understanding individual development and behavior across the life span, between individuals, families, groups, organizations, communities
- Analyze, formulate, influence social policies
- Evaluate and apply research studies to practice
- Evaluate own practice
- Communicate differentially
- Use supervision and consultation
- Function with organization and delivery systems
- Seek necessary organizational change

### 1. Discrete Outcomes:

Each of the key learning outcomes in EP 3.0 are discrete. For instance, the concept of critical thinking is discrete from practicing without discrimination, evaluating one's own practice and seeking necessary organizational change. Programs must avoid writing objectives that repeat elements of other objectives. For purposes of assessment, programs must struggle to write objectives that focus on discrete issues rather than writing long, complex, and multiple issue objectives; failing to do so renders effective assessment essentially impossible.

### 2. Measurable Outcomes:

Each of the discrete learning outcomes in EP 3.0 is measurable. Critical thinking may be measured through tools that assess the ability to solve problems, or evaluate theories, policies, and organizational practices. Evaluating one's own practice may be assessed through instruments that measure knowledge of approaches to practice evaluation and the ability to apply that knowledge in field settings. Practicing social work values and ethics may be assessed by tools that ask students to solve ethical dilemmas, agree or disagree with statements about professional values, or by setting up situations in which students may be observed confronting ethical challenges. As they are writing objectives, program faculty must be thinking about ways in which they might measure student attainment of the objectives. Assessment planning does not start when dealing with AS 8.0; it starts when working on AS 1.

### 3. Comprehensiveness of Outcomes:

Taken together, the learning outcomes in EP 3.1 form a complete picture that defines the knowledge, skills and abilities expected of graduates of social work programs. Collectively, program objectives should encompass all the components that add up to the kind of social worker a program wishes to produce. These components should reflect EP3.0 but may also include learning objectives that go beyond it. For instance, baccalaureate and MSW programs may wish to create students who value working in not-for-profit services or who are highly versed in a particular theoretical approach to practice. For MSW programs, program objectives may emphasize advanced knowledge, values and skills to work autonomously in a particular field of practice, level or method of practice, population-at-risk, or be organized around conceptualization of concentration.



## CURRICULUM: Accreditation Standard 2.0

Accreditation Standard 2 speaks to curriculum developed and organized as a coherent and integrated whole. It is consistent with program objectives and the required professional foundation content and advanced content where applicable. As this document is focused on educational program assessment, we comment here only briefly on curriculum although curriculum is, of course, the essence of the enterprise and the mechanism that translates program objectives into measurable competencies. Social work curricula are conceptualized as including a “foundation”, and in the case of master’s education, a “concentration”. The standards ask programs to identify foundation and concentration objectives. For baccalaureate programs, the “program objectives” are generally identical to the foundation curriculum objectives since the entire educational program is comprised of the foundation. For masters programs, however, program objectives may encompass the foundation and concentration or, depending on faculty wishes, separate out foundation program objectives from concentration program objectives. Regardless of how this is done, program objectives provide the *framework* for building the curriculum.

For all programs working on the development of an assessment plan, we strongly recommend that the logic model which begins with AS 1 be carried out in the design of AS 2 *prior to devising* the assessment plan in AS 8. This suggestion is just common sense. Obviously, *all* the requisite curricular components must be in place before devising the system that will serve to assess the extent of success in achieving the student competencies envisioned by the program objectives.

We suggest this effort begin by taking each program objective and breaking out its requisite elements – its dimensions of knowledge, skill, value, judgment and perspective. Once again using EP 3.0 as an example, faculty will want to consider the various ways they will help students learn the “application of critical thinking skills to practice”. They should ask themselves, “what do we mean by critical thinking – what are its elements – how do we teach it and where does it go in the curriculum? How do we organize it; how will it be featured in various courses; and what assignments will we use to help students learn it?”

In their self-study, program faculty will respond to AS 2 by detailing the components of the curriculum and course-by-course, how and where the content implied by the program objectives, as well as mandated in Educational Policy 4.0 (and for masters programs EP 5.0), is covered. In addition, since it is the program objectives which drive curriculum content, faculty also needs to systematically describe how curriculum content will implement the program objectives. Graphics are often helpful in this task. One frequently used method is a curriculum matrix. Another is a curriculum flow chart.

### Matrix

One way to demonstrate how the program objectives drive curriculum design is through a matrix format. Program objectives are listed in the first column, courses and course objectives in the next column, units of course content and course assignments following in the next columns until the entire curriculum – all courses and field -- are represented (see example below). Using this





method, faculty trace each program objective through the curriculum, identify linkages to various course objectives, and show how course units and assignments implement each objective. To the extent that a given course, such as "Practice I" for example, implements components of a given program objective, it is listed in the course column with the subsequent columns indicating the unit(s) of study and assignments in which that content is found. One then moves to the next program objective and lists relevant foundation objectives, courses, etc. So, for example, we may find that we list "Practice I" as associated with five or six different program objectives.

As the entire curriculum is articulated in this kind of logic model, moving from the foundation to the concentration in the case of masters programs, one is ultimately able to lay out the entire curriculum and trace the curricular components – course objectives, units of content, and assignments developmentally *as they implement each program objective*.

Below is an example of this kind of format. It provides graphic representation of the curriculum structure as it implements each program objective.

Program Objective	Courses	Course Objective (# from syllabus)	Course Units of Content (if used)	Assignments
Objective # 1	Rsh 1	1,3,5,7	2,3	2
	SWPS 1	2,6	2,4	
	Practice 1	1,3,5	2	2
	Field 1	1,2,4	1,2	
Objective # 2	Practice 1	2,4	3	1
	Field 1	3	3	

Using a matrix in this fashion is a complex and arduous task. But the procedure provides faculty with the kind of accountability mechanism that enables them to continually check the extent to which their curricular components fully implement the program objectives. The value of this approach is that curriculum design and refinement are driven not by preference, ideology, comfort level or whatever *but by the program objectives*.

#### Flow Chart

Another frequently used method of demonstrating how program objectives are implemented through the curriculum is by using a flow chart. Here, faculty takes each objective and graphically demonstrates which sections of each course relate to the objective, course units (if used) and assignments that implement the objective in question. This is done for each curriculum objective.



**EDUCATIONAL PROGRAM ASSESSMENT: Accreditation Standard 8.0**

AS 8.0: *The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.*

The assessment plan is a thoughtful system for collecting and reviewing information focused on determining the extent to which program graduates have achieved the program objectives. A plan includes – for each individual program objective – the following components:

- 1) a set of quantitative or qualitative measures, instruments, or items from instruments;
- 2) a system for administering or implementing each measure, including the method and frequency of implementation;
- 3) a benchmark identifying the level of student achievement needed for success;
- 4) a system for aggregating, reviewing and analyzing student outcomes; and
- 5) a mechanism for presenting results in a way that will be easily understood.

The standard's expectation is that these elements of the assessment plan be described and their operations be detailed. The COA expects to see samples of instruments used and to understand the procedures by which they are applied and the findings are reviewed. A complete plan should clearly articulate – program objective by program objective – just how student learnings are assessed.

In addition to describing the plan, programs often employ a graphic to demonstrate plan components. A sample is offered below.

Assessment Plan

Program Objective	Measure(s)	Procedure for implementation	Benchmark (Success)	Analysis Procedure(s)
Objective 1				
Objective 2				
Objective 3...etc.				



## Accreditation Standard 8.1

*The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.*

This element of the standard indicates that a program must present the results of its assessment. This should be a narrative discussion of the findings and their meaning as relates to the program objectives. It should also include a series of summary tables illustrating the findings. Again, this analysis must be done program objective by program objective to meet the requirements of the standard. Multiple measures for each objective are appropriate.

When the time for re-affirmation of accreditation nears, programs often revamp their program objectives and curriculum. Thus, they may not be able to collect data on the revamped program. In such cases, programs have two options to meet the full expectation of this standard. One is describe evaluation of their previous program objectives, including a full presentation of the findings as described above which led to the revamping of their program objectives and curriculum. Alternatively, they may prefer to present the new assessment plan, understanding that the COA will ask them to provide the findings of the new assessment in a follow-up progress report.

The results of the assessment processes may lead to program changes, to affirmations of what is being done, or to the need to collect additional or different information. Programs need to fully describe how the results of their assessment have been/will be used to make changes or affirm existing structures. Thus, the overall intent of the standard is to insure that necessary and sufficient data relevant to each program objective serve as the basis for program review and revision.

In responding to AS 8.1 programs must also describe the program structure(s) used to evaluate assessment findings and discuss program improvement based on the utilization of the findings. Programs not including such a discussion in their self study will be asked by the COA to do so in a follow up progress report. While the program is certainly free to determine the process and means for this, the COA is particularly concerned that this takes place on a sustained and reliable basis within a routine time frame. This ensures ongoing examination of the curriculum's outcomes as a regular – not occasional – school activity. Ideally, programs have identified target levels of achievement and reported results objective by objective in light of these levels. Programs should be able to comfortably discuss how the information collected and analyzed has been used, or not used, to improve or affirm the program.

Program assessment should be relevant and meaningful for programs. Programs should want to know if their curriculum enables students to meet program objectives, that is, that the program is producing the kind of graduates they want to see in the profession. The assessment process, including any program improvements that result from it, should be worthy of the time and energy invested. Programs should strive to do a thorough but nevertheless parsimonious job in planning their assessment and presenting their results. If all these things are in place, the assessment process will be experienced as a positive and “doable” part of the education of social workers.



## Instrument Selection and Utilization

As suggested throughout, instruments are the *means* of program assessment rather than the evidence of it. Thus, in writing up Standard 8.0, the narrative should not be driven by the instruments used but by the objectives being measured. The narrative should be presented objective by objective rather than instrument by instrument.

As is always the case in assessment, issues of instrument reliability and validity are of concern. Given that emphasis on measuring educational outcomes is relatively new, however, simple estimates of reliability and the use of *face validity* may well be all that can be expected. As we learn more about the assessment of educational outcomes, we should strive to enhance our standards for measuring reliability and validity.

Finally, it should not be expected that one instrument alone can measure all program objectives. The use of multiple measurement instruments is a good way to capture the many dimensions of a particular objective and to raise the reliability and validity of the assessment plan.

There are two rather broad categories of educational assessment tools; formative and summative. Formative measures, sometimes called *process measure*, are those which provide us with information about how students progress through their educational experience. Typical of these are course evaluations, advising evaluations, early or mid-point evaluations of the field experience, and the like. Summative measures, sometimes called *outcome measures*, provide information about student competencies. Examples of these are aggregated exam results or field instructor evaluations of student performance at the end of practicum. While formative results are critical to the management of the educational enterprise, the kind of educational assessment required by AS 8 relies primarily on summative measures.

The distinction between these two kinds of tools is sometimes obscure, less dependent upon the tool and more dependent upon what is being assessed. So, for example, student grades are typically seen as a formative measure. They indicate that individual students are progressing well in their program of study. But a grade on a particular assignment – let us say one which explores the complexities of ethical decisions in a practice setting – might well, if aggregated, provide us with insight into student capacities related to a particular program objective. Here it becomes a summative measure. In general, however, such measures as standard course evaluations, individual student grades, advising evaluations and the like are seen as formative tools and may not be particularly helpful in assessing student achievement of program objectives. In contrast, a graded assignment that asks students to demonstrate learning related to a specific program objective or objective aspect may offer a benchmark that could be useful when combined with other measures in evaluating the program's effectiveness in achieving that objective.

There are many different types of measurement tools that programs can employ to assess educational program outcomes. It is important to note that the COA currently pays less attention to the sophistication of the instrument in question than it does to the relevance of the instrument to the program objective being measured. This point cannot be over emphasized. The same instrument is an excellent or a poor choice depending upon its utility and effectiveness in





assessing the educational outcome in question. So, for example, the COA is frequently asked by baccalaureate educators whether or not the BEAP Exam is “a good assessment tool.” The answer is completely dependent on the extent to which one’s programs objectives mirror what the BEAP measures. If items on the BEAP exam can be demonstrated to measure one or more of one’s program objectives, then using BEAP in that instance is appropriate. Simply presenting the results of the BEAP exam without tying it to specific program objectives, however, does not meet the expectations of AS 8.

It is important that the assessment plan be comprised of a complementary set of measures so that the program can demonstrate its confidence that the findings from varying tools build on one another to provide comprehensive information on the program objective in question. As a general rule, one would expect information about each objective from three or four measures to feel relatively confident that the program has a valid reading on the accomplishment of that objective.

A particularly useful graphic to support the assessment plan can be completed by returning to the curriculum matrix described above. This is the matrix which organizes the curriculum components as they implement elements of each program objective. In the final column of that matrix one lists each of the assessment measures the program is using in its assessment plan. This enables the program to then trace each program objective through foundation and concentration objectives, the courses – their objectives, units and assignments – and ultimately trace the pathway of the program objective through the entire program into the measures which will assess its implementation.

The following discussion focuses on types of instruments programs may use or develop in assessing student achievement on each of their program objectives. In considering these tools, let us use the assessment of a program objective related to ethical practice as an example. Assume the objective reads: “Graduates will understand the values and ethics of the social work profession as defined by the NASW Code of Ethics and apply them in their practice”.

### **Embedded Measures**

This term refers to tools *embedded within the curriculum or within a specific course* that can offer insight into student mastery of one or another program objective. For example, there may be a class assignment that asks students to demonstrate their ability to solve ethical problems. A program might then report aggregated results of student achievement on that assignment. To use this measure, however, one would need to be sure that all students completed the same assignment, faculty grading the assignment utilized common criteria, and the findings were aggregated so that the outcome would provide a measure of *program-wide* student capacity in this area. The use of embedded measures can also be applied to a capstone assignment or comprehensive exam, research project, final essay, or oral presentation. Although no single assignment or group of assignments can adequately measure the complexities of assessing professional values and ethical principles, the findings on specified assignments could be combined with findings from other unembedded measures such as a field evaluation which also addresses values and ethics. Together the results would give a better idea of educational achievement on this program objective.



## **Exit Interviews**

Some programs, particularly smaller programs, use individual interviews of graduating students for the purpose of determining the accomplishment of program objectives. To be effective, the interview schedule needs to be tailored to include a set of questions related to each program objective being assessed along with uniform criteria for determining mastery. For example, once again using a program objective related to values and ethics, there may be an interview questions that probe student understanding of the NASW code of ethics and ask about ethical decisions or dilemmas in particular situations. A system of analysis must be used which is credible in its claim to distinguish degrees of mastery. These systems are rather labor intensive, but some programs report that the exercise not only gives them great confidence in their effectiveness but it provides formative information which they find valuable in their attempts to monitor program climate, student satisfaction and the like.

## **Exit Surveys or Exams**

The quantitative alternative to the exit interview would be an exit exam. Here the program would devise a set of questions designed to measure student mastery of content related to each program objective. Exit surveys utilize a similar approach but frame most of the questions in *self efficacy* terms (see below).

## **Focus Groups**

These can be used with existing students, field instructors or some other mixed set of informants familiar with the capabilities of graduating students. Again, the interview schedule must hue closely to the program objectives and the methods of analysis must be refined to provide the faculty sufficient confidence that they are effective in reliable and consistent assessment of the program objectives in question. As suggested above, there are several techniques which are helpful in making these determinations such as a set of probing questions related to elements of each objective and then the application of a scale for the final question related to each program objective in order to provide a more quantifiable determination of the degree to which the objective – or elements of the objective – has been assessed.

## **Surveys**

Employer surveys, field instructor surveys, student exit surveys and alumni surveys are frequently used by programs as assessment tools. Again, the trick is the extent to which these surveys provide credible data on student competencies related to the program objectives. Note that return rates are a perennial problem with these instruments. Respondents may rate students/graduates' perceived knowledge, values and skills on a five point scale from "Excellent" to "Good" to "Fair" on, for example, "the graduates understanding of and adherence to the profession's values and ethics." Programs should articulate benchmarks for success, such as 75% (or 80% or 90%) of respondents will report "excellent or outstanding" and then report results, and curriculum revisions or affirmations, accordingly.



## Self Efficacy Measures

These are tools which ask graduating students to assess their own assessment of their competence in various areas related to the program objectives. Using the example above, the student may rate “I am knowledgeable about the profession’s values and ethics” or “I am able to engage in ethical problem-solving in practice” from “strongly agree” to “strongly disagree” These tools pose some validity concerns since they are not really measuring student competencies but student *perceptions of their competence*. Clearly, we would normally consider the competency assessment of student capability to be more valid when done by a professional other such as a seasoned field educator than by the student him or herself. Nonetheless, to the extent that findings from such assessments correlate positively with other measures of the same skill or capability, they do lend a degree of confidence to our knowledge about student learnings in this area.

## Field Performance Evaluation

The field evaluation is a *potentially* rich tool for assessment. We stress potentially as its degree of usefulness is completely a function of the extent to which it has been specifically designed to assess program objective competencies. Assessment of program objectives is not typically the dynamic that drives the design of fieldwork evaluation instruments. Rather, it is the objectives of the fieldwork curriculum which the instrument is designed to assess, and this may represent a missed opportunity for program assessment. In cases where the field curriculum has been systematically designed to some set or elements of the program objectives, however, it represents a powerful assessment tool.

In any case, it is not sufficient for a program to simply state that the fieldwork evaluation is an element of an assessment plan without demonstrating how. It must be demonstrated how the tool is tied to specified program objectives and how the data from all field evaluations is aggregated to provide program-wide findings as they relate to the specific program objectives being measured.

## License Exam Results

Many programs cite student passage rates on licensure exams as a measure of program success. While these data can provide useful information, they may or may not be helpful in demonstrating accomplishment of program objectives. Thus, for example, the passage rates on a State social work licensure exam which is highly clinical in nature may offer little information about the accomplishment of program objectives for a program with an advanced generalist curriculum focused on urban community development.









March 10, 2006

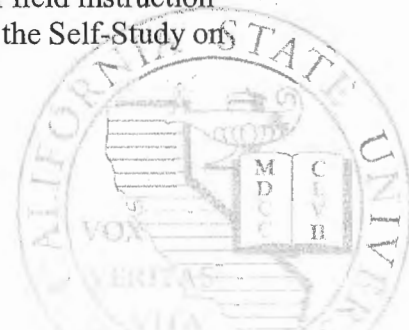
Dr. Karen Robards  
Program Accreditation Specialist  
Council on Social Work Education  
1725 Duke Street, Suite 500  
Alexandria, Virginia 22314-3457

Dear Dr. Robards:

I am pleased to respond to the Accreditation review provided by the CSWE Site Team on February 28, 2006. The review was thorough and exceptionally helpful to me and my colleagues. We continue to assess and refine the quality of our MSW program at California State University, East Bay.

After meeting with the Dean of the College of Letters, Arts and Social Sciences (CLASS) and the faculty of the Department of Social Work the following changes will be implemented to address the CSWE Site Team concerns:

- **EP 4.5 Social Work Practice**  
To address the lack of coverage of macro practice issues in generalist practice in the MSW program at the foundation level, we will institute a new course, SW 6013, Generalist Practice III. A copy of the syllabus is enclosed for your review. This course will focus on providing students with macro level generalist practice skills in organizations and communities.
- **AS 3.0.6 Field Director**  
Effective, July 1, 2006 the Field Director position will be increased from .50 to 1.0. This change has been agreed to by the Dean of the College of Letters, Arts and Social Sciences and the Provost.
- **AS 2.1.1 Minimum of 900 hours In the Field**  
While the Site Team raised a concern about the minimum number of hours in the field for students in the Concord program, in fact the hours actually exceed the minimum standard. In the first year we require 475.5 hours in the field, and in the second year we require 543.5 hours for a total of 1019 hours of field instruction for Concord students. This has been corrected in Volume 1 of the Self-Study on page 93.





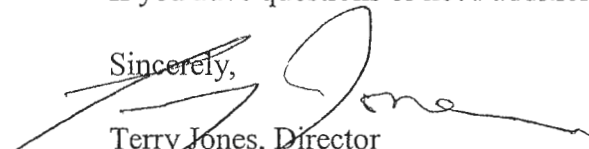
- **3.1.4 Sufficient Offices & Classroom Space**

The Dean of the College of Letters, Arts and Social Sciences has allocated two (2) additional faculty offices for the fall, 2006. We anticipate that when the new business building comes on line in the fall of 2006, that additional office space will be made available.

I would like to thank you for assisting us through this very important process. My colleagues and I especially want to thank the CSWE Site Team for their professional, helpful and very thorough review of our program. In the intent of the CSWE accreditation process, it has been of benefit to the faculty, the program our students and the communities we serve.

If you have questions or need additional information please do not hesitate to contact me.

Sincerely,



Terry Jones, Director  
Department of Social Work  
California State University East Bay



**NEW INFORMATION**

**Table 14: Projected Budget for FY 2006-2007 for Department of Social Work, CSUEB**

<b>COSTS</b>	<b>Budgeted</b>	<b>CalSWEC</b>	<b>CLASS</b>
<b>Faculty</b>			
Tenure Track	602,758	-	602,758
Project Coordinator	98,481	98,481	-
Child Welfare Instruction	488,740	488,740	-
Part-time Lecturers	95,650	-	95,650
<b>Sub Total Faculty</b>	<b>1,285,629</b>	<b>587,221</b>	<b>698,408</b>
<b>Staff Salaries</b>			
Administrative/Clerical Support	147,889	101,202	46,687
Fiscal Support	20,073	20,073	-
<b>Sub Total Staff</b>	<b>167,962</b>	<b>121,275</b>	<b>46,687</b>
<b>O &amp; E</b>			
Supplies & Services	32,250	22,250	10,000
Travel	84,600	84,600	-
Community Forums	15,000	15,000	-
<b>Sub Total O &amp; E</b>	<b>131,850</b>	<b>121,850</b>	<b>10,000</b>
<b>Stipends</b>			
Full-time Students	740,000	740,000	-
Part-time Students	191,222	191,222	-
<b>Sub Total Stipends</b>	<b>931,222</b>	<b>931,222</b>	<b>-</b>
<b>GRAND TOTAL</b>	<b>2,516,663</b>	<b>1,761,568</b>	<b>755,095</b>

**FUNDING:**

	<b>Amount</b>	<b>Percent</b>
<b>Source</b>		
CLASS	755,095	30%
CalSWEC	1,761,568	70%
<b>TOTAL</b>	<b>2,516,663</b>	<b>100%</b>











# COUNCIL ON SOCIAL WORK EDUCATION

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February 28, 2006

Norma S. Rees, Ph.D.  
President  
California State University, East Bay  
Office of the President  
25800 Carlos Bee Boulevard  
Hayward, California 94542-3048

Dear President Rees:

Attached is a copy of the accreditation review brief for the Master's Degree Program. The brief is organized according to the social work accreditation standards; that is, it requires systematic focus upon each standard and their various subcomponents. It is the instrument utilized by the Commission on Accreditation (COA) in its decision making. On the form, programs provide basic information, such as faculty to student-to-ratio and the ethnicity of student and faculty, and report page numbers from their self-study documents indicating their response to each standard and its components.

The form is also used by the site team to report its findings, noting for the components of each standard if it is "adequate", a "concern" or a "strength". The site team provides comments about their findings on the form when appropriate. The site team also provides a summary at the end of the Accreditation Review Brief, indicating the date of the site visit, site team members, groups and individuals from the Program and Institution meeting with the team members, and areas of strength and further development.

Programs are expected to respond within **2 weeks** of the receipt of the electronic copy to the site team's findings in a report to the COA. In this response the program corrects all errors of fact and responds to the site team's comments. **By March 15, 2006, please submit to Dr. Karen Robards, program's accreditation specialist, three (3) hard copies of the program's response by regular mail and one (1) email copy (krobards@cswe.org).**

The Commission will review the program at its **June 2006** meeting. The COA uses the Self-Study, Accreditation Review Brief Form and the Program's response to determine program compliance with accreditation standards. A letter summarizing the COA's decisions about the program's compliance will be mailed to you shortly after the COA meeting when your social work program was reviewed. Should you have any questions, please contact me.

Sincerely,

Dr. Dean Pierce  
Director, Office of Social Work Accreditation and Educational Excellence

DP/srb

cc: Terry Jones, Ph.D., Chair  
Department of Social Work

Enclosure: Accreditation Review Brief



**Council on Social Work Education  
Commission on Accreditation**

**Accreditation Review Brief—Baccalaureate and Master's, Part 1**

Form Brief\_2004 (R020105)

This form is intended for use by the program, the site team visitors, and the commissioner. The social work program uses it to guide and facilitate the self-study process. Site team members are to use the form to aid in reviewing the program's self-study, directing the interviewing during the site visit, and preparing sections of the final report. The chair should complete this form in full and submit it to the Council. The commissioner uses the form to review the program relative to its compliance with EPAS and to make a recommendation to the Commission regarding the program's accreditation status.

Program provides information below:		Date Completed	Name of Each Person Completing This Form
Program Name:	California State University, East Bay	2/5/06	Program Chief Administrator Name:  Dr. Terry Jones
Address:	Department of Social Work 25800 Carlos Bee Blvd	2/27/06; Rec'd CSWE email 2.28.06; revised 2.28.06	Site Team Chair Name:  Dr. Robert Jolley
City, State	Hayward, CA		Commissioner Name:

Brief Recommendation of Commissioner (details on last page)
Recommended for Site Visit at June 2005 CSWE meeting

The program completes the information requested on the rest of this page and the next two pages.

Review Category		Associated Program(s)			
Baccalaureate		Baccalaureate	YES	NO	X
Master's	XX	Master's	YES	NO	
		Doctoral	YES	NO	X

Brief Description of Program Administrative Structure (AS3)
The California State University East Bay's MSW program has been granted departmental status; it is now the Department of Social Work in College of Letters Arts and Social Sciences. The MSW program is administered by the Program Director (.50) and nine full-time social work faculty. The Program Director and the social work faculty define program curriculum, establish fieldwork policies, establish program criteria, and implement policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel. The Faculty governance process requires that faculty participate in the development of curriculum, the hiring and promotion of faculty, and in the overall maintenance of academic programs and the







Puerto Rican										
Other Latino/Hispanic										
White (non-Hispanic/Caucasian)										
Other Groups (please specify)										
Total										

Baccalaureate (AS 4)				Master's (AS 4)			
Full-Time Faculty				Full-Time Faculty	10		
Full-Time Faculty to Full-Time Student Ratio		to		Full-Time Faculty to Full-Time Student Ratio	1	to	15.4
FTE Faculty to FTE Student Ratio		to		FTE Faculty to FTE Student Ratio	1	to	11
<b>Full-Time Doctoral Faculty (if any)</b>							

Provide below the institutional definition of full time equivalent (FTE):

In Vol#1 of the Self Study Report we indicated percentage of time for each faculty member within our program. Faculty is either 100%, 50% or 25% FTE in our Department. Please consult page 121 in Vol #1 for detail information.

If the ethnicity categories below differ from those used by your institution, make appropriate changes.





Baccalaureate Program		
Information Available	Volume and Page #	Comments
Student Organization (AS 5.5)		
Student Handbook (AS 5)		
Grievance Dissemination (AS 5.7)		
Credit Life Experience (AS 5.2)		
Field Practicum Restriction (AS 2.1)		
Field Manual (AS 2.1)		
2 Full-Time MSW Faculty With 2 Years Practice Experience (AS B4.2.1)		
25% Release Director (AS 3.0.4)		
25% Release Field Coordinator (AS 3.0.4)		
Clerical Support (AS 3.1.1)		

If the ethnicity categories below differ from those used by your institution, make appropriate changes.

Master's Program										
Ethnicity (AS 6)	Students					Faculty				
	Female		Male		Total	Female		Male		Total
	Full-Time	Part-Time	Full-Time	Part-Time		Full-Time	Part-Time	Full-Time	Part-Time	
African American/Other Black (non-Hispanic)	33		7		40	4	2	1		7
American Indian/Native American	2				2					0
Asian American	11		4		15	3			1	4
Pacific Islander										0
Mexican American	11				11		2	1		3
Puerto Rican										0
Other Latino/Hispanic	13		7		20					0
White (non-Hispanic/Caucasian)	34		10		44	1	5		3	9
Other Groups (please specify)	14		8		22					0
<b>Total</b>	<b>118</b>		<b>36</b>		<b>154</b>	<b>8</b>	<b>9</b>	<b>2</b>	<b>4</b>	<b>23</b>



<b>Master's Program</b>		
<b>Information Available</b>	<b>Volume and Page #</b>	<b>Comments</b>
Student Organization (AS 5.5)	Vol. 1 page 138	Program has 2 student organizations (one on each campus) that have provided input on program issues and curriculum. Hayward students have also formed two ethnic caucuses (Latino & Black) that relate closely with the student organization. On both campuses, these groups also sponsor service activities.
Student Handbook (AS 5)	Vol. 1 page 137 and attachment: Student Handbook	Well organized and comprehensive Handbook also includes EPAS
Grievance Dissemination (AS 5.7)	Vol. 1 Page 141	Currently available as paper copy; students must sign & date receipt of handbook page.
Credit Life Experience (AS 5.2)	Vol. 1 Page 133	Proscription included in narrative as noted; also in multiple program documents: student & field manuals, web site, application form
Field Practicum Restriction (AS 2.1)	Vol. 1 Page 91 to page 93	Appropriately addressed
Field Manual (AS 2.1)	Vol. 1 Page 91 and attachment : Field Manual	Well organized & comprehensive, Includes extensive field & program information.
6 Full-time MSW Faculty with 2 Years Practice Experience (AS M4.2.1)	Vol. 1 Page 126	Yes (10 tenured, tenure-track & other full-time positions)
50% Release Director (AS 3.0.4)	Vol. 1 Page 109	Yes, Full Prof Terry Jones
50% Release Field Coordinator (AS 3.0.6)	Vol. 1 Page 109	Yes, FT Field Director Holly Vugia
Clerical Support (AS 3.1.1)	Vol. 1 Page 112	2.5 FTE



## Accreditation Review Brief—Baccalaureate and Master’s, Part 2

Form Brief\_2004 (R020105)

\* For integrated curriculum, cite primary location—multiple page listing not necessary.

\*\* Cite reference source of comment.

Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Compliance	Concern	Non-compliance
<b>AS 1</b>	<b>PROGRAM MISSION, GOALS, AND OBJECTIVES</b>								
AS 1.0	Mission statement (EP 1.1)	Page 4 Vol. 1		X		Mission is to prepare MSWs to serve diverse, multicultural, multiracial urban population through two concentrations: Children, Youth & Families (CYF) and Community Mental Health (CMH).			
AS 1.1	Program goals derived from mission (EP 1.1).	Page 12 Vol. 1		X		The program describes five goals that relate directly to the overall mission, as well as the CSUEB mission, Vol. I, p 7.			
AS 1.2	Program objectives derived from goals (EP 3)	Page 12 Vol. 1		X		The program defines seven program objectives with sub-objectives that relate in each instance to the foundation concentration curriculum. Each objective is derived from and related to the goals and mission of the program.			
AS 1.3	Constituencies aware of mission, goals & objectives and outcomes	Page 17 Vol. 1			X	Students, Advisory Board & field supervisors, articulate clearly the mission to develop SW skills with diverse, multicultural populations in urban settings in CYF or CMH concentrations. The information is available in several written documents as well as the program website. Also, Vol. I, pp 18-19.			

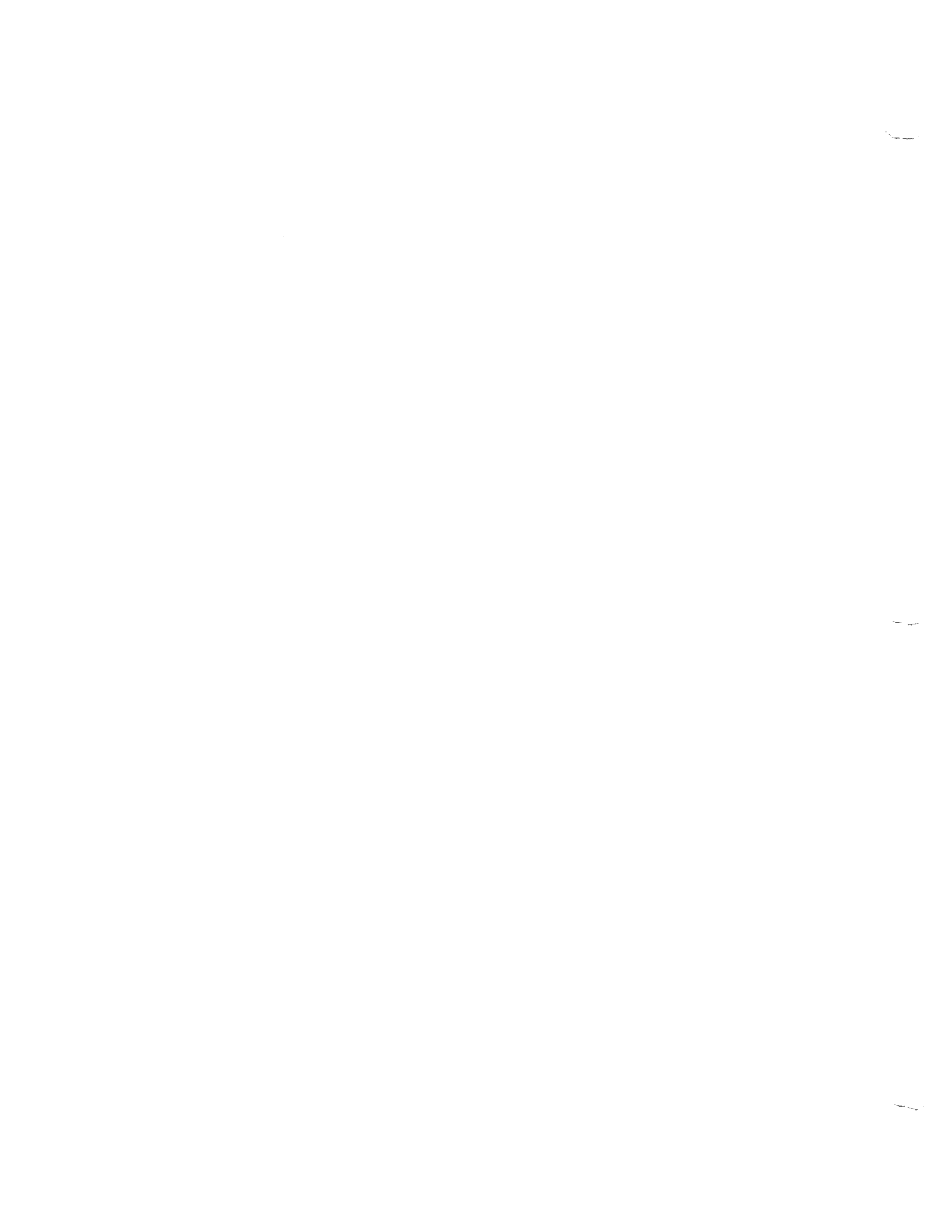








Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
<b>AS 2</b>	<b>Master's Foundation Curriculum Content</b>								
AS M2.0.1	Defines coverage of professional foundation EP 4 (4.0-4.7)	Pages 33-67 Vol. 1		X		The program describes the foundation in relation to the seven program themes. While faculty articulate a clear understanding of generalist practice, first year students in particular struggled with a definition that included practice at all levels including not only micro and mezzo, but also macro practice. The discussion in this section describes the required foundation content in detail as well as interrelationships between courses in the foundation curriculum.			
	Describes coverage of advanced curriculum (EP 5) and how it builds on professional foundation	Pages 68-69 Vol. 1		X		The objectives of the two concentrations (Vol. 1, 69-70) are the same as for the foundation year (Vol. 1, pp34-35). Sub-objectives & expected learning outcomes describe greater depth & breadth expected at the concentration level (Concentration-year students & faculty).			
	Concentration curriculum includes objectives, conceptual framework, design & content, field education	Pages 71-104 Vol. 1		X		Concentrations in CYF & CMH are well designed to build on the foundation year. Concentration objectives build logically on program objectives.			
	Program specifies depth, breadth & specificity of advanced curriculum in relation to professional practice	Pages 71-104 Vol. 1		X		Concentration content adds breadth & depth in each concentration area. Concentration year students have a clear understanding of each area & have contributed to evolution of vertical & horizontal integration to reduce overlap (Faculty, 2 <sup>nd</sup> Yr Students).			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
<b>EP 4.0</b>	<b>Social Work Values &amp; Ethics</b>								
	Values and principles of ethical decision making integrated	Page 13 Vol.1		X		Students & field supervisors as well as syllabi document well the integrated inclusion of content, assignments and focus in the classroom and field on values & ethics over the entire curriculum.			
	Students' awareness of personal values	Page 38 Vol. 1			X	Assignments, classroom instruction and small group as well as community meetings consider personal values. Students comment quite positively on the diversity among faculty & peers that not only allows, but fosters consideration of personal thoughts and values about themselves & others.			
	Develop, demonstrate, and promote values of profession	Page 38 Vol. 1		X		Syllabi, faculty, & students describe Inclusion & emphasis of Code of Ethics content & practice in three foundation courses (Practice I & II, & Diversity) & throughout the concentration curriculum including the field seminar.			
	Analyze ethical dilemmas and the ways in which they affect practice, services, & clients	Page 77 Vol. 1		X		The advanced practice courses in both concentrations include a focus on analysis, practice assessment & decision-making about ethical dilemmas. Issues about removal, safety, placement of children in CYF; issues related to suicidal potential, self-determination, safety, hospitalization are addressed as case examples according to students & faculty. See syllabi, also Vol. I, p. 77 & 87.			

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Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
<b>EP 4.1</b>	<b>Diversity</b>								
	Understanding, affirmation, & respect for people from diverse backgrounds integrated. Culture & personal identity emphasized	Page 56			X	Diversity is a central emphasis of MSW program (see Vol. I, p 22) and is a program strength. All areas of the curriculum infuse multicultural content in reading, class discussion & assignments. Students report the value of interaction with diverse peers and faculty. Advisory Board & field supervisors note the critical need of staff in their agencies to understand and work with a wide range of diverse populations. The theoretical consideration of diversity in both the foundation and concentration curriculum is discussed on pp 57-58.			
	Content ensures that social services meet needs of groups served and are culturally relevant	Page 57			X	This MSW Program was established in a multicultural community with a focus on diversity, multicultural learning & community involvement. Students, faculty, community field agencies are exceptionally diverse and offer both classroom & field opportunity for experience & learning about diversity.			
	Recognition of diversity within and between groups influencing practice	Page 58			X	Students, in particular, but also field supervisors and faculty describe consistent active involvement between and among various diverse groups in the program and field. Students note age, sexual orientation, gender, ethnicity, religion as areas of growth. Latino & Black student caucuses work with the student organization & provide further opportunity for growth & learning.			

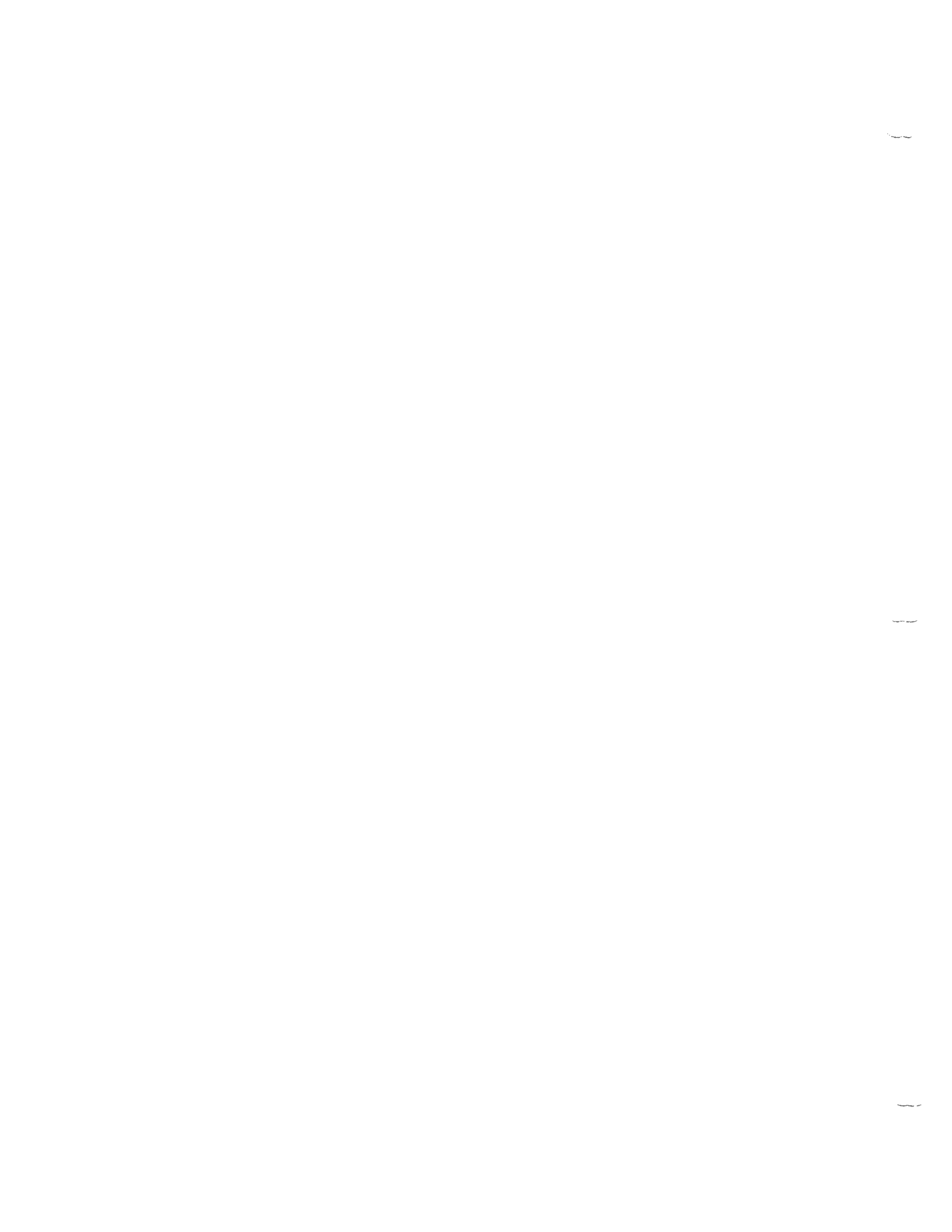


Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
	Students learn to define, design, & implement practice strategies with persons from diverse backgrounds	Page 59			X	Program uses a cultural competence model for framing culturally competent practice from multiple area cultures—Black, Asian, Latino, other. Practice & field assignments contribute to learning strategies for intervention. When a need arises to address a community issue as it did recently in relation to GLBT awareness, the program takes initiatives to hold a community forum for all students, field supervisors, & others with a focus on the area in question.			
<b>EP 4.2</b>	<b>Populations-at-Risk and Social and Economic Justice</b>								
	Population-at-risk integrated	Page 77 in CYF		X		Faculty as well as students describe content on populations-at-risk that is integrated throughout the curriculum.			
	Content on: factors that contribute to & constitute being at risk	Page 77 in CYF		X					
	Content on: how group membership includes access to resources	Page 88		X					
	Dynamics of risk factors & strategies to redress them	Page 58		X					
	Social and economic justice integrated	Page 59		X					
	Content on: understanding of distributive justice, human and civil rights & global interconnections of oppression	Page 59		X		Like diversity, the focus on populations-at-risk social & economic justice is integrated into the curriculum as a whole. According to field supervisors, many students from CSUEB in particular, come with both personal & classroom learning about these issues & their impact.			





Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Compliance	Concern	Non-compliance
	Strategies to combat discrimination, oppression & economic deprivation	Page 60		X		Students & faculty describe a focus on these areas in foundation practice courses & the diversity course as well as concentration year practice & field courses			
	Preparation for advocacy for nondiscriminatory social and economic systems	Page 77		X		The program emphasis is extensive. See Vol I pp 71, 74, 78. Concentration year students & faculty describe practice & field assignments on advocacy.			
<b>EP 4.3 Human Behavior and the Social Environment</b>									
	Content on: reciprocal relationships between human behavior and social environments	Page 47		X		This 3-course foundation year sequence addresses life cycle issues in the first two courses, then community & larger system issues in HB/SE III. The 3 <sup>rd</sup> course, including its assignments provides an emphasis on community that is missing in the foundation practice courses. A macro case text provides basis for the development of community/field work-related activities & projects.			
	Empirical theories & knowledge about the interaction between and among systems	Page 48		X		Theoretical perspectives of these courses are described in Vol. 1, p 47, in the box on p 49 & in the syllabi in Vol. II, pp 5, 29, 32			
	Theories & knowledge of biological, sociological, cultural, psychological, & spiritual development across the life span	Page 48		X		Students, faculty address a range of theoretical perspectives across the life span. Some 1 <sup>st</sup> year students comment on the presence of spiritual theory & philosophy in some courses. The site team notes existing but limited focus on spirituality in the curriculum.			
	Theories & knowledge of range of social systems	Page 49		X		The HB/SE courses I & II include this content, Vol. 2, pp 4, 15			



Standard & Description		Program Location*	Site Team Findings			Commission Evaluation			
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Compliance	Concern	Non-compliance
	Ways social systems promote or deter maintaining or achieving health & well-being	Page 48		X		See Vol. 2, pp 2, 5, 15			
<b>EP 4.4</b>	<b>Social Welfare Policy and Services</b>								
	Content on: History of social work & history & current structures of social welfare services	Page 51		X		Social Welfare Policy content is included primarily in a single foundation-year course, SW 108, (Vol. 2, pp 108-124)			
	Role of policy in service delivery & practice and attainment of individual & social well-being	Page 52		X		2 <sup>nd</sup> year students were considerably more cognizant of the role of policy in practice and service delivery.			
	Knowledge & skills to understand major policies	Page 52		X					
	Knowledge & skills to: analyze organizational, local, state, national, & international issues in social welfare policy & social service delivery	Page 53		X					
	Understand & demonstrate policy practice skills in regard to economic, political, and organizational systems	Page 54		X		Advisory Board, some field supervisors and 2 <sup>nd</sup> year students generally demonstrated awareness & knowledge of the relevance and importance of policy practice for work in the multicultural & diverse communities of the bay area.			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Compliance	Concern	Non-compliance
	Use policy practice skills to influence, formulate, & advocate for policy consistent with social work values	Page 55		X					
	Identify financial, organizational, administrative, & planning processes to deliver social services	Page 54		X					
<b>EP 4.5</b>	<b>Social Work Practice</b>								
	Social work practice anchored in purposes of social work profession (EP 1.0)	Page 36		X		Volume I illustrates well the connection of practice to the purposes of the profession at the micro & mezzo levels. Content on macro practice is missing in the foundation practice curriculum. Some macro content is located in the Race, Gender and Diversity course which is a requirement of the foundation curriculum.			
	Content on: strengths, capacities, & resources of client systems	Page 36		X		Program faculty & students describe the program emphasis on strengths, empowerment & person-in-environment perspectives in the curriculum, with little emphasis on larger communities, organizations & macro practice in the foundation year.			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Compliance	Concern	Non-compliance
	Knowledge & skills to work with individuals, families, groups, organizations, & communities	Page 37	X			Content, knowledge, skills for practice with individuals, families & groups is covered in both the foundation and concentration levels. There is inadequate content (practically no content!) on macro practice in the foundation practice courses. The two foundation year practice courses are labeled as "micro" & "mezzo" practice. Most telling is the difficulty 1 <sup>st</sup> year students had explaining macro practice. The most common description was "assessing communities in order to better address the needs of individual or family clients". The Program Director notes that a Community & Organization course was replaced recently.			
	Developing appropriate client-worker relationship	Page 38		X					
	Collecting and assessing information	Page 38		X		Program needs emphasis on knowledge & practice skills with larger systems. Most field supervisors & 1 <sup>st</sup> year students concentrate efforts on work with individuals, groups & families.			
	Identifying issues, problems, needs, resources, & assets	Page 39		X					
	Using communication skills, supervision, & consultation	Page 39		X		Supervision & consultation does not appear in the foundation curriculum, but is in concentration practice courses.			
	Identifying, analyzing, & implementing empirically based interventions	Page 37		X					





Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
	Applying empirical knowledge & technological advances	Page 37		X					
	Evaluating program outcomes and practice effectiveness	Page 90		X		A major project in the capstone integrative seminar combines field work and research to address program evaluation & outcome effectiveness. Students & field supervisors note the value of the assignment and encourage an early focus in order to have it fit into the schedule. See Vol. I p 79 & 90.			
	Developing, analyzing, advocating, & providing leadership for policies & services	Page 79		X		Vol. 1, p 79, 90 address these issues in each concentration. Students comment favorably on the assignments & many seem themselves involved in such practice activity in their communities upon graduation.			
	Promoting social & economic justice	Page 88		X					

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Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Compliance	Concern	Non-compliance
<b>EP 4.6</b>	<b>Research</b>								
	Content on: qualitative and quantitative methodologies to build knowledge for practice	Page 43		X		A single foundation research course builds on the program prerequisite statistics requirement & introduces SW methods. Two concentration year courses provide content on quantitative & qualitative methods. The final capstone integrative seminar functions as a research/practice project to integrate multiple elements of the curriculum.			
	Preparation to develop, use, & communicate empirically based knowledge, including evidence-based interventions	Page 45		X					
	Research knowledge to provide high-quality services; to initiate change; to improve practice, policy, & social service delivery; to evaluate own practice	Page 44		X		The integrative seminar, that functions as a final research course expects students to complete a needs assessment, development a project in conjunction with their agency—often a program evaluations project—that address quality improvement in service delivery. Some students implement the projects. Others present their plans in the field or field seminar. (Students, faculty, field supervisors).			
<b>EP 4.7</b>	<b>Field Education</b>								
	Field education consistent with mission, goals, & objectives of program	Page 61		X		Given the diverse communities where students are placed, there's significant alignment between field & the mission, goals & objectives of the program (Students, field supervisors, Advisory Board).			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Compliance	Concern	Non-compliance
	Field sites reinforce identification with purposes, values, and ethics of profession	Page 61		X					
	Fosters integration of empirical and practice-based knowledge	Page 62		X					
	Promotes development of professional competence	Page 65		X					
	Field site evaluated on basis of consistency with program objectives	Page 66		X		The program has followed up on the earlier commissioner's visit to evaluate & match agency placements with the objectives of the program. Students find placements fit well both the foundation & concentration emphases—generalist practice in the foundation year and CYF or CMH in the concentration year. An agency information sheet provides information for assessment & matching.			
EP 5	Advanced Curriculum Content								
EP 5	Advanced Curriculum Content								



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
EP 5	Foundation content areas (EP 4, 4.0-4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.	Page 68-91		X		The CYF & CMH concentrations are well-defined, do address specific areas of community need and add both breadth & depth beyond the foundation curriculum. The Self Study describes in some detail ( Vol I, pp 68-91) the theoretical framework of each concentration and the intended horizontal & vertical integration in relation to the program objectives. Faculty continue to fine tune concentration coursework.			
<b>AS 2.1</b>	<b>Field Education</b>								
AS 2.1	Program administers field education consistent with program goals and objectives. (EP Section 4.7 & 5)	Pages 91-92 Vol. 1		X		The field is well organized; field supervisors, agencies and students are well prepared for the practicum. Field goals & objectives fit well with overall program mission, goals & objectives (students, field supervisors)			
AS 2.1.1	Minimum of 400 hours of field education for baccalaureate students and 900 hours of field education for master's level students	Page 93 Vol. 1		X		Hayward Campus students complete two internships over the course of a usual 9 month academic year; Concord students complete two summer block placements. Both models meet minimum standards. Note: The Self Study description of the Concord Campus block placement plan (Vol. 1, p. 93) inaccurately describes total hours. Some field supervisors of Concord students express some concern that the Plan B placement structure (two 13-week summer block placements) provides minimal time for student acclimatization and integration in the full scope of agency operations.			





Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 2.1.2	Admits only those students who have met specified field criteria	Page 93 Vol. 1		X		Field criteria are delimited in program information and in the Field Manual.			
AS 2.1.3	Specifies policies, criteria, & procedures for selecting agencies, field instructors, placing & monitoring students, maintaining field liaison contacts, evaluating student learning & agency effectiveness in providing field instruction	Page 94 Vol. 1		X		The field manual is comprehensive, providing detailed information about policies and procedures for all constituents of the field program—students, faculty advisors & liaisons, field supervisors & agency directors. The document includes copies of all of the assessment & evaluation forms used to evaluate students, agencies & supervisors for initial placement, to evaluate student performance & to evaluate the overall efficacy of the program in relation to field & program goals & objectives.			
AS 2.1.4	Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. Specifies field instructors for master's students hold a CSWE-accredited master's social work degree. Program responsible for reinforcing social work perspective if field instructor does not hold required degree.	Page 101 Vol. 1		X					



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 2.1.5	Provides orientation, field instruction training, & continuing dialog with agencies and field instructors	Page 101 Vol. 1		X		The program provides orientation and opportunities for continuing training/interaction with program liaisons & program faculty. Quarterly newsletters, & occasional program-wide forums on topics such as GLBT issues & cultural competence in practice, also enhance interaction with the field. Field supervisors report that program field representatives & liaisons are readily available & responsive. However, field supervisors also note that program communication about schedules, special programs & required student meetings that may interfere with normal field hours are not well-publicized in sufficient time to allow planning & coordination with field commitments.			
AS 2.1.6	Develops polices for employment-related placements, student assignments, & field supervision different from students' employment	Page 102 Vol. 1		X					
<b>AS 3</b>	<b>PROGRAM GOVERNANCE, ADMINISTRATIVE STRUCTURE, AND RESOURCES</b>								
AS 3.0	Program has autonomy and structure to achieve goals and objectives.	Page 105 Vol. 1		X		Program is self-standing Department with responsibility over program structure, within the framework of college and university policies and procedures. An extensive array of committees is established to address a wide variety of program & curriculum matters. Faculty note that each has responsibility on several existing department committees.			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 3.0.1	Curriculum is consistent with EPAS and institution's policies.	Page 106 Vol. 1		X		Yes, the curriculum as described above is consistent with all aspects of EPAS & institutional policies.			
AS 3.0.2	Program administrator and faculty participate in implementing and formulating personnel policies that relate to the program.	Page 107 Vol. 1		X		A program search committee manages and implements faculty searches. Offers & final contracts are approved according to University procedure through Dean's & Provost's offices. (Self study, Director, Faculty, Administration)			
AS 3.0.3	The chief administrator has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.	Page 107 Vol. 1			X	Terry Jones has a 30 year history that includes leadership of the sociology, black studies and most recently social work departments at CSUEB. He is a well-published, activist with significant community, professional and university involvement. He received California's NASW Social Worker of the Year award in 2005. He has worked assiduously to develop and implement the MSW program in conjunction with the CSUEB administration & multiple community programs. He has earned the respect of students, colleagues, CSUEB administration & the human service community in the region. He holds MSW & PhD degrees in SW & is clearly a program strength.			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS B3.0.3	At the baccalaureate level, the social work program director who is the chief administrator, or his or her designee, has a master's of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree.					No BSW Program			
AS M3.0.3	At the master's level, the social work program director who is the chief administrator, or his or her designee, has a master's of social work degree from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree.	Page 107 Vol. 1		X		Program Director Jones holds both the MSW & PhD degrees in social work from UC Berkeley, 1971 & 1974 respectively (confirmed with Dr. Jones, the MSW information is not otherwise included in the documentation).			





Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 3.0.4	Chief administrator has a full-time appointment to program; at least 25% release time for baccalaureate programs and 50% release time for master's programs	Page 109 Vol. 1		X		Program Director Jones has 50% release time for administration of the MSW program.			
AS 3.0.5	Field director has a master's degree from a CSWE-accredited program and 2 years post-baccalaureate or post-master's experience	Page 109 Vol. 1		X		Field Director holds both MSW and PhD degrees in SW with more than two years post-MSW experience			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 3.0.6	Field director has a full-time appointment to program; at least 25% release time for baccalaureate programs and 50% for master's programs	Page 110 Vol. 1	X			The current 50% assigned time for field management technically meets minimum standards. Based on the demands of approximately 100 student placements during the normal academic year & 50 additional placements during the summer block placement from two campuses an hour apart in a sizeable multi-county area, the minimum required time seems insufficient to meet the current & growing administrative duties of field management. Students & field supervisors indicate that while the field faculty & director are generally available, communication emanating from the field department & program should be clearer & more timely in order to be efficient. The site team notes that a change in field directors in September 2005 & new program startup may account for part of the concern, but current assigned time appears insufficient to adequately manage all of the duties of the field.			
AS 3.1	Program has sufficient resources to achieve program goals and objectives	Page 110 Vol. 1		X		Overall program support is sound; sufficient to achieve program goals. This includes 5 tenure track faculty & 5 additional full-time faculty.			
AS 3.1.1	Sufficient support staff, other personnel, & technological resources	Page 112 Vol. 1		X		The program has 2.5 FTE support staff as well as access to other University-wide offices & programs. This allows part-time coverage on the Concord campus & full time coverage in Hayward.	<i>Addressed Below.</i>		



Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Compliance	Concern	Non-compliance
AS 3.1.2	Sufficient and stable financial supports; budgetary allocation & procedures for budget development and administration	Page 112 Vol. 1		X		<p>Note: The Self Study includes a single budget for 2004/2005, p. 111. An additional, projected budget for 2006/2007 was provided for the team's review. A copy is attached to the paper copy of this report.</p> <p>The program has received adequate resources through the University and through substantial Title IVE funding to establish and implement a new MSW program in difficult University-budget times. According to the Dean &amp; Provost a university shortfall will require cuts in some areas that will impact department &amp; program budgets. According to the Dean &amp; Director, the program is receiving increasing financial support (disproportional to many other College departments &amp; programs) to meet growing needs—the increase from a \$1.8 million budget in 04/05 to a projected budget of \$2.5 million for 06/07 represents a 39% increase over two years. The site team notes the supply, services, travel line of the budget has increase by 20% over the same period—approximately ½ the rate of increase of all other budget lines.</p>			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 3.1.3	Comprehensive library holdings and electronic access; other information & educational resources	Page 113 Vol. 1		X		The main campus library has worked to develop adequate resources for the MSW program. That process is ongoing. The Concord campus library has limited on-site holdings (books, texts, journals). Faculty & students rely on reserves, web & Blackboard access & intra-institutional library loan for resources. Concord students note a concern that summer weekend hours of operation limit their access to the Concord library when they are on campus for classes. The Department liaison, Dr. Rush Woods & librarian, Mr. Edwards work together to enhance the collection.			
AS 3.1.4	Sufficient offices & classroom space, computer-mediated access, or both	Page 117 Vol. 1	X			Program faculty are currently doubled up in almost all faculty offices. Two additional faculty lines are approved & when filled will further compound overcrowding. Adjunct faculty already share one office. The program is designed to make use of afternoon & evening classroom space in classrooms that are in full use days. New building construction, slated to be completed by fall 2006 may provide some relief (Provost, Dean, Director)			
AS 3.1.5	Access to assistive technology, including materials in alternative formats	Page 117 Vol. 1		X		The University provides adequate resources available to all students for students in need of services—disability assistance as well as writing & other academic supports. Some faculty and agency supervisors indicate students could/should make better use of writing assistance & resources.			
<b>AS 4</b>	<b>FACULTY</b>								





Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 4.0	Full-time faculty augmented by part-time faculty with qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives	Page 120 Vol. 1		X		The program has adequate TT faculty (5), full time lecturers (5) & part-time adjuncts (13+/-) to meet program needs. They also have two open TT faculty slots that will need to be filled in order to provide adequate coverage in 2006/07.			
	Sufficient full-time equivalent faculty-to-student ratio; usually 1:25 for baccalaureate and 1:12 for master's programs			X		Technically, the program meets a 1:12 standard when tenure track, full-time non-TT, and adjunct faculty are counted. Given open faculty lines, a two-campus program and overall program demands, current faculty are barely sufficient to meet program needs. Filling the two open TT faculty lines will provide adequate coverage.			
AS 4.1	Part-time faculty assists in achievement of program goals and objectives	Page 122 Vol. 1		X		The program uses a wide variety of community and agency based practitioners and administrators to teach in the program. Part-time faculty & students report a need for better orientation, technology training, and support for part-time faculty, especially adjuncts.			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 4.2	Adequate faculty size for curriculum offerings in class & field; number of students; faculty teaching, scholarly, & service responsibilities	Page 126 Vol. 1		X		The demands on faculty in general and junior faculty in particular are considerable. New program start up, curriculum development, accreditation and community responsibilities are significant burdens for a relatively new group of faculty. It is worthwhile noting that several core faculty have many years prior experience at CSUEB in other departments & are thus familiar with the structures as well as policies & procedures of the university.	See B 4.2.1 and M4.2.1		
B4.2.1	Two full-time faculty, possessing master's degrees from a CSWE-accredited program with a full-time appointment to the social work program	Page 126 Vol. 1				No BSW Program			
AS M4.2.1	Six full-time CSWE-accredited faculty; principal assignment is to the graduate social work program; majority of full-time faculty have CSWE-accredited master's degree & doctorate	Page 126 Vol. 1		X		The program has 10 full-time faculty all with CSWE-accredited MSW and/or PhD degrees (see faculty bios in Vol 1, pp 122-130 & in Vol 3 Appendices, Faculty Data, pp. 1-93).			
AS 4.3	Practice faculty have CSWE-accredited master's social work degree, and 2 or more years post-baccalaureate or post-master's social work degree experience	Page 130 Vol. 1		X		All practice faculty hold MSW or MSW & PhD degrees in SW and two or more years of post-MSW experience. (see faculty bios, Vol 1, pp 122-130.)			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 4.4	Faculty workload policy supports achievement of institutional priorities & program goals and objectives	Page 131 Vol. 1		X		The workload policy provides adequate support for teaching & advising. "Assigned time" is provided in sufficient measure for administrative duties as well as extraordinary program development/accreditation functions (Faculty & Program Director)			
<b>AS 5</b>	<b>STUDENT PROFESSIONAL DEVELOPMENT</b>								
AS 5.0	Criteria and procedures for student admission reflect program's goals and objectives	Page 132 Vol. 1		X		Yes. Students & core faculty report careful consideration of applicants for admission. Individual faculty review applications and an admission committee works to make the final selection.			
AS M5.1	Baccalaureate degree required for admission to program			X		Yes			
AS 5.2	No credit granted for life or work experience	Page 133 Vol. 1		X		Proscription is clear			
AS 5.3	Policies and procedures to ensure students do not repeat foundation content	Page 133 Vol. 1		X		The program has a policy that allows students to request a review (challenge) to have prior work in foundation HB/SE & Diversity & Policy accepted in lieu of foundation courses. The site team notes that similar review is not permitted for foundation coursework in Practice, Research or Field.	<i>Addressed Below.</i>		
AS 5.3.1	Written policies & procedures for transfer of credit	Page 135 Vol. 1		X		Students may request transfer credit for comparable courses. A review process is in place.			
AS M5.3.2	Advanced standing only to graduates of CSWE-accredited baccalaureate program	Page 135 Vol. 1				No Advanced Standing			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 5.4	Specified advisement policies and procedures; professional advisement by social work program faculty, staff, or both	Page 136 Vol. 1		X		Core faculty are assigned advisees & meet with them regularly—generally on a quarterly basis. Students learn of advising assignments when field assignments & liaisons are assigned. Overall, student comments about advisor availability, concern & support are very positive.			
AS 5.5	Students' rights & responsibilities specified & their involvement in formulating & modifying of policies; encourage students to organize	Page 137 Vol. 1		X		Students are encouraged and supported to organize and have 2 organizations plus ethnic caucuses. The leadership of the Hayward Student Organization meets regularly, bi-weekly, with Director Terry Jones. Scheduling difficulties have to date precluded more extensive student involvement in department committees. Some attempt was made to arrange for the Hayward & Concord student groups to meet regularly. To date scheduling & some independence needs of each group has limited those interactions.			
SS 5.6	Students informed of criteria for evaluating academic and professional performance	Page 139 Vol. 1		X		Faculty & students note this information is included in considerable detail in both the student handbook & field manual.			
AS 5.7	Policies & procedures for termination (academic & professional)	Page 141 Vol. 1		X		Also included in both student manuals.			
<b>AS 6</b>	<b>NONDISCRIMINATION AND HUMAN DIVERSITY</b>								

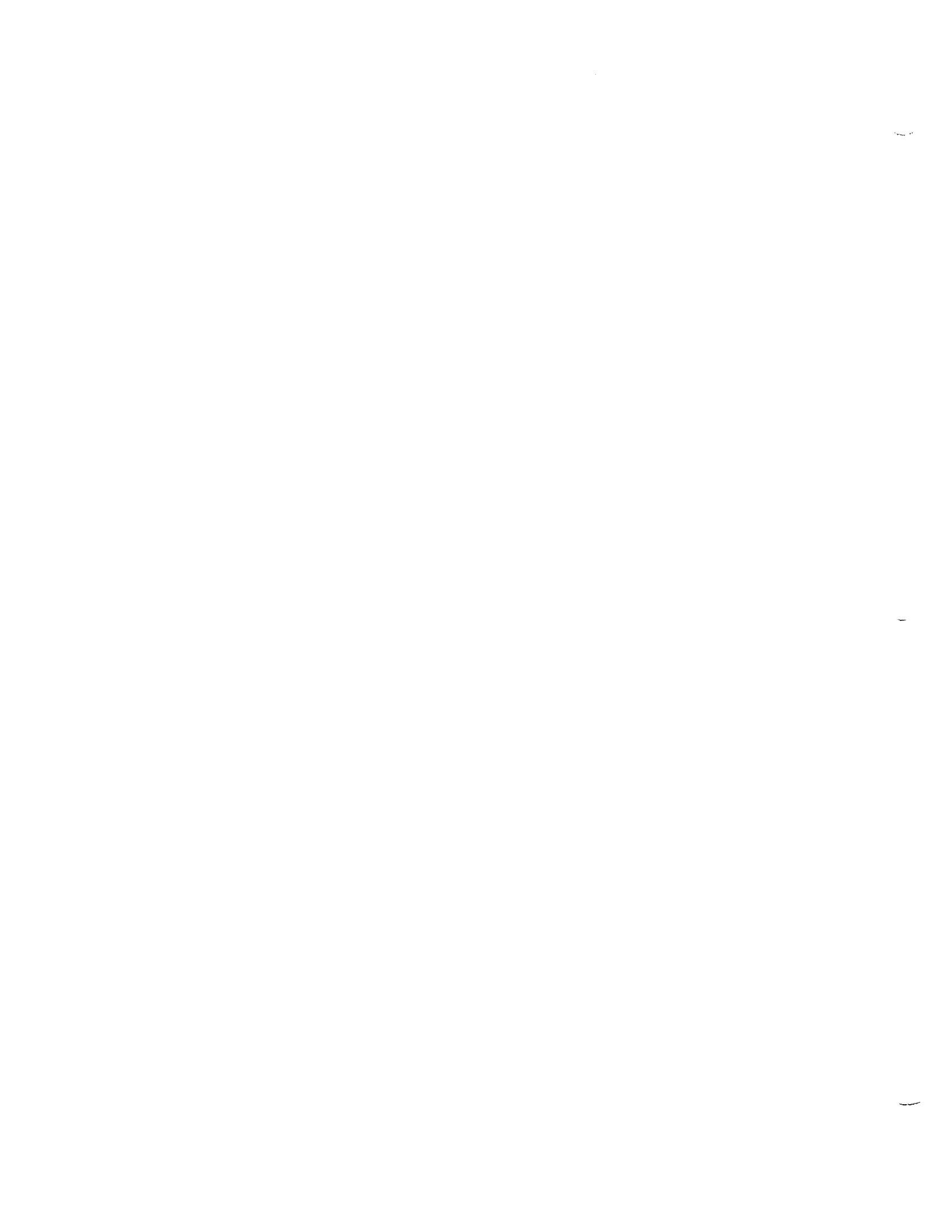




Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 6.0	Makes specific, continuous efforts to provide a learning context in which respect for all persons & understanding of diversity are practiced	Pages 145-150 Vol. 1			X	This entire area is clearly a program strength! This is evident in the student body, faculty composition and in multiple areas of the curriculum. All but one of the FT faculty as well as a majority of the adjunct faculty are men and women of color. The student body is significantly more diverse than most other MSW program. A focus on diversity is a major emphasis throughout the curriculum—mission, goals, objectives and in each course syllabus. Several students indicate choosing to attend CSUEB because of this program emphasis.			
	The program describes how its learning context and educational program and its curriculum model understanding of and respect for diversity	Pages 145-150 Vol. 1			X	The program's curriculum <i>is</i> essentially a program focused on social justice, non-discrimination, affirmative action & the removal of barriers between and among all people. The program goes beyond University policies to model inclusiveness & respect for diversity.			
<b>AS 7</b>	<b>PROGRAM RENEWAL</b>								
AS 7.0	Ongoing exchanges with external constituencies	Page 150 Vol. 1			X	Advisory Board Members, Field Supervisors, and Adjunct Faculty all provide examples of community & regional external exchanges. This includes sizeable Title IVE & Proposition 63 grants initiated and implemented in conjunction with county agencies. Guests from area agencies lecture often in courses and also participate in continuing education community forums. There is evidence of an actively engaged & supportive group of well-placed advisory board members.			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 7.1	Faculty engaged in development & dissemination of research, scholarship, or other creative activities	Page 152 Vol. 1			X	Given the extent of current faculty responsibilities, the list of publications and scholarly productivity (books, book chapters, journals, & reports) of full time program faculty is strong. Pp 152-163.			
AS 7.2	Program seeks opportunities for innovation & provides leadership within profession & academic community			X		Faculty are extensively involved in the profession & community. Some faculty have statewide professional involvement; at least one, Dr. Song, has significant international involvement in social work education.			
<b>AS 8 PROGRAM ASSESSMENT AND CONTINUOUS IMPROVEMENT</b>									
AS 8.0	Assessment plan & procedures for evaluating each program objective; plan specifies measurement procedures and methods	Page 170 Vol. 1			X	The Program has developed and implemented several formative and summative measures that include students' surveys, course evaluations and other measures. Given the newness of the program, there is relatively little cumulative data, but the available data is being used to inform continuing program development. Students on both Hayward & Concord campuses report that change in the program, and policy & procedure changes are "moving in the right direction"			



Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Compliance	Concern	Non-compliance
AS 8.1	Implementation of plan; analysis used continuously to affirm & improve program	Page 181 Vol. 1		X		The program uses multiple formative & summative measures including student surveys, course evaluations, grading & field evaluations. The program has worked to analyze collected data & has used the analysis for program improvement. One noteworthy example is a comparison of 1 <sup>st</sup> & 2 <sup>nd</sup> year students using a pre-test & post-test survey of program objectives Vol 1, pp 180-192. The site team does note that standard University end-of-course student evaluations are cited in the summative evaluation methods table in Vol 1, pp. 171-172 as "measurements" of the program objectives on "Values & Ethics" & "Advocacy". The program does evaluate these objectives through other measurement processes.			



## Site Visitor Summary

### 1. Site Visit Date:

The Site team arrived on site on Sunday, February 19, 2006 and conducted the visit over a two and one-half day period, February 20-22, 2006.

### 2. Site Team Members:

Robert E. Jolley, PhD, MSSS, Associate Professor University of New Hampshire, Chair

Rosemarie Hunter, PhD, Director of BSW Field Education, University of Utah, Member At Large

Dolores Marie Poole, PhD., Associate Professor, Northeastern State University (OK), Member At Large

### 3. Groups and Individuals from the Program and Institution who met with the Site Team:

#### Hayward Campus

1. University Administration: Norma Rees, President; James Kelly (MSW, PhD), Provost; Alden Reimoneng, CLASS Dean; Sonya Parker Redmond (MSW, PhD), Vice President Student Affairs
2. Department Faculty together & by area of teaching responsibility, & by concentration area
3. Women Faculty—minority (7) & majority (1)
4. Minority Male Faculty (2)
5. Department Support Staff, (2.5 FTE: Lyn Harton, Cindy Anderson & Susan Szeto)
6. Part-Time, Adjunct Faculty (5)
7. Second Year Students, including Student Organization Leadership (12)
8. First Year Students (26)
9. Field Supervisors (13)
10. Advisory Board (4)
11. Librarian, Myoung-ja Lee Kwon & Reference Librarian, Dana Edwards

#### Concord Campus

1. Students: First Year (3) & Second Year (4)
2. Part-Time & Adjunct Faculty (4)

### 4. Areas of Strength: (identify Accreditation Standards or Educational Policy by number):

The CSU East Bay Program is a new MSW program in the CSU system with a well-defined mission that focuses on the needs of the multicultural populations of the area and region. The support at all levels of the administration is significant. The program director, in addition to nine other full-time tenure track and full-time faculty provide leadership and direction for the program and curriculum. The faculty are supported by an





active group of field agencies and supervisors. The program receives significant financial and field support from Title IVE and California Proposition 63. Most of the 154 students on two campuses appear to be well-qualified, enthusiastic about and engaged in learning and committed to the pursuit of graduate education in the field. A large majority of students come from cities, towns and rural areas within a 1-2 hour radius of the University and most will return to MSW positions in those areas when they graduate. The site team notes the following areas of program strength.

EP 4.0 Social Work Values and Ethics, Students' awareness of personal values:

Assignments, as well as classroom instruction addresses personal values. Students comment positively on the diversity among faculty and peers that not only allows, but fosters consideration of personal thoughts and values about themselves as well as others. Self awareness activities can be located throughout the curriculum. Students are challenged to review their own values and the effects that these values have on social work practice. Students freely discussed the depth of their self reflection and learning that forced them in some instances to push past their fears.

EP 4.1 Diversity: Diversity is a central emphasis of MSW program (see Vol I, p 22) and is viewed as a program strength. All curriculum areas infuse multicultural content in coursework and assignments. Students speak favorably about the value of interaction with diverse peers and faculty. Advisory Board & field supervisors (themselves a diverse group) note the critical need of staff in their agencies to understand and work with a wide range of population diversity. This MSW Program was established in a multicultural community with a focus on diversity, multicultural learning & community involvement. Students, faculty, community field agencies are exceptionally diverse and offer both classroom & field opportunity for experience & learning about diversity.

Students, in particular, but also field supervisors and faculty describe consistent active involvement between and among various diverse groups in the program and field. Students note age, sexual orientation, gender, ethnicity, religion as areas of diversity in the program that foster personal as well as professional growth and learning. Latino & Black student caucuses work with the student organization & provide further opportunity for growth & learning.

The program uses both a cultural competence model and the strengths perspective as a framework to teach/learn practice with many cultures extant in the area—Black, Asian, Latino, other. Practice & field assignments contribute to learning strategies for intervention. When a felt need arises to address a community issue as it did recently in relation to GLBT issues, the program takes initiative to hold a community forum for all students, faculty and field supervisors.

AS 3.0.3 Program Chief Administrator: Terry Jones has a 30 year history that includes leadership in the sociology, black studies and most recently social work departments at CSUEB. He is a well-published, activist with significant community, professional and university involvement. He received California's NASW Social Worker of the Year award in 2005. He has worked assiduously to develop and implement the MSW program in conjunction with the CSUEB Administration and multiple community programs. He has earned the respect of students, colleagues, CSUEB administration and the human service community in the region. He holds MSW and PhD degrees in SW. His leadership represents a program strength.

AS 6.0 Nondiscrimination and Human Diversity: This entire area is clearly a program strength! This is evident in the student body, faculty composition and in multiple areas of



the curriculum. All but one of the FT faculty as well as a majority of the adjunct faculty are women and men of color. The student body is significantly more diverse than most other MSW program. A focus on diversity is a major emphasis throughout the curriculum. It is specifically a part of the mission, goals, objectives and appears infused through each course in the program. Several students indicate choosing to attend CSUEB because of the program emphasis on urban diversity. The program's curriculum is essentially a program focused on social justice, non-discrimination, affirmative action & the removal of barriers between and among all people. The program goes beyond University policies to model inclusiveness and respect for diversity in all forms and at all levels.

AS 7.0 Program Renewal: Advisory Board Members, Field Supervisors, and Adjunct Faculty all provide examples of community & regional interrelationships critical to program development and operation. This includes sizeable Title IVE & Proposition 63 support initiated and implemented in conjunction with county agencies. Guests from area agencies lecture often in courses and also participate in continuing education community forums. Although just four Advisory Board members attended the review, there is evidence of an actively engaged and supportive group of well-placed advisory board members.

Many of the tenure track faculty fulfill multiple roles and responsibilities in the evolving program. Given the extent of current faculty responsibilities, the list of publications and scholarly productivity (books, book chapters, journals, and reports) of full time program faculty is strong (pp 152-163).

Faculty are extensively involved in the profession and community. Some faculty have statewide professional involvement, several are active regionally and in the nation. At least one, Dr. Song, has significant international involvement in social work education in Korea.

## **5. Areas Needing Additional Content and/or Clarification:**

- a. **List "concerns"** (list all the comments from the earlier section marked as concerns. Include the number of the relevant standard.)

EP 4.5 Social Work Practice: Content, knowledge, skills for practice with individuals, families & groups is well covered in both the foundation & concentration levels. However, there is inadequate (practically no) content on macro practice in the foundation practice courses. Foundation year practice courses are labeled as "micro" & "mezzo" practice and practice faculty acknowledge that macro practice is essentially covered in the concentration year. A concentration year course in both CYF and CMH does address advocacy and macro practice. Most telling is the difficulty 1<sup>st</sup> year students had providing a description of macro practice or practice with organizations and communities. Among the first year students the most common description of macro practice involved assessing "communities" in order to better address the needs of individual or family clients. Some few students, who appeared to have field placements with some emphasis on larger systems and organizations, were able to provide examples of macro practice. Content on larger systems and organizations does appear in the HB/SE sequence as well as in policy and in the diversity course. It is also evident that second year students understand more clearly the concepts and practical application of macro practice. The Program Director did provide information that a community and organization course was replaced recently to create the foundation year diversity course.



AS 3.0.6 FIELD DIRECTOR APPOINTMENT: The current 50% assigned time for field management technically meets minimum standards. However, based on the demands of approximately 100 student placements during the normal academic year and 50 additional placements during the summer block placement from two campuses an hour apart in a sizeable multi-county area, the minimum required time appears insufficient to meet the current & growing administrative duties of field management. Students & field supervisors indicate that while the field faculty and director are generally available, communication emanating from the field department and program could be clearer and more timely. The site team notes that a change in field directors in September 2005 and the reality of new program startup may account for part of the concern, but current assigned time appears insufficient to adequately manage all of the duties of the field.

AS 3.1.4 Sufficient Offices & Classroom Space: Program faculty are currently doubled up in almost all faculty offices. Two additional faculty lines are approved and when filled will further compound overcrowding. Adjunct faculty share a single office. Faculty are generally able to schedule office time that does not conflict with an office mate to allow for private communication with students or others.

Other aspects of this standard are not of concern. The program design takes advantage of available late afternoon and evening classroom space in classrooms that are in full use days. New building construction, slated to be completed by fall 2006 may provide some relief for faculty office space and classrooms.

- b. **Additional comments:** (include additional comments you think are important to communicate your understandings of the program to the school or Commissioners)

AS 2.1.1 Minimum of 400 Hours in the Field: In the body of the Review Brief the site team notes that the description of the total hours for the Concord Campus block placements does not meet the 900 hours minimum standard. In conversation with the program field director and other faculty, the site team did determine that the Concord placement hours meet and exceed the minimum standard. The program is aware of the need to correct this inaccuracy in their documents.

#### Concluding Comments

It is abundantly clear that the University, community and faculty have worked diligently to develop and implement an MSW program in the East Bay area designed to address significant current and pending shortages in trained MSW social workers, particularly in the areas of children, youth and families and community mental health. In the past few years, the program has developed a clear mission and focus and a curriculum that delivers program objectives effectively. The field practicum is a solid component of the program. The program continues to evolve, fine-tuning courses and further elucidating the interrelationships between and within each content area. Those affiliated with the program, including students, have accomplished much. Assessment and evaluation procedures currently in place do provide data and feedback that is being used for program improvement.

Respectfully submitted,



*Revised 05/05*

Robert E. Jolley  
Rosemarie Hunter  
Dolores Poole

*February 27, 2006*











# COUNCIL ON SOCIAL WORK EDUCATION

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Date: January 10, 006

To: CSWE On-Campus Evaluation Team for **Initial Accreditation** of the Master's degree program in social work at **California State University East Bay (CA)**.

Team Members:

1. Robert E. Jolley, Ph.D., Associate Professor  
University of New Hampshire  
Chair
2. Rosemarie Hunter, Ph.D., Director of BSW Field Education  
University of Utah  
Member At Large
3. Dolores Marie Poole, Ph.D., Associate Professor  
Northeastern State University (OK)  
Member At Large

From: Dean Pierce, Ph.D., Director  
Division of Standards and Accreditation

Re: Site Visit for **Initial Accreditation**

Date: **February 20-22/06.**

**The chair requests that the team be prepared to write the report on site. Therefore, each member should bring extensive notes that can be revised during the visit.**

Thank you for taking on this assignment for the Commission on Accreditation.

1. You operate under the authority of the Commission on Accreditation and are requested to examine the master's social work program at the above-named institution in relation to the Educational Policy and Accreditation Standards, approved by the Council on Social Work Education Board of Trustees, June 2001.
2. In order to obtain as accurate an assessment as possible, you have the authority to examine all records relevant to the educational program, including admissions records, student records, financial records and other materials you determine necessary. If you find it necessary, you also have the authority to receive testimony from all persons, whether or not they are connected with the program.

3. Your task is to collect information and data and to prepare an evaluation to help the Commission on Accreditation determine whether or not the program meets accreditation standards. These determinations are solely the prerogative of the Commission. Thus, you must guard against judging compliance. In the assessment process you must also avoid giving consultation, although your final summation of findings with the program's faculty and administrators should be comprehensive and provide a summary of what you see as strengths and weaknesses of the program.
4. The team's chairperson will contact the other team members as soon as possible to make preliminary assignments. The cooperation of the team members will be necessary to accomplish the task in the allocated time.
5. Prior to your arrival, make arrangements with the chairperson for meeting the faculty, students, field instructors, administrative officials, and others. The program's chairperson will advise you about hotel accommodations and transportation. **It is particularly important that you allow sufficient time for orientation and planning during the evening before the visit.**
6. **The program will forward a copy of its self-study and related documents to each site visitor at least one month prior to the visit, and should also mail to the program's accreditation specialist at the same time, three (3) sets of the self-studies. If any additional materials are given to the team during the site visit, three (3) copies must be sent to the accreditation specialist.**
7. **To remain on the June 2006 agenda, you have two (2) weeks after the visit to submit to Dr. Karen Robards, program's accreditation specialist, one (1) email copy ([krobards@cswe.org](mailto:krobards@cswe.org)) and one (1) hard copy by regular mail of the Accreditation Review Brief by March 10, 2006.** The report should give the team findings; it should be specific in reporting information, be keyed to the relevant standards and be completed before you leave.

✓ You will be contacted directly by the institution visited so that a pre-paid airline ticket may be sent to you. The dean and/or director of the programs will inform you regarding reimbursement arrangements for other expenses.

California State University East Bay  
January 10, 2006  
Page 3

The following information is confirmation of the site team arrangements.

Date of the visit: **February 20 - 22, 2006**

Site Team Chair:

Robert E. Jolley, Ph.D., Associate Professor  
University of New Hampshire  
Department of Social Work  
Pettee Hall #314  
Durham, New Hampshire 03824  
(603) 862-5018  
FAX: (603) 862-4374  
Robert.jolley@unh.edu

Site Team Members:

Rosemarie Hunter, Ph.D.  
Director of BSW Field Education & International Social Work  
University of Utah  
College of Social Work  
395 South 1500 East  
Room 327  
Salt Lake City, Utah 84112-0260  
(801) 585-3162  
FAX: (801) 585-3219  
rosemarie.hunter@socwk.utah.edu

Dolores Marie Poole, Ph.D.  
Associate Professor  
Northeastern State University  
Social Work Program  
College of Liberal Arts  
3100 East New Orleans Street  
Building C 157  
Broken Arrow, Oklahoma 74014  
(918) 449-6537  
FAX: (918) 449-6146  
poole@nsuok.edu

Forwarding to FAX x5-7580 *MP*

To: Terry Jones, Chair  
Department of Social Work  
Fax: 510 885 3808

Fr: Robert Jolley *RJ*  
Fax: 603 862 4374  
Ph: Wk 603 862 5018  
Hm 978 887 8397

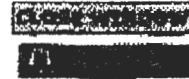
Re: Flight Reservation Information

Dt: January 19, 2006

The fax is 3 pages including this initial cover sheet.

*robert.jolley@umh.edu*

Reservations - Book Flight - View Itinerary



**Hold Reservation Summary**

Please remember that fares are not guaranteed until tickets are purchased. If you do not purchase this reservation by the date indicated in the status field it will automatically cancel.

**Note:** This is not your receipt, which is needed for identification purposes at airport check-in. You will receive an itinerary confirmation with your receipt soon.

**Reservation Details**

<b>Record Locator</b> <b>HBCGDR</b> Your record locator is your reservation confirmation number and will be needed to retrieve or reference your reservation.	<b>Status</b> <b>ON HOLD - Purchase By:</b> <b>01/20/2006 11:59 PM EST</b> If you do not purchase this reservation by the date listed above it will automatically cancel.	<b>Reservation Name</b>
---	--	-------------------------

**Your Itinerary**

Carrier	Flight Number	Departing		Arriving		Cabin	Seats
		City	Date & Time	City	Date & Time	Booking Code	
AMERICAN AIRLINES	183	BOS Boston	02/18/2006 09:00 AM	SFO San Francisco	02/19/2006 12:38 PM	Economy G	29E
AMERICAN AIRLINES	194	SFO San Francisco	02/22/2006 01:45 PM	BOS Boston	02/22/2006 10:18 PM	Economy S	30F

**Fare Summary**

<b>Average Fare per Person - 388.00 USD</b>			
Passenger Type Used in Pricing	Fare per Person	Additional Taxes and Fees per Person	Total Price
1 Adult	388.00 USD	20.60 USD	408.60 USD
<b>Total Price</b>			<b>408.60 USD</b>

**Summary Details**



Reservations - Book Flight - View Itinerary

Passenger Summary

Passenger Name(s)	AA Advantage Number	Contact Information	Business ExtraAA Account Number
(1) ROBERT JOLLEY	WHC3520	Home Phone: (1) 978-887-8397 Business Phone: (1) 603-882-5018 Email Address: robert.jolley@unh.edu	ID Number:  ARC / IATA Number Number:

Upgrade Reservation

Flight Number	Departing	Arriving	500-mile Upgrades Required per Person	Request Upgrade?
---------------	-----------	----------	---------------------------------------	------------------

500-mile Upgrades may be purchased at the airport or at a discount when purchased online.



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To: Terry Jones, Chair  
Department of Social Work  
Fax: 510 885 3808

Fr: Robert Jolley *RJ*  
Fax: 603 862 4374  
Ph: Wk 603 862 5018  
Hm 978 887 8397

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		City	Date & Time	City	Date & Time		
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**Summary Details**

<https://www.aa.com/aa/reservation/printReservation.do?location=Navigation+Menu&title...> 1/19/2006

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500-mile Upgrades may be purchased at the airport or at a discount when purchased online.				



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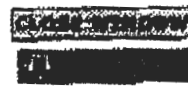
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1/19 10:14 am - NO ans / no voice mail  
10:32 x4066, x4062  
11:45

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**Fare Summary**

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Passenger Type Used in Pricing	Fare per Person	Additional Taxes and Fees per Person	Total Price
1 Adult	388.00 USD	20.80 USD	408.80 USD
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**Summary Details**

<https://www.aa.com/aa/reservation/printReservation.do?location=Navigation+Menu&title...> 1/19/2006

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Upgrade Reservation

Flight Number	Departing	Arriving	500-mile Upgrades Required per Person	Request Upgrade?
500-mile Upgrades may be purchased at the airport or at a discount when purchased online.				



California State University, Hayward  
Phone: 510-885-4916  
Fax: 510-885-7580

**Department of Social Work**

# Fax

**To:** Gordon Poy

**From:** Lyn

**Fax:** 5-3164

**Date:** 1/20/06

**Phone:**

**Pages:** 3 including cover

**Re:**

**CC:**

**Urgent**     **For Review**     **Please Comment**     **Please Reply**     **Please Recycle**

**•Comments:**



*Northeastern State University*  
*Broken Arrow Oklahoma*  
 3100 E. New Orleans Ave., Broken Arrow, OK 74014  
 (918) 449-6129  
 FAX (918) 449-6146

*Jeanie Hardgrove*  
*Staff Assistant*  
*Building C*

Date: 1-20-04

From: Dolores Poole Ph.D.

Attn: Lyn Harton

Fax: (918) 449-6146

Fax: 510-885-7580

# of pages  
 (Incl. Cover): 2

Comments: Flight Reservations

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Flight Information for California State University, East Bay Site ...

**Subject:** Flight Information for California State University, East Bay Site Visit**From:** Lyn Harton <lyn.harton@csueastbay.edu>**Date:** Fri, 20 Jan 2006 09:59:29 -0800**To:** poole@nsuok.edu

Dear Dr. Poole,

Thank you for being willing to assist us in the accreditation process. We will be paying for your flight reservations up front, and would like to get every detail exactly as you want it. Would you be so kind as to set up the itinerary of your choice & email it to us? This way we can ensure that you will be leaving and returning at the time that is most convenient for you. The airport that is closest to California State University, East Bay is Oakland, however San Francisco is also an option as you may find more flights available with less chance of layovers. If setting up your own itinerary is not convenient, please reply to this email with the following information listed below, and we will be happy to set it up for you. Please let us know at your earliest convenience whether you would like us to set up your itinerary or what your proposed itinerary is.

Thank you!

Legal Name (as it appears on your driver's license):

◊ POOLE, DOLORES MARIE

Preferred Departing/Returning Airport:

OAKLAND

Departing Date:

FEB 2, 2006

Preferred Departing Time:

FLIGHT 7884 @ 1:08 PM connect Denver Flt 765 arrive 4:06 PM

Returning Date:

FEB 22, 2006

Preferred Time of Return Departure (time you would like your flight to depart

Oakland or San Fransico): Flt 1218 @ 2:00 PM connect Denver Flt 1180

Preferred Seat (Isle, Window, etc.):

Maximum Number of Connections Tolerable: (1)

--

Lyn Harton  
 Department of Social Work  
 California State University, East Bay  
 25800 Carlos Bee Blvd.  
 Hayward, Ca 94542  
 Ph: 510-885-4916  
 Fx: 510-885-7580

1001 yet in note  
Picked up by delivery  
Service 7:30a.m.

Delivered within  
6 hours of  
delivery time

**American Airlines**  
BOARDING PASS

9 FEB 06  
DALLAS FT WORTH  
9 FEB 23 9P

US  
DALLAS FT WORTH  
SAN FRANCISCO  
AMERICAN AIRLINES

POOLER/DOLORES

GROUP 4  
SEAT 18E

1693 Y 19 FEB 23 9P  
A34 209P 18E  
GROUP

ELECTRONIC  
001 2145028179 3

AA 1441/19 SFO  
AA 3664/19 DFW  
SAN FRANCISCO CA  
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8001551574  
AA 55 15 74

**American Airlines**  
AA.com

# 4:39pm called hotel

*Wash DC 12:22 AM  
to SFO*

*Sun Jul 19 06*

AMERICAN AIRLINES INC.

PROPERTY INTERIM RECEIPT

FILE LOCATOR : HCECF7  
BAG TAG NUMBERS : SFO AA  
551574

PODLE/DOLDRS

WATERFRONT PLAZA HOTEL 10 WASHINGTON ST  
OAKLAND, CA

510-836-0132

PLEASE ACCEPT OUR APOLOGY FOR THIS INCONVENIENCE. WE WILL DO EVERYTHING WE CAN TO RETURN YOUR PROPERTY TO YOU AS QUICKLY AS POSSIBLE.

IN MOST INSTANCES DELAYED LUGGAGE WILL GENERALLY ARRIVE ON OUR NEXT FLIGHT FROM YOUR CITY OF DEPARTURE OR CONNECTING POINT. IN THE UNUSUAL EVENT IT DOES NOT, OUR LOCAL AIRPORT STAFF WILL PURSUE ALL POSSIBILITIES FOR EXPEDITIOUS RECOVERY.

SHOULD YOU WISH TO CALL US OUR TELEPHONE NUMBER IS 800-535-5225.

OUR ADVANTAGE GOLD, PLATINUM, EXECUTIVE PLATINUM AND AIRPASS PASSENGERS MAY CALL THEIR ADVANTAGE TRIPETER 800 NUMBER FOR ASSISTANCE.

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Promoting Quality in Social Work Education Since 1952

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## EXECUTIVE DIRECTOR

Donald W. Beless, PhD

January 24, 2003

Dr. Norma S. Rees, President  
Office of the President  
California State University-Hayward  
25800 Carlos Bee Boulevard  
Hayward, CA 94542-3001

Dear President Rees:

Enclosed is a copy of the commissioner's report on the pre-candidacy of the master's degree in social work at California State University-Hayward. The visit was conducted on January 6-7, 2003.

We thank you for the prompt response to the report. The response will be appended to the report and submitted to the Commission on Accreditation for its review. The program is scheduled for review by the Commission at its meeting, **February 2003**.

Thank you for your cooperation during the site visit process and best wishes for the continued success of the program.

Sincerely,

Ann M. Johnson, Interim Director  
Division of Standards and Accreditation

AMJ/srb

Enclosure: commissioner's report

Dr. Terry Jones, Director  
Graduate Social Work

**CALIFORNIA STATE UNIVERSITY HAYWARD  
GRADUATE SOCIAL WORK PROGRAM**

**PRE-CANDIDACY COMMISSIONER VISIT**

**DR. DEAN PIERCE, COMMISSIONER**

**DATE: 06 and 07 JANUARY 2003**

---

**INTRODUCTION:**

The Commissioner site visit took place on January 6 and 7, 2003. The Commissioner met with:

**UNIVERSITY ADMINISTRATION:**

- Dr. Norma Rees, President
- Dr. Frank Martino, President
- Dr. David Larson, Interim Dean, College of Arts, Letters, and Social Sciences

**DEPARTMENT OF SOCIOLOGY AND SOCIAL SERVICES:**

- Dr. Dianne Beeson, Chair

**MSW PROGRAM FACULTY:**

- Dr. Sonja Redmon, Interim Vice President, Student Affairs and Professor
- Dr. Jim Kelly, Associate Vice-President, Division of Extended and Continuing Education, and Professor
- Dr. Terry Jones, Director
- Dr. Rebecca Van Voorhis, Assistant Professor
- Dr. Diane Rush-Woods – Assistant Professor and Fieldwork Coordinator

**MSW PROGRAM SUPPORT STAFF:**

- Cynthia Burke

**RECEIVED JAN 22 2003**

## **ADVISORY COMMITTEE**

**(Meeting, 1/6/03)**

- Betty Dalquist, Community Mental Health Coalition
- Bart Grossman, University California Berkeley, School of Social Welfare
- Bishop J.W. Macklin, Glad Tidings Church

**(Telephone Conference, 1/7/03)**

- John Cullen, Director of Social Services, Contra Costa County

## **PROGRAM BACKGROUND:**

The development of the MSW program at California State University, Hayward, reflects the success of the undergraduate Social Services option, which is housed in and offered under the auspices of the Department of Sociology and Social Services. A qualified faculty with MSW degrees has taught the social services courses. They have extensive experience in teaching social work foundation content. Extensive community involvement by this faculty and the strong commitment of the university administration to the program underscore its potential.

## **ACCREDITATION STANDARD 1: PROGRAM MISSION, GOALS, AND OBJECTIVES**

### **Benchmark 1: 1.0/Accreditation Standard 1.0**

The mission of the Master of Social Work (MSW) program at California State University, Hayward is to prepare advanced generalist practitioners to work in diverse, multi-cultural and multi-racial communities. The program is designed to prepare students for practice and leadership roles in public and non-profit social service agencies serving children, youth and families and the mentally ill. Using a multi-cultural framework for analysis, the program has two options; Children, Youth and Families and Community Mental Health.

### **Benchmark 1: 1.1/Accreditation Standard 1.1**

The MSW program has 5 stated goals, including:

- Preparing social work students to take leadership roles in public social service organizations charged with responding to societal problems, such as poverty, family instability, mental illness, child welfare, aging, and urban renewal;
- Preparing individuals to be change agents and to work effectively in increasingly complex, culturally and racially diverse communities;
- Preparing social work students to understand the impact of racism, sexism, homophobia and other forms of oppression in creating and maintaining barriers to effective participation in American society;



- Preparing social work students to understand the relationship between the economic, political and social system to the maintenance of poverty and oppression in American society
- Preparing students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by teaching strategies to involve targeted populations in accomplishing goals, developing resources, and preventing and alleviating distress.

Faculty indicated that the MSW program also has service and scholarship goals beyond these educational goals. For example, to provide leadership and research assistance to low income, minority communities in their efforts to develop opportunities.

### **Benchmark 1: 1.2/Accreditation Standard 1.2**

The program lists 14 program objectives. These 14 incorporated both the required foundation and concentration objectives. The program intends to further separate and distinguish the two sets of objectives (See M 2.0.1). The majority of the following include both foundation and concentration outcomes within each statement. One example of a concentration objective is number nine on the following list.

These 14 include:

1. Critically analyze and apply knowledge of human behavior in the context of social environments from a bio-psycho-social-spiritual strengths-based perspective using ecological, diversity and strengths and other applicable theories and research.
2. Understand and consistently apply the ethics and values of the social work profession.
3. Understand and interpret the historical and current philosophical foundations, structures, and issues of the social work profession and their relationship to social work and economic justice with specific reference to oppressed populations including populations of color.
4. Use critical thinking skills to analyze and influence policies and programs that promote social and economic justice at all levels of systems, micro, mezzo and macro.
5. Using critical thinking skills, understand and evaluate relevant research studies and apply findings to practice through the use of quantitative and qualitative research design, data analysis, and knowledge dissemination.
6. Understand, value, and respect the multicultural perspective as well as recognize and apply skills of change to conditions of racism, sexism, homophobia and other forms of oppression, discrimination, and social and economic injustice at the individual, family, community, organizational, and governmental levels.

7. Evaluate their own social work practice interventions and those of other relevant systems using empirical evaluation.
8. Apply knowledge and skills of a generalist social work perspective across all levels of practice.
9. Apply knowledge and skills of advanced social work practice in the concentrated area of Children, Youth, and Family and Community Mental Health.
10. Engage in the professional use of self.
11. Function within an organizational structure and, when appropriate, facilitate organizational change necessary to promote social work values and ethics.
12. Use appropriate communication skills with a variety of client populations, colleagues, and community members.
13. Use supervision and consultation appropriately in an advanced practice of concentration.
14. Collaborate effectively with individuals, organizations and agencies from varied disciplines, which are involved in social service program.

#### **AS 8.0: ASSESSMENT PLAN**

The program has outlined an assessment plan, including alumni and employer surveys and intends to connect its data collection and evaluation to the program's objectives.

#### **Accreditation Standard 1.3 (Benchmark 1: 1.3)**

The mission and objectives of the program have been shared through the distribution of flyers and by in-person discussions with agency and community members.

#### **ACCREDITATION STANDARD 2:** **CURRICULUM/ACCREDITATION STANDARD 2.0**

#### **(Benchmark 1: 3.20)**

The self-study (1-2) describes the community in relation to the program's mission, goals, and objectives. The program's concentration (advanced practice in the generalist perspective within a multi-cultural context) serves this mission well. Each syllabus discusses how the course links vertically and horizontally with other courses and how it uses the liberal arts. The program specifies liberal arts background in its admission evaluation process.

**Benchmark I: B2.0.1/Accreditation Standard B2.0.1**

The program indicates that the foundation courses provide students with knowledge of critical thinking within the social work context, understanding the values of the profession, and the ability to practice without discrimination and respect clients regardless of age, class, race, gender, religion, sex, sexual orientation, family structure or disability. Furthermore, the foundation courses provide students with knowledge about the history of the social work profession and its contemporary structures and issues, how to apply skills generalist practice within systems of all sizes, and how to function within the structure of organizations and service delivery systems and seek necessary organizational change. The multicultural perspective is a key component of the program.

The foundation year (3 quarters, 48 credits) includes:

<b>FIRST QUARTER</b>		
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
SW 6000	Human Behavior and Social Environment I	4
SW 6011	Generalist Practice I	4
SW 6020	Field Instruction I	4
SW 6030	Social Welfare Policy and Services I	4
<b>SECOND QUARTER</b>		
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
SW 6001	Human Behavior and Social Environment II	4
SW 6012	Generalist Practice II	4
SW 6021	Field Instruction II	4
SW 6031	Social Welfare Policy and Services II	4
<b>THIRD QUARTER</b>		
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
SW 6002	Human Behavior and Social Environment III	4
SW 6010	Race, Gender, and Inequality in Social Work Practice	4
SW 6022	Field Instruction III	4
SW 6032	Social Work Research	4

**EP 4.0 Social Work Values and Ethics:**

Content on social work values and ethics is integrated in all areas of the foundation curriculum. An examination of course objectives supports this conclusion. Examples include course objective #3 in SW 6031 (policy) and #3 in 6032 (research.)

#### **EP 4.1 Diversity:**

Because of the program's emphasis on multi-cultural, multi-racial, and strengths perspectives content on diversity is included throughout the curriculum. For example, social work 6000 (HBSE I) has an extensive reference list covering human development and multi-culturism, gender, disability, race and ethnicity, and spiritual identity. It also covers the relationship between the environment and African Americans, Native Americans, Asian Americans, Latin Americans, lesbian/gay/transgendered persons, people with disabilities, social class, religion, gender, and immigration status. Social work 6001 (HBSE II) explores reciprocal relationships between such groups and social structures. In addition the program requires a course (6011) on race, gender and inequality in social work practice. The agencies used in field education offer wide-ranging experiences and knowledge about practice with diverse populations, including clients and professionals.

#### **EP 4.2 Populations-at-Risk and Social and Economic Justice**

Again the program's emphasis on multi-cultural practice results in the inclusion of this content throughout the curriculum. For example, the course on policy and services (6012) examines specific communities in relation to social services.

#### **EP 4.3 Human Behavior in the Social Environment**

The program primarily covers the required human behavior content in three course (6000, 6001, and 6002). Social work 6000 covers and critiques major lifespan developmental theories, ethnicity, sexual orientation, cultural and spiritual development, and the DSM IV. Social Work 6001 and 6002 emphasizes how human behavior influences and is influenced by the norms, values, and social structures. The impact of this knowledge on practice is covered in the courses.

#### **EP 4.4 Social Welfare Policy and Services**

The program devotes two courses (6030 and 6031) to the coverage of required content on social welfare policy and services. Social work 6030 introduces social welfare policies and programs in their historical contexts. Social work 6031 applies this knowledge specifically to the program's two concentrations: children and families and mental health. In this sense, the program needs to clearly focus and delineate the dual purpose of the second policy course. Policy analysis and advocacy are covered in both courses.

#### **EP 4.5 Social Work Practice**

Two courses (6011 and 6012) are primarily devoted to the required content on social work practice. Social work 6011 covers generalist practice at the micro and mezzo levels, 6012 practice at the macro level. Both utilize the ecological and strength based approaches and apply the social work helping process. Students learn a range of empirically and experientially based "best practices." This is clearly reflected in the course objectives about the development of critical thinking.

## **4.6 Research**

Social work 6032 is the primary course designed to cover the required foundation social work research content. Qualitative and quantitative approaches are covered as well as single subject and program evaluation designs. The research course introduces the selection of the student's thesis topic, which is developed and implemented in the concentration year.

### **EP 4.7 Field Education (See Benchmark 1: 2.1, on page 11.)**

#### **Benchmark 1: M2.0.2./Accreditation Standard M2.0.1**

The program's concentration is advanced generalist practice in multi-cultural and multi-racial communities. The program uses several themes (multi-cultural, social change, strengths, and systems analysis), along with field learning in the concentrations to integrate and build on the foundation. Two options are offered, practice with children and families and community mental health. The program lists eight or nine comparable theories for each option. The program will continue to enhance and further define the program's concentration objectives.

The curriculum design for the two options are parallel, including three advanced generalist practice courses, three field education courses, two thesis courses, two electives, and an integrated seminar.

The curriculum design and objectives for each option include the following:

## CHILDREN, YOUTH AND FAMILIES OPTION

<b>FIRST QUARTER</b>		
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
SW 6500	Case Management: Children, Youth, and Families	4
SW 6530	Field Instruction IV	4
SW 6909	Departmental Thesis	4
SW 6550-59	Elective	4
<b>SECOND QUARTER</b>		
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
SW 6510	Multi-cultural perspectives: Children, Youth and Families	4
SW 6531	Field Instruction V	4
SW 6909	Department Thesis	4
SW 6550-59	Elective	4
<b>THIRD QUARTER</b>		
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
SW 6520	Social Work Administration: Children, Youth and Families.	4
SW 6532	Field Instruction VI	4
SW 6540	Integrative Seminar	1
SW 6550-59	Elective	4

The objectives of children, youth and families option include:

- To prepare students for leadership positions in social welfare agencies providing services to children, families and youth;
- To provide students with knowledge and intervention skills to engage in social work practice with children, youth, and families;
- To provide students with an understanding of the multicultural perspective and its impact on social work practice with children, youth and families;
- To provide students with supervised practice opportunities working with multi-cultural and multi-racial populations.

Relevant theories include:

- Empowerment theory;
- Social Systems theory;
- Community power theories;
- Inter-organizational relationship and action theories;
- Race relations theories;
- Culture and gender theories;
- Psychoanalytic theory; and
- Cognitive/behavioral theories.

**COMMUNITY MENTAL HEALTH OPTION**

<b>FIRST QUARTER</b>		
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
SW 6505	Case Management: Community Mental Health	4
SW 6530	Field Instruction IV	4
SW 6909	Departmental Thesis	4
SW 6550-59	Elective	4
<b>SECOND QUARTER</b>		
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
SW 6515	Multi-cultural perspectives: Community Mental Health	4
SW 6531	Field Instruction	4
SW 6909	Department Thesis	4
SW 6550-59	Elective	4
<b>THIRD QUARTER</b>		
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
SW 6525	Social Work Administration: Community Mental Health	4
SW 6532	Field Instruction VI	4
SW 6540	Integrative Seminar	1
SW 6550-59	Elective	4

The objectives of the community mental health option include:

- To prepare students for leadership positions in social welfare agencies providing services to children, families and youth;
- To provide students with knowledge and intervention skills to engage in social work practice with children, youth, and families;
- To provide students with an understanding of the multi-cultural perspective and its impact on social work practice with children, youth and families;
- To provide students with supervised practice opportunities working with multi-cultural and multi-racial populations.

Relevant theories include:

- Empowerment theory;
- Social Systems theory;
- Object Relations theory;
- Inter-organizational relationship and action theories;
- Phenomenological theories;
- Feminists theories;
- Psychoanalytic and Neo-Freudian theory; and
- Cognitive/behavioral theories.

In the youth and families option the three practice courses include: case management (6500), multi-cultural perspective of practice (6510), and administration (6530). The three field education courses (6530-6532) utilize the same objectives and procedures, including the learning agreement. In the community mental health option the three practice courses include case management (6505), multi-cultural perspectives (6515), and administration (6525). The three field course (6530-6532) offer slightly different objectives. The two options share the same thesis requirement. The courses (6909 B & B) are taken by students during the first two quarters of their second year. The courses build on the foundation research course (6032) and require completed, human subjects approved research.

The integrative seminar meshes concepts from the student's field education and thesis to enhance understanding of the roles of the advanced generalist social worker. (See 6540 syllabus).

The proposed electives include:

Psychological rehabilitation (6550), program evaluation (6551), legal issues (6552), substance abuse (6553), occupational social work (6554), school social work (6555), human sexuality (6556), sex roles (6557), supervision (6558), and youth and justice (6659). The program intends to categorize the proposed electives according to its two concentration options. For example SW 6550 would be part of the mental health option.



### **Benchmark 1: 2.1/Accreditation Standard 2.1**

Students take three field courses (6020, 6021 and 6022) in the foundation year and three (6530, 6531, and 6532) in the concentration year. The field manual is well developed, including agency selection procedures and field supervisor training. The field manual discusses the connection of the field education program to the MSW program's mission, goals, and objectives.

The outline and approach to the second year field, including the learning agreement, is contained in the field manual. The program will continue to refine second year field expectations as it reworks its concentration objectives.

### **ACCREDITATION STANDARD 3: PROGRAM GOVERNANCE, ADMINISTRATIVE STRUCTURE, AND RESOURCES**

#### **Accreditation Standard 3.0 (Benchmark 1: 3.0)**

Currently the MSW program is located in the Department of Sociology and Social Services. The administration of California State University, Hayward is committed to creating an administrative structure that provides the program with the autonomy necessary to its further growth and development.

#### **Benchmark 1: 3.0.1/Accreditation Standard 3.0.1.**

**Benchmark 1: 3.0.2/Accreditation Standard 3.0.2.**

**Accreditation Standard 3.0.3. (Benchmark 1: 3.0.3)**

**Accreditation Standard 3.0.4. (Benchmark 1: 3.0.4)**

**Accreditation Standard 3.0.5. (Benchmark 1: 3.0.5)**

**Accreditation Standard 3.0.6. (Benchmark 1: 3.0.6)**

A special internal agreement has been worked out in the Department to place social work faculty on all committees when issues pertain to the MSW program. The MSW program has its own curriculum committee. The Director has a MSW and Ph.D from the School of Social Welfare at the University of California, Berkeley. The field director has a MSW from UCLA and a Ph.D from the University of California, Berkeley. The appropriate faculty recruitment, hiring, retention, and promotion policies are discussed.

#### **Benchmark 1: 3.1/Accreditation Standard 3.1**

The program supplied a projected three year budget, including faculty lines, (eight full time and six part time), operating, travel, and library support. Because the program is designed to offer courses primarily in the late afternoon and evening and intends to use the University's Contra Costa and Oakland campuses, classroom space poses no problems. In addition, the program will utilize the University's distance education facilities. The library has been adding social work holdings for the last five years, and an increased allocation is included in the proposed budget.

**ACCREDITATION STANDARD 4:**  
**FACULTY**

**Benchmark 1: 4.0/Accreditation Standard 4.0**

**Accreditation Standard 4.2 (Benchmark 1: 4.2)**

**Accreditation Standard B4.2.1 (Benchmark 1: B4.2.1**

**Benchmark 1: M4.2.1/Accreditation Standard M4.2.1**

**Accreditation Standard 4.3 (Benchmark 1: 4.3)**

Four current faculty members from the Department of Sociology and Social Services have been assigned to the MSW program, which will have five full time faculty when the program is initiated in Fall, 2003. The program's faculty is currently conducting a national search to hire a fifth faculty member. In addition, there are three part-time (one course/year) faculty available to the program. The four currently assigned faculty members include:

Dr. Terry Jones (Professor, tenured);

Dr. Rebecca Van Voorhis (Assistant Professor, tenure track);

Dr. Dianne Rush-Woods (Assistant professor, tenure track); and

Dr. Young T. Song (Professor, tenured).

Three of the four have the MSW.

The faculty workload policy is clearly stated. The program needs to consider how to fill any future positions with senior level social work educators with graduate level experience.

**ACCREDITATION STANDARD 5:**  
**STUDENT PROFESSIONAL DEVELOPMENT**

**Accreditation Standard 5.0 (Benchmark 1. 5.0)**

**Accreditation Standard M5.1 (Benchmark 1: M5.1)**

**Accreditation Standard 5.2 (Benchmark 1: 5.2)**

**Accreditation Standard 5.3 (Benchmark 1: 5.3)**

**Accreditation Standard M5.3.2. (Benchmark 1: M5.3.2)**

**Benchmark 1 5.4/Accreditation Standard 5.4**

The admissions criteria are clearly spelled out in the Student Handbook, as are policies regarding life or work experience, transfer of credit, advanced standing, advisement, grading criteria, and termination. Provisions are outlined in the Handbook to guarantee student involvement in policy making.

**ACCREDITATION STANDARD 6:**  
**NON-DISTRIMINATION AND HUMAN DIVERSITY**

**Accreditation Standard 6.0 (Benchmark 1: 6.0)**

The curriculum incorporates the multi-cultural perspective in its courses. The faculty, as reflected in their professional service and research, model respect for and understanding of diversity.

**ACCREDITATION STANDARD 7.0:**  
**EXTERNAL CONSTITUENCIES**

Numerous individuals and agencies have been involved in the program's development. The current faculty's professional service has connected the program to multi-cultural constituencies. An impressive range of community representatives are actively involved in the program's advisory board.

**COMMISSIONER SUMMARY AND RECOMMENDATION**

The program is in compliance with all requirements of Benchmark level 1. I recommend that it be granted candidacy. The program has created a solid foundation year curriculum, including well-developed course syllabi and an MSW field education manual. The mission of the program is congruent with that of the University and reflects the needs and goals of the program's constituencies. The work on the concentration year curriculum, including course syllabi, is sufficiently complete to conclude that the program should enter candidacy. Plans to assess the program's objectives and all student related policies are at appropriate stages of development. The program's resources, the proposal to revise its administrative structure, and the size and quality of the faculty place it in compliance with the benchmarks. Both the program's non-discrimination and outreach to its external constituencies hold promise of becoming strong parts of the program.

DP/redp



## MSW Program

### Foundation-year Required Courses (44-45 units)

*The course prefix for the following courses is SW.*

**6000 Human Behavior and Social Environment I (4)**

Theoretical perspectives examining human development and behavior across the life span including the analysis of the influence of social, political, historical and cultural variables. Processes associated with physiological, psychological, cognitive and social development over the life span from birth through adolescence. Co-requisite: SW 6010.

**6001 Human Behavior and Social Environment II (4)**

Builds upon knowledge regarding theoretical perspectives explaining human development and behavior across the life span including influences of social, political, historical, and cultural variables. Includes normative physiological, psychological, cognitive and social development from young adulthood to death. Prerequisite: SW 6000; Co-requisite: SW 6011.

**6010 Race, Gender and Inequality in Social Work Practice (4)**

The impact of race, racism, gender, sexism, and inequality in social work practice on diverse ethnic/racial populations. Effective problem-solving when confronted with institutional barriers and interpersonal conflicts in agency and community-based social work practice with minority populations. Co-requisite: SW 6020.

**6011 Generalist Practice I (4)**

Theoretical and practice foundations for advanced social work. Prevention, crisis and short-term intervention approaches focusing on translating theoretical understanding into multicultural service delivery and interventions with poor, vulnerable, and oppressed populations. Prerequisite: SW 6010; Co-requisite: SW 6020.

**6012 Generalist Practice II (4)**

Assumptions, concepts, principles, and values of generalist practice examined from a cross-cultural perspective regarding professional relationships, social work roles, treatment processes, and service delivery models with individuals, families, groups, organizations, and communities. Prerequisite: SW 6011; Co-requisite: SW 6021.

**6013 Generalist Practice III (4)**

Prerequisite: SW 6012; Co-requisite: SW 6022.

**6020 Field Instruction I (4)**

Supervised practice experience in a community social agency based on students' learning needs, interest, and option. Development of the foundation of generic interventive modalities in individuals, families, groups and communities with emphasis on multicultural practice. Co-requisite: SW 6010. Two hrs. seminar, 16 hrs. agency placement.

**6021 Field Instruction II (4)**

Continuation of supervised practice in a community social agency on an advanced level with individuals, families, groups, and communities with emphasis on multicultural practice. Prerequisite: SW 6020; Co-requisite: SW 6011. Two hrs. seminar, 16 hrs. agency placement.

**6022 Field Instruction III (4)**

Continuation of supervised practice in community social agency on an advanced level of practice with individuals, families, groups, and communities with emphasis on multicultural practice. Prerequisite: SW 6021; Co-requisite: SW 6012. Two hrs. seminar, 16 hrs. agency placement.

**6030 Social Welfare Policy: History and Philosophy (4)**

Theoretical and practice foundations for advanced social work with children, youth, women and families. Prevention strategies, crisis and short-term approaches, specifically as they apply to key problems and issues faced by children, youth, women and families. Prerequisite: SW 6010; Co-requisite: SW 6020.

**6032 Social Work Research (4)**

The role of research in social work, the logic of research, the stages of underlying research process, various types of research designs, techniques of data collection and analysis, strategies for evaluating service delivery in all areas of practice. Prerequisite: SW 6010; Co-requisite: SW 6022.

**6400 Title IV-E Seminar (for IV-E students only) (1)**

## **Advanced-year Required Courses (36-37 units, including Capstone units)**

After completing the foundation-year curriculum, MSW students will continue the advanced-year in the concentration area of Children, Youth, and Families or Community Mental Health.

### *Courses for Concentration on Children, Youth, and Families*

- 6500 Advanced Micro Practice: Children, Youth, and Families (4)**  
Strategies of casework management with children, youth, and families. Principles of small and large group management, time management, and coordination of services and interagency cooperation. Issues of controlling, coordinating, directing, and planning services for clients in urban and suburban settings. Prerequisite: SW 6010; Co-requisite: SW 6530.
- 6510 Advanced Mezzo Practice: Children, Youth, and Families (4)**
- 6520 Advocacy and Macro Practice: Children, Youth, Families (4)**
- 6530 Field Instruction IV (4)**  
Supervised social work practice in a community agency with focus on advanced direct practice skills and administrative program development areas with emphasis on multi-cultural practice. Prerequisite: SW 6022; Co-requisite: SW 6909. Two hrs. seminar, 16 hrs. agency placement.
- 6531 Field Instruction V (4)**  
Continued supervised social work practice in a community agency at an advanced level in direct practice and administration within student's area of concentration. Preparation for professional employment with emphasis on multicultural practice. Prerequisite: SW 6530; Co-requisite: SW 6909. Two hrs. seminar, 16 hrs. agency placement.
- 6532 Field Instruction VI (4)**  
Continued supervised social work practice in a community agency at an advanced level in direct and indirect practice and administration within student's area of concentration. Preparation for professional employment emphasizing multicultural practice. Prerequisite: SW 6531; Co-requisite: SW 6540. Two hrs. seminar, 16 hrs. agency placement.
- 6932 Quantitative and Qualitative Analysis (4)**
- 6935 Program Evaluation (4)**  
Prevailing types of program evaluation and preparation for continual evaluation checks conducted within service agencies. Conceptualization of service delivery systems. Program planning evaluation, monitoring, impact evaluation, cost-

benefit and cost-effectiveness analysis. Prerequisite: SW 6010; Co-requisite: SW 6530 or 6532.

**6909 Capstone: Departmental Thesis (4)**

or

**6959 Capstone Seminar (4)**

*Courses for Concentration on Community Mental Health*

**6505 Advanced Micro Practice: Community Mental Health (4)**

Strategies of casework management in a mental health context. Principles of small and large group management, time management, coordination of services, and interagency cooperation. Additional issues include controlling, coordinating, directing, and planning service delivery in urban and suburban communities. Prerequisite: SW 6010; Co-requisite: SW 6530.

**6515 Advanced Mezzo Practice: Community Mental Health (4)**

**6525 Advocacy and Macro Practice: Community Mental Health (4)**

**6530 Field Instruction IV (4)**

Supervised social work practice in a community agency with focus on advanced direct practice skills and administrative program development areas with emphasis on multi-cultural practice. Prerequisite: SW 6022; Co-requisite: SW 6909. Two hrs. seminar, 16 hrs. agency placement.

**6531 Field Instruction V (4)**

Continued supervised social work practice in a community agency at an advanced level in direct practice and administration within student's area of concentration. Preparation for professional employment with emphasis on multicultural practice. Prerequisite: SW 6530; Co-requisite: SW 6909. Two hrs. seminar, 16 hrs. agency placement.

**6532 Field Instruction VI (4)**

Continued supervised social work practice in a community agency at an advanced level in direct and indirect practice and administration within student's area of concentration. Preparation for professional employment emphasizing multicultural practice. Prerequisite: SW 6531; Co-requisite: SW 6540. Two hrs. seminar, 16 hrs. agency placement.

**6932 Quantitative and Qualitative Analysis (4)**

**6935 Program Evaluation (4)**

Prevailing types of program evaluation and preparation for continual evaluation checks conducted within service agencies. Conceptualization of service delivery systems. Program planning evaluation, monitoring, impact evaluation, cost-

benefit and cost-effectiveness analysis. Prerequisite: SW 6010; Co-requisite: SW 6530 or 6532.

**6405 Community Mental Health Seminar (for Calswec II stipend students only) (1)**

**6909 Capstone: Departmental Thesis (4)**

or

**6959 Capstone: Integrative Seminar (4)**

## **Elective Courses:**

*Select 8 units from the following courses*

**6550 Social Work Psychosocial Rehabilitation (4)**

Concepts of philosophy of psychosocial rehabilitation as the dominant modality in contemporary community mental health programs. Principles of crisis intervention, particularly in relation to the prevention of suicide and family violence. Prerequisite: SW 6010; Co-requisite: SW 6530 or 6532.

**6552 Legal Issues in Social Work Practice (4)**

Legal aspects concerning children, family, and the aged, considering issues such as abortion, illegitimacy, right to treatment, mental health commitment procedures, rights of the elderly, children's rights, marriage, and divorce. Familiarity with legal assistance programs. Prerequisite: SW 6010; Co-requisite: SW 6530 or 6532.

**6553 Assessment and Treatment of Substance Abuse (4)**

Social work practice with individual alcoholics and substance abusers, their family systems, and their community network. Awareness of the prevalence of alcoholism and substance abuse and significance for clinical social work practice. Dynamics and treatment of disease. Prerequisite: SW 6010; Co-requisite: SW 6530 or 6532.

**6554 Occupational Social Work (4)**

Significance of work life factors on the biopsychosocial functioning of clients and the interface of person, family, and employment. Concepts of human growth and behavior, issues of engagement, diagnostic assessment, and intervention from the social work perspective. Prerequisite: SW 6010; Co-requisite: SW 6530 or 6532.

**6555 School Social Work (4)**

Social work and the public school as a process in school-community-pupil relations. Attention to school as a social institution and its organization. Social work services in schools as a specialized field of social work practice. Prerequisite: SW 6010; Co-requisite: SW 6530 or 6532.



- 6556 Human Sexuality and Social Work (4)**  
Exploration of human sexuality and how social workers relate to sexually oppressed groups. Surveys a range of sexuality-related issues encountered in therapeutic relationships as part of administrative duties and at the policy level. Prerequisite: SW 6010; Co-requisite: SW 6530 or 6532.
- 6557 Sex Roles and Gender Discrimination: Women's Issues in Social Work (4)**  
Historical and contemporary causes of gender discrimination against women. Special focus on women at risk for mental health problems, violence, and poverty along with other critical issues affecting women such as substance abuse and eating disorders. Prerequisite: SW 6010; Co-requisite: SW 6530 or 6532.
- 6558 Supervision and Staff Development (4)**  
Review of philosophy, objectives, principles, and methods of social work supervision, staff development, and consultation. Similarities and differences in the roles, knowledge, and skills required, emphasizing teaching-learning-evaluation components. Prerequisite: SW 6010; Co-requisite: SW 6530 or 6532.
- 6559 Youth and the Justice System (4)**  
The juvenile justice system at the micro and macro level. Informal and formal intervention strategies, theoretical constructs, and policies impacting children, youth, and families within the juvenile justice system. The impact of poverty, racism and issues of diversity. Prerequisite: SW 6010; Co-requisite: SW 6530 or 6532.
- 6560 Family Violence across the Life Span (4)**
- 6561 Advanced Psychosocial Assessment and Diagnosis (4)**
- 6562 Crisis Intervention and Brief Treatment Models (4)**
- 6999 Issues in Social Work (various topics) (1- 4)**

*Last updated: May 17, 2006*

**California State University, East Bay  
Masters of Social Work Program  
Response to Concerns of  
The Council on Social Work Education's  
Commission on Accreditation  
April 1, 2008**

The CSUEB MSW program achieved accreditation by the Council on Social Work Education (CSWE) in June 2006. However, in its June 16, 2007 letter, CSWE identified five areas of concern and requested a response to the CSWE Commission on Accreditation by April 1, 2008. The following constitutes the response to those concerns. Organized by Accreditation Standard heading, each CSWE concern is written verbatim in italics, followed in brackets by the relevant CSWE Accreditation Standard, and finally, by the program's response.

**I. Accreditation Standard 1.2**

**Concern:** *The program does not provide a narrative that explains the relationship between program objectives and EP3.0. The relationship must be inferred from the matrix.*

[1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).]

**Response:** Specifically, EP3.0 sets forth twelve foundation program objectives considered essential to social work education. The CSUEB program outlines seven core objectives: **social work values and ethics, professional use of self, critical thinking, applying theory to practice, advocacy, diversity, and communication.** The following narrative elucidates the matrix presented in the *Self Study*, explaining the relationship between the EP3.0 and CSUEB MSW program's objectives. Each of the seven core CSUEB objectives are tracked in all course syllabi and evaluated in Standard 8.0 via direct and indirect measures. The details of 8.0 are reserved for that section of this document.

The twelve EP3.0 objectives are stated below in italics and discussed in relation to the core CSUEB MSW program objectives.

- 1) *Apply critical thinking skill within the context of professional social work practice.* This objective speaks directly to the CSUEB **critical thinking** core objective which extends throughout the curriculum.
- 2) *Understand the value base of the profession and its ethical standards and principles, and practice accordingly.* The CSUEB core objective of social work **values and ethics**, which grounds its teaching in the *NASW Code of Ethics*, mirrors this statement, and is stressed in all curricular sequences.
- 3) *Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.* The CSUEB MSW program focuses on producing culturally competent social workers, committed to and capable of working with diverse groups. This EP3.0 aim embodies all of the CSUEB core objectives of **values and ethics, professional use of self, critical thinking, applying theory to practice, advocacy, diversity, and communication.**
- 4) *Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.* The core CSUEB objective to teach **advocacy** skills in the service of social justice and change parallels this goal. The introductory course, *Race, Gender, and Inequality in Social Work Practice*, provides the foundation for building this skill throughout the program.
- 5) *Understand and interpret the history of the social work profession and its contemporary structures and issues.* While largely encompassed in the CSUEB objective of **advocacy**, this statement also requires the application of **critical thinking.**
- 6) *Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.* This is consistent with the CSUEB program objective of **application of theory to practice** which focuses on skill acquisition across micro, mezzo, and macro level systems and between diverse urban service delivery systems.
- 7) *Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.* This objective reflects the CSUEB objective of **application of theory to practice**, particularly in the *Human Behavior in the Social Environment* Sequence. However, the program's emphasis on cultural competence and recognizing group variations in development, meanings and attributes relates to the objective of **diversity and critical thinking.**

- 8) *Analyze, formulate, and influence social policies.* This is seen as an **advocacy, critical thinking, and application of theory to practice** objective. However, it must be conducted in a context that respects **diversity, and values and ethics**, as emphasized in the Social Policy Sequence.
- 9) *Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.* **Critical thinking and application of theory to practice** are the primary CSUEB objectives touched upon here. However, the research sequence is also taught from a perspective that honors **diversity, values and ethics**. Skilled research consumers and practitioners are also potential **advocates** for clients and systems.
- 10) *Use communication skills differentially across client populations, colleagues, and communities.* Clearly, this objective relates to the CSUEB core objective of **communication**. Secondly it interrelates with the **professional use of self, application of theory to practice, diversity and advocacy**.
- 11) *Use supervision and consultation appropriate to social work practice.* The CSUEB program envisions this objective as part of the **professional use of self**, which is discussed in depth in practice and field sequences.
- 12) *Function within the structure of organizations and service delivery systems and seek necessary organizational change.* The CSUEB objectives of **advocacy, professional use of self, and application of theory to practice** all intertwine with this objective, and interact with the value of promoting social justice and service access.

## II. Accreditation Standard 2.0 as related to Educational Policy 4.5

**Concern:** *The program did not address how it taught communication skills, therefore, the program is asked to provide examples of how this content is covered.*

[2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.]

[EP 4.5 Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It

includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.]

**Response:** The program designates “Communication” as its seventh core objective. “Communication” refers to oral and written interchange between professionals, as well as effective interaction with diverse clients, groups, and communities. In the professional sphere, students acquire social work documentation skills during the foundation generalist practice sequence and field experience/seminar. Here, students learn to conduct and write a psychosocial assessment. Professional writing skills are developed through class assignments that require American Psychological Association publication style. Classroom oral assignments, such as research reports and case presentations, prepare foundation students for professional public speaking. In the advanced year, both written and oral assignments assume a concentration-specific focus, culminating with the Capstone Paper and poster session. A component of the rubric for grading the Capstone and other assignments targets competence in communications. Students also gain facility with professional electronic communication and research via required use of Blackboard, library search programs, internet resources and Power Point.

In the client service domain, the program stresses culturally competent communication skills. Students complete the Race, Gender and Inequality class in the first quarter to provide a foundation academic and personal understanding of the powerful challenges of diversity, oppression and bias. This emphasis on culturally competent communication continues throughout the program, even in advanced year research classes in which students must conduct and analyze a qualitative interview with a subject who is different from the student in two significant social group membership dimensions such as race, age, immigration experience, health, mental health, or sexual orientation. In addition, practicum experience requires students to work with clients from a different ethnic/cultural group than their own. Written process recordings are required every quarter to hone student communication skills. The program routinely uses guest speakers, videos and other media resources to broaden student exposure to diverse cultures and communication styles. For example, a transgender presenter at a program-wide forum, made a far more poignant and immediate advance in culturally competent communication with transgender individuals than could be achieved via lecture, reading or discussion.

*Writing Skills Screening.* The program values quality, graduate level writing skills, and recognizes that some students have less academic preparation than others. A screening system to determine the level of writing skills, with assessment at orientation, has been established to identify students in need of writing support. This followed-up with a tutoring specialist available to social work students.

*Writing Skills Training.* A request has been submitted to the University for permission to add a class to the curriculum beginning in the fall of 2008. Titled *Academic and Technical Writing for Social Workers*, this would be a one unit 6999 Issues in Social Work Course required for all students in their foundation year.

### **III. Accreditation Standard 3.1.4**

**Concern:** *The program did not address the issue of office space for faculty in its progress report.*

[3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.]

**Response:** Additional faculty offices have been secured for faculty. Three (3) additional offices were assigned to field faculty in Warren Hall, a building separate from Meikeljohn Hall which houses the Social Work Department. The field director's office is still in Meikeljohn, adjacent to the Social Work Chair. Warren Hall is central to the campus and is the most familiar building to all CSUEB students. Each Warren Hall office is equipped with a computer/printer and is linked to the network. Field staff also carry cell phones to maintain communication with the field director, agencies and students.

All tenure track faculty now have their own offices. In some instances, part-time lecturers share tenure track faculty offices, but usually when tenure track faculty are not on campus. Shared offices have two (2) desks, two (2) computers and a joint printer linked to the network. All faculty and lecturers have email accounts which facilitate communication between faculty and staff.

Additionally, four offices have been secured at the Concord campus to be used by faculty teaching at that site. While faculty members have offices on the Hayward Campus, they now have social work department offices on the Concord Campus in which to hold office hours and meet with students who attend the evening classes there.

### **IV. Accreditation Standard 8.0**

**Concern:** *The program links global measures with the program objectives. It does not show how such measures as classroom assignments, field evaluation instruments, etc. are linked to specific program objectives. The summary of the results must take into account various measures of program objectives. The program needs to*

1. *state the objective;*
2. *[state] the objective assessed;*
3. *[state] the instrument used to assess the objective;*

4. *[state] the specific items on the measurement instrument that assesses the objective; and*
5. *[state] the resulting data*

[8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.]

**Response:** Before addressing the concern specifically, the stage must be set for the evolution of the CSUEB MSW 8.0 plan to date. In the spirit of Accreditation Standard 8, which calls for the use of evaluation findings for continuous program improvement, the assessment plan presented here reflects changes from that outlined in the original 2006 *Self Study*. Two factors contributed significantly to the reformulation of the evaluation plan: 1) gaining several years of experience working with the MSW program's data collection, evaluation, and interpretation; and 2) participating in the University-wide Western Association of Schools and Colleges (WASC) Accreditation process. It became clear that a valuable assessment plan would: 1) produce useful data that would facilitate program renewal and fulfill the needs of CSWE and University (WASC) requirements, 2) be feasible in implementation and analysis, and 3) be sustainable over the long term, in view of staff availability, resources, and logistics.

An example of both eliminating and adding an assessment measure will be discussed to further explain this process. Originally, a self-report survey was conducted at three points in the MSW program: upon student entry, at the end of the foundation year (midpoint), and at program exit. As suggested by the CSWE accreditation site visit team, the midpoint survey was eliminated because of limited contribution to the overall assessment picture, in light of the effort required to administer the survey a third time, beyond entry and exit (pre-post). Thus, the midpoint survey did not produce particularly useful data and placed a burden in terms of assessment/analysis feasibility and sustainability.

In contrast, when presented with the WASC Accreditation Process, the University needed the department to demonstrate direct evidence of student performance in relation to the program objectives. Aware that this also blended with CSWE intentions, the program designed an assessment process based on the culminating MSW Capstone Project. This will be discussed in further detail at a later point, but the Capstone Assessment was piloted in the spring of 2007. As an outcome measure based on a student product, it produced useful data, that was both feasible and sustainable. It assessed an assignment that was embedded in the program, that faculty would be evaluating in the context of a course, and that supported both CSWE and University-wide assessment standards. Impressed with the quality of the Capstone Assessment Plan and pilot outcomes as an example of a student performance measure, the University requested that the MSW Department's Capstone Assessment be highlighted at the WASC University-wide poster session in the summer of 2007. Further enthusiasm about this measure prompted the University to ask the Department to

design a similarly course-embedded evaluation tool for the foundation year. This is referred to as the Generalist Practice III Community Project and will be piloted in the spring of 2008 when the course is next offered.

To address the task at hand in this response, the CSWE concern asks CSUEB to articulate the link between the assessment measures and program objectives. Table 1A outlines the relationship between the core objectives and the direct and indirect measures. In this model, all objectives are assessed at every measurement point. The specific items on the measures that assess the objectives are noted parenthetically. Since many of these measures are new or have been modified based on program feedback, instrument copies are attached at the end of this document. Appendix A shows Field Instructor Ratings of Student Performance, Appendix B the Generalist Practice III Community Project Rating, and Appendix C the Capstone Rating system.

**Table 1A: Program Objectives by Related Direct & Indirect Assessment Measures**

Instrument items designed to assess specific objectives are noted in parentheses.  
Copies of instruments can be found in Appendices A, B, & C.

<b>Program Objective</b>	<b>Direct Measures</b>	<b>Indirect Measures</b>
Social Work Values & Ethics	Field Instructor Ratings of Student Performance (1) Generalist Practice III Community Project Rating* (I: 3,4,5) (II: 3,4,5) (III: 3,4,7-11) Capstone Rating (Paper: 3,4)	Pre-Post Survey (1,3,13) Alumni Survey (27-3,4)
Professional Use of Self	Field Instructor Ratings of Student Performance (2) Generalist Practice III Community Project Rating* (I: 3,4,5) (II: 3,4,5) (III: 3, 7-11) Capstone Rating (Paper: 3,4,5) (Poster: 1-4)	Pre-Post Survey (11,12,15) Alumni Survey (27-5,6)
Critical Thinking	Field Instructor Ratings of Student Performance (3) Generalist Practice III Community Project Rating* (I: 3,4,5) (II: 2,3,4,5) (III: 2-11) Capstone Rating (Paper: 2,3,4) (Poster: 1-4)	Pre-Post Survey (8,9,14) Alumni Survey (27-7,8)
Applying Theory to Practice	Field Instructor Ratings of Student Performance (4) Generalist Practice III Community Project Rating* (I: 3,4,8) (II: 3,4,8) (III: 3,4,7-10,14)	Pre-Post Survey (2,7,10) Alumni Survey (27-1,2)



	Capstone Rating (Paper: 3,8) (Poster: 1-4)	
Advocacy	Field Instructor Ratings of Student Performance (5) Generalist Practice III Community Project Rating* (I: 3,4) (II: 3,4) (III: 3,4,7-10) Capstone Rating (Paper: 3,5,9) (Poster: 1-4)	Pre-Post Survey (4,5,18) Alumni Survey (27-9,10)
Diversity	Field Instructor Ratings of Student Performance (6) Generalist Practice III Community Project Rating* (I: 3,4) (II: 3,4) (III: 3,4,7-10) Capstone Rating (Paper: 3,9) (Poster: 1-4)	Pre-Post Survey (9,16,17) Alumni Survey (27-11,12; 28)
Professional Communication	Field Instructor Ratings of Student Performance (7) Generalist Practice III Community Project Rating* (I: 1,2,6,7) (II: 1,6,7) (III: 1,12,13) Capstone Rating (Paper: 1,6,7) (Poster: 1-4)	Pre-Post Survey (6,19,20) Alumni Survey (27-13,14)

\*Roman Numerals represent three distinct parts of the Generalist Practice III assignment.

**Table 1B: Benchmarks for Direct & Indirect Assessment Measures**

Measure	Benchmark
Field Instructor Ratings of Student Performance	90% of foundation students & 95% of advanced students rated $\geq 3$ (demonstrated skill consistently)
Generalist Practice III Community Project Rating	Aggregate calculation of percentage points earned per objective will be 92%
Capstone Rating	Aggregate calculation of percentage points earned per objective will be 92%
Pre-Post Survey	80% of students will agree or strongly agree at exit, $\geq 4$ (no pre-test benchmark)
Alumni Survey	80% will report well or excellently prepared

Table 1A highlights five primary outcome measures, including: 1) Field Instructor Ratings of Student Performance, 2) Generalist Practice III Community Project Ratings, 3) Capstone Ratings, 4) Pre-Post Student Surveys, and 5) Alumni Surveys. Table 1B lists the benchmarks. The program has three additional assessment components related to student performance, namely student grade point averages, course assignments, and an employer survey. All

of these will be described, noting the current stage of their development and contribution to the body of outcome information.

Field Instructor Ratings of Student Performance instruments were revised since the original *Self-Study*. Now a four point Likert scale directly relates to each program objective. The scale ratings read:

- 1 = Area of Future Growth
- 2 = Demonstrates Emerging Skill
- 3 = Demonstrates Skill Consistently
- 4 = Demonstrates Advanced Accomplishment

Field instructors rate students on objectives designed for foundation and advanced levels of practice. The advanced field ratings are used for the outcome evaluation measure and are written as:

Foundation Field Objectives:

1. VALUES & ETHICS: Demonstrates a beginning understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the *NASW Code of Ethics*.
2. PROFESSIONAL USE OF SELF: Demonstrates a beginning understanding of social work behavior. This includes abilities such as: distinguishing professional versus personal roles; the elevation of service to others above self interest; awareness of personal strengths and limitations; flexibility in assuming social work roles to cope with change; using supervision effectively; self-reflection; respecting standards of timeliness; appropriate dress and professional boundaries.
3. CRITICAL THINKING: Shows an ability to apply early critical thinking skills to challenges and issues that arise in field placement. This includes: understanding the differences between verifiable facts and value claims; critical examination of arguments and evidence; an openness to examine one's own practice using research to inform practice; and a commitment to providing evidence-based practice when possible.
4. APPLYING THEORY TO PRACTICE: Shows a basic ability to apply community-based generalist practice perspectives to field situations.
5. ADVOCACY: Begins to advocate for underserved and disenfranchised clients or groups in the assigned field placements.
6. DIVERSITY: Approaches fieldwork with an awareness of his or her personal cultural values and biases; shows awareness to self-reflection; and displays an interest in expanding culturally competent practice skills.

7. COMMUNICATION: Demonstrates an ability to respectfully form professional relationships with ability to communicate to clients, groups and staff in the field practicum, as well as maintain basic documentation requirements of the agency.

Advanced Field Objectives:

1. VALUES & ETHICS: Demonstrates a firm understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the NASW Code of Ethics.
2. PROFESSIONAL USE OF SELF: Conducts self with increased autonomy in the professional social work role in the placement setting. This includes abilities such as: understanding personal values and biases and knowing their impact on clients; a commitment to the ongoing development of professional knowledge and skills, and the use of self effectively in the chosen area of concentration.
3. CRITICAL THINKING: Demonstrates the ability to use critical thinking skills in the field setting through successful analysis and synthesis of information, application of evidence-based practice, and a willingness to modify plans of intervention accordingly.
4. APPLYING THEORY TO PRACTICE: Demonstrates an ability to integrate relevant theoretical materials into field experiences in the student's area of concentration. This includes the ability to articulate such theories with field instructors, field staff and/or intervention teams.
5. ADVOCACY: Demonstrates a commitment to and the ability to advocate for clients, groups and/or communities in increasingly complex situations, specific to the student's area of concentration.
6. DIVERSITY: Conducts self with self-awareness and shows increased knowledge of diverse populations with the commitment to provide culturally competent service and advocacy.
7. COMMUNICATION: Demonstrates a professional level of written and oral communication skills relevant to the concentration and shows the ability to communicate across diverse client systems.

This measure represents feedback from field instructors regarding a student's ability to earn credit for the field experience. The instrument also requests narrative comments related to each objective. Field instructors complete evaluations each quarter for students, however, for program assessment purposes, the final evaluation of the foundation and advanced years are used for the quantitative and qualitative analysis. Field Instructors review evaluations privately with students within the context of the supervisory relationship. Thus it is used for triple purposes of student evaluation; student feedback and learning; and program assessment. This field measure is a well established portion of the MSW assessment plan. The instrument is available at the Department website in both MS Word and PDF formats to facilitate field instructor access. Because it is

linked to student credit/non-credit evaluation, all students have this evaluation measure submitted before program completion. This is seen as a direct measure of student performance. ESTABLISHED BENCHMARK = 90% of foundation students and 95% of advanced year students rated  $\geq 3$  (demonstrates skill consistently)

Generalist Practice III Community Project Ratings have only recently been developed at the suggestion of the University WASC committee, after seeing the positive results of the Capstone Project Evaluation. The University's enthusiasm about this form of direct-embedded course assessment translated into funding support to provide staff time to create the measure. Generalist Practice III is the final practice course taught in the foundation year. This course was selected as the point at which to identify a target assignment due to the integration and cumulative nature of the foundation year curriculum. Generalist Practice III, which adopts a macro focus, revolves around a community project assignment in three parts: 1) a community observation, 2) a community profile, and 3) a community problem analysis and intervention plan. An assessment rubric has been developed similar to the Capstone Rubric, guided by the program objectives. Currently being trained in the rubric, this Generalist Practice III Community Project Rating will be piloted by the CSUEB MSW faculty during the spring quarter of 2008. The rubric is attached for the Commission's examination. It will serve as a direct measure of student performance.

ESTABLISHED BENCHMARK = an aggregate calculation of percentage of possible points earned per program objective score will be  $\geq 92\%$

Capstone Ratings were designed and piloted in the spring of 2007. Students select from six capstone options, including the completion of: 1) a community project, 2) a program evaluation, 3) an integrative paper, 4) an advanced case study, 5) a single subject design, or 6) a secondary data analysis. All options must reflect the ability to integrate the MSW curriculum, address an oppressed population, be concentration-specific (that is, Community Mental Health or Children, Youth and Families), and have an applied component. Students write a Capstone Paper and present at a Capstone Poster Session that is open to the University and general community. Poster sessions are held on the Hayward Campus and on the Concord Campus.

The CSUEB MSW program transitioned from a thesis requirement to a capstone project, based on feedback from students, faculty and field instructors. Applying CSWE's feedback model for continuous improvement, it seemed clear that several realities called for this change. Faculty work-load amidst an expanding program, quarter system time limitations, and time restrictions of the students who elect to attend an evening-focused graduate program all spoke to the need for a more circumscribed culminating project. As described earlier, the need for a direct student performance assessment measure for the University's WASC Accreditation process coincided with the rethinking of the capstone, and eventually led to the current Capstone Project Rubric. This rubric will be applied

to all Capstone sections this spring. A copy is attached for review. The Capstone Paper is assessed on nine categories and the Capstone Poster Session on five. For each of these the relevant program objective is stated, to facilitate outcome evaluation and objective attainment analysis as a direct measure of student performance.

ESTABLISHED BENCHMARK = an aggregate calculation of percentage of possible points earned per program objective score will be  $\geq 92\%$

Pre-Post Student Surveys are quite similar to those in the *Self Study*. In addition to demographic information and open ended questions, the survey presents 20 items that are self-report measures of skill attainment and preparedness. The attached version marks the targeted program objective beside each item (Appendix D). Each program objective is represented by three items that are used to calculate program outcomes and progress toward meeting the objectives. These are listed below in Table 2.

**Table 2: Program Objectives by Relevant Pre-Post Student Survey Items**

A copy of the instrument can be found in Appendix D.

Program Objective	Relevant Pre-Post Survey Items		
Social Work Values & Ethics	1	3	13
Professional Use of Self	11	12	15
Critical Thinking	8	9	14
Applying Theory to Practice	2	7	10
Advocacy	4	5	18
Diversity	9	16	17
Professional Communication	6	19	20

Originally, a clear plan had not been established assigning a specific course in which the pre- and post-surveys would be administered. This was identified by the CSUEB MSW Department Assessment Committee as a vulnerability and left assessment too dependent upon the individual workings of faculty assigned to teach various courses. It also created logistical problems unique to the CSUEB class schedule, related to the end of year class variation due to the Memorial Day holiday and spring quarter finals. In practice, gaps occurred in survey completion, leaving missing data and low response rates. To correct this, the pre- and post-surveys are now embedded in the Field Seminar Syllabi (SW 6020 Field Instruction I and SW 6532 Field Instruction VI). To facilitate administration, the surveys have been prepared for online completion using the Survey Monkey website, for use in the spring of 2008. Available data is presented in 8.1, but the Assessment Committee is committed to securing a more representative response with the 2008 post-survey. This instrument is viewed as an indirect measure of student performance. Students choose a scaled response to the 20 skill attainment self-report items, based on a rating of strongly agree, agree, neutral, disagree, or strongly disagree. The benchmark in the original *Self Study* was that 75% of students would agree or strongly agree that they were prepared

in the given area. The Assessment Committee decided it was appropriate to adjust the benchmark to a more rigorous standard.  
ESTABLISHED BENCHMARK = 80% of students will agree or strongly agree at exit (no benchmark is set for the pre-test)

Alumni Surveys have been shortened to bolster data usefulness and increase ease of completion (Appendix E). These changes were based on informal feedback from alumni who completed the early versions of the survey and from the Assessment Committee's investigation of the limited response rates. In addition, the Alumni Survey is now administered via email, using Survey Monkey, which allows maintenance of respondent anonymity and supports assessment sustainability. The Assessment Committee outlined a plan to complete the Alumni Survey at the 3-6 month post-graduation point at the end of December each year (Hayward students graduate in June, Concord students in September). This measure is well established in the Assessment Plan and serves as another indirect window into student performance and preparedness. It also collects demographic and employment information. Items 27 and 28 on the survey directly query about preparedness in relation to the seven MSW program objectives (as outlined in Table 1). There are three open ended questions to assess most valuable and least valuable MSW education experiences and general comments. This Alumni Survey is sent only to graduates from the current year.

ESTABLISHED BENCHMARK = 80% will report being well or excellently prepared

The Assessment Committee plans to send a Comprehensive Alumni Survey to all graduates upon the matriculation of the program's fifth graduating class. By this time, alumni would have had sufficient time, if it has been their ambition, to seek state licensing (Licensed Clinical Social Worker) or other credentials (such as the School Social Work Credential). Questions to assess these accomplishments will be added to the survey. This large scale Comprehensive Alumni Survey would then be conducted on five year cycles, the first of which will occur in 2008. Thus the first Comprehensive Alumni Survey will be sent out in late December 2008.

Student Grade Point Averages are of limited value due to their global nature, but offer a window into one aspect of student performance. Grade point averages are only reported and accessible to the department if a student falls below the academic benchmark of a GPA of 3.0. Since this is also the department's benchmark, that is, 100% of all students will maintain a GPA above or equal to 3.0., GPA scores are presented in a categorical data form: percent of students with  $GPA \geq 3.0$  and percent of students with  $GPA < 3.0$ .

Course Assignments are mentioned in the CSWE stated concerns as an area that deserves articulation of their connection to programs objectives. Two assignments, the Generalist Practice III Community Project (Foundation Year)

and the Capstone Project (Advanced Year), have been specifically outlined as direct measures of student performance toward program objectives. In addition, the Assessment Committee has reviewed all syllabi and created for each a matrix that illustrates each of the seven program objectives listed with the course assignments that support that objective. The matrix is listed in each syllabus. A sample is reproduced below from SW6030 Social Policy: History and Philosophy.

## Sample Course Assignment Matrix

### SW 6030: Program Objective and Course Assignments

OBJECTIVE	ASSIGNMENTS
<b>SW Values &amp; Ethics</b>	Video: The Orphan Train (including the Web). Discuss the concept of the “deserving poor” and its relation to social work values and ethics. Brainstorm approaches to serve social welfare clients in a reluctant welfare state. Learn social work values and ethics in different time periods and their impact on policy areas.
<b>Professional Use of Self</b>	Selection of out-group paper topic—identification of area of interest/passion. Develop understanding via readings & discussions of relationship between own ethnic identity & the historical reality of policy & social welfare. Application of self to out-group & policy analysis. Creative presentation of Historical “Newspaper” assignment. Collaboration with peers in small group policy project, with end product of advocacy plan & PPT presentation. Optional participation in Lobby Days.
<b>Critical Thinking</b>	Analysis and discussion of “The Orphan Train.” Understand the institutionalized factors in social welfare and the reluctant welfare state. Completion of “out-group” paper. Policy analysis project and completing synergistic analysis.
<b>Application of Theory to Practice</b>	Use of the historical framework to review policy issues in different time periods. Application of theories related to race, class, gender and poverty. Compare social welfare issues then and now. Analyze a selected policy or program by using the knowledge learned in class.
<b>Advocacy</b>	Understand and discuss the impact of policy on urban clients and communities. Brainstorm advocacy strategies for urban clients and communities in the policy arena. Send a letter related to a local advocacy issue to a newspaper or legislator. Participate in NASW Lobby Days.
<b>Diversity</b>	Weekly readings reflection. Understand how and why policy impacts certain populations (or out-groups). Analysis of the adequacy of diversity issues in policy fields.
<b>Professional Communication Skills</b>	Student presentation and participation in class activities. Creative use of media (such as PowerPoint, board, music, role play, etc.) for presentations. Writing class assignments. Newspaper group assignment, Outgroup paper, Policy analysis paper and presentation. Oral presentation of analysis paper and participation in Lobby Days.

In addition, the Assessment Committee reviewed all syllabi to examine the intersection of program objectives with major course assignments and assessments. This did not yield a student performance outcome, but rather a formative outcome that examines the program curriculum. Results from this review will be presented in 8.1, along with a discussion of its uses and implications.

ESTABLISHED BENCHMARK = 100% of courses will address all program objectives.



Employer Surveys is scheduled to be administered in 2010. The Assessment Committee has drafted surveys assessing employer views of alumni preparedness in relation to the seven core objectives. However, challenging questions regarding 1) how to determine which agencies to include while maintaining alumni confidentiality, and 2) whether respondents should be social work supervisors or human resource personnel, have arisen. The greatest concern is alumni confidentiality, in that, many agencies have employed only one program graduate, thus making the subject of the agency responses quite obvious. The Assessment Committee decided to research employer survey procedures in other institutions, to create a well planned instrument and process, before implementing this part of the Assessment Plan. The Committee views this as an indirect measure. If a feasible Employer Survey can be designed that protects alumni confidentiality, the Assessment Committee plans to implement this at 7 year intervals, staggering with the Comprehensive Alumni Survey.

Procedures for Presenting Assessment Results. The Assessment Committee routinely presents findings to the social work faculty at its monthly meetings and yearly retreats. Results are first reviewed by the Assessment Committee and discussed with the Chair and Field Director, if field related material. The evolution of the Capstone Project offers a prime example of the feedback process and will be discussed in detail in 8.1, since the renewal process is one of the concerns of CSWE.

Following presentation to the general faculty, specific issues are referred to appropriate committees. For example, curriculum issues are sent to the Curriculum Committee and Sequence Committees when indicated. Needs for modification of the evaluation process are delegated to the Assessment Committee. Process and formative issues related to the Department functioning and the student body are reviewed by the Chair and relevant faculty staff, whether that be the Graduate Advisor, the Title IV-E Coordinator, and so on.

## **V. Accreditation Standard 8.1**

**Concern:** *The program does not present findings on all of its measures. It only presents findings on the alumni survey and pre-test of students' assessment of program objectives. It does not provide the results of classroom assignments nor does it present any post-tests of students' attainment of program objectives. The program still needs to discuss how data are used to affirm and improve the program.*

[8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.]

**Response:** The following section presents findings on direct and indirect measures. Table 3 lists assessment outcomes by program objectives. Shaded areas indicated that the benchmark was achieved. A brief discussion follows for

each program objective and resultant program improvements, based on the outcomes.

**Table 3: Assessment Outcomes by Program Objective**

Shading indicates benchmark was met

Objective	Measure	Outcome	Benchmark
Social Work Values & Ethics	Field Instructor Ratings	1 <sup>st</sup> . 94.8% rated ≥ 3 (demonstrated skill consistently); M=3.4	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> . 100% rated ≥ 3 (demonstrated skill consistently); M=3.6	95% 2 <sup>nd</sup> Yr
	Capstone Rating	94.7% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	100% rated ≥ 4, agree or strongly agree at exit; M=4.8	80%
	Alumni Survey	64.7% rated ≥ 4 well or excellently prepared; M=3.9	80%
Professional Use of Self	Field Instructor Ratings	1 <sup>st</sup> . 79.3% rated ≥ 3 (demonstrated skill consistently); M=3.2	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> . 96% rated ≥ 3 (demonstrated skill consistently); M=3.6	95% 2 <sup>nd</sup> Yr
	Capstone Rating	94 % aggregate calculation of percentage points earned	92%
	Pre-Post Survey	99.3% rated ≥ 4, agree or strongly agree at exit; M=4.9	80%
	Alumni Survey	75.9% rated ≥ 4 well or excellently prepared; M=4.0	80%
Critical Thinking	Field Instructor Ratings	1 <sup>st</sup> . 89.6% rated ≥ 3 (demonstrated skill consistently); M=3.2	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> . 98% rated ≥ 3 (demonstrated skill consistently); M=3.6	95% 2 <sup>nd</sup> Yr
	Capstone Rating	93.4% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	97.5% rated ≥ 4, agree or strongly agree at exit; M=4.7	80%
	Alumni Survey	75.8% rated ≥ 4 well or excellently prepared; M=4.0	80%
Applying Theory to Practice	Field Instructor Ratings	1 <sup>st</sup> . 84.5% rated ≥ 3 (demonstrated skill consistently); M=3.2	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> . 90% rated ≥ 3 (demonstrated skill consistently); M=3.3	95% 2 <sup>nd</sup> Yr
	Capstone Rating	96% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	97.5% rated ≥ 4, agree or strongly agree at exit; M=4.6	80%
	Alumni Survey	72% rated ≥ 4 well or excellently prepared; M=4.0	80%

Advocacy	Field Instructor Ratings	1 <sup>st</sup> . 84.5% rated $\geq 3$ (demonstrated skill consistently); M=3.3	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> . 98% rated $\geq 3$ (demonstrated skill consistently); M=3.6	95% 2 <sup>nd</sup> Yr
	Capstone Rating	95.8% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	98.1% rated $\geq 4$ , agree or strongly agree at exit; M=4.8	80%
	Alumni Survey	83.2% rated $\geq 4$ well or excellently prepared; M=4.2	80%
Diversity	Field Instructor Ratings	1 <sup>st</sup> . 94.8% rated $\geq 3$ (demonstrated skill consistently); M=3.3	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> . 100% rated $\geq 3$ (demonstrated skill consistently); M=3.8	95% 2 <sup>nd</sup> Yr
	Capstone Rating	97.2% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	97.5% rated $\geq 4$ , agree or strongly agree at exit; M=4.6	80%
	Alumni Survey	87% rated $\geq 4$ well or excellently prepared; M=4.2	80%
Professional Communication	Field Instructor Ratings	1 <sup>st</sup> . 79.3% rated $\geq 3$ (demonstrated skill consistently); M=3.2	90% 1 <sup>st</sup> Yr
		2 <sup>nd</sup> . 99% rated $\geq 3$ (demonstrated skill consistently); M=3.5	95% 2 <sup>nd</sup> Yr
	Capstone Rating	89.8% aggregate calculation of percentage points earned	92%
	Pre-Post Survey	98.1% rated $\geq 4$ , agree or strongly agree at exit; M=4.7	80%
	Alumni Survey	64.7% rated $\geq 4$ well or excellently prepared; M=3.9	80%

Social Work Values and Ethics. Outcomes indicate a strong showing in the area of social work values and ethics, with the exception of the Alumni Survey. In examining this measure, the assessment committee had two critiques. First, the benchmark is based on the rating of  $\geq 4$ , which includes “well or excellently prepared” categories. If the percentage is calculated including ratings of  $\geq 3$ , the category of “**adequately prepared**,” the benchmark is easily met at 92.5%. Secondly, the measure for Social Work Values and Ethics is a composite of two distinctly different items. The survey asks,

“How well did the MSW program prepare you for professional practice in the following areas?”

- 3) Understand legal regulations and standards of practice.
- 4) Apply social work values and ethics.

Responses to item 3 yield a 48% “well or excellently prepared” rating, while item 4—the more direct query about values and ethics—resulted in an 81.4% “well or excellently prepared” rating.

Program changes based on this finding include the request that the Assessment Committee review: these items on the Alumni Survey, the wisdom of collapsing these items, and the appropriateness of the  $\geq 4$ , “well or excellently prepared” benchmark. In addition, the elective *Legal Issues in Social Work* was offered in the winter of 2008.

Professional Use of Self. Benchmarks were reached soundly on measures of advanced year Field Instructor Ratings, Capstone Ratings, and Post-Surveys. Field instructors saw the professional use of self as an “emerging skill” in many foundation year students, rather than as something “demonstrated consistently.” A larger percentage of alumni, 92.5% considered themselves to be adequately, well or excellently prepared in this domain, rather than only well or excellently prepared. The program did not feel significant changes needed to be made in this realm, rather there may need to be a re-evaluation of the benchmarks chosen for foundation year students in field and for the Alumni Survey overall.

Critical Thinking. The critical thinking benchmarks were reached with confidence on most measures and almost attained for foundation year Field Instructor Ratings (89.6% with a benchmark of 90%). This reflects a strong achievement in the realm of critical thinking. Again, for the Alumni Survey, if the adequately prepared ratings are included, the percentage rises to 96.3% from 75.8%. The program did not feel changes needed to be instituted in relation to this objective.

Applying Theory to Practice. While the benchmark was surpassed in the Capstone and Post-Surveys, it is of concern that advanced year students did not meet the benchmark of 95% rating by their field instructors as demonstrating this skill consistently. Clearly, having 90% reach this goal is positive, but the program views it to be essential that in applied practice, at least 95% demonstrate skills consistently upon graduation. The first step in program improvement in this realm requires having field instructors identify exactly what areas of theory application are lacking. The program is formulating a plan to assess this, whether by focus groups or survey methods. In addition, the Assessment Committee is recommending to the faculty that more applied exercises be incorporated in classes, such as vignettes, role plays, and case analyses. The essential aspect of these teaching techniques will be to have students connect the theoretical basis of the practice task at hand, across all levels of intervention (micro, mezzo, macro).

Advocacy and Diversity. Overwhelmingly, the benchmarks are achieved on these two program objectives. For some foundation year students, advocacy is still seen as an emerging skill. The success in this domain certainly reflects the program emphasis and mission, which speaks to cultural competence and

empowerment of oppressed groups. A strength of the MSW program, changes are not indicated here.

Professional Communication. Encouragingly, advanced year field instructors and students on Post-Surveys rated scores beyond the benchmark for professional communication. However, in the Capstone Ratings, students fell below the 92% benchmark and achieved an 89.8%. Alumni rated themselves as only 68% well or excellently prepared, although 86.9 % reported adequate, well, or excellent preparation in this area. Faculty interpret these results as a reflection of the general writing challenges faced by the student cohort.

In discussing this, the faculty formulated a plan to complete writing assessments at initial student orientation. The assessment is evaluated by campus writing support staff, who then identify students needing remedial help. Funding for social work writing tutors was obtained, and this service is offered to those students. The direct assessment data from the Capstone also alerted the faculty to place more emphasis throughout the curriculum on writing skill level. Writing skill, including APA format, was adopted as a distinct criterion in grading rubrics for written course assignments throughout the foundation and advanced years. Finally, the department submitted a request, as mentioned in Response II, to initiate a required one unit foundation year course titled, *Academic and Technical Writing for Social Workers*. This is scheduled to begin in the fall of 2008, if approval is given for the curriculum addition.

#### *Additional Outcomes Not Included in Table 3*

Student Grade Point Averages. To date in the 2007-2008 academic year, of 207 students, 3 (1.5%) have been placed on academic probation by the University, which means their GPA < 3.0. The remaining 204 students (98.5%) maintained a GPA ≥ 3.0. This falls just below the Assessment Committee Benchmark of 100%. These 3 students are referred to their advisor to devise a plan to bolster/monitor their academic performance.

Course Assignments Review. The syllabi review that resulted in a matrix being included in all syllabi is not duplicated here due to the unwieldy nature. Informal feedback from faculty has indicated that it provides an efficient mechanism to double-check that all program objectives are targeted. When discussion raised the issue of possible redundancy of the matrix in the syllabi, and possible removal, the result was one of clear protest from faculty. Therefore, the matrix remains in the syllabi.

As described in 8.0, the Assessment Committee also created a series of charts intended to be a living document and Departmental tool, examining the intersection of program objectives with major course assignments and assessments. A major course assignment or assessment is defined as any task that receives points toward the course grade, other than participation/attendance.

This document, titled *Intersection of Program Objectives with Major Course Assignments and Assessments*, depicts a table for every course, lists the major assignments/assessments, and lists the target objectives for each. A sample chart for SW 6000 Human Behavior and the Social Environment I is copied below. The complete document is attached in Appendix F.

### **Sample Intersection of Program Objectives with Major Course Assignment Chart**

#### **SW 6000 Human Behavior and Social Environment I (Program Objective by Course Assignments)**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives*</b>
Observation & Reflection (Infancy to Adolescence)	A, CT, D, PS
Annotated Bibliography of Human Development Literature	C, CT, VE
Critical Thinking, Integrative Paper	All
Midterm Exam	AP, C, CT
Final Exam	AP, C, CT

\*A=Advocacy, AP=Application of Theory to Practice, C= Communication, CT= Critical Thinking, D=Diversity, PS=Professional Use of Self, VE=Social Work Values and Ethics, All=All 7 Objectives

The document design is such that the Department can easily:

- 1) replace assignments/assessments as syllabi are modified,
- 2) check to be sure that all objectives are being touched upon in all courses, and
- 3) conveniently see an overview of the curriculum assignments/assessments to prevent redundancy and to increase diversity of assignment/assessment methods.

While an excellent tool for fulltime faculty, it also creates a helpful overview for part-time instructors to see the relationship of their course to other courses in the curriculum. In addition, this graphic emphasizes attention to the seven program goals for all faculty, full and part-time, in the service of unified curriculum delivery.

The syllabi survey indicates that program objectives are consistently being targeted via course assignments and assessments. No course was identified that failed to address each objective, thus the established benchmark was met. The document has been submitted to faculty for review. Curriculum issues may be highlighted and create a strong foundation for discussion. Points of attention will be referred to the Curriculum Committee and the appropriate Sequence Committees. For example, examining the charts for SW 6500 and SW 6505 (Advanced Micro Practice for CYF and CMH respectively), one could ask explore whether the assignments between these two courses should reflect more parity. On the other hand, the lack of redundancy in assignments, overall, appears commendable.

## Program Improvement

In addition to the program improvements discussed under each program objective heading, there are several general areas of potential change. First, in relation to the pre- and post-test surveys, the Assessment Committee will explore the wisdom of the eliminating the pre-test and reformulating the exit survey to include a retrospective self-rating of entry level skills, as well as the current exit level competency. The faculty's impression is the pre-survey is not particularly meaningful, in that the instrument asks students to evaluate items whose definitions are understandably unclear to them. Specifically, Professional Use of Self, Social Work Values and Ethics, and Professional Communication, have meaning other than that of a lay-definition. The sense is that this leads to inflated ratings on the pre-survey which will interfere with calculations in change scores.

Secondly, a stronger understanding of the Alumni perception is needed. For example, what exactly does it mean that alumni rated themselves as so unprepared for understanding the legal parameters of practice? The department is organizing a working group of alumni to form an Alumni Organization, to help shed clearer light on findings, and plan desired alumni activities and communications. This should also promote a stronger response rate on the Alumni Surveys.

Thirdly, the Assessment Committee also suggested that the Department Chair establish an annual "Brief Report to the Chair" to be submitted by all Curriculum Sequence Chairs to support a feedback cycle and document accomplishments, changes, and concerns.

Other significant program changes based on feedback and opportunities since the last communication with CSWE include:

- 1) Embed Pre-Post Survey Data Collection in Field Seminar classes;
- 2) Embed updated email and contact information gathering in Field Seminar prior to graduation;
- 3) Increased attention to the Concord program, including:
  - a. Support for the Concord MSW Student Association, *Advocacy in Action*, in direct response to their requests for such intervention;
  - b. Instituting a Departmental newsletter specifically for the Concord program, since the needs, issues, staff, and students reflect differences from the Hayward campus; and
  - c. Orientations, trainings, and town hall meetings held specifically for the Concord Campus;
- 4) Increased frequency of the advanced field seminar to weekly rather than biweekly meetings;
- 5) An extended Field Orientation schedule for foundation year students, making use of the delayed placement start-up schedule to increase field readiness (covers items such as mandated reporting, use of supervision,



- sexual harassment, writing a learning agreement, writing process recordings, safety and self care, and so on);
- 6) Addition of CalSWEC II Community Mental Health funding stipends for fulltime advanced year students, with ancillary support and an adjunctive seminar;
  - 7) Increased use of the Department Website to post forms, schedules, and general information to improve communication;
  - 8) Monthly meetings of all sequences, committees and subcommittees (research, practice, policy, field, human behavior, admissions, student retention, etc.) within the department to make sure communication and changes are well-circulated.
  - 9) Quarterly report and peer evaluation of all part-time faculty. Yearly report of all full-time staff and faculty related to teaching.
  - 10) Quarterly town hall meetings of all students and faculty to receive program feedback, on both campuses.
  - 11) Quarterly Departmental Newsletter to all alums, students, faculty, and community agency to inform/receive news and feedback.

The CSUEB MSW Program remains committed to using assessment data and feedback to strengthen the curriculum and program outcomes. In summary, plans are in place to:

1. implement the Capstone Grading Rubric for all advanced year students,
2. pilot the Generalist Practice III Community Project Grading Rubric for all foundation year students,
3. initiate a foundation year *Academic and Technical Writing for Social Workers* course in 2008-2009,
4. administer the first Comprehensive Alumni Survey to all program graduates in December 2008, and
5. continue the use of the Course Syllabi Matrix system to monitor objective compliance for all courses and sections.

The outcomes from the above plans and the well-established measures will continue to direct program improvement and renewal.



Appendix A  
Field Instructor Ratings of Student Performance



CALIFORNIA STATE  
UNIVERSITY  
E A S T B A Y

DEPT. OF SOCIAL WORK (510) 885-4916

**FIELD INSTRUCTOR  
INSTRUCTIONS FOR COMPLETING  
FINAL EVALUATION REPORT**

**Note:** The *final evaluation* is intended to provide an opportunity for discussing the student's acquisition of skills, knowledge and professional attitudes and behaviors. This discussion should occur in a meeting scheduled specifically for this purpose and should include:

- the student's *Evaluation of Field Placement* (Appendix W) and the student's *Evaluation of Field Liaison* (Appendix X)
- as well as the field instructor's *final evaluation* (Appendix V) assessment of the student's progress

In preparing for this discussion, the field instructor and student should utilize a variety of resources including the *learning agreement*, the list of minimum competencies and examples of the student's work such as process recordings, charting and/or reports. A discussion of the learning environment is also useful at this time, including the effectiveness of the relationship between the student and the field instructor as it relates to teaching and learning activities.

**Section I: Field Instructor's Rating Assessment**

**Instructions:** Using a rating scale of 1-4, the field instructor is to assess student's progress in the acquisition of skills, knowledge and professional attitudes and behaviors acquired.

**Section II: Field Instructor's Assessment of Student's Progress**

**Instructions:** Referring to the completed *learning agreement* and field objectives, the **field instructor** is to prepare written comments regarding the student's progress in acquiring skills, knowledge and professional attitudes and behaviors for **each field objective**. A minimum of one paragraph is suggested for each field objective. There is also a brief rating scale to help the instructor track progress over the three quarters. Comments and ratings should be discussed with the student.

**Section IV: Grade Recommendation and Signature Page**

Attach signed signature/grade recommendation to *final evaluation*.



## FIELD INSTRUCTOR FINAL EVALUATION

---

\_\_\_\_\_  
**Name of Student**

1<sup>ST</sup> YEAR MSW [ ]

2ND YEAR MSW [ ]

TITLE IV-E [ ]

CALSWEC II MH [ ]

CYF [ ]

CMH [ ]

PLACEMENT BEGINNING DATE: \_\_\_\_\_ ENDING: \_\_\_\_\_

---

NAME OF AGENCY: \_\_\_\_\_

AGENCY ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_ EMAIL: \_\_\_\_\_

FIELD LIAISON: \_\_\_\_\_

FIELD INSTRUCTOR: \_\_\_\_\_

## Section I: Field Instructor's Rating of Progress

### Part A: Rating Scale

- 1= Area of Future Growth
- 2= Demonstrates Emerging Skill
- 3= Demonstrates Skill Consistently
- 4= Demonstrates Advanced Accomplishment

Please use this table only for Foundation Year Students

Foundation Core Objectives	1	2	3	4
----------------------------	---	---	---	---

#### VALUES & ETHICS:

Demonstrates a beginning understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the *NASW Code of Ethics*.

#### PROFESSIONAL USE OF SELF:

Demonstrates a beginning understanding of social work behavior. This includes abilities such as: distinguishing professional versus personal roles; the elevation of service to others above self interest; awareness of personal strengths and limitations; flexibility in assuming social work roles to cope with change; using supervision effectively; self-reflection; respecting standards of timeliness; appropriate dress and professional boundaries.

#### CRITICAL THINKING:

Shows an ability to apply early critical thinking skills to challenges and issues that arise in field placement. This includes: understanding the differences between verifiable facts and value claims; critical examination of arguments and evidence; an openness to examine one's own practice using research to inform practice; and a commitment to providing evidence-based practice when possible.

#### APPLYING THEORY TO PRACTICE:

Shows a basic ability to apply community-based generalist practice perspectives to field situations.

#### ADVOCACY:

Begins to advocate for underserved and disenfranchised clients or groups in the assigned field placements.

#### DIVERSITY:

Approaches fieldwork with an awareness of his or her personal cultural values and biases; shows awareness to self-reflection; and displays an interest in expanding culturally competent practice skills.

#### COMMUNICATION:

Demonstrates an ability to respectfully form professional relationships with ability to communicate to clients, groups and staff in the field practicum, as well as maintain basic documentation requirements of the agency.

**Total for Final Evaluation (add all ratings)**

## Section I: Field Instructor's Rating of Progress

### Part A: Rating Scale

- 1= Area of Future Growth
- 2= Demonstrates Emerging Skill
- 3= Demonstrates Skill Consistently
- 4= Demonstrates Advanced Accomplishment

Please use this table only for Advanced Year Students

Advanced Core Objectives	1	2	3	4
--------------------------	---	---	---	---

#### **VALUES & ETHICS:**

Demonstrates a firm understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the *NASW Code of Ethics*.

#### **PROFESSIONAL USE OF SELF:**

Conducts self with increased autonomy in the professional social work role in the placement setting. This includes abilities such as: understanding personal values and biases and knowing their impact on clients; a commitment to the ongoing development of professional knowledge and skills, and the use of self effectively in the chosen area of concentration.

#### **CRITICAL THINKING:**

Demonstrates the ability to use critical thinking skills in the field setting through successful analysis and synthesis of information, application of evidence-based practice, and a willingness to modify plans of intervention accordingly.

#### **APPLYING THEORY TO PRACTICE:**

Demonstrates an ability to integrate relevant theoretical materials into field experiences in the student's area of concentration. This includes the ability to articulate such theories with field instructors, field staff and/or intervention teams.

#### **ADVOCACY:**

Demonstrates a commitment to and the ability to advocate for clients, groups and/or communities in increasingly complex situations, specific to the student's area of concentration.

#### **DIVERSITY:**

Conducts self with self-awareness and shows increased knowledge of diverse populations with the commitment to provide culturally competent service and advocacy.

#### **COMMUNICATION:**

Demonstrates a professional level of written and oral communication skills relevant to the concentration and shows the ability to communicate across diverse client systems.

**TOTAL for Final Evaluation (add all ratings)**

## Sections II: Field Instructor's Assessment of Student's Progress

### 1) VALUES AND ETHICS

- [ ] Foundation Year: Demonstrates a beginning understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the *NASW Code of Ethics*.
- [ ] Advanced Year: Demonstrates a firm understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the *NASW Code of Ethics*.

Field Instructor's Summary/Comments:

### 2) PROFESSIONAL USE OF SELF

- [ ] Foundation Year: Demonstrates a beginning understanding of social work behavior. This includes abilities such as: distinguishing professional versus personal roles; the elevation of service to others above self interest; awareness of personal strengths and limitations; flexibility in assuming social work roles to cope with change; using supervision effectively; self-reflection; respecting standards of timeliness; appropriate dress and professional boundaries.
- [ ] Advanced Year: Ability to conduct self with increased autonomy in the professional social work role in the placement setting. This includes abilities such as: understanding personal values and biases and knowing their impact on clients; a commitment to the ongoing development of professional knowledge and skills, and the use of self effectively in the chosen area of concentration.

Field Instructor's Summary/Comments:

3) CRITICAL THINKING

[ ] Foundation Year: Student shows an ability to apply early critical thinking skills to challenges and issues that arise in field placement. This includes: understanding the differences between verifiable facts and value claims; critical examination of arguments and evidence; an openness to examine one's own practice using research to inform practice; and a commitment to providing evidence-based practice when possible.

[ ] Advanced Year: Demonstrates the ability to use critical thinking skills in the field setting through successful analysis and synthesis of information, application of evidenced-based practice, and a willingness to modify plans of intervention accordingly.

Field Instructor's Summary/Comments:

4) APPLYING THEORY TO PRACTICE

[ ] Foundation Year: Student shows a basic ability to apply community-based, generalist practice perspectives to field situations.

[ ] Advanced Year: Demonstrates an ability to integrate relevant theoretical materials into field experiences in the student's area of concentration. This includes the ability to articulate such theories with field instructors, field staff and/or intervention teams.

Field Instructor's Summary/Comments:

5) ADVOCACY

[ ] Foundation Year: Begins to advocate for underserved and disenfranchised clients or groups in the assigned field placements.

[ ] Advanced Year: Demonstrates a commitment to and the ability to advocate for clients, groups and/or communities in increasingly complex situations, specific to the student's area of concentration.

Field Instructor's Summary/Comments:

6) **DIVERSITY**

[ ] **Foundation Year:** Approaches fieldwork with an awareness of his or her personal cultural values and biases; an awareness to self-reflection; and displays an interest in expanding culturally competent practice skills.

[ ] **Advanced Year:** Conducts self with self-awareness and shows increased knowledge of diverse populations with the commitment to provide culturally competent service and advocacy.

Field Instructor's Summary/Comments:

7) **COMMUNICATION**

[ ] **Foundation Year:** Demonstrates an ability to respectfully form professional relationships with ability to communicate to clients, groups and staff in the field practicum, as well as maintain basic documentation requirements of the agency.

[ ] **Advanced Year:** Demonstrates a professional level of written and oral communication skills relevant to the concentration and shows the ability to communicate across diverse client systems.

Field Instructor's Summary/Comments:

**Section IV: Grade Recommendation and Signature Page**

**Field Instructor's Grade Recommendation**

**Note:** Two options are available for a grade recommendation: satisfactory or unsatisfactory. Grade recommendations are for student's overall learning and performance. If there are specific areas of learning and/or performance which are marginal (i.e. neither satisfactory nor unsatisfactory, but needing substantial improvement), these areas should be identified and discussed in an accompanying narrative which describes the problem(s) as well as what the student needs to do to bring his/her performance up to a satisfactory level. **Circle one.**

**SATISFACTORY**

Note: A satisfactory grade recommendation indicates that the student's overall learning and performance is proceeding at an appropriate rate without apparent problems.

OR

**UNSATISFACTORY**

Note: An unsatisfactory grade recommendation indicates that the student's overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s) as well as what the student needs to do to bring his/her performance up to a satisfactory level. This narrative should be attached to this evaluation form.

**Student's comments (optional): attach additional pages as necessary**

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.....  
**Field Instructor's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Student's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Faculty Field Liaison Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Note: This document is a confidential communication between the field instructor, the student, and the School. It is not to be used as a placement of job reference.

**PLEASE ATTACH THIS SIGNED SIGNATURE PAGE TO THE COMPLETED  
FINAL EVALUATION**



Appendix B

Generalist Practice III Community Project Rating

Expanded Grading Rubric

(Insert Here—in Landscape format)

Appendix C

Capstone Ratings

Expanded Grading Rubric for Capstone

(Insert Here—in Landscape format)

## Appendix D

### Student Self-Report Pre-Post Surveys

#### California State University, Eastbay Department of Social Work

##### MSW Student Survey

- This survey assesses your perception of your current social work skills.
- THIS IS NOT A TEST.
- The information that you and your fellow students provide will assist the department in ongoing review and development of the MSW program.
- Please be assured that your responses will remain anonymous and will in no way affect the evaluation of your performance as a student.
- Your responses will be grouped statistically and are completely confidential.

##### **Instructions:**

In the first section, please indicate how much you disagree or agree with the statements by circling the appropriate number

In the Demographic section, please check your answer or fill in the blank

Be sure to respond to all statements.

***Do not put your name or any other identifying information on the survey.***

Thank You!

MSW Pre-Post

**1 STRONGLY DISAGREE   2 DISAGREE   3 NEUTRAL   4 AGREE   5 STRONGLY AGREE**

<b>Item</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1 E	I am prepared to practice social work following the NASW Code of Ethics.	1	2	3	4	5
2 TH	I am prepared to practice advanced social work skills.	1	2	3	4	5
3 E	I am able to deal with ethical practice dilemmas.	1	2	3	4	5
4 A	I am able to advocate from a strengths perspective for clients and families.	1	2	3	4	5
5 A	I am able to advocate from a strengths perspective for groups and communities.	1	2	3	4	5
6 SC/A	I am able to write and manage a grant that would promote service or social change.	1	2	3	4	5
7 TH	I am able to complete a professional psychosocial assessment.	1	2	3	4	5
8 CT/R	I am able to evaluate research from both an ethical and culturally competent perspective.	1	2	3	4	5
9 CT/R/D/E	I am able to design research from both an ethical and culturally competent perspective.	1	2	3	4	5
10 TH	I am able to apply social work theory from multiple perspectives, (i.e., person-in-environment, policy analysis, and systems theory).	1	2	3	4	5
11 PUS	I am able to seek and use professional supervision.	1	2	3	4	5
12 PUS	I am able to set professional boundaries with clients.	1	2	3	4	5
13 PUS/E	I am able to identify non-professional conduct and understand its consequences.	1	2	3	4	5
14 CT	I am able to apply professional critical thinking skills to practice.	1	2	3	4	5
15 PUS	I am able to understand that my personal biases and reactions affect my practice.	1	2	3	4	5
16 D	I am able to provide appropriate services to clients who are different from me.	1	2	3	4	5
17 D	I am able to address practice issues relating to age, disability, gender, race, sexual orientation, and class.	1	2	3	4	5
18 D	I am able to engage and mobilize stakeholders with differing beliefs to work toward social change on behalf of oppressed populations.	1	2	3	4	5

19	C	I am able to write at a professional MSW level, using the APA style when necessary.	1	2	3	4	5
20	C	I am able to orally communicate with a broad social work audience, including clients, colleagues, professionals and political authorities.	1	2	3	4	5

Demographic Information

21. Concentration: (1)CYF (2)CYF-IVE (3) CMH (4) CMH-CalSWECII

22. Campus: (1)Hayward (2)Concord

23. Gender: (1)Female (2)Male (3) Transgender

24. Sexual Orientation: (1) Straight\_\_\_ (2)Gay/Lesbian\_\_\_ (3) Bisexual\_\_\_ (4) Other\_\_\_

25. Age: (1) 25 or under (2) 26-30 (3) 31-35 (4) 36-40  
(5) 41-45 (6) 46-50 (7) 51-55 (8) 56-60 (9) 61-65 (10) over 65

26. Ethnicity:

---

27. Marital Status: \_\_\_\_\_(1) single, never-married  
\_\_\_\_\_ (2) married  
\_\_\_\_\_ (3) separated  
\_\_\_\_\_ (4) divorced  
\_\_\_\_\_ (5) widowed  
\_\_\_\_\_ (6) co-habiting  
\_\_\_\_\_ (7) other, please specify

---

28. Number of children at home under your care:

0      1      2      3      4      5      6      7

29. While school was in session, how many hours per week on average did you work for pay (not including your internship)? \_\_\_\_\_(1) None

\_\_\_\_\_ (2) married  
\_\_\_\_\_ (3) separated  
\_\_\_\_\_ (4) divorced  
\_\_\_\_\_ (5) widowed  
\_\_\_\_\_ (6) co-habiting  
\_\_\_\_\_ (7) other, please specify

30. While in school, did you receive financial aid?

\_\_\_\_\_ (0) no  
\_\_\_\_\_ (1) yes, please specify:

---

31. How much paid social work related experience did you have prior to entering this program?

0      1 year or less      2 years      3 years      4 years  
5 years or more

32. How much un-paid social work related experience did you have prior to entering this program?

0    1 year or less  
5 years or more

2 years

3 years

4 years

***THANK YOU VERY MUCH***

Appendix E

CSUEB MSW Alumni Survey

(Insert Part 1 & 2 of Alumni Survey Here)



## Appendix F

### CSUEB MSW Program Intersection of Program Objectives with Major Course Assignments & Assessments (In Process, Only Completed Charts Included in this Draft)

#### Objective Abbreviation Key

A = Advocacy

AP = Application of Theory to Practice

C = Communication

CT = Critical Thinking

D = Diversity

PS = Professional Use of Self

VE = Social Work Values and Ethics

All = All 7 objectives

#### FOUNDATION YEAR

#### **SW 6000 Human Behavior and Social Environment I**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Observation & Reflection (Infancy to Adolescence)	All
Annotated Bibliography of Human Development Literature	C, CT
Critical Thinking, Integrative Paper	All
Midterm Exam	AP, C, CT, VE
Final Exam	AP, C, CT, VE

#### **SW 6001 Human Behavior and Social Environment II**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
My Life: A Psychosocial Assessment	AP, C, PS
Interview with An Older Adult	All
DSM IV-TR Group Presentation	AP, C, CT, VE
Final Exam	All

#### **SW 6010 Race, Gender, and Inequality in Social Work Practice**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Reading Reflection & Class Facilitation	A, C, CT, D, PS, VE
Scenario Response Papers (2)	All
Final Paper on Cultural Competence & Diversity	A, C, CT, D, PS, VE
Student Presentation of Final Paper	All

### SW 6011 Generalist Practice I

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Self Assessment	CT, PS, VE
Experiential Assignment	All
Biopsychosocial Assessment & Treatment	AP, C, CT, D
Final Exam	All

### SW 6012 Generalist Practice II

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Oral Website Report on Family or Group Intervention	C, CT, PS
Family Assessment Paper (Gilbert Grape)	AP, C, Ct, PS, VE
Task Group Paper on Family or Group Issue	All
Task Group Presentation/Role Play	All
Individual Reflection Paper on Task Group Process	AP, C, CT, PS
Final Exam	All

### SW 6013 Generalist Practice III

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Community Observation	A, CT, D, PS, VE
Community Profile	All
Problem Analysis and Intervention Plan	All
Class Presentation of Plan	All

### SW 6020 Field Instruction I

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Goal Setting	CT, PS
Agency Analysis	AP, CT, VE
Segal et al. Text Exercises	Varies by exercise
Weekly Learning Log	C, PS
Learning Agreement	All
1 <sup>st</sup> Progress Report	All

### SW 6021 Field Instruction II

Course Assignment & Assessments	Target Objectives
Segal et al. Text Exercises	Varies by exercise
Weekly Learning Log	C, PS
Apply for 2 <sup>nd</sup> Yr Placement & Update Resume	A, C, CT, PS
Process Recording	AP, C, CT, PS
Case Presentation	All
Supervisory Relationship Analysis	AP, C, CT, PS

### SW 6022 Field Instruction III

Course Assignment & Assessments	Target Objectives
Segal et al. Text Exercises	Varies by exercise
Weekly Learning Log	C, PS
Process Recording	AP, C, CT, PS
Reflection Paper	AP, C, CT, PS
Final Progress Report	All

### SW 6030 Social Welfare Policy: History and Philosophy

Course Assignment & Assessments	Target Objectives
Outgroup Paper	A, C, CT, D, VE
Historical Newspaper	C, CT
Group Policy Initiative & Advocacy Paper	All
Advocacy Letter	A, C, CT, PS, VE
Group Presentation of Policy Issue	All

### SW 6032 Social Work Research

Course Assignment & Assessments	Target Objectives
Journal Articles Review	AP, C, CT
Midterm Exam	A, AP, C, CT, D, VE
Emancipated Youth Questionnaire Development	A, AP, C, CT, PS
Final Examination	A, AP, C, CT, D, VE



**SW 6400 Title IV-E Seminar (1 unit)**

**ADVANCED YEAR: CHILDREN YOUTH & FAMILIES**

**SW 6500 Advanced Micro Practice CYF**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Application of Intervention Based on Selected Theoretical Approach (Case Focused)	AP, CT, PS
Theory & Evidence-based Intervention Paper	AP, C, CT
Reading Response: Spirit Catches You & You Fall Down	A, D, VE
Group/Individual Paper Presentation	AP, C, PS

**SW 6510 Advanced Mezzo Practice CYF**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Clinical Research Paper on Group Practice	AP, C, CT, D, VE
CYF Human Service Organization Group Presentation	A, AP, C, CT, D, PS
CYF Human Service Organization Group Paper	A, AP, C, CT, D, PS

**SW 6520 Advocacy and Macro Practice CYF**

**SW 6530 Field Instruction IV CYF**

**SW 6531 Field Instruction V CYF**

**SW 6532 Field Instruction VI CYF**

**SW 6932 Qualitative and Quantitative Analysis**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Ethnographic/Qualitative Interview & Analysis	All
Critique of Empirical Research Paper	AP, C, CT, D, VE
Group Survey Data Project	AP, C, CT,

**SW 6935 Program Evaluation**

**SW 6959 Integrative Seminar (Capstone)**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Capstone Project and Paper	All
Capstone Poster Session	All



**ADVANCED YEAR: COMMUNITY MENTAL HEALTH****SW 6405 Community Mental Health Seminar (for CalSWEC II students only, 1 unit)**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
CMH Seminar Paper	AP, C, CT, VE
Group Presentation: Ethnic or Specific Group Topic	A, AP, C, CT, D, PS

**SW 6505 Advanced Micro Practice CMH**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Diagnostic videotape interview & paper	AP, C, CT, D, PS
Cognitive Behavioral Interventions Role Play & Paper	AP, C, CT, PS
Take-Home Final	AP, C, CT, , D, VE
Leading Class Discussions	A, AP, C, CT, PS

**SW 6515 Advanced Mezzo Practice CMH****SW 6525 Advocacy and Macro Practice CMH**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
New York Times Article Editorial Response Paper	C, CT, PS
New York Times Article Class Presentation/Discussion Leader	C, CT, PS
Universal Health/Mental Healthcare Advocacy Letter	A, C, CT, D, VE
Community Macro Project in Mental Health (Paper, Community Presentation, Self-Reflection)	A, AP, C, CT, PS

**SW 6530 Field Instruction IV CMH****SW 6531 Field Instruction V CMH****SW 6532 Field Instruction VI CMH****SW 6932 Qualitative and Quantitative Analysis**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Ethnographic/Qualitative Interview & Analysis	All
Critique of Empirical Research Paper	AP, C, CT, D, VE
Group Survey Data Project	AP, C, CT,





**SW 6935 Program Evaluation**

**SW 6959 Integrative Seminar (Capstone)**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Capstone Project and Paper	All
Capstone Poster Session	All

**ELECTIVES**

**SW 6550 Social Work Social Rehabilitation**

**SW 6552 Legal Issues in Social Work Practice**

<b>Course Assignment &amp; Assessments</b>	<b>Target Objectives</b>
Legal Vocabulary & Concepts Quiz	AP, CT, VE
News Analysis on Legal Issue Affecting Social Work	AP, C, CT, VE
Online "Go To" Tasks	AP, C, CT
In-Depth Group Issue Assignment (handout, presentation, paper)	All

**SW 6553 Assessment and Treatment of Substance Abuse**

**SW 6559 Youth and the Justice System**

**SW 6560 Family Violence across the Lifespan**

**SW 6561 Advanced Psychosocial Assessment & Diagnosis**

**SW 6562 Crisis Intervention & Brief Treatment**



## Appendix G

### In-Depth Discussion of Outcomes

Field Instructor Ratings of Student Performance. In Table 4, Field Instructor Ratings of Student Performance are presented for foundation and advanced year students, based on final field evaluations from academic year 2006-2007.

**Table 4: Field Instructor Ratings of Student Performance  
Foundation & Advanced Year, Final Field Evaluation, 2007**

Program Objective	Foundation Outcome* n=58 Entry Year 2006 Cohort	Advanced Outcome* n=61 Entry Year 2005 Cohort
Social Work Values & Ethics	94.8%	100%
Professional Use of Self	79.3%	96%
Critical Thinking	89.6%	98%
Applying Theory to Practice	84.5%	90%
Advocacy	84.5%	98%
Diversity	94.8%	100%
Professional Communication	79.3%	99%

\* Instrument rating scale:

- 1 = Area of Future Growth; 2 = Demonstrates Emerging Skill;  
3 = Demonstrates Skill Consistently;  
4 = Demonstrates Advanced Accomplishment

The established benchmark for this measure was 90% of foundation year and 95% of advanced year students would be rated  $\geq 3$  (demonstrates skill consistently). One should keep in mind that the foundation and advanced year criterion are designed on a scaffold, increasing the level of sophistication. Foundation year students met the benchmark in the objectives of values and ethics and diversity. The critical thinking benchmark was almost achieved at 89.6%. The more challenging areas proved to be advocacy (84.5%), application of theory to practice (84.5%), professional use of self (79.3%), and communication (79.3%). Advanced year students scored at or well above the benchmark on all objectives. The findings have been presented to the faculty and curriculum committees. Since the use of the Likert Scale on this measure is new, there is not data to compare the Entry Year 2005 Cohort's advanced Year Scores with its foundation year scores. The results of the foundation year may indicate a developmental learning process. This should become more apparent over time. The advanced year results are particularly encouraging in relation to assessment of applied professional social work skills.



Capstone Ratings. This discussion of the piloted Capstone Project Ratings will serve as both a direct outcome measure and as an example of using programmatic feedback to improve the program. The description will be organized into six sections: 1) a brief historical summary, 2) target improvements, 3) changes implemented, 4) learning artifacts, 5) assessments methods, and 6) the impact on learning.

1) Historical Summary. **2005**. The first CSUEB MSW graduating class (spring 2005) completed Departmental theses. Qualitatively, faculty reported disappointment in the thesis process and outcomes, largely due to limited time within one quarter (10 weeks) to provide adequate thesis supervision. Upon exploring culminating experience requirements of neighboring MSW programs and discussing program needs faculty decided to replace the departmental thesis with a capstone project.

**2006**. To fulfill the capstone requirement, the second graduating class (spring 2006) were given the option to complete a literature review, case study, single subject design, secondary data analysis, program evaluation, or community project. Faculty continued to feel disappointment about the outcomes reporting that 1) many students elected to do a literature review and in retrospect, this did not seem representative of MSW level training; and 2) the results did not reflect the program commitment to advocacy and social change.

2) Target Improvements. From students, faculty wanted to see evidence of:

- a. concentration-based curriculum integration,
- b. mastery of the core seven objectives,
- c. commitment to social justice and change in relation to work with oppressed groups, and
- d. application of skills and findings to a case, agency or community setting.

In addition, ancillary objectives included:

- a. the design of an assessment tool for the capstone projects to facilitate quantitative comparisons across years;
- b. the presentation of clear information to students to reduce the unnecessary anxiety and uncertainty about the capstone, as well as foster enthusiasm about the task; and
- c. increasing faculty consistency around implementation and assessment of the capstone.

3) Changes Implemented. The following changes were implemented for the spring 2007 cohort:

- a. *Capstone Integrative Project Guide*. The faculty developed a step-by-step guide that spells out the objectives, expectations and the six format options (Community Practice Project, Integrative Paper, Program Evaluation, Advanced Case Study, Single Subject Design, or Secondary Data Analysis). The Literature Review option was eliminated, and instead,

each format required a literature review section. This guide was posted on the program website. The project requirements were expanded to include curriculum integration, an applied aspect, and a poster session.

- b. *Capstone Integrative Project Power Point*. The faculty created a power-point to introduce the students to the capstone project. This was shared and discussed with the students at their fall 2006 orientation. It was been included in the first year *Introduction to Social Work Research* class to reduce student anxiety about the second year expectations. The power point is posted on the program website.
- c. *Integrative Seminar Capstone Syllabus*. Faculty designed a new capstone syllabus to specifically address the new requirements. This is also posted on the website.
- d. *Poster Sessions*. Open poster sessions were held on both the Hayward and Concord campuses.

4) Learning Artifacts. The capstone paper/project and the poster sessions served as the direct artifacts of learning. Posters could either be physical, traditional style presentations or electronic.

#### 5) Assessment Methods.

- a. *Expanded Capstone Paper Grading Rubric*. Faculty piloted a grading rubric at the Concord Campus program where the largest number of students worked with one faculty member. This rubric takes into consideration specific capstone requirements, core program objectives, the importance of curriculum integration, and the contribution to social work (advocacy and working with oppressed populations). These sheets are completed and given to the student.
- b. *Expanded Capstone Poster Session Grading Rubric*. Since the poster session was an added component to the capstone experience, a separate rubric was created, appropriate to a presentation. Again this was piloted in Concord. The completed rubric is given to the student.
- c. *Capstone Grading Summary Sheet*. A summary sheet was formatted so faculty could track their grade point breakdowns.

#### 6) Impact on Learning/ Outcomes

*Capstone Paper/Project*. Without similar data from previous years, it is premature to assess quantitative impact on learning. However, faculty and students qualitatively report greater satisfaction with the capstone process and outcomes this year. In relation to process, the power point and guide increased clarity of expectations and reduced anxiety. With respect to outcome, faculty felt pleased with students' ability to move beyond a literature review to an applied domain. The sense is that the requirement of an applied component increased student attention to the core objectives of advocacy and diversity.

In Concord, the piloted rubric results are attached in a summary table. Of 17 enrolled students, 16 completed their capstone and one received an incomplete. Of 65 points possible, the average was 60.78 (range 56.0 - 63.5), making the average letter grade an A-. Of the issues of specific concern to the faculty, that is, curriculum integration and making a contribution to social work with oppressed groups, the students scored very high (6.78 and 7.0 respectively, both out of a possible 7 points each). The areas showing the greatest room for improvement are listed with the average percentages of possible points earned for each: writing a literature review (91%), writing reference and appendix sections appropriately (91%), and using graduate level writing with APA style (85%). These results match our students: a diverse group of students--high on passion, experience, and commitment to social justice—who often enter graduate education with limited writing skill sophistication and training. All three of the areas of challenge are writing related.

Since the point values for different aspects of the paper/project vary, the outcomes in relation to program objectives are calculated in terms of percentages. Table 5 presents program objective outcomes in relation to Capstone Project Rubric Criterion points earned in percentages.

**Table 5: Capstone Project/Paper Ratings Outcomes by Program Objectives Pilot Results, Concord Program, Spring 2007, n=16**

Program Objective	Capstone Project/Paper Items	Outcome/ % Points Earned
Social Work Values & Ethics	Items 3, 4	94.7
Professional Use of Self	Items 3, 4, 5	94.0
Critical Thinking	Items 2, 3, 4	93.4
Applying Theory to Practice	Items 3, 8	96.0
Advocacy	Items 3, 5, 9	95.8
Diversity	Items 3, 9	97.2
Professional Communication	Items 1, 6, 7	89.8

Again, these results reflect, in a different form, the challenge in professional communication (89.8% of points earned), with greatest strengths in the objectives of diversity, application of theory to practice, and advocacy (97.2%, 96.0%, and 95.8% respectively). The established benchmark of  $\geq 92\%$  was met for all program objectives except professional communication.

*Capstone Poster Presentation.* Overall, students performed very well with this task. The average point award was 24.75 out of 25 points, with the average letter grade being an A. One student struggled with poster clarity and visual quality and another's handout was not quite as clear as it could have been. But overall, this was a positive place for the students to shine and embrace their work, after a very hard 10 week push to produce the capstone paper/project. It

also provided a time to share their work with each other, family, friends, field instructors and other faculty. Finally, it offered a time of closure and celebration of their commitment to the profession and program's mission.

Pre-Post Student Surveys. For the student cohort that graduated in 2007 (entered the program in 2005), the 80% moderately or strongly agree benchmark on self-reported skill level attainment was easily met. However, this result must be viewed with caution, due to the low response rate. Due to the vulnerabilities discussed in 8.0 concerning administration of this survey, this particular post-test was by necessity sent out after the end of classes via email using Survey Monkey, an online survey program. This effort resulted in a response of 27 out of 82 graduating students (response rate of 32.9%).. This low rate partly reflects incomplete email information for students. Thus the results may reflect a skew of students who stay in contact with the school via email, those who have stayed in the area, and those who feel positively about the program. This in mind, the results are presented in Table 6 below.

**Table 6: Pre- and Post- Survey Results for 2005-2007 Student Cohort**  
**2005 n = 82**                      **2007 n = 27**  
 Shading indicates 80% benchmark met

Program Objective	Pre-test Fall 2005	Post- test Spring 2007 (% Moderately/Strongly Agree)	Relevant Items on Spring 2007 Survey
Values and ethics	58%	100%	5, 6, 7,
Professional use of self	75%	99.3%	2, 8, 9, 10, 21
Critical thinking	63%	97.5%	11, 12, 13
Applying theory to practice	48%	97.5%	14, 16, 17
Advocacy	51%	98.1%	15, 18
Diversity	59%	97.5%	1, 3, 4
Communication	60%	98.1%	20, 22

Based on the 27 respondents, the benchmark of 80% was easily met on all objectives. The Assessment Committee is committed to improving the response rate. The Committee also recognizes that this sample of respondents may also be skewed toward the Title IV-E Child Welfare Stipend recipients, because they are legally required to maintain contact with the IV-E Coordinator and thus tend to have current emails on file with the department.

The pre-test results for the students who entered the program in 2007 are listed in Table 7.



**Table 7: Pre- Test Results for Fall 2007 Student Cohort  
n= 79**

<b>Program Objective</b>	<b>Fall 2007 Pre-Test (%Moderately or Strongly Agree)</b>	<b>Relevant Items on Fall 2007 Survey</b>
Values and ethics	75.7%	1, 3
Professional use of self	83.0%	11, 12, 15
Critical thinking	63.6%	8, 13, 14
Applying theory to practice	46.7%	2, 4, 5, 10
Advocacy	51.1%	4, 5, 18
Diversity	60.7%	9, 16, 17
Communication	26.6%	6, 7, 19, 20

Most program objectives at student entry are well below the exit benchmark of 80%, most notably, that of professional communication. However, professional use of self and social work values and ethics are rated rather high (83% and 75.7%, respectively) for beginning students, yet faculty knows a large learning curve exists during the foundation year on both of these items. One interpretation of this outcome reflects the possibility that incoming students do not really grasp the concept that they are being asked to rate, and thus cannot provide an accurate assessment. This pattern has been observed with previous cohorts as well. The Assessment Committee would like to explore whether it would be more effective to eliminate the pre-test for this reason, and instead, include a retrospective self-skill level assessment at program exit, along with the current exit-skill level survey. This methodology would enable the student to self-reflect on skills, using terminology whose meaning has now been learned in the MSW curriculum. Potentially, this format may more accurately reflect changes in perceived skill attainment. The Committee intends to research this option

Alumni Surveys. The latest Alumni Survey was distributed to 60 graduates in January 2008 using Survey Monkey. There were 30 respondents (50% response rate). Hayward and Concord alumni were combined for analysis. Program diversity was evident with the following demographics:

- Ethnicity: 28% African American; 14% Asian; 14% Latino; 14% White; 14% mixed; 14% other
- Sexual Orientation: 96% heterosexual; 4% gay/lesbian
- Language: 70% monolingual; 28% multilingual

Other outcomes were encouraging, including the fact that:

- 7% earn between \$80,000-99,000 where as before, no one was making this amount;
- 35% earn \$60,000-79,999 where as before, only 14% made this amount;
- 14% went on to further education since the MSW degree
- 86% have fulltime jobs; with only 3% unemployed

- 90% are employed in a social work position; 85% are in either public or private agency; (29% in child protective services, 18% community based family services, 11% in community mental health, 11% in medical social work, 21% in other social work agencies). A significant number 7% are in aging related agency.
- 68% in direct service; 14% are in management and supervision; and 4% in community organizing
- 48% plan on pursuing licensure and 44% are working on it right now; 8% were not interested in it.

When asked if their education at CSUEB prepared them for their current job, 67% felt it did “strongly”, while 26% chose “somewhat.” Seven percent reported that they did not get much from their MSW education. Ninety percent would recommend the program to someone interested in an MSW but 11% would not. This negative response is perhaps a point that should prompt further inquiry. Perhaps a follow-up question on the survey is indicated, such as, “If not, why not?”

Results from question 27, which asks alumni to rate preparedness on 14 items designed assess the seven core program objectives are presented below. Two items were designed to be collapsed into a core objective measure. Collapsed data into the seven core objectives measures is in Table 8.

**Table 8: 2007 Alumni Survey Outcomes by Program Objectives  
(Question 27) n = 30**

Shading indicates 80% benchmark met

Program Objective	Outcome/ % reported well or excellently prepared	Outcome/ % reported adequately, well or excellently prepared	Alumni Question 27 Relevant Items
S W Values & Ethics	64.7	92.5	Items 3, 4
Professional Use of Self	75.9	92.5	Items 5, 6
Critical Thinking	75.8	96.3	Items 7, 8
Applying Theory to Practice	72.0	100.0	Items 1, 2
Advocacy	83.2	94.4	Items 9, 10
Diversity	87.0	92.6	Items 11, 12
Communication	68.0	86.9	Items 13, 14

The benchmark of 80% of respondents reporting being well or excellently prepared was met in relation to advocacy and diversity objectives, but not in the other five areas. Three points must be kept in mind when examining these results.

First, the Likert Scale presented a choice of: unprepared, poorly prepared, adequately prepared, well prepared, and excellently prepared. The outcomes presented above do not include those alumni who viewed that the program adequately prepared them on the objectives. If these are included, the benchmark is met on all objectives as can be seen in Table 7 in the third column.

Second, the response rate again was 50%. If the program continues to administer surveys online via email, a stronger system must be established to maintain a current email database for alumni. The assessment committee has suggested that an exit contact information update form be integrated into all field seminars, to be completed prior to graduation. Students also need to be educated about the importance of participating in such data collection efforts.

Finally, this is the first time the items on this alumni survey have been used. It appears that more accurate information may be available from the individual items rather than the collapsed objective scores, indicating that the two items used for each score may be assessing two very divergent aspects of the objective. For this reason the item results are listed below in Table 9.

**Table 9: 2007 Alumni Survey Outcomes for Question 27, Separate Items; n = 30**

Shading indicates 80% benchmark met

(How well did the MSW program prepare you for professional practice in the following areas?)

Item	Target Objective	Collapsed Objective Percentage	Outcome/ % reported well or excellently prepared
1 Integrate evidenced-based interventions across the practice continuum (micro to macro) level	Application of theory to practice	72.0	62.8
2 Complete a strength-based bio-psycho-social-spiritual assessment	Application of theory to practice		81.4
3 Understand legal regulations & standards of practice	SW values & ethics	64.7	48.0
4 Apply social work values and ethics	SW values & ethics		81.4
5 Effectively use self as a social work tool	Use of Self	75.9	70.3
6 Identify & modify personal & professional barriers to effective practice	Use of Self		81.5
7 Critically analyze challenges from an ecological perspective	Critical thinking	75.8	74.0
8 Analyze the impact of practice & policies on individuals & communities	Critical thinking		77.7
9 Advocate for social justice for disenfranchised populations	Advocacy	83.2	81.4
10 Influence change through advocacy & empowerment	Advocacy		85.0
11 Understand mechanisms of discrimination & oppression	Diversity	87.0	88.8
12 Work from a culturally competent perspective	Diversity		85.2
13 Communicate with SW professionals	Communication	68.0	77.0
14 Write at a professional MSW level	Communication		59.2

Two of the most concerning results are communication (68%) and social work values and ethics (64.7%). If one examines the individual items that make-up the collapsed scores, a few questions arise about the quality of the items themselves. In relation to communication, alumni are asked how well the MSW program prepared them for professional practice in the following areas:

13 Communicate with social work professionals (77% said well or excellently)

14 Write at a professional MSW level (59% said well or excellently).

Some faculty questioned what “professional MSW level” means exactly, suggesting that this item may be confounding. However, it should be recognized that struggles with writing skills have been a consistent theme in student assessment outcomes.

Concerning the social work values and ethics items, these are:

- 3 Understand legal regulations and standards of practice (48% said well or excellently)
- 4 Apply social work values and ethics (81.4% said well or excellently).

The question was raised whether expecting one to understand legal regulations and standards of practice implies more of a post-graduate level of training. This issue needs to be clarified. In response, the department did offer an elective titled *Legal Issues in Social Work* in the winter quarter of 2008.

Also, in the skill of applying theory to practice, alumni felt significantly more prepared to complete a bio-psychosocial spiritual assessment than they did in applying evidenced-based practice. This indicates a needed area of focus for the program—that is, to strengthen preparation for evidenced-based practice. This most probably is related to the lower scores on critical thinking, as well.

The potential information to be gleaned from a well administered alumni survey encourages the program to increase efforts to bolster response rates on this assessment tool.

**Attachment C**  
**Advertisement for 2008-2009 Tenure Track Search, Social Work**

**COLLEGE OF LETTERS, ARTS AND SOCIAL SCIENCES  
DEPARTMENT OF SOCIAL WORK  
FULL-TIME TENURE-TRACK**

**OAA Position No. 08-09 SOCW-METHODS -TT**

**THE DEPARTMENT:** The Department of Social Work at California State University, East Bay serves students from two beautiful campuses—one is in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo. California State University, East Bay is fast becoming the San Francisco Bay Area's regional university of choice for a growing multicultural population. The Department of Social Work consists of six tenure-track faculty members and approximately eight part-time lecturers. The department offers a Master's degree in Social Work (MSW) and has received accreditation from the Council on Social Work Education. The department has approximately 200 first and second year's students in two concentrations, (1) Children, Youth and Families and, (2) Community Mental Health.

**DUTIES OF THE POSITION:** In addition to teaching first and second year courses in the core curriculum, faculty will occasionally be called upon to teach electives. All faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Please note that teaching assignments at California State University, East Bay include courses at both the Hayward and Concord campuses.

**RANK AND SALARY:** Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

**DATE OF APPOINTMENT:** Fall Quarter 2008.

**QUALIFICATIONS:** Candidates must hold a Master of Social Work from a CSWE accredited institution and either a Ph.D. in social work or D.S.W., and have expertise in two of the following areas: Research, Child Welfare, Social Policy, and Aging. The doctorate must be completed by the effective date of the appointment. Preference is given to candidates with teaching experience in accredited M.S.W. degree granting institutions, and with at least two years of paid social work practice experience. Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds.

**APPLICATION DEADLINE:** Review of applications begins September 25, 2008. The position will be considered open until filled. Please submit a letter of application, a complete and current vita, graduate transcripts, copies of major

publications, and three letters of recommendation to:

Dianne Woods, Chair  
Department of Social Work  
California State University, East Bay  
25800 Carlos Bee Blvd.  
Hayward, CA 94542  
Office Phone No.: 510-885-2535  
Office Fax No.: 510-885-7580  
E-Mail Address: [dianne.woods@csueastbay.edu](mailto:dianne.woods@csueastbay.edu)

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

## California State University, East Bay

### Social Work

<b>A. Students</b>	<b>Fall Quarter</b>					
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
1. Undergraduate	*	*	0	0	0	0
2. Graduate	*	*	50	96	117	169
3. Total Number of Majors	*	*	50	96	117	169
4. FTES Generated	*	*	54.1	101.9	121.3	150.3

<b>B. Degrees Awarded</b>	<b>College Years</b>					
	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>
1. Undergraduate	*	*	*	*	0	0
2. Graduate	*	*	*	*	30	48
3. Total	*	*	*	*	30	48

<b>C. Faculty</b>	<b>Fall Quarter</b>					
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Tenured/Track Headcount</b>						
1. Full-Time	*	*	2	5	5	7
2. Part-Time	*	*			0	0
3. Total Tenure Track	*	*	2	5	5	7
<b>Lecturer Headcount</b>						
4. Full-Time	*	*			3	5
5. Part-Time	*	*	6	6	6	9
6. Total Non-Tenure Track	*	*	6	6	9	14
7. Grand Total All Faculty	*	*	8	11	14	21
<b>Instructional FTE Faculty</b>						
8. Tenured/Track	*	*	1.3	4.3	5.0	6.0
9. Lecturer	*	*	1.9	3.9	5.4	7.3
10. Total Instructional FTEF	*	*	3.2	8.2	10.4	13.3
<b>Lecturer Teaching</b>						
11. % Lecturer/Total Instructional FT	*	*	58.3%	47.5%	51.7%	54.8%
12. FTES Taught by Lecturer	*	*	36.5	55.2	61.9	83.3
13. % FTES Lecture/FTES Generated	*	*	67.5%	54.2%	51.0%	55.5%

<b>D. Student Faculty Ratios</b>	<b>Fall Quarter</b>					
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
1. Tenured/Track	*	*	13.2	10.9	11.9	11.2
2. Lecturer	*	*	19.6	14.2	11.6	11.5
3. SFR By Level (All Faculty)	*	*	17.0	12.5	11.7	11.3
4. Lower Division	*	*				0.0
5. Upper Division	*	*				0.0
6. Graduate	*	*	17.0	12.5	11.7	11.3
7. Number of Sections Offered	*	*	10	23	22	32
8. Average Section Size	*	*	20	17	21	18

Fall HC Enrollment by Program & Degree Level: <http://www.csueastbay.edu/ira/tables/FallHead>

Degrees Conferred by Program & Degree Level: <http://www.csueastbay.edu/ira/tables/DegreesC>

Student Faculty Ratios by Program: <http://www.csueastbay.edu/ira/tables/University>

Source and definitions available at: <http://www.csueastbay.edu/ira/apr/summary/d>



**Enrollment Table 1.2**  
**California State University, East Bay**  
**HEADCOUNT ENROLLMENT BY CSU DEGREE PROGRAM AND DEGREE LEVEL**  
**Fall 2003, 2004, 2005, 2006 and 2007**

CSU DEGREE PROGRAM	Bachelor					Postbaccalaureate					Master's					TOTAL				
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Psychology	483	549	579	544	572	6	9	5	9	6						489	558	584	553	578
Public Administration											195	201	176	185	206	195	201	176	185	206
Recreation	52	56	49	51	77	2		1	4	3						54	56	50	55	80
Social Work											51	96	117	169	207	51	96	117	169	207
Sociology	276	304	304	350	358	3	2	4	5	2	19	21	22	21	21	298	327	330	376	381
Spanish	24	17	23	32	30	3	4	3	4	5						27	21	26	36	35
Special Education											43	40	51	69	53	43	40	51	69	53
Special Major	6	14	11	6	4	2	1				19	15	15	10	7	27	30	26	16	11
Speech Communication	58	58	55	34	15		1				9	12	13	16	13	67	71	68	50	28
Speech Pathology and Audiology	43	45	45	48	34	3	3	4	7	9	106	99	100	111	115	152	147	149	166	158
Statistics	8	18	10	11	9	2	2	3	2	1	61	77	68	92	73	71	97	81	105	83
Taxation											31	36	39	36	27	31	36	39	36	27
Telecommunication Systems											51	32	17	8	14	51	32	17	8	14
Theatre Arts	52	47	46	54	60	4	2		1							56	49	46	55	60
Undeclared	839	874	882	508	519	693	457	366	360	406						1,532	1,331	1,248	868	925
<b>COLLEGE TOTAL</b>	<b>9,380</b>	<b>9,402</b>	<b>9,129</b>	<b>9,213</b>	<b>9,610</b>	<b>1,584</b>	<b>1,306</b>	<b>1,159</b>	<b>1,100</b>	<b>1,071</b>	<b>2,491</b>	<b>2,353</b>	<b>2,247</b>	<b>2,393</b>	<b>2,443</b>	<b>13,455</b>	<b>13,061</b>	<b>12,535</b>	<b>12,706</b>	<b>13,124</b>

Source: CSU ERSS Statistical Extract  
 A postbaccalaureate student holds a baccalaureate degree and has not been admitted to a Master's program. Postbaccalaureate includes students seeking a second Bachelor's degree or credential or subject waiver programs.  
 Document: Cal State East Bay Fact Book  
 Institutional Research and Assessment, by SAS 9.1 on Thursday, 31JAN2008, jz

**Quarterly Enrollment Table 2.2**  
**California State University, East Bay**  
**HEADCOUNT ENROLLMENT BY CSU DEGREE PROGRAM AND DEGREE LEVEL**

College Year 2005-06

CSU DEGREE PROGRAM	Bachelor				Postbaccalaureate				Master's				TOTAL			
	Sumr 2005	Fall 2005	Wntr 2006	Sprg 2006	Sumr 2005	Fall 2005	Wntr 2006	Sprg 2006	Sumr 2005	Fall 2005	Wntr 2006	Sprg 2006	Sumr 2005	Fall 2005	Wntr 2006	Sprg 2006
Geography	2	15	21	22						11	9	10	2	26	30	32
Geology	1	9	8	11		1			1	5	6	6	2	15	14	17
Health Care Administration									31	57	63	63	31	57	63	63
Health Sciences	92	199	213	226	2	5	2	4					94	204	215	230
History	48	122	115	117	1	2	3	6	9	35	33	33	58	159	151	156
Human Development	114	265	248	265	1	2	1	2					115	267	249	267
International Studies	15	47	42	41									15	47	42	41
Kinesiology	56	246	236	232	1	5	6	6	3	33	35	37	60	284	277	275
Latin American Studies		6	6	6		1	1	1						7	7	7
Liberal Studies	359	770	736	687	1	3	1						360	773	737	687
Marine Sciences										1				1		
Mathematics	40	102	90	86	6	10	10	9	26	68	59	61	72	180	159	156
Multimedia									1	38	36	30	1	38	36	30
Music	22	116	111	106		9	7	5		17	17	15	22	142	135	126
Nursing	23	186	180	144	6	50	47	43					29	236	227	187
Philosophy	11	23	23	21		1	1	1					11	24	24	22
Physical Science	1	1	1	1									1	1	1	1
Physics	6	19	19	16		1							6	20	19	16
Political Science	92	187	175	174		3	2	2					92	190	177	176
Psychology	270	579	532	509	3	5	5	6					273	584	537	515
Public Administration									134	176	193	195	134	176	193	195
Recreation	23	49	53	48		1	1						23	50	54	48
Social Work									2	117	111	110	2	117	111	110

(Continued)

Source: CSU ERSS Statistical Extract

A postbaccalaureate student holds a baccalaureate degree and has not been admitted to a Master's program. Postbaccalaureate includes students seeking a second Bachelor's degree or credential or subject waiver programs.

Document: Cal State East Bay Fact Book

Institutional Research and Assessment, by SAS 9.1 on Thursday, 31JAN2008, jz

Academic Program Review SFR Table - Tabulate

California State University, East Bay

SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS

Fall 2002 through Fall 2006

10:06 Tuesday, July 3, 2007

SW	term_ftes					term_ftef					term_sfr				
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Lower	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Upper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergraduate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduate	0	54.13	101.87	121.33	150.27	0	3.19	8.16	10.35	13.27	0	21.48	14.34	15.99	13.49
Lecturer	0	36.53	55.20	61.87	83.33	0	1.86	3.88	5.35	7.27	0	23.68	15.08	16.34	14.49
Tenure/Track	0	17.60	46.67	59.47	66.93	0	1.33	4.28	5.00	6.00	0	16.35	13.18	15.57	11.82
<b>Total</b>	<b>0</b>	<b>54.13</b>	<b>101.87</b>	<b>121.33</b>	<b>150.27</b>	<b>0</b>	<b>3.19</b>	<b>8.16</b>	<b>10.35</b>	<b>13.27</b>	<b>0</b>	<b>21.48</b>	<b>14.34</b>	<b>15.99</b>	<b>13.49</b>

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File(BKPD FMF)  
 TOTAL FTES will differ slightly between ERSS and APDB. ERSS FTES is the official figure for CSU System reporting.  
 TERM FTES: Student Credit Units/15; FTEF: Instructional Faculty FTE only. Administrative and Other support fractions excluded.  
 Student Faculty Ratio(SFR) = TERM FTES / TERM FTEF  
 FTES generated is assigned to the department of record for the course subject area.  
 Document: Cal State East Bay Fact Book  
 Institutional Research and Assessment (03JUL07) jz

**University Employees Table 8.1**  
**California State University, East Bay**  
**IPEDS EMPLOYEES AS OF NOVEMBER 1st**  
**Fall 2002, 2003, 2004, 2005 and 2006**

**College of Arts, Letters and Social Sciences, Part Time**

DEPARTMENT	Headcount										FTEF									
	Tenured & Tenure Track					Lecturer					Tenured & Tenure Track					Lecturer				
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Anthropology	2	2		2	1	3	3	2	6	5	1.1	1.4		1.3	0.7	1.1	1.1	0.8	1.9	1.6
Art	2	2	2			19	15	11	13	12	1.3	1.3	1.3			11.1	7.8	6.9	7.9	7.1
Communication		2	2	2	2	14	13	5	11	10		1.3	1.2	1.2	1.3	6.8	5.7	2.6	4.5	4.7
Communicative Sciences & Disorders	1	1				2	1		2		0.5	0.3				0.7	0.3		0.5	
Criminal Justice						4	1	1	3	3						1.6	0.3	0.5	1.1	0.8
English	2	2	2	1	2	32	26	20	21	23	0.7	0.7	1.0	0.7	1.5	21.7	15.6	12.7	14.7	15.3
Ethnic Studies				1	1	2	3	4	5	3				0.7	0.7	1.1	1.5	1.7	1.5	1.1
Geography & Environmental Studies	1	1	1			1	2	2	2	2	0.5	0.5	0.5			0.3	1.2	0.8	1.1	1.3
History	1					14	8	7	11	6	0.3					5.3	3.7	3.7	4.8	2.7
Human Development	1	1				6	5	4	6	4	0.8	0.8				2.9	2.6	2.5	3.2	2.1
Modern Languages & Literatures	2	4	4	6	4	9	6	7	6	9	1.0	2.3	2.3	3.5	2.2	4.3	3.5	3.5	3.5	4.5
Music	2	2	3	3	3	26	24	22	18	17	1.0	1.0	1.6	1.1	1.7	5.0	6.3	5.9	5.7	5.7
Philosophy						6	6	2	8	8						4.5	4.3	1.3	4.9	5.7
Political Science	1	1		1	1	3	3	2	5	4	0.7	0.7		0.7	0.7	2.0	1.9	1.6	2.7	2.4
Public Administration	3	1			1	8	5	5	7	10	1.7	0.7			0.7	2.9	1.3	1.3	1.9	3.2
Social Work		1					5	5	6	9		0.7					2.1	1.6	1.8	3.3
Sociology & Social Services			1	1	1	6	6	5	9	11			0.3	0.7	0.7	2.7	3.0	3.7	4.6	4.3
Theatre Arts & Dance		1				9	6	8	7	6		0.7				2.6	2.3	4.2	4.4	3.0
Women's Studies						3	3	3	4	5						1.6	1.6	1.6	2.9	3.2
<b>COLLEGE TOTAL</b>	<b>18</b>	<b>21</b>	<b>15</b>	<b>17</b>	<b>16</b>	<b>167</b>	<b>141</b>	<b>115</b>	<b>150</b>	<b>147</b>	<b>9.4</b>	<b>12.3</b>	<b>8.2</b>	<b>9.8</b>	<b>10.0</b>	<b>78.2</b>	<b>66.0</b>	<b>57.0</b>	<b>73.5</b>	<b>72.1</b>

Full-time faculty with temporary non-instructional assignments may have less than 1 FTE. Part-time faculty with tenure are professor emeriti. Faculty Early Retirement Program (FERP) participants teaching in Fall are included in full-time faculty counts.

Detail lines may not sum to totals due to rounding.

Faculty excludes coaches and graduate teaching assistants

Source: CIRS L05 Data File for Faculty and Staff IPEDS Reporting, with departments  
 Institutional Research and Assessment (24JUL07) jz

**Addendum to Self-Study**

**For**

**Five-Year Review and Plan**

**Fall 2002 to Spring 2007**

**Department of Sociology and Social Services**

**May 31, 2007**

## 1.A. Summary of External Review

The Department of Sociology and Social Services was last reviewed in Spring 2007. Overall, the external reviewer detailed the number of undergraduate and graduate students in the department have been on a steady increase between fall 2000 to fall 2004. Also, it was noted that while the number of students has increased, the number of total tenured/tenure track faculty decreased from 11 in 2000 and 12 in both 2001 and 2002 to 8 in 2004.

Furthermore, the external reviewer examined the previous departmental review detailing its progress in fulfilling previous recommendations. It was noted that a new Social Work Department was created offering MSW program department. As a result, many professors of the Department of Sociology and Social Services to work in the new Social Work Department. Another faculty member resigned. This has seriously impacted the department by decreasing its ability to offer courses. On the positive side, the department hired a methodologist (Patricia Jennings).

The department also conducted an exit survey with majors in the research methods courses in the winter 2007 quarter. Most of the 38 students who took the exit survey were seniors (87%). Student response to the department seemed to be positive in some areas and less positive in others. Students were quite satisfied with the quality of the curriculum (76% satisfied) and the faculty (76% satisfied). However, there was less satisfaction with course availability (40% satisfied and 32% slightly dissatisfied or dissatisfied) and advising (41% satisfied and 38% slightly dissatisfied or dissatisfied). When students were asked what they liked least about the department, 37% mentioned course offerings.

Based on the interviews with the department's faculty, the interim and associate deans, and several departmental student majors, the external reviewer made the following recommendations:

1. The department should review its curriculum. There are a number of possibilities that could be explored.
  - a. One thing that could be considered is a revision of the social services option to include such things as clinical sociology, service learning and community-based research so it is not solely limited to social work. Other options should also be considered.
  - b. As part of this review, the department should consider developing online courses for the department and how it can provide web enhancement for its other courses. Greater use of BlackBoard could accomplish this.
  - c. The senior seminar by all reports seems to have been a success. It provides a capstone experience for students and the opportunity to assess department outcomes. This should be implemented on a permanent basis.
2. Faculty positions have shrunk over the last few years. The department is currently completing a search for a faculty member to teach in the social services

- option. This should make that option more viable. However, the department needs additional faculty. As a prerequisite to another search, the department should develop a planning process for their next set of hires. They need to formulate a plan that would detail what their needs are and the areas in which they would like to hire. This plan should be completed in time to receive permission to search for one or more hires in the following year.
3. Greater community among undergraduate and graduate students should be encouraged. The senior seminar would be one way to do this. Another way would be to establish an active sociology club. This club could provide service to the campus and the community. They could offer tutoring for students and undertake service projects in the community. They could also encourage students to attend and make presentations at student research conferences.
  4. Greater community should also be encouraged among the faculty. The department should discuss how to do this. One possibility is to have faculty colloquiums where faculty would present their research. This could be combined with a brown-bag lunch or held in the evening followed by a reception. Students could be invited to hear what the faculty are doing. One session could be devoted to student research so faculty will hear what the students are doing.
  5. The department should consider how it can better integrate lecturers into their program. In 2004 there were 9 tenured/tenure-track faculty and 5 lecturers. This is roughly a two-to-one ratio. With that many lecturers, the department needs to consider how to integrate these lecturers into the department. This should be part of the planning process for new hires conducted during this next year.
  6. All faculty should have their own office. This is critical for several reasons. It provides faculty with a sense of privacy when they talk with students. It creates a better working environment for faculty as they prepare for their classes and work on their research. It encourages faculty to work on campus more which will in turn create a greater sense of community.
  7. Increased staff should be provided the department to deal with the administrative merger of the Departments of Anthropology and Sociology/Social Services. This is important for both faculty and students. The department in their self-study expressed the hope that the Department of Anthropology will return to independent department status in the near future. This seems desirable for both departments.
  8. The teaching load in the CSU is very heavy and East Bay is no exception. Some campuses have found ways to reduce the teaching load. The department should continue to explore possibilities and contact other CSU's to determine the methods they have used to reduce the impact of the high teaching load. The research methods course currently combines the lab and lecture into one four-unit course. One possibility mentioned was to separate these two components into two

courses that would count at 1.5 courses in one's teaching load. This possibility should be explored.

9. Some faculty feel that the departmental work load is not evenly distributed across the entire faculty. Several areas where some faculty feel this seems to occur is chairing MA thesis committees, advising, and committee work. This should be openly discussed in the department and a resolution found.
10. One of the faculty mentioned the need to incorporate more research opportunities for undergraduates into the program. There are several ways to do this.
  - a. East Bay has access to data from various archives including the Inter-university for Political and Social Research at the University of Michigan, The Field Institute in San Francisco, and the Roper Center for Public Opinion Research at the University of Connecticut. The Social Science Research and Instructional Council (<http://www.ssrlic.org>) provides support for these data. Data from these sources should be incorporated into the curriculum.
  - b. There are a number of student research conferences in the spring at which students should be encouraged to submit their research and make presentations. These include the CSU's student research conference held on your campus next year, the SSRIC's conference held at CSU, Long Beach, and the annual Santa Clara Sociology/Anthropology conference held at Santa Clara University. Funds should be used to support student travel to these conferences.
  - c. The CSU has a site license for SPSS that most faculty use. There is another statistical package that does not require a site license and is very easy to learn. It is ideal for introductory classes where you want to introduce students to quantitative data analysis without spending a lot of time teaching them how to use the program. Survey Documentation and Analysis (SDA) is available free on the web for many data sets. The SSRIC plans to offer a workshop next year on the use of SDA and will come to campuses to present the workshop. The only cost is that campuses are asked to provide a lunch for participants and presenters to allow for more informal discussion. Faculty should explore the use of SDA in their classes.
  - d. Another possibility is to develop a social research center that will conduct data collection and analysis on a contractual basis. Many CSU campuses have such a center including San Bernardino, San Diego, Fresno, and Sacramento. This will provide students with additional research experience.



- e. Qualitative research should also be built into the curriculum. Students should also be encouraged to present their qualitative research papers at the various student conferences.

### **1.B Response to External Review Recommendations.**

In our last five year plan, we had two goals: 1) to preserve the integrity of our existing programs so as to be able to continue to meet the needs of our existing students, and 2) to expand our offerings in social services to attract new students. These goals are even more critical now. In fact, we had had to effectively abandon the second goal. There is just not the time, resources and now personnel to expand our social service offerings to attract new students. We are now struggling to preserve the integrity of our existing programs, and filling in the gap in regular faculty with even fewer lecturers than we had five years ago. But at the same time, increasing numbers of student are coming despite our problems and are taking courses and majoring in Sociology and Social Services. So, classes have grown approximately thirty to forty percent in size since our last five year review.

### **1. Curriculum**

*Undergraduate Program.* In our last five-year review, we did extensive assessment that suggested that we need to have a capstone course for students who are completing the sociology major to reflect on and integrate what they have learned. That need still exists and will continuing as part of this current five-year plan. We are pleased with the curriculum changes we did over the past five years and will continue them. They serve as an excellent basis for developing new courses. Our greatest strength historically has been large service courses such as (SOC 3412) Marriage and Sex and (SOC 3419) Death and Dying. We need to not only maintain these courses; we need to offer more sections of them as well.

As our budget has declined and we lost key faculty in those areas we have been unable to offer as many of these and still provide the courses needed by our majors. The recent restructuring of the major should go a long way toward solving this problem.

It may be to our advantage and that of our students in our sociology option to explore developing several on-line courses and/or components of courses which can be taught best on-line. This is a way to boost FTES with minimal instructional costs that can benefit regularly instructed courses. That is with a sizeable on-line enrollment, we might be able to reduce class-sizes in regularly instructed courses thereby improving the quality of instruction. We might explore the same potential with service learning course in our sociology option as a way to develop clinical and/or applied sociology courses and curriculum in the future.

The department's social services option will remain the same but with the re-institution of the two quarters internship.

*Graduate Program.* We have reduced our course offerings from five to three core courses per year with students taking upper division undergraduate and independent studies courses as electives. We cannot reduce our graduate course offering any more. There is a continuing need to increase our graduate student enrollment in order to return to offering five graduate level courses per year.

## **2. Students**

We had hoped to see the number of majors increase during the past five years. They did and are now remaining steady. This has happened due to several converging factors. The first is increasing enrollments in the university as a whole. The second continues to be the downturn in the economy, which historically increases interest in education and particularly in sociology. Interest in sociology among our community college student base is very strong.

*Outreach/Enrollment.* Our Chair and several faculty members have participated in outreach efforts by attending meetings at various Community College campuses in recent years, we noted in our last five-year review that these visits are costly in time and seems quite ineffective. We received from the College Dean's Office support in developing brochures, banners, fliers, and all of our college's department websites have been improved and made more comprehensive. We still believe that the best recruiting tool for our department is exciting and inspiring classes taught by faculty who have time to prepare their courses and keep up in their areas of expertise.

*Scheduling:* In Fall 2000, in response to requests from the Contra Costa Department of Health and Human Services we began scheduling courses required for the Social Services option at our satellite campus in Contra Costa County. We will continue to offer the major there. We also experimented with scheduling classes at unusual times. We have offered 6:00 am classes and late afternoon classes. We have discovered, and largely through the recent survey of our all CSUEB students, that there is very strong interest in Monday –Wednesday two day class schedules to match the most popular Tuesday – Thursday class schedule. By offering both two day schedules we could significantly increase our enrollments. This will take action on the part of the college as well as the university.

## **3. Future Faculty Recruitment**

The area where our curriculum is weakest is in international/global studies. As was suggested in our last five-year plan, we still hope to eventually add an expert in world migration, transnational networks, movements and communities. The large number of immigrant communities within minutes driving distance from this university area means that an increasing emphasis on world migration and global issues would make us more

acknowledgeable of and responsive to the needs and interests of members of our immediate East Bay community.

#### **4. Lack of Resources.**

As in our last five-year review, lack of adequate resources impedes our productivity in a variety of ways. The most important way in which scarce resources affect us is that they force us into an excessive reliance on lecturers. This deprives students of the advising opportunities they need, and stretches the tenure-track faculty too thin with very large class sizes, excessive committee assignments, constant advisement, and little time for course revisions and updates.

Our situation is worst today than it was five years ago. Even when we are able to hire tenure-track faculty our limited resources make it increasingly difficult to provide adequate support to optimize their contributions. For example, there is still a serious lack of adequate office space for the faculty. If we are to give students the attention they need to do as well as they might, faculty needs to have space to meet with students. Faculty could be more available to students if they had the office space to do more work on campus, and if they could meet with students privately.

Under current conditions, members of the faculty demonstrate their commitment to the students, the department, and university by coming to campus on days when they are not assigned to teach. By doing so, they exacerbate the problem of insufficient office space. As a consequence, the faculty is encouraged to minimize its time on campus and work from home offices. The critical shortage of office space has a severe negative impact on the quality of the program and on the department's ability to attract and retain quality faculty. Recently hired faculty often express disappointment about the feeling of professional isolation they experience teaching on a campus where there is little community. Shifting the costs of teaching and scholarship to the faculty who must work from home may give the university short-term savings but undermines the institution in the long run.

In our last review, budgetary restrictions on the number of sections we are able to offer were the primary impetus for simplifying our sociology option and increasing the overlap with the Social Services Option. This is still the case today.

#### **1.C. Response to External Reviewer Recommendations**

- 1.) *The department should review its curriculum:* The plans for re-structured curriculum have been fully implemented. The Introduction to Sociology remains the gateway to the curriculum, but since the last review, there has been an innovation. The Department participates in the Freshman Cluster Program designed to provide entry freshman with small classes and intense instruction in thematic variations of participating departments.
- 2.) *Hire additional faculty:* We were successful in receiving an additional tenure-track line for a research methodologist. Prof. Patricia Jennings joined our faculty in the fall of

200X. Furthermore, the department has recently completed recruiting for another tenure-track faculty position.

3.) *Encourage community among undergraduate and graduate students as well as among faculty. Also, find a means to better integrate lecturers into the department:* This can be accomplished through further research collaborations among undergraduate and graduate students with the Department faculty members. Also, the Department plans to orchestrate further social gatherings, in which students can become acquainted with each other and the faculty. This way lecturers become better integrated into the Department.

4.) *All faculty should have their own office:* Since the fall of 2001 we have lost office space due to retirements and the masters program becoming a separate department. We have not had to put more than two regular faculty together in offices, but we now have four lecturers routinely sharing one office. Nor has there been any replacement of old and worn out furniture.

5.) *Reduce teaching load for faculty members as well as evenly distributing workload among faculty members:* Hiring more staff and assigning equal number of committee assignments would overall reduce the workload for faculty.

6.) *Increased staff should be provided the department to deal with the administrative merger of the Departments of Anthropology and Sociology/Social Services:* The department is currently engaged in looking for clerical help to meet the demands of the administrative merger of both departments. .

7.) *Incorporate more research opportunities for undergraduates into the program:* We have had occasional opportunities for sociology graduate students to work on research projects as interviewers and evaluators. The expansion of computer technology on the CSU East Bay campus has allowed undergraduate students to learn qualitative data analysis throughout the Soc. 4112 undergraduate research course.

The Department responded to the outside reviewer's report by appreciating the reviewer's acknowledgement of the departments' qualities and efforts. The Department completed tenure-track search during Spring 2007 and will have 10 faculty members from Fall 2007. Efforts were begun to hire an additional international/global sociologist.

## California State University, East Bay

### Sociology

<b>A. Students</b>	<b>Fall Quarter</b>					
	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
1. Undergraduate	210	227	260	276	304	304
2. Graduate	10	15	21	22	23	26
3. Total Number of Majors	220	242	281	298	327	330
4. FTES Generated	346.9	325.0	357.5	346.3	332.3	328.5

<b>B. Degrees Awarded</b>	<b>College Years</b>					
	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>
1. Undergraduate	63	80	108	90	94	90
2. Graduate	3	2	1	3	2	2
3. Total	66	82	109	93	96	92

<b>C. Faculty</b>	<b>Fall Quarter</b>					
	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Tenured/Track Headcount</b>						
1. Full-Time	11	12	12	9	7	8
2. Part-Time	0	0	0	0	1	1
3. Total Tenure Track	11	12	12	9	8	9
<b>Lecturer Headcount</b>						
4. Full-Time	1	0	0	1	1	0
5. Part-Time	7	9	6	5	4	9
6. Total Non-Tenure Track	8	9	6	6	5	9
7. Grand Total All Faculty	19	21	18	15	13	18
<b>Instructional FTE Faculty</b>						
8. Tenured/Track	9.3	7.2	8.3	5.3	4.7	5.7
9. Lecturer	4.5	6.1	5.0	5.7	6.0	6.7
10. Total Instructional FTEF	13.8	13.3	13.3	11.0	10.7	12.4
<b>Lecturer Teaching</b>						
11. % Lecturer/Total Instructional FT	32.6%	45.9%	37.6%	51.8%	56.1%	54.0%
12. FTES Taught by Lecturer	124.8	151.5	145.1	181.6	204.3	172.4
13. % FTES Lecture/FTES Generated	36.0%	46.6%	40.6%	52.4%	61.5%	52.5%

<b>D. Student Faculty Ratios</b>	<b>Fall Quarter</b>					
	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
1. Tenured/Track	23.8	24.0	25.5	30.9	27.1	27.5
2. Lecturer	27.5	25.0	29.1	31.9	34.2	25.7
3. SFR By Level (All Faculty)	25.0	24.5	26.9	31.4	31.1	26.6
4. Lower Division	32.3	35.6	31.2	49.0	42.9	36.5
5. Upper Division	24.8	24.0	27.1	31.2	31.4	27.7
6. Graduate	5.7	8.3	11.5	11.0	13.0	7.0
7. Number of Sections Offered	46	47	47	43	42	43
8. Average Section Size	28	30	33	35	39	36

Fall HC Enrollment by Program & Degree Level: <http://www.csueastbay.edu/ira/tables/FallHeadcountEnrollment/Fall.Headcount.Enrollment.1-2.p>

Degrees Conferred by Program & Degree Level: <http://www.csueastbay.edu/ira/tables/DegreesConferred/Degrees.Conferred.5-3.>

Student Faculty Ratios by Program: <http://www.csueastbay.edu/ira/tables/UniversityEmployees/SFRs20012005.xls>

Source and definitions available at: <http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

California State University, East Bay  
5-Year Program Review and Plan  
Department of Social Work  
2007-2008

The Self-Study, Five Year Plan, and the Departmental Responses were reviewed by the program faculty and were approved on April 17, 2008

# **Review of the Department of Sociology and Social Services California State University, East Bay**

**Edward Nelson  
Department of Sociology  
California State University, Fresno**

I was asked by Interim Dean, Benjamin Bowser, to conduct a review of the Department of Sociology and Social Services at CSU, East Bay. I was on the East Bay campus on Monday, May 14, 2007. I met with the following faculty: Diane Beeson, Maxine Craig, Patricia Jennings, Efren Padilla, Young Song, Carl Stempel, and Willem Van Groenou. I also met with interim dean, Benjamin Bowser, and associate dean, Marilyn Silva. Additionally, I met with three students who were majors.

The department provided me with their "Self-Study for the Five-Year Review and Plan -- fall, 2002 to spring, 2007." The department currently has 9 tenured/tenure-track faculty members and additional lecturers. I met with all but one of the tenured/tenure-track faculty. In the fall quarter, 2005, the self-study indicates there were 304 majors and 26 graduate students. Statistics presented in the self-study describe the number of students from fall, 2000 through fall, 2004. The number of undergraduate and graduate students has been increasing throughout this period. The number of undergraduate students increased by 44.8% from fall, 2000 to fall, 2004. The number of graduate students increased by 130.0% over this same time period although the small number of graduate students in 2000 (10) accounts for this large percent increase. While the number of students has increased, the number of total tenured/tenure track faculty decreased from 11 in 2000 and 12 in both 2001 and 2002 to 8 in 2004. The total number of tenured/tenure track faculty and lecturers decreased from 19 in 2000 and 21 in 2001 to 13 in 2004. Student faculty ratios also increased for all faculty from 25.0 in 2000 to 31.1 in 2004.

The department was last reviewed in spring, 2001. According to the self-study (p. 11), the reviewer made several recommendations.

"They were 1) to maintain the MSW program within the department; 2) update faculty computers; 3) expand office space; 4) increase travel funds; 5) seek additional faculty positions in research methods and international global issues and 6) design internships/service learning for undergraduate and graduate students in sociology."

The self-study reports that "updated computers were requested as well as additional office space and travel funds. Efforts were begun to hire an additional methodologist and explore service learning." Since the last departmental review, the MSW program was moved outside the department. Office space continues to be lacking. The self-study reports that "the faculty is encouraged to minimize its time on campus and work from home offices." This has had negative consequences for both the faculty and the students. There are problems of privacy for faculty talking with students and a sense of isolation

among faculty. Travel funds have been cut. On the positive side, the department hired a methodologist (Patricia Jennings).

Several events have occurred since the last review that impacts the department. A new Social Work Department has been created and it now offers the MSW. Several professors have left the Sociology and Social Services Department to join the new Social Work Department. Another faculty member resigned. This has seriously impacted the department by decreasing its ability to offer courses.

The Department of Anthropology was administratively combined with the Department of Sociology and Social Services without the addition of staff personnel. This has created a strain on the department's ability to function effectively.

The department has conducted an assessment of its own program. A senior seminar was offered that provided the opportunity to test many of the department's desired outcomes. These included writing, sociological analysis, comprehension and application of theory, and basic computer skills. The results of this assessment led the department to conclude that they need "to include more basic research and library skills ... [and] devise ways to reach our transfer students with research and library skills that freshmen-entry students get in the cluster classes." The department agreed that they should institute a senior seminar on a regular basis but this has been difficult to do given the limits on small classes.

The department also conducted an exit survey with majors in the research methods courses in the winter 2007 quarter. Most of the 38 students who took the exit survey were seniors (87%). Student response to the department seemed to be positive in some areas and less positive in others. Students were quite satisfied with the quality of the curriculum (76% satisfied) and the faculty (76% satisfied). However, there was less satisfaction with course availability (40% satisfied and 32% slightly dissatisfied or dissatisfied) and advising (41% satisfied and 38% slightly dissatisfied or dissatisfied). When students were asked what they liked least about the department, 37% mentioned course offerings.

Based on my interviews with the department's faculty, the interim and associate deans, and several departmental student majors, I would like to make the following recommendations.

1. The department should review its curriculum. There are a number of possibilities that could be explored.
  - a. One thing that could be considered is a revision of the social services option to include such things as clinical sociology, service learning and community-based research so it is not solely limited to social work. Other options should also be considered.



- b. As part of this review, the department should consider developing online courses for the department and how it can provide web enhancement for its other courses. Greater use of BlackBoard could accomplish this.
  - c. The senior seminar by all reports seems to have been a success. It provides a capstone experience for students and the opportunity to assess department outcomes. This should be implemented on a permanent basis.
2. Faculty positions have shrunk over the last few years. The department is currently completing a search for a faculty member to teach in the social services option. This should make that option more viable. However, the department needs additional faculty. As a prerequisite to another search, the department should develop a planning process for their next set of hires. They need to formulate a plan that would detail what their needs are and the areas in which they would like to hire. This plan should be completed in time to receive permission to search for one or more hires in the following year.
3. Greater community among undergraduate and graduate students should be encouraged. The senior seminar would be one way to do this. Another way would be to establish an active sociology club. This club could provide service to the campus and the community. They could offer tutoring for students and undertake service projects in the community. They could also encourage students to attend and make presentations at student research conferences.
4. Greater community should also be encouraged among the faculty. The department should discuss how to do this. One possibility is to have faculty colloquiums where faculty would present their research. This could be combined with a brown-bag lunch or held in the evening followed by a reception. Students could be invited to hear what the faculty are doing. One session could be devoted to student research so faculty will hear what the students are doing.
5. The department should consider how it can better integrate lecturers into their program. In 2004 there were 9 tenured/tenure-track faculty and 5 lecturers. This is roughly a two-to-one ratio. With that many lecturers, the department needs to consider how to integrate these lecturers into the department. This should be part of the planning process for new hires conducted during this next year.
6. All faculty should have their own office. This is critical for several reasons. It provides faculty with a sense of privacy when they talk with students. It creates a better working environment for faculty as they prepare for their classes and work on their research. It encourages faculty to work on campus more which will in turn create a greater sense of community.
7. Increased staff should be provided the department to deal with the administrative merger of the Departments of Anthropology and Sociology/Social Services. This is important for both faculty and students. The department in their self-study

expressed the hope that the Department of Anthropology will return to independent department status in the near future. This seems desirable for both departments.

8. The teaching load in the CSU is very heavy and East Bay is no exception. Some campuses have found ways to reduce the teaching load. The department should continue to explore possibilities and contact other CSU's to determine the methods they have used to reduce the impact of the high teaching load. The research methods course currently combines the lab and lecture into one four-unit course. One possibility mentioned was to separate these two components into two courses that would count at 1.5 courses in one's teaching load. This possibility should be explored.
9. Some faculty feel that the departmental work load is not evenly distributed across the entire faculty. Several areas where some faculty feel this seems to occur is chairing MA thesis committees, advising, and committee work. This should be openly discussed in the department and a resolution found.
10. One of the faculty mentioned the need to incorporate more research opportunities for undergraduates into the program. There are several ways to do this.
  - a. East Bay has access to data from various archives including the Inter-university for Political and Social Research at the University of Michigan, The Field Institute in San Francisco, and the Roper Center for Public Opinion Research at the University of Connecticut. The Social Science Research and Instructional Council (<http://www.ssrlic.org>) provides support for these data. Data from these sources should be incorporated into the curriculum.
  - b. There are a number of student research conferences in the spring at which students should be encouraged to submit their research and make presentations. These include the CSU's student research conference held on your campus next year, the SSRIC's conference held at CSU, Long Beach, and the annual Santa Clara Sociology/Anthropology conference held at Santa Clara University. Funds should be used to support student travel to these conferences.
  - c. The CSU has a site license for SPSS that most faculty use. There is another statistical package that does not require a site license and is very easy to learn. It is ideal for introductory classes where you want to introduce students to quantitative data analysis without spending a lot of time teaching them how to use the program. Survey Documentation and Analysis (SDA) is available free on the web for many data sets. The SSRIC plans to offer a workshop next year on the use of SDA and will come to campuses to present the workshop. The only cost is that campuses are asked to provide a lunch for participants and presenters to

allow for more informal discussion. Faculty should explore the use of SDA in their classes.

- d. Another possibility is to develop a social research center that will conduct data collection and analysis on a contractual basis. Many CSU campuses have such a center including San Bernardino, San Diego, Fresno, and Sacramento. This will provide students with additional research experience.
- e. Qualitative research should also be built into the curriculum. Students should also be encouraged to present their qualitative research papers at the various student conferences.

I will be glad to discuss these recommendations further. If you would like to contact me, please email me at [ednelson@csufresno.edu](mailto:ednelson@csufresno.edu) or call me at 559-978-9391 (my cell phone). Thank you for the opportunity to visit your campus and meet with the department.