



**ANNUAL PROGRAM REPORT**

College	CLASS
Department	Social Work
Program	Full-time Master of Social Work (MSW) Program
Reporting for Academic Year	2021-2022
Last 5-Year Review	February 11, 2020
Next 5-Year Review	2026-2027 (More than five years to coincide with the next external accreditation review by the Council on Social Work Education)
Department Chair	Sarah Taylor
Author of Review	Sarah Taylor with input from full-time faculty
Date Submitted	10/1/2022

**I. SELF-STUDY**

**A. FIVE-YEAR REVIEW PLANNING GOALS AND PROGRESS**

Our last five-year review lists the informal goals below, and indicates these were to be discussed at our retreat on February 7, 2020. These goals were confirmed at that retreat. **The first goal has not been met due to our tenure-track search for AY 20-21 being canceled and not receiving approval to conduct a search in AY 21-22 or in AY 2022-2023. This is deeply concerning to our faculty, and we request to have a search for two faculty in AY 23-24.** (Additional details are in the [resource request section](#).) The inability to hire new tenure-track faculty has limited fulfillment of our [mission](#) and achievement of our other goals. Our goals from February 2020 included:

- *Faculty hiring to strengthen our ability to meet workforce and student needs, including a focus on race, gender, inequality, and immigration.*
- *Re-establishment of a part-time Master of Social Work program*
- *Development of a Bachelor of Social Work program*
- *Development of a Social Work Pupil Personnel Services Credential (PPSC) program*
- *Development of clinical certificate/Continuing Education Unit (CEU) programs for our alums and the broader social work community*

These goals continue to be relevant. Last month, the California State Department of Health Care Access and Information (HCAI) released an [RFP](#) to support development and expansion of BSW and MSW programs. Our program is eligible to apply for up to \$1.5 million dollars to support development of a BSW program AND up to \$6 million to re-open our part-time program OR up to \$9 million to add 25 students to our full-time program. We are currently working within our department as well as the CLASS Dean's office and ORSP to develop our plans and proposals in response to this RFP. The potential funds available through this RFP could support us in making progress on our goals if we are permitted to apply and selected for funding.

**B. PROGRESS TOWARD FIVE-YEAR REVIEW PLANNING GOALS**

See above.

**C. PROGRAM CHANGES AND NEEDS**

**Overview:**

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

**Curriculum:**

Given our program's success in making a pandemic pivot to online program delivery and students' very positive response to our online courses, we submitted, and received approval, from campus leadership, WASC, and the Council on Social Work Education (CSWE) to offer an online program. (Note that CSWE defines a program with 51% or more of online content as an "online program.") We expect our program to continue to require a combination of in person and online content, and are currently working on options that will provide some flexibility in the percentage of online and in person content to meet student needs while ensuring that students meet Program Learning Outcomes and CSWE competencies.

**Students:**

Our students are extraordinarily diverse, which is notable among social work programs because many programs continue to be dominated by white women. **Compared to other graduate programs at CSUEB, our department enrolls a much greater percentage of students from under-represented minority (URM) groups and those who are the first in their families to earn a college degree. [In Fall 2021, 54% of our students were from URM groups, and 60% were first gen](#)**, as compared to about 27% URM and 40% first gen across CSUEB Master's programs. The racial/ethnic composition of our students in Fall 2021 (using the categories available in Pioneer Insights) was: Latinx 37%, Black 17%, white 16%, Asian 19%, multiracial 4%, unknown 4%, Hawaiian/Pacific Islander 2%, and International 2%.

Our graduation rate is very high, with nearly all students completing the graduate degree in two years. In Spring 2021 (the most recent year available in Pioneer Insights), 74 students graduated from our program, which is about the same number admitted two years prior.

Fall 2022 is not yet posted on Pioneer Insights, but our internal data shows we continue to experience a slight reduction in enrollment due to the pandemic, with overall enrollment of about 133 students (our cap is 150 students). Some students have requested to defer admission or take leave due to ongoing concerns about completing an internship given health risks of Covid-19 and/or childcare concerns during this time.

**Faculty:**

Our faculty as a whole, when including part-time lecturers, reflect the diversity of our students, but our tenured/tenure-track faculty do not. We have one FERP faculty member whose contract will end after Spring 2022. Our small full-time faculty team, including three full-time field faculty lecturers, is responsible for a wide variety of tasks. In addition to teaching, we recruit, review, and admit applicants to our program; match students with internships; maintain relationships with over 100 social service agencies; provide individualized academic and professional advising; conduct rigorous program assessment; and maintain compliance with extensive external accreditation standards set by the Council on Social Work Education (CSWE). The pandemic has stretched our faculty team beyond our resources, and when any member of the team needs to take leave, we find ourselves juggling to cover for one another. We are happy to support one another, but simply need a full team to carry out all the functions of the department with some capacity to allow for faculty leaves and life events.

**Staff:**

The department is supported by 3.25 staff members: Our Title IV-E Principal Program Lead, a full-time office manager, a full-time administrative support coordinator for the Title IV-E grant, and a 0.25 time administrative assistant for our field department and miscellaneous departmental tasks. The 0.25 assistant position is currently vacant and we anticipate beginning a search for this position soon.

**Resources:**

In addition to ongoing university funding and the potential funding available through the HCAI RFP noted in the first section of this report, our department is supported by the Title IV-E Child Welfare Training Grant, a federal grant providing approximately 1.3 million dollars per year to our department (subject to a match requirement, bringing the total grant to 1.7 million dollars per year.) These funds support up to 30 students per year with specialized training in public child welfare and an \$18,500 stipend, as well as funds for the full-time grant coordinator, full-time administrative support coordinator for the grant, and 0.25 administrative assistant and reimbursement of a percentage of the salaries of faculty (up to 2.75 FTE for FY 2021-2022) who are involved in training IV-E students.

We also have a federally funded Integrated Behavioral Health (IBH) grant, which provides specialized training and a \$10,000 stipend to six students per year.

**Assessment:**

As an externally accredited program, we assess across all of our PLOs every year. Please see below for our latest assessment findings.

**II. SUMMARY OF ASSESSMENT****A. PROGRAM LEARNING OUTCOMES (PLO)**

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

## B. SUMMARY OF ASSESSMENT PROCESS

As an externally accredited program of the Council on Social Work Education (CSWE), the Department of Social Work assesses all students in all PLOs every year. CSWE requires that all programs provide publicly accessible assessment reports every two years. [Our most recent report is available here](#). (Note - this report will be updated soon; we are working on our academic assessment findings so that we can post a report from AY 21-22.) In AY 20-21 and 21-22, we completed the [Diversity, Equity, and Inclusion Rubric](#), *providing examples that are illustrative rather than exhaustive*. Unfortunately we were not able to complete the rubric in time to submit our annual report this year and plan to do so next year.

Our assessment process includes the following instruments:

- Field Instructor ratings of student progress in community-based internships (ALL PLOs, all students, every year)
- *SW 612: Generalist Practice II* community project paper (ALL PLOS, all first-year students, every year)
- *SW 693: Integrative Seminar* final paper rubric scores (ALL PLOs, all second-year students, every year)
- Alum Survey (ALL PLOs, all alums are invited to participate. This should be done every 2-3 years, however, our last alum survey was done in 2015. We are currently preparing a survey and expect to collect data by the end of this semester. )

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

## C. SUMMARY OF ASSESSMENT RESULTS

**Main Findings:** Our 2021-2022 assessment includes field-based data only due to delays in completing academic assessments from Spring 2022. (Many thanks to Sin Goh, Title IV-E Principal Program Lead, for analyzing our assessment data this year, and to our full-time field faculty, Field Director LeQuita Carroll-McKoy and Field Liaisons Michelle Charron and Renee Fentress for gathering the field assessments.) Our assessment plans as submitted to CSWE establish a benchmark of 80% or more of our students demonstrating competency appropriate to their program year. **All of our students met the benchmark in every area we assess in AY 21-22. Our first-year students performed especially well in AY 21-22, with 90% or more of students meeting the benchmarks in every area we assess.**

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

Though our benchmarks were met in each area, and in most areas, more than 85% of students demonstrated competency, there were four areas where between 80-85% of students in specific concentrations achieved competency, and these areas can be strengthened. These include:

- *Advance Human Rights & Justice (CMH only)*
- *Engage in Practice-Informed Research (CMH only)*
- *Engage in Policy Practice (CYF only)*
- *Evaluate Practice (CMH only)*

**Recommendations for Program Improvement:** We plan to explore how we are teaching and assessing the three areas in need of improvement, as well as whether and how students are able to demonstrate competency in these areas (i.e. students may not have as many opportunities for policy practice in a clinical setting, so that may help to explain the lower scores in that area, particularly this year without the accompanying academic course data.) We will also explore whether our field instructors, who are agency-based clinicians and supervisors, are interested in professional development opportunities around integration and assessment of advocacy, policy, and research in clinical practice.

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

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

#### **D. ASSESSMENT PLANS FOR NEXT YEAR**

We will continue to assess all PLOs in future years as we have been. We need to strengthen data collection in our academic courses (Generalist Practice I and Capstone.) For Spring 2022 academic assessment, we are trying a new process. We gathered a random sample of papers and two raters who have established good inter-rater reliability are scoring them. We believe this will yield better quality data, but this assessment is taking longer than anticipated.

### III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

#### A. DISCUSSION OF TRENDS & REFLECTIONS NOTABLE TRENDS;

Please see [overview](#).

**Reflections on Trends and Program Statistics:**

Please see [overview](#).

#### B. REQUEST FOR RESOURCES

##### **Two tenure-track searches as soon as possible**

The Department of Social Work had requested and received approval in 2020 for a tenure-track faculty position to begin in Fall 2021 with an emphasis on broad themes of intersectionality and inequality, with a specific focus on Latinx, African American, Asian/Pacific Islander, and/or Native American communities. We were about to begin recruiting for this position when it was canceled by the Office of Academic Affairs. We continue to need this position, as well as one additional position. Two positions will allow us to continue to fulfill our mission and goals despite a faculty retirement and other shifts in staffing. Our current TT faculty include:

- Sarah Taylor, Professor and Chair
- Toni Naccarato, Associate Professor
- Kristen Gustavson, Assistant Professor
- John Paul Horn, Assistant Professor
- Rose Wong, Associate Professor
- Holly Vugia, Professor
- Dianne Rush Woods, Professor Emerita (FERP status; 0.5 FTE; FERP term ends in May 2022)

In addition to concerns about maintaining an appropriate Faculty-Student Ratio (FSR) (CSWE's current accreditation standards require a 1:12 FSR), through retirements and other faculty changes, we no longer have a full-time faculty member whose teaching and research focus on broad themes of intersectionality and inequality, with a specific focus on Latinx, African American, Asian/Pacific Islander, and/or Native American communities. These areas are core to our program mission and goals. The emphasis on diversity and social justice in our MSW program was noted very positively by our accreditation site visitor in 2019 and is an aspect of our program that attracts students and community partners. We would like to ensure that this emphasis is sustained and further developed to meet the needs of the diverse communities our social work students are being trained to serve.

The [mission of the university](#) and the [mission of the Department of Social Work](#) are well aligned. The university mission emphasizes “meaningful lifework” that encourages students and graduates to be “socially responsible contributors to society.” Our students come to our

program specifically to engage in meaningful, socially responsible work. Our students and alums are working across the urban East Bay area with individuals, families, and groups who are underrepresented and/or marginalized. Their work has always been needed, and even more so during and in the aftermath of the pandemic, which has disrupted so many people's lives. The demand for social workers already exceeds the training capacity of social work programs across the state, and it is anticipated to grow. As educators in a publicly funded university, we feel an ethical obligation to meet community needs for highly qualified, culturally responsive social workers.

As noted in our [overview](#), the majority of our students are from underrepresented groups, including Black/African American and Latinx/Hispanic communities. Many of our students want to serve the communities from which they come, and we need faculty with expertise in these areas. This is why we are requesting two searches as soon as possible - one with expertise in Black/African American communities, and one with expertise in Latinx/Hispanic communities.

Faculty with these areas of expertise are also needed to support our transition to the [2022 CSWE Educational Policies and Standards](#), which will strengthen the emphasis on antiracism in social work education. **Faculty with these areas of expertise will also contribute to the university's prestige as an institution that values diversity and is committed to antiracism.**

In addition to the need for faculty with these specific areas of expertise, we need sufficient staffing to be able to grow our program. We would like to re-establish a part-time MSW program and develop a BSW program. **Both of these efforts will contribute to the university's enrollment growth objectives and achievement of our department's five-year plan.**

We have the capacity to conduct a national search and to move quickly to implement it as soon as it is approved. As in past searches, we will actively recruit from the [National Association of Deans and Directors](#), which includes directors of social work programs at Historically Black Colleges and Universities, as well as through social work organizations such as the [National Association of Black Social Workers](#) and the [Latino Social Workers Association](#). We will seek faculty who bring a Justice, Diversity, Equity, and Inclusion (JEDI) lens and can teach and mentor diverse students effectively online and in person. As social workers, we are committed to lifelong learning, growth, and collegiality, and as such, we will warmly welcome, mentor, and support our new faculty.

### **Additional Resource Requests**

#### **Full-Time Field Liaison**

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

At present, full-time field faculty include Michelle Charron and Renee Fentress who each teach 2 field courses, provide academic advising to a roster of at a minimum of 15 and complete field



site visits during the year. LeQuita Carroll-McKoy is the 3<sup>rd</sup> FTE field faculty member. She teaches 1 course, provides academic advising, completes field visits and holds the administrative responsibility as Field Director. The Field Faculty also advise and place all first year students, over the summer, in required fall internships; coordinate the PPSC information sessions (Michelle Charron); assist with the Integrated Behavioral Health Grant (Michelle Charron and Renee Fentress); advise MSW student organizations; and chair (Michelle Charron) and participate (all) in the Department Student Performance Committee.

Since AY 2014 we have used part-time faculty to cover 5 of the 10 field sequence sections. Although 3 of the current part-time faculty have been working consecutively, one additional FTE faculty field liaison would help to further regulate our program and increase our professional relationships with our community partnering agencies.

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

### **Writing Tutor**

We request a part-time writing tutor to support our students. As reported in our accreditation self-study submitted in August 2018, many of our students would benefit from additional support in writing. For example, just 76.2% of our CYF concentration students met the writing benchmark (equivalent of a “B”) in their year-long research projects in Spring 2018. Social Work practice requires a high level of writing skill as social workers must write assessment plans, court reports, progress notes, and other documents that have a direct impact on the clients and communities we serve. Though we send our students to the Student Center for Academic Achievement (SCAA) for support, we have found that SCAA tutors are not as familiar with graduate-level writing requirements and APA style, and when we have had access to a writing tutor through CERF or other funds, our students have benefited enormously. For approximately \$12,000 per academic year, we could hire a writing tutor for up to 10 hours per week for 30 weeks.

### **Annual Events**

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

- **Incoming Student Orientation (\$600)** – In August, we host a full-day orientation for our 75 incoming MSW students. This event is essential for introducing students to the

program, faculty, and one another. Critical information for social work practice, such as mandated reporting of child and dependent adult abuse, is also briefly covered as students must have some background in these topics before beginning field placement. For the past three years, this event has been held virtually, but it is our hope to hold it in person in Fall 2023.

- **Field Instructor Symposium (\$800)** – In August, we host a half-day training and orientation for new and returning field instructors. Field instructors are the social workers in community-based agencies who supervise our students in their internships. At this event, field instructors learn critical information about university procedures and policies for working with our students. We also offer a brief lecture on a current issue in social work practice and provide Continuing Education Units (CEUs) as a benefit to our field instructors who generously volunteer their time to support our students. The funds requested would cover parking permits, coffee, and bagels for approximately 50 attendees. We have been holding this event virtually, but would like to hold it in person in the future.
- **Field Fair – (\$1200)** - In February, we host a half-day field fair where representatives from approximately 70 community-based internship agencies can meet our rising second-year students. This event provides an opportunity for students to learn about internship opportunities and network with agency representatives. This is the main way students begin the selection process for their second-year field placement. The funds requested would cover parking permits and refreshments for the 70 agency representatives, as well as refreshments for the 75 MSW students and 10 faculty and staff who attend this event. We have held this event virtually for the past two years but would like to host an in person field fair in February 2023.
- **Field Instructor Appreciation Luncheon (\$1800)** – As noted above, our field instructors are volunteers who provide a minimum of 60 hours per year (and often more) of training and support to MSW students in their internships. For the past several years, we have not been able to show our appreciation for their hard work. When we had CERF funds, we were able to use them to host this appreciation luncheon where we recognized field instructors' efforts and provided a brief lecture and CEUs. The funds requested would pay for a luncheon at the Oakland Center, as well as certificates and a small token of appreciation, such as a t-shirt or mug. We have not been able to host this event for several years due to the pandemic as well as limited funds.

**Appendix**

<b>MAP LINKING PLOs TO CSWE COMPETENCIES AND SOCIAL WORK PRACTICE BEHAVIORS</b>	
<p><b>9 CSWE COMPETENCIES</b></p> <p><i>CSUEB MSW Program Learning Outcomes (PLO) that map to the CSWE Competency are noted</i></p>	<p><b>ASSESSED OVER 4 BEHAVIORAL DIMENSIONS:</b></p> <p>1) Knowledge 2) Values 3) Skills 4) Cognitive &amp; Affective Processes</p>
<p><b>Total of 31 Behaviors</b> (abbreviated description)</p>	
<p><b>1. ETHICS &amp; professional behavior</b></p> <p><i>(PLO1 Ethics)</i></p>	<p>1. Ethical decisions and conduct (K,V,CA)</p> <p>2. Self-reflection (V, CA)</p> <p>3. Professional demeanor (S)</p> <p>4. Ethical technology (S)</p> <p>5. Use of supervision (S)</p>
<p><b>2. DIVERSITY &amp; Difference in Practice</b></p> <p><i>(PLO6 Diversity)</i></p>	<p>1. Apply &amp; communicate understanding of diversity (K, CA)</p> <p>2. Present self as learner &amp; client as expert (V, S)</p> <p>3. Self-awareness &amp; self-regulation (V,S)</p>
<p><b>3. Advance HUMAN RIGHTS &amp; SOCIAL JUSTICE</b> <i>(PLO5 Advocate Social Justice)</i></p>	<p>1. Apply understanding of social, economic &amp; environmental justice to advocate for human rights (K, CA)</p> <p>2. Engage to advance social justice (S)</p>
<p><b>4. PRACTICE INFORMED RESEARCH &amp; RESEARCH INFORMED PRACTICE</b></p> <p><i>(PLO3 Critical Analysis)</i></p>	<p>1. Use practice &amp; theory to inform research (K, CA)</p> <p>2. Apply critical thinking to research (K, CA)</p> <p>3. Use &amp; translate evidence into practice/policy/service (K, CA)</p>

<p><b>5. Engage with POLICY informed practice</b></p> <p><i>(PLO3 Critical Analysis, 5 Advocacy)</i></p>	<ol style="list-style-type: none"> <li>1. Identify social policy and impact (K)</li> <li>2. Assess social policy impact (K, CA)</li> <li>3. Apply critical thinking to policies (K, S)</li> </ol>
<p><b>6. ENGAGE individuals, families, groups, organizations, communities</b></p> <p><i>(PLO2 Use of Self, 4 Apply Theory)</i></p>	<ol style="list-style-type: none"> <li>1. Apply HBSE, PIE &amp; other theories (K, S, CA)</li> <li>2. Use empathy, reflection, interpersonal skills to engage(S, CA)</li> </ol>
<p><b>7. ASSESS individuals, families, groups, organizations,, communities</b></p> <p><i>(PLO3 Critical Analysis, 4 Apply Theory, 7 Communication)</i></p>	<ol style="list-style-type: none"> <li>1. Collect &amp; organize data, apply critical thinking to interpret information (S, CA)</li> <li>2. Apply HBSE, PIE &amp; other theories to analyze (S, CA)</li> <li>3. Develop mutually agreed-on goals</li> <li>4. Select appropriate intervention strategies (S, CA)</li> </ol>
<p><b>8. INTERVENE with individuals, families, groups, organizations,, communities</b></p> <p><i>(PLO2 Use of Self, 3 Critical Analysis, 4 Apply Theory, 7 Communication)</i></p>	<ol style="list-style-type: none"> <li>1. Critically choose &amp; implement interventions (K, CA)</li> <li>2. Apply HBSE, PIE &amp; other theories to intervene (K, CA)</li> <li>3. Use inter-professional collaboration (S)</li> <li>4. Negotiate, mediate &amp; advocate (S)</li> </ol>
<p><b>9. EVALUATE practice with individuals, families, groups, organizations, communities</b></p> <p><i>(PLO 3 Critical Analysis, 4 Apply Theory, 5 Advocacy, 7 Communication)</i></p>	<ol style="list-style-type: none"> <li>1. Select &amp; use appropriate outcome evaluation methods (K, S, CA)</li> <li>2. Apply HBSE, PIE &amp; other theories in evaluation (K, S, CA)</li> <li>3. Critically analyze, monitor &amp; evaluate processes &amp; outcomes (S, CA)</li> <li>4. Apply findings to improve practice (S, CA)</li> </ol>

## SOCIAL WORK ASSESSMENT OUTCOMES AY 2021-2022

### 2021-2022 FOUNDATION YEAR FIELD ASSESSMENT OUTCOMES

#### Summary Outcomes for All Foundation Year Students

Competency <i>(Note: IFGOC=Individuals, Families, Groups, Organizations, Communities)</i>	% Students Obtaining a Minimum Score of $\geq 2$	Meets Program
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		Benchmark of 80%? ✓ Yes X No
1. Demonstrate ethical & prof. behavior	100.0% (N=58, Missing=7)	✓
2. Engage diversity & difference in practice	100.0% (N=58, Missing=7)	✓
3. Advance human rights & justice	98.3% (N=57, Missing=8)	✓
4. Engage in practice-informed research	96.2% (N=51, Missing=14)	✓
5. Engage in policy practice	91.1%(N=51, Missing=14)	✓
6. Engage with IFGOC	100.0% (N=58, Missing=7)	✓
7. Assess IFGOC	98.3%(N=58, Missing=7)	✓
8. Intervene with IFGOC	98.3%(N=58, Missing=7)	✓
9. Evaluate practice with IFGOC	98.3% (N=57, Missing=8)	✓

### 2021-2022 ADVANCED YEAR FIELD ASSESSMENT OUTCOMES: CYF CONCENTRATION

#### Summary Outcomes for All CYF Advanced Students

Competency	% Students Obtaining a Minimum Score of $\geq 3$	Meets Program Benchmark of 80%? ✓ Yes X No
1. Demonstrate ethical & prof. behavior	91.7%(N=24, Missing=4)	✓
2. Engage diversity & difference in practice	95.8%(N=24, Missing=4)	✓
3. Advance human rights & Justice	91.7%(N=24, Missing=4)	✓
4. Engage in practice-informed research	87.5%(N=23, Missing=5)	✓
5. Engage in policy practice	83.3%(N=24, Missing=4)	✓
6. Engage with IFGOC	91.7%(N=24, Missing=4)	✓
7. Assess IFGOC	91.7%(N=24, Missing=4)	✓
8. Intervene with IFGOC	91.7%(N=24, Missing=4)	✓
9. Evaluate practice with IFGOC	91.7%(N=24, Missing=4)	✓

### 2021-2022 ADVANCED YEAR FIELD ASSESSMENT OUTCOMES: CMH CONCENTRATION

#### Summary Outcomes for All Advanced Year CMH Students

Competency	% Students Obtaining a Minimum Score of $\geq 3$	Meets Program Benchmark of 80%? ✓ Yes X No
1. Demonstrate ethical & prof. behavior	89.3%(N=28, Missing=2)	✓
2. Engage diversity & difference in practice	96.4%(N=28, Missing=2)	✓

3. Advance human rights & Justice	82.1%(N=28, Missing=2)	✓
4. Engage in practice-informed research	82.1%(N=28, Missing=2)	✓
5. Engage in policy practice	85.2%(N=27, Missing=3)	✓
6. Engage with IFGOC	85.7%(N=28, Missing=2)	✓
7. Assess IFGOC	89.3%(N=28, Missing=2)	✓
8. Intervene with IFGOC	85.7%(N=28, Missing=2)	✓
9. Evaluate practice with IFGOC	83.3%(N=24, Missing=6)	✓

## Field Reports Received:

All Foundation Year: 59/65 = 90.8%

CMH 28/30 = 93.3%

CYF 24/28 = 85.7%

### SOCIAL WORK STUDENT AND FACULTY CHARACTERISTICS (EXTRACTED FROM PIONEER INSIGHTS ON 9/21/2022)

## Social Work: Race/Ethnicity

		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		n	%	n	%	n	%	n	%	n	%
Graduate	Asian	19	14%	17	11%	19	13%	15	11%	24	19%
	Black	33	24%	33	22%	33	22%	32	23%	22	17%
	Hawaiian/PI	1	1%	1	1%	1	1%	2	1%	2	2%
	International	5	4%	6	4%	1	1%	2	1%	3	2%
	Latinx	58	42%	58	39%	51	34%	49	36%	48	37%
	Multirace	6	4%	4	3%	5	3%	6	4%	5	4%
	Unknown	6	4%	4	3%	9	6%	8	6%	5	4%
	White	10	7%	26	17%	31	21%	23	17%	20	16%

## Social Work: First Generation

		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		n	%	n	%	n	%	n	%	n	%
Graduate	FG	101	73%	105	70%	95	63%	86	63%	78	60%
	Non-FG	37	27%	44	30%	55	37%	51	37%	51	40%
	Total	138	100%	149	100%	150	100%	137	100%	129	100%
Grand Total		138	100%	149	100%	150	100%	137	100%	129	100%

## Social Work: URM

		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		n	%	n	%	n	%	n	%	n	%
Graduate	URM	91	66%	91	61%	84	56%	81	59%	70	54%
	Non-URM	47	34%	58	39%	66	44%	56	41%	59	46%
	Total	138	100%	149	100%	150	100%	137	100%	129	100%
Grand Total		138	100%	149	100%	150	100%	137	100%	129	100%

