Council on Social Work Education

Commission on Accreditation

Site Visit Report

Program Visited Name: California State University, Chico

Program Visited State: California

Program Visited: MSW

Dates of Visit: October 11-12, 2016

Site Visitor Name: **Michael R. Daley (MSW)**

JoDee Keller (BSW)

The site visitor thanks the students, community members, Social Work faculty, and University Administration of California State University, for their cordiality, cooperation, and candor in sharing both information and perceptions about the MSW program in social work.

1. **Site Visit Schedule** (see Appendix A)

2. **Summary of Discussion on General Questions**

a) **Program Mission and Goals (AS 1.0)**

All parties with whom the site visitor met including administrators, faculty, community partners, and students articulated a clear and consistent understanding of the social work program mission. The University administration was very positive about the good things social work was doing and indicated that the School provided good leadership for other programs. University administrators emphasized the importance of the University's service mission within the region and the Social Work Program's role in carrying out the mission. The California State University, Chico MSW Program articulates a mission of:

> *The mission of the School of Social Work is to provide accessible, high quality education for generalist practice at the baccalaureate level and advanced generalist practice and leadership at the graduate level. We educate students to be ethical, knowledgeable, and*

> *versatile practitioners and leaders who value collaboration, social and economic justice, and lifelong learning.*

The MSW program also identifies seven program goals as:

1. *Prepare social workers to provide leadership for social service agencies and communities in Northern California and the profession.*
2. *Prepare social workers with the knowledge, values, ethics and skills for advanced generalist professional practice with multi-level systems.*
3. *Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region.*
4. *Prepare social workers as leaders in advocacy and social and political action to promote human rights, social and economic justice.*
5. *Prepare social workers who commit to the enhancement of the profession and their own professional conduct and growth.*
6. *Partner with community service agencies to produce competent social workers.*
7. *Prepare social workers to think critically and effectively utilize various sources of information to build on strengths and address complex problems.*

In conversations with the University administrators the Social Work program's role in achieving goals related to providing leadership for social welfare in the region, educating for cultural competence/humility, and in developing partnerships with community agencies was most evident. The University President is a former Dean of the College on which Social Work is housed and was quite knowledgeable about social work, the MSW program and its achievements. During these discussions Social Work was pointed to as a good example for other academic units within the college in terms of community involvement, cultural competence, response to community issues, and in helping to professionalize the labor force. University administrators see the MSW Program's mission and goals as consistent with those of the University, and Social Work as an important program with the institution. The University has a diversity initiative that has helped to diversify the campus in recent years and includes activities like a diversity academy, and teach-ins related to fighting racism. The administration pointed out that the social work faculty are diverse and represent the campus well in its diversity initiatives.

The community partners spoke to the close relationship between the MSW program and their agencies and referred to it as a "partnership". The importance of social work in professionalizing their agencies was also emphasized. The region is rural and on in which it was hard to attract and retain professional social workers. With the advent of the MSW program social workers could be educated and retained at home. One community person discussed how a significant portion of her agency had been transformed from a bias against social work to one in which the majority of the workers held social work credentials. Many of the community representatives were leaders in their agencies and served as either adjunct faculty, field instructors, or both. Many of them were also graduates of the MSW program and they spoke very highly of their experiences with the education and the current students they have in field placement. The

community representatives also discussed the value of the advanced generalist concentration in the region, in that it "broke down silos". The nature of practice in some of the remote communities in the region meant that workers had to be generalists and respond to diverse demands of practice. They also indicated that the MSW students were advanced in their placements and that under supervision they were doing things like program development and supervision of other interns. Community representative also indicated that the MSW students were well prepared in cultural humility, with one pointing out that students also helped keep them straight. The example was in the preparation of information packets for parents, a student inquired "where are the packets in Spanish"? Community partners indicated that students were well prepared, able to think critically, and were ethical in their approach to practice.

Social Work faculty members pointed out that their program serves a very large rural area, approximately the size of Ohio, with many remote communities in the mountains. This is an area with a need for professional services that has often had trouble attracting and retaining professionally educated social workers. Filling the need for social work in this region and "home growing" it are essential to who they believe they are. The faculty are committed to involvement in the community and involve students in community activities. This was echoed by community representatives and students. They also identified advanced skills that the students were learning and applying such as program development, supervision, and leading groups while under supervision. They explained the nature of practice is such that there are often few social workers in some communities and students/graduates have to do "everything", so a generalist/advanced generalist flexibility is needed.

The program's social and economic justice goals were also evident in discussions with all parties. They include student involvement in legislative projects and legislative days. Work with the economically disadvantaged through the SNAP program, work with the elderly, Hmong, and LGBT populations. The students and faculty both indicated that social work values and ethics guide their practice. Students were clear that they are frequently exposed to content on social work values and ethics and that this is reinforced in the field placements. Faculty and students articulated the importance of critical thinking and the use of evidence based approaches to intervention. Discussions with the students revealed that they were articulate and knowledgeable about the goals of the program. Students were also able to provide complex and comprehensive answers to questions which demonstrated their ability to think critically. Students were quite positive in their views about the quality of the educational experience they received in preparing them for social work practice.

b) Diversity(AS 3.1)

All parties (administration, faculty, students, community members) indicate a strong commitment to diversity in the learning environment, the classroom, and field placements.

California State University, Chico has initiated diversity efforts across the campus that has resulted in significant diversification of the student body. Administrators indicated they have developed a specific designation for diversity courses, added teach-ins on diversity, and a summer diversity academy has been created, and campus events such as a LGBT pride week have been instituted. These efforts help to enrich the broader environment promoting diversity. They report that social work is an active participant and in many cases a leader in the diversity efforts.

The social work faculty indicate that diversity is infused in their curriculum and the discussion of diversity begins with Introduction to Social Work, in which students are asked to critically reflect on diversity. Faculty also report that they have access to external funds that help to bring speakers on diversity to the students and campus. For example a speaker from the Gender Health Center was brought to campus to speak to issues involving hormone therapy with transgender persons. The School of Social Work also has close relationships with campus centers such as the Center on Again which helps to bring external speakers and involve students in diversity related events. Often these discussions and events are interdisciplinary in nature. Students are required to attend at least some of these sponsored events. Faculty and students are also involved with NASW related events such as ballot initiatives in terms of their effects on diversity and social and economic justice. Students actively participate in political activity related to these initiatives. Recently a speaker was brought to campus to speak about the Housing First Program that seeks to address the economically disadvantaged homeless populaiton.

Students report that content and involvement in diversity is a strong part of their educational experience. Community members, many of whom are graduates of the MSW program, reinforced that in their comments. Students talked with some pride of involvement in campus and community related events with the elderly and Hmong, the speaker on housing, and NASW legislative efforts. Community members report that students in field placement are well prepared to deal with the diverse clientele served by the agency. To sum up this discussion, one student said "cultural humility and diversity becomes part of who we are".

c) **Assessment (AS 4.0)**

The MSW program reports that it is actively involved in ongoing assessment related to program competencies and that the data obtained is discussed and used to inform decisions for program modification and improvement. Three assessment measures are used: student self-assessment, field instructor ratings of the students, and embedded course assignments. All measures are tied to the CSWE educational competencies.

The School of Social Work has an assessment committee that directs the administration of assessment data collection, analyzes it, and reports the results to faculty. At the beginning of the

year assessment results for the MSW and the BSW programs are reported to the faculty and discussed. Faculty then make appropriate program modifications based on the data. The program has been meeting its benchmarks, but the faculty tend to focus on competency areas in which the scores are lowest (i.e. closest to the benchmark).   Results and modifications may be referred to the respective curriculum committee within the school. At present since the assessment results exceed the benchmarks and the MSW program adjustments that have been made are essentially fine tuning of existing courses.

The faculty members appear to approach the assessment in a thoughtful way. They use exit interviews conducted with focus groups of students to help them refine their measures and to interpret assessment results. The field faculty members also train field instructors on the language and expectations of the competencies so that their ratings will be more reliable. This is done at field orientations. The system of designing the course embed assignments involves the members of the faculty to help promote their engagement in the process.

The University administration was quite positive in its view of the School of Social Work's assessment results. They stated on more than one occasion that social work is a campus leader and that they are used an example for other departments, especially within their college.

3.   Specific Questions

Accreditation Standard M2.0.2: The program discusses how its mission and goals are consistent with advanced practice (EP M2.2).

The program discussed connections between course content and foundation and advanced practice. However, the program did not discuss how its mission and goals are consistent with advanced practice *(EP M2.2).*

The site visitor is asked to have the program discuss how its mission and goals are consistent with advanced practice *(EP M2.2).*

The MSW Program has one concentration in advanced generalist practice. This concentration appears to be consistent with the needs of the rural service region in which they are located. The University administration was pleased with the program's response to the needs of the local region, and both the program and community representatives were in agreement that given the rural region an advanced generalist approach was appropriate. Community representatives who held both micro and macro level positions spoke to the need to respond to the varied needs of small communities where resources were scarce and that a social worker often had to be flexible and "wear many hats".   Some of the communities served may be isolated for periods of time due to bad weather in the surrounding mountains and the availability of multi-skilled social workers in those communities is a plus.

Students, community representatives, and program faculty all indicated that the MSW

education that was received was both generalist and advanced. Students frequently spoke of preparation in micro, mezzo, and macro practice. They also indicated they had an opportunity to apply these skills in practice. Community representatives agreed students were prepared as advanced generalists. When asked if what they learned and applied was advanced, the response was a quick "yes" and several examples were provided that illustrated advanced activities in field. For example, students were involved in writing white papers and working with legislators to get more training for nursing home administrators, were involved in program evaluation, program development, grant writing, and clinical experiences.

In discussing the program goals, three of them came through most consistently and clearly. These were the preparation for leadership, culturally competent practice, partnerships with the community, and advanced generalist practice. These areas were most frequently mentioned in the discussions with faculty, community representatives, and students. Given the frequency and consistency of discussion it appears that these goals are the most strongly and clearly emphasized, and it is how those who are associated with the program identify with it. Less often mentioned, but evident in how faculty, students, and community representatives think of the program were values and ethics and social and economic justice.

Students and faculty were clear that evidence based practice, critical analysis of issues, ethics and values are emphasized in the program and both students and community members believed that these qualities were exhibited in field. One community person said that she had identified leadership qualities in a field student that she planned to develop for future leadership position in her agency. Another indicated that when she was hired her agency had few social workers, but now the leaders of the agency were primarily MSWs who graduated from the program. Another student had helped to get regulations passed requiring education in LGBT issues for all nursing home administrators. Students believed their educational experiences and field placements prepared them for advanced practice and without hesitation provided examples of program development and supervision activities.

Accreditation Standard 2.1.1: The program connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

The program discussed how it connects the conceptual contributions of the classroom with the practice settings. However, the program did not discuss how it connects theoretical contributions of the classroom with the practice setting.

The site visitor is asked to have the program connect theoretical contributions of the classroom with the practice setting.

The MSW program connects the theoretical and conceptual components contained in the classroom with the field practicum through the student field contract, a comprehensive examination, and case and agency presentations in the field seminar. The field placement process begins with an orientation meeting in which the student, faculty liaison, and the agency representative come together to outline and negotiate a field contract for the student prior to placement. The basic contract includes the core and advanced competencies used by the program. This helps to ensure that competencies, as demonstrated by behaviors, are incorporated into the learning contract. Students may negotiate to add additional competencies and activities to the contact. This contract is then used to evaluate the student in field, so that the same competencies developed in the classroom are incorporated into the field placement.

Each MSW student must also complete a comprehensive examination which much be completed prior to graduation. This examination requires students to demonstrate the curriculum competencies and bring in examples from their field experience. The field seminar also helps to integrate classroom content with field. In the field seminar students must complete both a case and an agency presentation which require students to connect competencies from their courses to their agency field experience.

Community representatives, many of whom are field instructors indicated that they receive training as field instructors which contains content on the MSW program competencies and they use these competencies to evaluate students. There appears to be a close relationship between field instructors and the School and community representatives indicate an ongoing dialogue to clarify expectations when the interpretation of competencies is unclear. Students are familiar with the competencies and report that they not only believe they are developing them but demonstrating them in field. As one student indicated she believed that she was exposed to so much diversity that it felt like it became part of "who she was".

Accreditation Standard M2.1.2: The program provides advanced practice opportunities for students to demonstrate the program's competencies.

The program discussed that they provide advanced practice opportunities to students. However, the program did not discuss how advanced practice opportunities demonstrate the program's competencies .

The site visitor is asked to have the program discuss how it provides advanced practice opportunities for students to demonstrate the program's competencies.

The MSW faculty indicated that students demonstrate advanced competencies through course embed assignments in the classroom and through their field placements. There is a field orientation that occurs before students are placed and field opportunities are identified. The program, potential field agency, and the student participate in that meeting to help negotiate the responsibilities that the students will have during the placement. This results in a field contract that ties advanced practice behaviors to the field learning

experience. If the duties are not sufficiently advanced a school based faculty liaison advocates for more advanced responsibility. The field contract is then used to evaluate the student's performance in field. Generally the contracts are negotiated to give the students more autonomy in field at the MSW level, while still receiving appropriate supervision. The field seminar is used to provide reinforcement for integration of classroom content in field related to advanced practice.

The faculty, community representatives, and students clearly communicated that second year MSW students engaged in advanced practice in field. Two commonly mentioned responsibilities were those of program development and supervision of BSW students. All parties mentioned these. Community members and students promptly responded that student field responsibilities were advanced and gave specific examples of program development, group leadership, or supervision activities. Faculty, community members, and students all believed that the program developed leadership skills. It was pointed out that many of the students move quickly into agency leadership positions and that they were prepared for this. One of the community representatives who met with the visitor was already in such a position after having been out of school for a little more than a year. All parties were clear that given the shortage of professional social workers in the service region preparation for leadership is an important part of the advanced generalist preparation. The students and community members indicated that MSW students were prepared with skills that helped them make this quick transition from student to leadership positions in the agencies.

Accreditation Standard 3.2.2: The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

The program described the process and procedures for evaluating applications and notifying applicants of their acceptance into the program. However, the program did not describe the process and procedures for notifying applicants who have been denied acceptance into the program.

The site visitor is asked to have the program describe the process and procedures for notifying applicants who have been denied acceptance into the program.

The MSW program provided the site visitor with a written response to the CSWE LOI that indicated students are notified of denial of acceptance into the program in the same manner that students are notified of acceptance to the program. This was confirmed verbally in discussions with the faculty. Students who are denied admission receive a letter notifying them of non-admission.

Accreditation Standard 3.2.6: The program describes its academic and professional advising policies and procedures . Professional advising is provided by social work program faculty, staff, or both.

The program described the academic advising policies and procedures. However, the program did not describe professional advising policies and procedures or identify if professional advising is provided by social work faculty, staff, or both.

The site visitor is asked to have the program describe professional advising policies and procedures and identify if professional advising is provided by social work faculty, staff, or both.

The MSW program faculty clarified their advising policies for the site visitor. Upon enrolling in the program students are assigned a faculty advisor. The faculty advisor works with the student on a range of advising issues including professional issues. Such issues include academic progress, course selection, suitability for social work, selection of field placements, career options within social work, and other professional related matters. Staff members are only involved in aspects of advising such as registration and scheduling. Students were very clear that they find program faculty members available to them if needed and consider this a real strength of the program. Members of the faculty were commended for going above and beyond the norm to help students succeed in the program.   The MSW program also provided specific details of their professional advising in the response to the CSWE LOI that is attached to this report.

Accreditation Standard 4.0.2: The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

The program provided general information related to the competencies. However, the program did not provide summary data and outcomes for the assessment of each of its competencies as operationalized by the practice behaviors, identifying the percentage of students achieving each benchmark.

The MSW program provided the site visitors with a written response to the CSWE LOI which is attached to this report. This response includes information on the evaluation of the practice behaviors as operationalized in the program. Subsequent discussions with the faculty indicated that this information had been provided in the original self-study, but had been placed in an appendix. Unfortunately the reference in the text to the table number in the appendix was incorrect, making this information more difficult to locate.

.

Appendix A

**School of Social Work
Accreditation Site Visit**

October 10-12, 2016

Itinerary

Day/Date	Time	Activity	Location	Host
Monday 10/10	Afternoon	Arrive in Sacramento		David
	7:00 PM	Dinner with Directors Dr. David Bassett, Director Dr. Jean Schuldberg, MSW Director Dr. Vincent Ornelas, BSW Director		David Jean Vince
Tuesday 10/11	8:45	Meet and escort to Kendall Hall	Hotel Diamond	David
	9:00	Meet with Administration Dr. Gayle E. Hutchinson, President Dr. Arno Rethans, Provost's Designee Dr. Ryan Patten, Associate Dean	Kendall Hall	David
	10:00	Meet with Faculty	Butte 509	Vincent
	12:15	Lunch with Students	Kendall 207	David
	1:45	Meet with Assessment Committee	Butte 509	Sue
	3:00	Meet with Community Reps	Butte 509	Patty
	3:45	Adjourn		

Wednesday 10/12	8:45	Pick up and escort	Hotel Diamond	David
	9:00	Exit meeting with School Administrators	Butte 509	David
	10:00	Exit meeting with faculty	Butte 509	David
	11:30	Exit Meeting with Administration Dr. Gayle E. Hutchinson, President Dr. Arno Rethans, Provost's Designee Dr. Ryan Patten, Associate Dean	Kendall Hall	David
	12:30	Adjourn		
	1:00	Depart for Sacramento	Hotel Diamond	David

Administrators:

Dr. Gayle E. Hutchinson, President
Dr. Arno Rethans, Provost's Designee
Dr. Ryan Patten, Associate Dean

Faculty:

David Bassett, Director
Chelsea Cornell, IV-E Coordinator
Sue Steiner, Professor
Patty Hunter, Director of Field
Celeste A. Jones, Professor, Director of the Interdisciplinary Center on Aging
Pam Johansen, Professor
Meka Klungtvet-Morano, Title IV-E Coordinator
Vincent Ornelas, BSW Director
Kathy Cox, Associate Professor
Kui-Hee Song, Associate Professor
Jean Schuldberg, Professor

Community Partners:

Glenna Akers, Passages/Prog. Director

January Giles, NUCSS/AFI/ Program Manager

Jennifer Barzey, Youth for Change/AFI/Alumni

Melody Robinson, BC Behavioral Health/AFI/ Alumni

Ken Crandall, Superior Region Workforce Education and Training

Patrick Borell, Butte County Dept. of Behavioral Health/Clinical Supv.

Patty Hunter, CSU Chico

Shelby Boston, Butte County DESS/ Assistant Director

Emma Black, Glenn Co. Child Welfare/ Social Work Supervisor/ Intern Coord.

Students:

7 MSW students (both years included).

17 BSW students.

<div align="center">

Appendix A

Program Response to CSWE LOI Provided to Site Visitors on Site:

</div>

California State University, Chico

Chico, California 95929-0550

School of Social Work

530-898-6204

Fax: 530-898-5574

Responses to COA Concerns – MSW Program

1) Accreditation Standard M2.0.2: *[The program] discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

The program discussed connections between course content and foundation and advanced practice. However, the program did not discuss how its mission and goals are consistent with advanced practice (EP M2.2).

The mission statement of the School of Social Work specifically talks about preparing MSW students for advanced generalist practice. The mission statement also notes that practitioners must be ethical, knowledgeable, and versatile, all important parts of advanced practice. Additionally, the School's mission statement notes that we are educating students to become leaders, which we believe is an essential part of advanced practice. Finally, the mission statement notes that we educate practitioners and leaders who value collaboration and justice, also part of effective advanced practice.

The goals of the MSW program are also consistent with advanced practice. We specifically note in our goals that we are preparing "social workers with the knowledge, values, ethics and skills for advanced generalist professional practice with multi-level systems." As noted above, in our goals we stress the importance of educating our students to become leaders in agencies, communities, and the profession in our region. We believe that leadership is essential and is representative of advanced practice skills

and knowledge. Our MSW Program goals state that we prepare students for culturally competent practice that is consistent with the realities and needs of our region. This requires an understanding of the complexities that exist in people's lives and an understanding of the complex nature of socially constructed problems and sophisticated solutions that meet the needs of people in the region. Finally, our goals note that we are preparing students who will be leader in advocacy and social and political action, aimed at promoting human right and social and economic justice, using critical thinking skills to effectively utilize various sources of information to solve complex problems. We believe that all of this is consistent with advanced generalist practice.

2) **Accreditation Standard 2.1.1:** *[The program] connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

The program discussed how it connects the conceptual contributions of the classroom with the practice settings. However, the program did not discuss how it connects theoretical contributions of the classroom with the practice setting.

Students in the MSW Program learn about theory and connect it to their work in actual practice settings in a number of ways. For example:

- In required Field Seminars in both the Foundation and Concentration years, students prepare and give case presentations. In the presentations they are asked to discuss the theoretical approach they are using with the client system and discuss the theories used in the agency setting.
- In the Comprehensive Exam, taken during spring semester of the Concentration year, students discuss a case from their field practicum and must discuss the theoretical approach that guided their work.
- In both the micro and macro human behavior courses, we use embedded assignments to assess student learning. Both assignments require students to discuss theory and how it shapes their practice in the field.
- Faculty Field Liaisons meet with students and Agency Field Instructor at least once per semester. During the first visit Field Liaisons are asked to discuss what types of theories are utilized in the agency and how that shapes practice.

3) Accreditation Standard M2.1.2: *[The program] provides advanced practice opportunities for students to demonstrate the program's competencies.*

The program discussed that they provide advanced practice opportunities to students. However, the program did not discuss how advanced practice opportunities demonstrate the program's competencies.

As was noted in our document, students have the opportunity to demonstrate the program's competencies in their Concentration year field practicum. We ensure that the advanced practice opportunities demonstrate the program's competencies in several ways. First, each student, in conjunction with his or her Faculty Field Liaison and Agency Field Instructor, develops a Learning Contract. The Learning Contract is based on the program's competencies. In the Learning Contract students must describe practice experiences they will have during the practicum that will allow them to develop the skills, attitudes, and knowledge to demonstrate mastery of each of the program's competencies. In the contract they must also note how each competency-based activity will be evaluated. Additionally, each student and Agency Field Instructor completes a Final Field Evaluation. This Evaluation is based on the program's competencies and practice behaviors. The combination of the Learning Contract and Final Evaluation link the advanced practice opportunities directly to the program's competencies.

4) Accreditation Standard 3.2.2: *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

The program described the process and procedures for evaluating applications and notifying applicants of their acceptance into the program. However, the program did not describe the process and procedures for notifying applicants who have been denied acceptance into the program.

The program notifies all applicants, those who have been accepted into the program and those who have been denied admission, in the same manner. All applicants are sent a letter telling them whether they have been accepted, placed on the waiting list, or denied admission.

5) Accreditation Standard 3.2.6: *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

The program described the academic advising policies and procedures. However, the program did not describe professional advising policies and procedures or identify if professional advising is provided by social work faculty, staff, or both.

Each student entering the MSW Program is assigned a faculty advisor. Students meet with their faculty advisor for the first time during the new student orientation at the beginning of their first semester. The faculty advisors are all full-time faculty members with an MSW or an MSW and a Ph.D. Faculty advisors provide professional advice and students are encouraged to meet as needed with their faculty advisor.

As noted in our accreditation document beginning on p. 123 (the direct answer to the question is bolded below):

Advisement by Faculty

Prior to the beginning of classes, students are informed, through their acceptance letter, to contact the MSW Program Director with questions regarding the MSW program and their graduate education experience. Students are introduced to their program advisor during the mandatory orientation in the fall semester. The advisees meet as a group with the assigned advisor, allowing time to ask question and develop contact information. The Administrative Coordinator prints out a list of advisees each semester for the advisors. If applicable, it is noted as to the specific stipend program that the student may be enrolled.

After the beginning of classes, students are encouraged to consult the faculty adviser assigned to them for the following purposes:

- To assess her/his aptitude and motivation for social work
- To become knowledgeable regarding potential field settings
- To decide whether to complete a thesis, project, or comprehensive examination
- To assist in selecting the thesis or project chair, and committee when appropriate
- To assist in monitoring academic performance (when a student's GPA is in danger of falling below a 3.0, or a student has failed to maintain a solid B where required, the adviser consults with the student to develop a corrective plan)
- To notify the MSW Program Director of academic and professional performance difficulties, and/or to notify the Field Education Director of problems in the field practicum
- To consult, support, and guide when program difficulties or concerns arise
- To assist in locating campus resources and making referrals when appropriate
- To provide suggestions and alternatives for another career choice or major if appropriate

Advising Policies and Procedures

Faculty are encouraged to contact a student's advisor if the student is experiencing academic, professional, and/or personal difficulties that are impeding the student's progress in the MSW Program. The School has a reputation for individual attention to student needs, and thus experiences a high retention rate in the MSW program. **Faculty advisors are availably through weekly office hours, by email, phone and individual appointment. Faculty also provide professional guidance and career planning, coordinating with the Director of Field Education and Field Liaisons as needed to address student career goals. The Mental Health Stipend Coordinator, Title IV-E Program Coordinator, and Practicum Partnership Program (PPP) Director also provide advising for students interested in these programs as well as currently participating students.**

6) Accreditation Standard 4.0.2: The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

The program provided general information related to the competencies. However, the program did not provide summary data and outcomes for the assessment of each of its competencies as operationalized by the practice behaviors, identifying the percentage of students achieving each benchmark.

The site visitor is asked to have the program provide summary data and outcomes for the assessment of each of its competencies as operationalized by the practice behaviors, identifying the percentage of students achieving each benchmark.

In the body of our accreditation document we included two detailed tables providing summary data and outcomes for each of the program competencies at the foundation and concentration levels. We noted in the body of the document that detailed data on all of the practice behaviors was included in an appendix. The tables from the text included the competency, the benchmark, and the percentage of students meeting the benchmark. Both tables and the introductory comments are below.

The tables from the Appendix 27 (it was mistakenly noted as Appendix 29 in the text of our document, which might have caused some confusion from reviewers) that contain detailed data on the practice behaviors are below as well. After speaking with our consultant (a former commissioner) and our CSWE Program Specialist, we do not know what other summary data the COA might be looking for.

Outcomes from Assessment of the Explicit Curriculum

Tables 4.4 and 4.5 below provide outcome data from the academic year 2014/2015 for each foundation and concentration competency. The data is an average score from each practice behavior and measure for the competency. Detailed data on all practice behaviors from all measures from the academic year 2014/2015 is provided in **Appendix 27.**

Table 4.4 Average Scores for Foundation Competencies

Average Score of all Foundation Practice Behaviors on All Measures of Competencies AY 2014/2015		
Competency	**Competency Benchmark**	**Percent of students meeting benchmark**
Identify as a professional social worker and conduct oneself accordingly	80% score "4" or above	94
Apply social work ethical principles to guide professional practice	80% score "4" or above	93
Apply critical thinking to inform and communicate professional judgments	80% score "4" or above	92
Engage diversity and difference in practice	80% score "4" or above	94
Advance human rights and social and economic justice	80% score "4" or above	90
Engage in research-informed practice and practice-informed research	80% score "4" or above	86
Apply knowledge of human behavior and the social environment	80% score "4" or above	87
Engage in policy practice to advance social and economic well-being and to deliver effective social work services	80% score "4" or above	84
Respond to contexts that shape practice	80% score "4" or above	85
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	80% score "4" or above	90
Engagement	80% score "4" or above	93
Assessment	80% score "4" or above	91
Intervention	80% score "4" or above	89
Evaluation	80% score "4" or above	85

Table 4.5 Average Scores for Advanced Generalist Concentration Competencies

Average Score of all Advanced Practice Behaviors on All Measures of Competencies AY 2014/2015		
Competency	Competency Benchmark	Percent of students meeting benchmark
Identify as a professional social worker and conduct oneself accordingly	80% score "4" or above	92
Apply social work ethical principles to guide professional practice	80% score "4" or above	87
Apply critical thinking to inform and communicate professional judgments	80% score "4" or above	93
Engage diversity and difference in practice	80% score "4" or above	89
Advance human rights and social and economic justice	80% score "4" or above	88
Engage in research-informed practice and practice-informed research	80% score "4" or above	78
Apply knowledge of human behavior and the social environment	80% score "4" or above	83
Engage in policy practice to advance social and economic well-being and to deliver effective social work services	80% score "4" or above	80
Respond to contexts that shape practice	80% score "4" or above	81
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	80% score "4" or above	94
Engagement	80% score "4" or above	94
Assessment	80% score "4" or above	87
Intervention	80% score "4" or above	89
Evaluation	80% score "4" or above	84

Appendix 27 Complete Data from All Measures on All Practice Behaviors

Foundation Outcome Results for Competencies and Practice Behaviors Using All Measures

Foundation Competencies and Practice Behaviors	Benchmark	% of Students Meeting Benchmark Measure 1 Field Instructor Evaluation Or Embedded Assignment	% of Students Meeting Benchmark Measure 2 Student Field Evaluation	% of Students Meeting Benchmark of Measure 3 Embedded Assignment	Average Score For Competency and Practice Behavior
1. Identify as a professional social worker and conduct oneself accordingly	80% score "4" or above				**94**
A. advocate for client access to the services of social work		95	98	89	94

	Benchmark				
B. practice personal reflection and self-correction to assure continual professional development		95	96	91	94
C. attend to professional roles and boundaries		95	96	85	94
D. demonstrate professional demeanor in behavior, appearance, and communication		94	98	93	95
E. engage in career-long learning		94		96	95
F. use supervision and consultation		95	96	84	92
2. Apply social work ethical principles to guide professional practice	80% score "4" or above				**93**
A. recognize and manage personal values in a way that allows professional values to guide practice		97	98	90	95
B. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles		97	98	88	94
C. tolerate ambiguity in resolving ethical conflicts		95	91	88	91
D. apply strategies of ethical reasoning to arrive at principled decisions		95	89	90	91
3. Apply critical thinking to inform and communicate professional judgments	80% score "4" or above				**92**
A. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom		93	89	90	91
B. analyze models of assessment, prevention, intervention, and evaluation		93	96	90	93
C. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues		96	96	85	92
4. Engage diversity and difference in practice	80% score "4" or above				**94**
A. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		95	91	96	94
B. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		95	98	93	95

C. recognize and communicate their understanding of the importance of difference in shaping life experiences		95	98	87	93
D. view themselves as learners and engage those with whom they work as informants		95	98	88	94
5. Advance human rights and social and economic justice	80% score "4" or above				**90**
A. understand the forms and mechanisms of oppression and discrimination		95	96	91	94
B. advocate for human rights and social and economic justice		90	89	93	91
C. engage in practices that advance social and economic justice		81	78	93	84
6. Engage in research-informed practice and practice informed research	80% score "4" or above				**86**
A. use practice experience to inform scientific inquiry		89		93	91
B. use research evidence to inform practice		81	74	89	81
7. Apply knowledge of human behavior and the social environment	80% score "4" or above				**87**
A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation		88	78	75	80
B. critique and apply knowledge to understand person and environment		95	98	89	94
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services	80% score "4" or above				**84**
A. analyze, formulate, and advocate for policies that advance social well-being		77	72	89	79
B. collaborate with colleagues and clients for effective policy action		84		92	88
9. Respond to contexts that shape practice	80% score "4" or above				**85**
A. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services		86	85	100	90
B. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services		79	72	88	80
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	80% score "4" or above				**90**
A. Engagement					**93**

1. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities		93	93	91	92
2. use empathy and other interpersonal skills		90	91	94	92
3. develop a mutually agreed-on focus of work and desired outcomes		95	96	91	94
B. Assessment					**91**
1. collect, organize, and interpret client data		93	83	100	92
2. assess client strengths and limitations		95	89	100	95
3. develop mutually agreed-on intervention goals and objectives		90	89	94	91
4. select appropriate intervention strategies		90	85	87	87
C. Intervention					**89**
1. initiate actions to achieve organizational goals		88	87	91	89
2. implement prevention interventions that enhance client capacities		93	91	87	90
3. help clients resolve problems		97	89	94	93
4. negotiate, mediate, and advocate for clients		93	91	83	89
5. facilitate transitions and endings		86	78	92	85
D. Evaluation					**85**
1. Social workers critically analyze, monitor, and evaluate interventions		79	83	92	85

Concentration Outcome Results for Competencies and Practice Behaviors Using All Measures

Advanced Core Competencies and Practice Behaviors	Competency Benchmark	Percent of Students Meeting Benchmark Measure 1 Exit Survey N =60 Response Rate 75%	Percent of Students Meeting Benchmark Measure 2 Alumni Survey N=69	Percent of Students Meeting Benchmark Measure 3 Embedded Assignment	Average
1. Identify as a professional social worker and conduct oneself accordingly.	80% score "4" or above				**92**
Practice personal reflection and self-correction in practice with		86	94	97	92

a particular attention to diverse populations					
2. Apply social work ethical principles to guide professional practice.	80% score "4" or above				**87**
Use critical thinking skills to address complex ethical situations and respond appropriately based on the NASW Code of Ethics.		82	89	91	87
3. Apply critical thinking to inform and communicate professional judgments.	80% score "4" or above				**93**
Demonstrate the ability to communicate professional judgments to others in both verbal and written form.		91	95	100	95
Demonstrate the ability to consider and integrate multiple perspectives into the decision making process, with a particular focus on the situations of diverse populations		88	89	94	90
4. Engage diversity and difference in practice.	80% score "4" or above				**89**
Seek out situations in an effort to broaden cultural understanding		81	89	94	88
Note when personal biases arise and take initiative to discuss them with a supervisor or instructor		93	81	97	90
5. Advance human rights and social and economic justice.	80% score "4" or above				**88**
Actively participate in an effort to promote social and/or economic justice		85	81	97	88
6. Engage in research-informed practice and practice-informed research.	80% score "4" or above				**78**
Systematically collect, analyze and report data that informs practice decisions		68	69	97	78
7. Apply knowledge of human behavior and the social environment.	80% score "4" or above				**83**
Assess multiple conceptual frameworks, choose an appropriate one, and apply it to a practice situation		69	84	96	83
8. Engage in policy practice to advance social and	80% score "4" or above				**80**

economic well-being and to deliver effective social work services.					
Actively advocate for a policy that is affecting the lives of members of an oppressed or underserved population		67	77	96	80
9. Respond to contexts that shape practice.	80% score "4" or above				**81**
Demonstrate the ability to utilize scientific and/or technological knowledge to solve problems		82	68	93	81
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. **A. Engagement**	80% score "4" or above				**94**
Demonstrate empathy and other interpersonal practice skills in complex practice situations with diverse clients		91	95	96	94
B. Assessment					
Demonstrate the ability to select culturally appropriate intervention goals in cooperation with clients		78	84	100	87
C. Intervention					
Demonstrate the ability to help clients resolve complex problems while maintaining a focus on cultural humility and cultural competence		83	89	96	89
D. Evaluation					
Demonstrate the ability to develop a thoroughly researched and well-conceived plan to evaluate one's practice and or a program		78	76	97	84