Department: School of Social Work  
Program: BASW and MSW  
College: CASA  
Website: http://www.sjsu.edu/socialwork/  

Check here if your website addresses the University Learning Goals. <If so, please provide the link.>  
Program Accreditation (if any): http://www.sjsu.edu/socialwork/accreditation/  
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Date of Report: May 27, 2014

Part A  
<In the 2013-14 AY, we would like to establish a baseline for all degree programs on campus, and we ask that you fill out Items 1 – 5 for all degree programs in your department. In subsequent years, you will only need to note changes from the baseline year.>

1. List of Program Learning Outcomes (PLOs)  
The curriculum for the School of Social Work is guided by ten core competency areas, which are defined by the Council on Social Work Education (CSWE) and are reflective of the program mission and goals. Each competency area is operationalized by practice behaviors: specific knowledge, values, and skills needed for generalist practice (BASW) graduates or applied in advanced practice with additional specialized knowledge and skills (MSW). The core competencies for the BASW and MSW Programs are outlined below:

Each graduate of the Social Work Programs is able to...

1. Identify as a professional social workers and conduct themselves accordingly.  
2. Apply social work ethical principles to guide professional practice.  
3. Apply critical thinking to inform and communicate professional judgments.  
4. Engage diversity and difference in practice.  
5. Advance human rights and social and economic justice.  
7. Apply knowledge of human behavior and the social environment.  
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.  
9. Respond to contexts that shape practice.
10. Engage, Assess, Intervene, and evaluate in practice with individuals, groups, organizations and communities.

10(a) Engagement
10(b) Assessment
10(c) Intervention
10(d) Evaluation

In addition, there are 41 practice behaviors that are assessed at the BASW and MSW levels. The majority of them are assessed in the students’ internship sites. The rationale for locating the majority of the assessment items in the internship experiences of the students is based on the assumption that it is within this context that theoretical and practice are integrated.

2. Please see Attachment 1 for list of competencies and practice behaviors that are the PLOS for the BASW and MSW programs As stated previously, these PLOs reflect the competencies required by CSWE. These PLOs have been reviewed and approved by the Curriculum Committees of the BASW and MSW programs and also approved by the faculty as a whole. The faculty establishes the benchmark for achievement of these PLOs at 80%. <Please list PLOs and indicate how faculty decide on PLO content and criteria for assessing levels of mastery. The PLOs should be appropriate to the degree and consider national disciplinary standards. Each outcome should describe how students can demonstrate learning.>

3. Map of PLOs to University Learning Goals (ULGs)
   <Please indicate how your PLOs map to the University Learning Goals. Describe the collaborative process used to create or interpret the map.>

4. Alignment – Matrix of PLOs to Courses
   This matrix is being completed at this time and will be available as soon as the Self-Study is finished on August 1st. We will submit it at that time along with other assessment data

5. Planning – Assessment Schedule
   Per the School’s re-accreditation requirements established by the Council on Social Work Education, annual assessments are required for both the BASW and MSW programs. As stated above, 10 core competencies and 41 practice behaviors are assessed annually. Last year’s finding are available on the SSW website--- http://www.sjsu.edu/socialwork/accreditation/. These reports were also submitted to the university last year. The School is currently collecting this year’s data and will be finalizing the findings in July 2014. The School has to submit its Self-Study for re-accreditation August 1, 2014.

6. Student Experience
   The SLOs (competencies) are available on the School’s website. They are also identified in all of the syllabi in required courses for the completion of the BASW and MSW degrees. Graduating students participate in exit surveys that are self-assessments of their perceptions of their achievement of the 10 competencies and practice behaviors. Aggregate information is shared with the faculty. Student representatives attend faculty meetings and have an opportunity to have input into the discussion of the findings.

Part B
<The following items 6-9 will be provided by the IEA office by March 1 every year. The departments are
welcome to obtain the data on their own, and/or to report other relevant data for their particular programs if deemed important.

7. **Graduation Rates for Total, Non URM and URM students (per program and degree)**
   The graduation six year rate for total is 18.8%. Although this is a very low percentage, the BASW program has very few freshmen declare the major (16 in 2007). The Non URM is 14% and the URM is 86%. Most of the majors are transfer or change of major students. The total transfers three year graduation rate is 52.3% and the five year rate is 66.2%. The Non-URM is 31% and the URM is 71%.

8. **Headcounts of program majors and new students (per program and degree)**
   The head count of the BASW program for fall 2013 is 214 and the MSW program is 308.

9. **SFR and average section size (per program)**
   The student-to-faculty ratio (SFR) for the BASW program is 31 for lower division, 21.9 for upper division and the MSW graduate division is 15.1.

10. **Percentage of tenured/tenure-track instructional faculty (per department)**
    Twenty-two percent of all faculty teaching in the school 2013/14 is tenured/tenure track faculty.

11. **Closing the Loop/Recommended Actions**
    The primary focus of program improvements in both the BASW and MSW programs has been related to Field Education. The School is working on improving the seminars attached to the internship experience. The school has also increased its staffing in the Field Education department in order to address the learning needs of the students and to increase satisfaction amongst the students concerning the placement process. Curricular changes are being done to integrate research and practice more successfully plus enabling students to feel more confident in advocacy roles.

12. **Assessment Data**
    As stated earlier in this document, this data will be forthcoming in July 2014.

13. **Analysis**
    As stated earlier in this document, this analysis will be forthcoming in July 2014.

14. **Proposal changes and goals (if any)**
    As stated earlier in this document, proposed changes will be forthcoming in July 2014.