

AS 8.a. Provide a one to five page description and graphic presentation of the program's assessment plan and procedures.

Master's Program

Evaluation Design

The evaluation strategy by the program to assess program objectives combines both a process and impact approach. The process evaluation examines three issues: (1) curriculum implementation and integrity which includes whether program objectives are being taught, (2) the effectiveness of faculty in teaching the curriculum and program objectives, and (3) the reaction of students to the curriculum. The process review relies on field and classroom evaluations, the alumni survey, and employer survey. The field and classroom evaluations provide feedback on the perceived quality of courses and instructors. These evaluations provide opportunities for students to rate courses on whether stated objectives are met, and are thus also a measure of program integrity. The feedback from these ratings is used to gauge whether instructors are addressing program objectives. The alumni are also queried at a minimum of 3 year intervals to reflect on their satisfaction with the program, and how well they feel the program prepared them for practice. Alumni were last surveyed in January 2009. This last report is deemed valuable given that former students can now assess their educational experience from the perspective of a practitioner. The employer survey provides us with data on how agency administrators view the relevance of the curriculum for the demands and needs of practice, as well as giving the faculty an assessment of how well students are prepared for practice. The two surveys help us understand the relevancy of our curriculum for the practice environment, and help us identify new needed areas for the curriculum. The employer survey was last given in February 2009.

The impact evaluation of program objectives examines the immediate and distal learning outcomes of the program. The Qualifying and Comprehensive Examinations are used to gauge the immediate effects of the program on student learning. The measuring of distal effects relies on the alumni and employer surveys and the LCSW exam pass/fail rates for our Direct Practice students. Currently, no such licensing and testing procedures are available for Administration graduates. The surveys provide us with data on student career trajectories and the impact of the program in the larger community. If the exams give us an assessment of whether the students have acquired the necessary learning; the distal measures give us data on the student's ability to apply that learning in practice. Thus these measures are crucial to gauging the success of an applied professional program. The Agency Survey provides data from employers on their perception of whether our graduates are meeting the practice communities' needs. The survey is directed to all agencies providing undergraduate and graduate field practicum sites. The Alumni survey provides us with employment and salary information, data on professional attainments, leadership roles (such as engagement in policy development and advocacy, research, administration and publication), professional development (professional memberships, continuing education, participation in professional conferences), the diversity of their clientele, the range of settings where graduates are employed, assessments by respondents on how effective

they perceived themselves to be in meeting challenges of practice, and how competent they feel to perform program objectives. These exams and the alumni/agency surveys are also process measures since the data is used to determine how well the program is meeting program objectives and imparting needed knowledge to students, and gives us some idea in what areas students are weak. The Licensure exam results are published by the California State Board of Examiners. These results allow us to compare the performance of Direct Practice graduates against other Schools of Social Work in the State.

This particular report will concentrate on presenting data from the impact evaluation that evaluates whether or not program objectives are being met. Table 3 is a representation of the program evaluation strategy.

Table 3: PROGRAM EVALUATION STRATEGY

Process		Impact on Learning	
Implementation	Consumer Satisfaction	Immediate	Distal
Qualifying examination	Course evaluations	Qualifying examination	Alumni survey
Field instruction Evaluation		Comprehensive examination	Licensure exams
Agency survey	Agency survey	Field instruction Evaluation	Agency survey
Alumni survey	Alumni survey	Thesis	

AS 8.b. A Summary of the data collected for each program objective.

The faculty is committed to the ongoing assessment of the master’s program curriculum. Over the years, a series of outcome measures have been developed to assist with this process. These measures are designed to assess program outcomes at different points in time and from the perspective of different constituent groups such as students, alumni, employers and field instructors. Some outcome measures are designed to determine the degree to which the program is meeting its objectives while students are engaged in the educational program and others are retrospective and allow graduates to assess how well the program’s objectives were met.

While students are enrolled in the program, the measurement process at the School level begins at the end of the first year of the MSW program with a qualifying examination and is then continued in the second year with several measurements, including field evaluations, agency survey, comprehensive examination or thesis and specialized assessments. The post graduation assessment includes a survey of alumni and graduates performance on the California Board of Behavioral Sciences Licensure Examination. The outcome measures used by the program to assess achievement of

programs objectives as part of the educational process are discussed below. All measures are included in the Appendix.

1. Qualifying Examination

The purpose of the qualifying examination is to determine if students have learned and integrated the required foundation content. The examination is objective and is given at the midpoint (end of the first year) of a student's graduate education. The exam provides the student with the opportunity to demonstrate his/her level of mastery of the foundation content. Successful completion of the examination is necessary before the student may be advanced to the candidacy. Students must obtain a score of 75 points out of 100 to pass the exam and are given two opportunities to pass the exam; if they fail to do so they are disqualified from the program. In order to assist students to prepare for the examination they are provided with a study guide.

The intent of the examination is to measure student's knowledge of major theories, concepts, values, ethics, and skills related to foundation content in social welfare policy, HBSE, research, social work practice, diversity, social and economic justice, and populations at risk. The school maintains an item pool that is updated each year. The pool allows for continual revision and updating of the exam. This outcome measure provides information which enables the faculty to determine if MSW program Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, and 13 have been achieved (or partially met).

The purpose of the qualifying examination is to determine if students have learned and integrated the required foundation content. The Foundation contains the knowledge, skills, and values held in common by all social workers, and the Foundation is sometimes referred to as generalist social work. The intent of the examination is to measure students' learning of major theories, concepts, values, ethics, and skills related to foundation content in social welfare policy, HBSE, research, social work practice, diversity, social and economic justice, and populations at risk. Objectives 1 through 9, and 11 through 13 specifically address that content. The examination is objective and is given at the midpoint (end of the first year for a full time student) of a student's graduate education. The exam provides the student with the opportunity to demonstrate his/her level of mastery of generalist social work. Successful completion of the examination is necessary before the student may be advanced to candidacy. Students must obtain a score of 75 points out of 100 to pass the exam and are given two opportunities to pass the exam; if they fail to do so they are disqualified from the program. In order to assist students to prepare for the examination they are provided with a study guide.

Validity of the exam is maintained by faculty teaching relevant first year courses. These faculty members submit items to the curriculum chair who constructs the exam. The exam is subject to an item analysis before final results are computed. The exam has demonstrated good reliability over the years including last year with alpha coefficients in the range of .75 to .85.

At the conclusion of the Spring, 2008 semester 105 students completed the qualifying examination. 89 students passed the examination. Sixteen students failed the exam.

Students that failed were provided one additional opportunity to pass an examination in the Summer of 2008. All 16 students passed the 2nd examination.

Table 4 shows the relationships between exam items, program objectives, and student performance. Exam results show students meeting all but Objectives 5 & 6. The faculty had recognized weakness in the macro area (Objective 5), and required that students have a macro experience in the 650 field course. These results suggest a need for specific advocacy content. More attention needs to be given to interdisciplinary work in the Foundation courses (Objective 6).

TABLE 4: QUALIFYING EXAM

OBJECTIVES	ITEM(S)	Mean	Percent getting 60% correct	Percent getting 75% correct
1. apply critical thinking skills within the context of professional social work practice (EP 3.01);	Entire exam	80.0	100%	80%
2. understand and interpret the history of social work on its current structure and issues (EP 3.05);	1,48,65,77,81	80.2	98%	74%
3. are well-grounded in social work knowledge, skills, values, and ethics as they engage in multiple levels of social work intervention (EP, 3.02);	3,4,5,6,7,8,9,10,12,14,15,17,18,20,21,22,24,28,30,31,32,33,34,36,37,38,40,43,45,46,47,49,50,51,52,53,54,58,59,62,63,70,71,73,74,76,80,83,95,97, 99	78.1	99%	90%
4. practice without discrimination and who are responsive to the needs of diverse groups distinguished by race, ethnicity, culture, national origin, religion, gender, age, social class, sexual orientation, physical or mental ability, family structure, marital status, religion, or other important characteristics (EP3.03);	41,42,44,56,60,64,67,80,92	87.7	96%	90%
5. are committed to social and economic justice and who can apply strategies of advocacy and social change to empower oppressed groups to participate more fully and equitably in society (EP 3.04);	61,75, 78, 93,96	61.6	70%	35%
6. use interdisciplinary and strengths perspectives to provide high-quality services to client systems of various size	18,80,83	51.3	51%	9%

(EP 6);				
7. can function within structure of organizations and service delivery systems, and can guide necessary organizational change to improve service delivery systems (EP 3.012);	20,21,23,43,50,52,58,63,99	78.3		
8. use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals, families, groups, organizations, and communities (EP 3.07);	8,10,13,16,19,26,35,45,46,47,58,66,68,69,72, 79, 94,98	73.9	88%	51%
9. use a biopsychosocial and generalist perspective, the best available research evidence, and specialized knowledge and skills to intervene effectively with selected vulnerable populations (i.e., children, youth and families; the mentally ill; and those who are physically ill or elderly) (EP 3.07);	29,33,56,80, 100	77.4	94%	67%
10. have specialized knowledge and skills in a major social work intervention method (i.e., direct practice or administration) and who demonstrate a high level of professional competency that includes the appropriate use of supervision and consultation (EP 3.1, EP 3.011);	Not applicable			
11. possess the skills to assume professional leadership roles in the community and to influence the development and implementation of sound	5,11,32	85.7	95%	62%

social policies (EP 3.08);				
12. are able to integrate and use quantitative and qualitative empirical research to monitor and evaluate the appropriateness and effectiveness of various modes of intervention to assist diverse vulnerable populations and resolve social problems (EP 3.09);	25,27,38,39,53,55,57,64,82,84,85,86,87, 88,89,90,91,	90.8	96%	82%
13. understand and value social work practice research and who are able to conduct and apply studies to assure best practice interventions (EP 3.09);	25,27,38,39,53,55,57,64,82,84,85,86,87,88,89,90,91,	90.8	96%	82%
14. are committed to their continuing education, professional growth and lifelong learning (EP 3.1, EP 3.09);	Not applicable	n.a.	n.a	n.a
15. use communication skills differently across client populations, colleagues, and communities (EP 3.010).	Not applicable	n.a.	n.a	n.a

Field Instruction Evaluation

Each semester field instructors and faculty field liaisons are required to assess students' achievements of specified competencies expected in field placement. The Field Instruction Committee has identified a set of professional competencies for foundation content and the advanced curriculum provided in the second year. These competencies assume that as part of the learning process students will demonstrate an acceptable level of mastery of specific skills and appropriate professional behaviors. These assessments are completed for each semester of field. Students who do not demonstrate an acceptable level of mastery of the expected competencies receive a grade of no credit and are disqualified from the program. The field instruction evaluations assist in determining if the following program objectives have been achieved. This outcome measure provides faculty information on achievement of Program Objectives 1, 3-11, and 15.

Table 5 shows the performance of 39 students over their practicum experience. SW 650 describes the field instructor assessment of a student's ability to perform a competency at the end of their first semester of field. SW750 shows the field instructor assessment of the student's ability to perform the same competencies at the end of their last semester of field. Students were rated on a 4-point scale (4=meets and exceeds competencies; 3=meets minimum competency; 2=does not fully meet competencies; 1=does not meet competencies at all). The table shows the significance of change between 650 & 750, and gives the minimum benchmark score for passing (3=meets minimum competency). Differences between 650 and 750 are tested with paired t-test. The minimum benchmark for indicating an acceptable level of performance is 3. The Objective is considered reached if students have a mean score of 3.0.

Students exceeded benchmarks on the nine objectives in this area, and field instructors saw students improving significantly in 5 of 7 areas where pre and post data were available.

TABLE 5: FIELD EVALUATION – SW 650 & 750

OBJECTIVES	ITEM(S)	650 Mean (SD)	750 Mean (SD)	P-Value
1. apply critical thinking skills within the context of professional social work practice (EP 3.01);	Entire evaluation			
2. understand and interpret the history of social work on its current structure and issues (EP 3.05);	Not measured			
3. are well-grounded in social work knowledge, skills, values, and ethics as they engage in multiple levels of social work intervention (EP, 3.02);	Core IA (Ethic and values)	3.24 (.410)	3.57 (.371)	.002
	Core IB (Distinguishes between personal and professional role)	3.125 (.671)	(3.69) (.371)	.0001
4. practice without discrimination and who are responsive to the needs of diverse groups distinguished by race, ethnicity, culture, national origin, religion, gender, age, social class, sexual orientation, physical or mental ability, family structure, marital status, religion, or other important characteristics (EP3.03);	Core IA (items , 2, 3, 6)/3 + Core V (items B.4 and D.6)	3.24 (.449)	3.63 (.337)	.0001
5. are committed to social and economic justice and who can apply strategies of advocacy and social change to empower oppressed groups to participate more fully and equitably in society (EP 3.04);	Core VF (Macro Interventions)	3.14 (.417)	Not available* for 750	
6. use interdisciplinary and strengths perspectives to provide high-quality services to client systems of various size (EP 6);	Core 5D items 3 & 13	3.53 (.434)	Not available* for 750	

7. can function within structure of organizations and service delivery systems, and can guide necessary organizational change to improve service delivery systems (EP 3.012);	Core IIIA (Knowledge of Agency)	3.34 (.448)	3.61 (.366)	.003
	Core IIIB (Knowledge of Community)	3.13 (.374)	3.52 (.381)	.012
	Core IV (Work Management and Communication)	3.31 (.334)	3.67 (.359)	.0001
8. use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals, families, groups, organizations, and communities (EP 3.07);	Core V.B. (Knowledge of theory and Concepts)	3.15 (.344)	3.22 (.344)	.168
9. use a biopsychosocial and generalist perspective, the best available research evidence, and specialized knowledge and skills to intervene effectively with selected vulnerable populations (i.e., children, youth and families; the mentally ill; and those who are physically ill or elderly) (EP 3.07);	Core VB (Knowledge of theory and Concepts)	3.15 (.344)	3.22 (.344)	.168
	Core VD (Assessment & Diagnosis)	3.21 (.394)	3.52 (.391)	.0001
	VE (Micro & Mezzo)	3.24 (.334)	3.55 (.392)	.005
10. have specialized knowledge and skills in a major social work intervention method (i.e., direct practice or administration) and who demonstrate a high level of professional competency that includes the appropriate use of supervision and consultation (EP 3.1, EP 3.011);	Not applicable			
11. possess the skills to assume professional leadership roles in the community and to influence the development and implementation of sound social policies (EP 3.08);	Core III.B.2.	3.18 (.457)	3.63 (.489)	.163

12. are able to integrate and use quantitative and qualitative empirical research to monitor and evaluate the appropriateness and effectiveness of various modes of intervention to assist diverse vulnerable populations and resolve social problems (EP 3.09);	Not measured			
13. understand and value social work practice research and who are able to conduct and apply studies to assure best practice interventions (EP 3.09);	Not measured			
14. are committed to their continuing education, professional growth and lifelong learning (EP 3.1, EP 3.09);	Not measured			
15. use communication skills differently across client populations, colleagues, and communities (EP 3.010).	Core IA (Ethic and values)	3.24 (.410)	3.57 (.371)	.002
	Core IB (Distinguishes between personal and professional role)	3.125 (.671)	3.69 (.371)	.140
	Core VA (Professional Use of self)	3.32 (.435)	3.68 (.411)	.011
	Core VC (Skill in Non-Verbal Communication)	3.06 (.416)	3.38 (.575)	.163
	Core VD (items 2, 3, 4, 5(& CoreVE.3)	3.28 (.408)	3.63 (.400)	.001

*Due to error Macro questions were not included in the SW 750 assessment.

3. Comprehensive Examination

The completion of a comprehensive examination or a thesis is a University requirement for obtaining a master's degree. The program provides students the choice of taking one or the other. The comprehensive examination is administered in the final semester of the program. The faculty of the program design and grade this examination. The examination requires graduate students to complete a written comprehensive case analysis in the practice method of their selected concentration, either Direct Practice or Administrative Practice. Approximately, 75% to 90% of students take this examination. The examination requires students to provide an assessment, intervention strategy, and means of evaluation of the case analyzed. The examination serves three purposes: (a) It is a measure of a student's mastery of the advanced curriculum (Objective number 10) of the master's program related to their method. (b) It serves as an integrative mechanism for students. Preparation for the exam requires students to synthesize various aspects of the curriculum. (c) The exam provides an indicator of a student's readiness to enter advanced professional social work practice. Students are given three opportunities to pass the exam and cannot graduate if they fail to pass after three attempts. As an outcome measure, the comprehensive examination allows faculty to determine if Objectives 1, 3-8, and 10-15, and 12 have been achieved.

The examination requires graduate students to complete comprehensive case analysis in the practice method of their selected concentration, either Direct Practice or Administrative Practice. The comprehensive examination is administered in the final semester of the program. This examination addresses student's mastery of the advanced specialized content in a method area (Objective 10 objective). The faculty teaching in the Administrative and Direct Practice areas design and grade this examination. The Administration version of the exam requires students to provide a written analysis of a case study.

Because of concern over low reliability in the grading the Direct Practice essay exam, in faculty teaching in that area initiated a new version of the exam. This version maintains the requirement that students respond to a case study, but they do so in an objective format. This new test was piloted last spring and yielded an alpha coefficient of .60. The exam continues to be revised, and a better demonstration of reliability is expected as the measure is fine tuned.

Direct Practice students are expected to pass the exam by answering correctly 75% of items. Administration faculty has developed a rating instrument for grading this exam. Student's responses are rated in 7 content areas on a four point scale with four being the highest level of performance, and 1 being the lowest. Students must score an equivalent of 21 out of 28 to pass. In the last year 62 of 67 students who took the Direct Practice Exam past on their first sitting. Twelve of the 13 Administration students passed on the first try. All students passed the exam on the second attempt.

Table 6. Exam results for 2008

Assessment of Learning Outcomes	When Given	What Does it Measure	# of Students taking the Exam	# of Students Passing on First Attempt	# of Students Passing on Second Attempt	# of Total Passes
Qualifying	Mid-way through the student's program	Learning of the Foundation Content	105	89	16	105
Comprehensive Administration	End of the student's program	Learning the Specialized Method	12	11	1	12
Comprehensive Direct Practice	Last Semester of the student's program	Learning of the Specialized Method	70	68	2	70

Tables 7 and 8 exhibit the relationship between items on the comprehensive exam, program objectives, and student performance. The Administration report is qualitative because of the nature of the exam.

TABLE 7: COMPREHENSIVE EXAM – Direct Practice

OBJECTIVES	ITEM(S)	Mean	Percent getting 60% correct	Percent getting 75% correct
1. apply critical thinking skills within the context of professional social work practice (EP 3.01);	Comprehensive exam Qualitative exam	78.5	99.0	71.0
2. understand and interpret the history of social work on its current structure and issues (EP 3.05);	none	n.a.	n.a.	n.a.
3. are well-grounded in social work knowledge, skills, values, and ethics as they engage in multiple levels of social work intervention (EP, 3.02);	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,22,31,32,33,34,35,36,37,38,39,43,44,47,51,52,53,55,56,57,58,59,60,61,62,63,64,65,66, 67, 68,69,70,71,73,73,74,75,76,77,78,79,82,83,84,85,86,87,88,89,92,93,94,95,96,97,98,99,100	79.3	60.0	75.0
4. practice without discrimination and who are responsive to the needs of diverse groups distinguished by race, ethnicity, culture, national origin, religion, gender, age, social class, sexual orientation, physical or mental ability, family structure, marital status, religion, or other important characteristics (EP3.03);	14,26,44,60,71,96	86.4	99.0	88.0
5. are committed to social and economic justice and who can apply strategies of advocacy and social change to empower oppressed groups to participate more fully and equitably in society (EP 3.04);	none	n.a.	n.a.	n.a.
6. use interdisciplinary and strengths perspectives to provide high-quality services to client systems of various size (EP 6);	none	n.a.	n.a.	n.a.

7. can function within structure of organizations and service delivery systems, and can guide necessary organizational change to improve service delivery systems (EP 3.012);	none	n.a.	n.a.	n.a.
8. use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals, families, groups, organizations, and communities (EP 3.07);	8,9,10, 39,40,41,42,53,54,58,59,61,62,63,68,69,74 ,78,79,80,81,82,83,84,85,86,90,91,98,99	76.7	93.0	63.0
9. use a biopsychosocial and generalist perspective, the best available research evidence, and specialized knowledge and skills to intervene effectively with selected vulnerable populations (i.e., children, youth and families; the mentally ill; and those who are physically ill or elderly) (EP 3.07);	4,5,6,7,8,31,34,36,39,51,52,53,54,55,56,57 ,58,59,75,76,77,88,89,90,93	81.7	97.0	74.0
10. have specialized knowledge and skills in a major social work intervention method (i.e., direct practice or administration) and who demonstrate a high level of professional competency that includes the appropriate use of supervision and consultation (EP 3.1, EP 3.011);	Entire exam	78.5	99.0	71.0
11. possess the skills to assume professional leadership roles in the community and to influence the development and implementation of sound social policies (EP 3.08);	None	n.a.	n.a.	n.a.

12. are able to integrate and use quantitative and qualitative empirical research to monitor and evaluate the appropriateness and effectiveness of various modes of intervention to assist diverse vulnerable populations and resolve social problems (EP 3.09);	19,20,21,22,23,24,25,26,27,28,29,30,31,45,46,47,48,49, 50,100	78.2	90.0	78.0
13. understand and value social work practice research and who are able to conduct and apply studies to assure best practice interventions (EP 3.09);	19,20,21,22,23,24,25,26,27,28,29,30,31,45,46,47,48,49,50,100	78.2	90.0	78.0
14. are committed to their continuing education, professional growth and lifelong learning (EP 3.1, EP 3.09);	None	n.a.	n.a.	n.a.
15. use communication skills differently across client populations, colleagues, and communities (EP 3.010).	1,2,5,6,12,13,14,35,62,65, 66,71,72,73,	74.2	79.0	54.0

TABLE 8: COMPREHENSIVE EXAM – Administration: Narrative explanation

OBJECTIVES	ITEM(S)
1. apply critical thinking skills within the context of professional social work practice (EP 3.01);	The comprehensive exam for the Administration Concentration requires students to critically analyze a comprehensive case of a human service organization experiencing a range of problems and challenges. Students use an analytical framework presented in class and a textbook to systematically assess and analyze the case, identifying issues, setting goals, developing intervention strategies, and designing an evaluation for the interventions.
3. are well-grounded in social work knowledge, skills, values, and ethics as they engage in multiple levels of social work intervention (EP, 3.02);	The comprehensive exam requires students to demonstrate their social work knowledge, with particular emphasis on organizations and administration and social work values and ethics, with reference to specific theories, models and practice principles to inform their case analysis and intervention plan.
7. can function within structure of organizations and service delivery systems, and can guide necessary organizational change to improve service delivery systems (EP 3.012);	The comprehensive exam requires students to show that their administration skills and knowledge enable them to come up with realistic and viable plans for organizational change within the constraints of a human service organization, using principles of organizational change covered in a textbook and the classroom.
8. use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals, families, groups, organizations, and communities (EP 3.07);	Two questions in the exam - the assessment of issues and the development of a change intervention plan - both require students to use administrative theories, principles, concepts, and research to support their analysis and plan.
10. have specialized knowledge and skills in a major social work intervention method (i.e., direct practice or administration) and who demonstrate a high level of professional competency that includes the appropriate use of supervision and consultation (EP 3.1, EP 3.011);	The exam as a whole requires that students apply their specialized knowledge of social work administration to show their competence in identifying and solving organizational problems, from the perspective of an executive as change agent who uses both external consultation and supervision, which may involve interaction with a board of directors.
11. possess the skills to assume professional leadership roles in the community and to influence the development and implementation of sound social policies (EP 3.08);	The exam requires students to show how, in their proposed change intervention, that they can apply leadership skills and knowledge in improving organizational functioning and relevant policies affecting the organization.
12. are able to integrate and use quantitative and qualitative empirical research to monitor and evaluate the appropriateness and effectiveness of various modes of intervention to assist diverse vulnerable populations and resolve social problems (EP 3.09);	Students are required to show their ability to use evidence-based management and leadership practices in their case intervention, including the development of goals that will improve agency functioning and services, and the development of an evaluation plan which uses multiple methods to assess the extent to which change goals were achieved and conditions were improved.

13. understand and value social work practice research and who are able to conduct and apply studies to assure best practice interventions (EP 3.09);	Students are required to show their ability to use evidence-based management and leadership practices in their case intervention, including the development of an evaluation plan which uses multiple methods to assess the extent to which change goals were achieved and conditions were improved.
15. use communication skills differently across client populations, colleagues, and communities (EP 3.010).	The case analysis and implementation plan requires that students demonstrate, using principles of leadership and organizational change, that they can properly gather data from, communicate with, and collaborate with diverse stakeholders within an organization.

Conclusions Drawn from the Two Exams

The School's faculty is satisfied with the results of the two exams. These results provide evidence of student acquisition of learning as defined by our program goals and objectives.

4. Thesis

Students who choose not to complete a comprehensive examination must complete a thesis to graduate. The thesis demonstrates the student's ability to conduct independent research. Students who elect to complete a thesis take 2 special research courses (SW797 & SW799). They are permitted to select the topic of their thesis, and they may use original or secondary data. Students completing a thesis must demonstrate a thorough understanding of an issue related to social work practice, and they must exhibit research competency. Approximately 10% to 25% students each year complete a thesis. Students are required by the University to have a three person thesis committee, and must defend the thesis. Students will not graduate unless they have successfully defended the thesis. This outcome measure provides information on achievement of Objectives 1, 8, 10, 12, and 13. Students successfully completing a thesis are assumed to have achieved an objective.

THE POSTGRADUATE MEASURES

5. Employer Survey

The Employer Survey is conducted every three years and provides prospective employers with the opportunity to assess the degree to which students are meeting the practice community's needs. The survey is directed to all agencies providing undergraduate and graduate field practicum sites. Agency management staff and supervisors of recent field students provide data on the knowledge, values and skills that social work practitioners in the agency should possess. In addition, the supervisors rate the current level of proficiency of the students they are supervising in these knowledge and skills area. In January 2009 the survey was sent to 87 field instructors at agencies who employ program graduates. Nineteen responded. Instructors were asked to rate former students on their ability to meet program objectives on a scale that had 5 categories where 4=excellent, 3=Good, 2=fair, 1=poor, and 0= failing. Instructors were told to rate on their least capable student if they had more than one alumni. A score of 2 or less on the scale is regarded as poor since the employers are indicating by those scores that the curriculum did not prepare the alumni for practice in those areas. A rating of 3 or above is regarded as indicating the former students consider the curriculum to have prepared well to carry out the competency/objective. We strove to have 75% of former students score at a 3.0 or better. This outcome measure provides information on achievement of Objectives 1-13 & 15.

TABLE 9: EMPLOYER SURVEY

OBJECTIVES	ITEM(S)	Mean (sd)	Median	% Rating Student 3=>
1. apply critical thinking skills within the context of professional social work practice (EP 3.01);	18	3.27 (.557)	3.30	69.7
2. understand and interpret the history of social work on its current structure and issues (EP 3.05);	19	3.23 (.535)	3.30	84.6
3. are well-grounded in social work knowledge, skills, values, and ethics as they engage in multiple levels of social work intervention (EP, 3.02);	20 2,3,4, & 5	3.20 (.507) 3.10 (.371)	3.30 3.30	81.2
4. practice without discrimination and who are responsive to the needs of diverse groups distinguished by race, ethnicity, culture, national origin, religion, gender, age, social class, sexual orientation, physical or mental ability, family structure, marital status, religion, or other important characteristics (EP3.03);	21 & 23	3.23 (.539) 3.14 (.576)	3.30 3.15	81.2 62.4
5. are committed to social and economic justice and who can apply strategies of advocacy and social change to empower oppressed groups to participate more fully and equitably in society (EP 3.04);	22	3.06 (.618)	3.30	86.7
6. use interdisciplinary and strengths perspectives to provide high-quality services to client systems of various size (EP 6);	24	3.19 (.524)	3.30	68.7
7. can function within structure of organizations and service delivery systems, and can guide necessary organizational change to improve service delivery systems (EP 3.012);	25	3.25 (.504) 2.80 (.592)	3.30 3.30	75.0 50.0

8. use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals, families, groups, organizations, and communities (EP 3.07);	27 & 28	2.89 (.606) 2.98 (.560)	3.00 3.00	62.5 60.0
9. use a biopsychosocial and generalist perspective, the best available research evidence, and specialized knowledge and skills to intervene effectively with selected vulnerable populations (i.e., children, youth and families; the mentally ill; and those who are physically ill or elderly) (EP 3.07);	29	3.44 (.460) 3.27 (3.30)	3.50 3.30	85.7 80.0
10. have specialized knowledge and skills in a major social work intervention method (i.e., direct practice or administration) and who demonstrate a high level of professional competency that includes the appropriate use of supervision and consultation (EP 3.1, EP 3.011);	32	3.05 (.413)	3.00	79.6
11. possess the skills to assume professional leadership roles in the community and to influence the development and implementation of sound social policies (EP 3.08);	34	2.711 (.631)	2.70	44.3
12. are able to integrate and use quantitative and qualitative empirical research to monitor and evaluate the appropriateness and effectiveness of various modes of intervention to assist diverse vulnerable populations and resolve social problems (EP 3.09);	30 & 35	2.86 (.570)	3.00	55.6

13. understand and value social work practice research and who are able to conduct and apply studies to assure best practice interventions (EP 3.09);	36	2.89 (.637)	3.00	55.6
14. are committed to their continuing education, professional growth and lifelong learning (EP 3.1, EP 3.09);	Not measured			
15. use communication skills differently across client populations, colleagues, and communities (EP 3.010).	37	3.10 (.699)	3.30	67.3

Employer saw our graduates as meeting objectives in all but three areas. In these areas workers were rated at 2.80 and above. In two of the areas, research Objectives 12 & 13, evidence from other measures suggests these objectives are being achieved. This measure contains assessments former students who did not benefit from the enhanced research content that has been part of our recent curriculum. Employers saw students as slightly below the benchmark for Objective 11 (Leadership).

6. Alumni Survey

The alumni survey is conducted every three years. The 2009 survey was sent to all graduates in the who graduated since 2008 who had an email address. This survey allowed us to: (1) examine career trajectories of our students; (2) to examine our most recent graduate's reaction to the curriculum, (3) and identify students perceptions of how well the programs objectives were met based upon their perception of their own competency. Alumni provide employment and salary information, data on professional attainments, professional activities (such as leadership and engagement in policy development), career patterns, professional memberships, continuing education, their perception on how well they were prepared to meet program goals, and feedback on their educational experience at the SDSU School of Social Work. This report focuses on reporting how well program goals are being met. This outcome measure provides information on achievement of Objectives 3-14.

In January 2009, a survey was sent to all M.S.W. graduates of the program who completed the program between 2000-2008 graduates, and who provided us with either an email address. Four-hundred-thirty-two alumni received. One-hundred-sixteen alumni responded. The survey utilized an on-line data collection instrument. The data collection instrument can be viewed at <http://socialwork.sdsu.edu/df/outcomes/grads/alumnisurvey/start.php>.

Table 11 provides an assessment by 2006 graduates of their abilities to carry out specific competencies inherent within the program goals and objectives. Alumni were asked to rate their ability perform the program's goals and objectives on a 7 point scale where 1= the curriculum did prepare them at all to perform the competency described, and 7= the program prepared them to a great extent to perform the competency. A rating of 4 is the benchmark for indicating a minimal level of competency.

TABLE 16: ALUMNI SURVEY (n=116)

OBJECTIVES	ITEM(S)	Mean (sd)	Median	% Rating themselves 5=>	Other
1. apply critical thinking skills within the context of professional social work practice (EP 3.01);	37	5.34 (1.20)	5.0	82.8	
2. understand and interpret the history of social work on its current structure and issues (EP 3.05);	38	5.06 (1.27)	5.0	71.3	
3. are well-grounded in social work knowledge, skills, values, and ethics as they engage in multiple levels of social work intervention (EP, 3.02);	39	5.39 (1.31)	5.5	77.7	
4. practice without discrimination and who are responsive to the needs of diverse groups distinguished by race, ethnicity, culture, national origin, religion, gender, age, social class, sexual orientation, physical or mental ability, family structure, marital status, religion, or other important characteristics (EP3.03);	40	5.51 (1.25)	6.0	66.7	
	42	5.12 (1.31)	5.0	65.4	
5. are committed to social and economic justice and who can apply strategies of advocacy and social change to empower oppressed groups to participate more fully and equitably in society (EP 3.04);	41	4.95 (1.24)	5.0	72.4	26.7% reported engaging in advocacy in their current position. 18% of alumni report being active in an advocacy group
6. use interdisciplinary and strengths perspectives to provide high-quality services to client systems of various size (EP 6);	43	5.33 (1.17)	5.0	75.7	

7. can function within structure of organizations and service delivery systems, and can guide necessary organizational change to improve service delivery systems (EP 3.012);	44	4.73 (1.25)	5.0	75.7	
8. use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals, families, groups, organizations, and communities (EP 3.07);	46 47	5.32 (1.27) 5.28 (1.28)	6.0 5.0	75.5 76.3	
9. use a biopsychosocial and generalist perspective, the best available research evidence, and specialized knowledge and skills to intervene effectively with selected vulnerable populations (i.e., children, youth and families; the mentally ill; and those who are physically ill or elderly) (EP 3.07);	48	5.60 (1.01)	6.0	75.5	
10. have specialized knowledge and skills in a major social work intervention method (i.e., direct practice or administration) and who demonstrate a high level of professional competency that includes the appropriate use of supervision and consultation (EP 3.1, EP 3.011);	51 52	5.22 (1.25) 5.36 (1.31)	5.0 5.5	73.4 81.8	
11. possess the skills to assume professional leadership roles in the community and to influence the development and implementation of sound social policies (EP 3.08);	53	4.80 (1.38)	5.0	60.6	15.5% were program managers or administrators. 5.8% held office in a professional group, 16.3% received an award for professional accomplishments.

12. are able to integrate and use quantitative and qualitative empirical research to monitor and evaluate the appropriateness and effectiveness of various modes of intervention to assist diverse vulnerable populations and resolve social problems (EP 3.09);	54	4.85 (1.32)	5.5	67.0	
13. understand and value social work practice research and who are able to conduct and apply studies to assure best practice interventions (EP 3.09);	55	5.92 (1.09)	6.0	92.4	
14. are committed to their continuing education, professional growth and lifelong learning (EP 3.1, EP 3.09);	61	6.10 (1.47)	6.5		78.8% attended training in the last year; 64.4% attended a conference in the last 5 years; 5.8% had a publication; 6.8% earned or are studying for a doctorate.
15. use communication skills differently across client populations, colleagues, and communities (EP 3.010).	56	5.45 (1.30)	6.0	78.8%	

A score of 3 or less on the scale is regarded as poor since the alumni are indicating by those scores that the curriculum did not prepare them to for practice in those areas. A rating of 5 or above is regarded as indicating the former students consider the curriculum to have prepared well to carry out the competency. A score of 4 is neutral but is not regarded as a positive by the faculty, since it does not indicate that prepared “to a great extent” by the School to carry out the specific competencies defined by the faculty. Alumni indicate that alumni that believe they were prepared by the program in 11 practice areas and are neutral in 4. However, in the neutral areas ratings were all equal to or above 4.73. One area, professional development objective 14, required the students to report experiences that would gauge accomplishment of this objective. Over three-quarters of alumni reported receiving training in the past year, and almost two-thirds of alumni had attended a professional conference in the last 5 years. These data suggests students are meeting the objective of continued education.

Conclusions Drawn from Alumni Survey

It is also important to note that Table IV only presents only a portion of the alumni survey. The survey items with the most direct links to the curriculum are presented in The responses in Table 10 indicate the curriculum could benefit from scrutiny in the areas of macro practice. In the last several year major revisions were made to the research curriculum by requiring that 650 students have a macro experience in both semesters of field.

7. Licensure Examinations

California requires passage of a licensure examination for social workers who wish to practice in a clinical setting and to collect third party payments, such as insurance. The California Board of Behavioral Science Examiners (CBBSE) uses a broad definition of the term clinical, and a larger group of our graduates take this exam than just the direct practice graduates or those working in jobs usually defined as clinical. The exam constitutes certification of an MSW’s ability to engage in autonomous clinical and direct practice.

The CBBSE publishes the results of the exams which allow SDSU to compare the performance of its graduates against other Schools of Social Work in the State. This outcome measure provides information on achievement of Objective 10, but only for Direct Practice students. No such measure exists for administration student.

The goal of many social work practitioners is to become a licensed practitioner (LCSW) certified by the State of California’s Board of Behavioral Scientists (BBS). Such a designation means the practitioner is deemed ready for autonomous practice, and capable of providing supervision to MSW’s. The LCSW is also recognized beyond the social work profession as acknowledgement of competence. For example, insurance providers provide reimbursements for services for LCSW’s, but not for MSW’s without that designation. Thus, the attainment of licensure is regarded as a significant professional milestone. Successful completion of this exam means graduate not only acquired the foundation and specialized knowledge of the profession, but the have

demonstrated an ability to apply that knowledge. An MSW graduate is eligible to sit for the licensing examination two year post degree after having gained several hundred hours of supervised clinical experience. According to the BBS web site, (<http://www.bbs.ca.gov/lcs-exm.htm>), the examination consists of two parts. The first is a standard written examination consisting of multiple-choice items that covers the following content areas: Bio-Psychosocial Assessment (Objective 9), Diagnostic Formulation (Objective 9), Treatment Plan Development (Objective 9) Resource Coordination, Therapeutic Interventions (Objectives 9 & 10), Legal Mandates and Obligations (Objective 3), Ethical Standards (Objectives 3, 9, &10), and Human Diversity as it impacts the therapeutic process.

The second part of the examination is based on clinical vignettes which describe the types of clients and presenting problems consistent with entry-level practice.

TABLE 11: LICENSING EXAM RESULTS

Graduation Year	% of Graduates Receiving a License	Average % of all graduates of California Schools Receiving a License	Rank Among Schools Receiving a License
2002	23%	25%	Tied for 3 rd place among 15 schools
2003	16%	15%	3 rd among 16 schools
2004	5%	8%	6 th among 16 schools

Each year the BBS provides summary statistics on how well candidates perform on the examination. Statistics for the most recent period available in July 2008, and covered the alumni graduating in 2003 and 2004. Data indicates that that graduates are consistently among the top schools in California on the exam. The percentage of SDSU graduates receiving licensure is slightly better than the average and near the average in the other 2 years. Only graduates from two other schools passed the examinations at higher rates than SDSU alumni. We expect our students to perform better than the norm for California Schools, and thus consider these results as positive indicators. These statistics indicate that our students compare favorably with other MSW programs offered in the state, and that we are reaching our Programs goals and objectives.

FINDINGS

Table 12 illustrates the relationship of the program's outcome measures to the MSW program objectives.

TABLE 12: Relationship between MSW Program Objectives and Outcome Measures

The MSW program will prepare students who:

Objective	Measure	Outcomes
1. Apply critical thinking skills within the context of professional social work practice (EP 3.01);	Qualifying Examination Comprehensive Examination Field instruction evaluation Employer Survey Thesis Alumni Survey Licensure exam	Respondents exceeded benchmark scores for competence on all measures. Students scored over 80% on the benchmark for minimal competency on the Qualifying exam, and were well above minimal competency on the alumni and employer surveys. The conclusion is the objective is being met.
2. Understand and interpret the history of social work an its current structure and issues (EP 3.05);	Qualifying Examination Employer Survey Alumni Survey	Respondents exceeded benchmark scores for competence on all measures. Students were just below the minimal competency score of 75% (74%), but were rated above the benchmark in the alumni and employer measures. The conclusion is the objective is being met.
3. Are well-grounded in social work knowledge, skills, values, and ethics as they engage in multiple levels of social work intervention (EP, M6, 3.02);	Qualifying Examination Comprehensive Examination Field instruction evaluation Alumni survey Employer Survey	90% of students met the benchmark for this objective on the Qualifying exam, and 75% were above this score on the Comprehensive exam. The conclusion is the objective is being met.
4. Practice without discrimination and who are responsive to the needs of diverse groups distinguished by race, ethnicity, culture, national origin, religion, gender, age, social class, sexual orientation, physical or mental ability, family structure, marital status, religion, or other important characteristics (EP, 3.03);	Comprehensive Examination Field instruction evaluation Alumni survey Employer Survey Licensure exam	90% of students met the benchmark for this objective on the Qualifying exam, and 88% did soon the Comprehensive exam. The conclusion is that the objective is being met.
5. Are committed to social and economic justice and who can apply strategies of advocacy and social change to empower oppressed groups to participate more fully and equitably in society (EP, 3.04);	Comprehensive Examination Field instruction evaluation Alumni survey Employer Survey	Results on the achievement this objective are mixed. Students scored poorly on the qualifying exam in demonstrating knowledge of this objective, but they rated themselves competent on the alumni survey. This self-view was supported in the employer survey. Faculty recognized student weakness in the macro area, and required a macro experience in the SW650 field course. It may be necessary based on these results to have the students complete an advocacy assignment as part of their field or social policy course.

6. Use interdisciplinary and strengths perspectives to provide high-quality services to client systems of various size (EP, M6);	Comprehensive Examination Field instruction evaluation Employer Survey Alumni survey	Outcome results for this objective are mixed. Students scored poorly on the qualifying exam in demonstrating knowledge of this objective, but scores on the alumni and employers surveys indicated successful levels of performance. The generalist practice faculty will increase interdisciplinary content in the foundation year.
7.Can function within structure of organizations and service delivery systems, and can guide necessary organizational change to improve service delivery systems (EP 3.012);	Field instruction evaluation Alumni survey Employer Survey	Students/alumni are above or near benchmark scores. In the field evaluation SW 650 students are above the benchmark in the 3 core areas dealing with functioning in the agency. Student/alumni show an even higher level of performance in SW 750 that is statistically significant. The conclusion is that the objective is being met.
8. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals, families, groups, organizations, and communities (EP 3.07);	Qualifying Examination Comprehensive Examination Field instruction evaluation Alumni survey Employer Survey	Students fall short of the benchmarks on the Qualifying and Comprehensive Exam, but rate themselves above the benchmark in the alumni survey. The HBSE Task Group will consider these issues in strengthening that content in the program.
9.Use a Biopsychosocial and generalist perspective, the best available research evidence, and specialized knowledge and skills to intervene effectively with selected vulnerable populations (i.e., children, youth and families; the mentally ill; and those who are physically ill or elderly) (EP 3.07);	Qualifying Examination Comprehensive Examination Field instruction evaluation Alumni survey Licensure exam	Students exceed or are close to benchmark on all measures. The field evaluation shows the students performing at acceptable levels in fall semester of SW 650, and at even higher levels of competence after SW 750. In two of three measures changes are significant between first and last semester of field. The conclusion is the objective is being met. measure
10. Have specialized knowledge and skills in a major social work intervention method (i.e., direct practice or administration) and who demonstrate a high level of professional competency that includes the appropriate use of supervision and consultation (EP, 3.1, 3.011);	Comprehensive Examination Alumni survey Employer Survey	Students/alumni exceed the benchmarks for competence on the three measures of this objective. The conclusion is that the objective is being met.
11. Possess the skills to assume professional leadership roles in the community and to influence the development and implementation of sound social policies (3.08);	Alumni survey Employer Survey	The outcome results are mixed for this objective. Students are below the benchmark on the Qualifying Exam, but alumni report significant leadership experiences. About 1 in 6 to 1 in 7 of alumni report they are administrators or managers. Differences in findings between the Qualifying and alumni may be stage of career. Alumni are able to demonstrate leadership experiences. The conclusion is that the objective is being met.

12. Are able to integrate and use quantitative and qualitative empirical research to monitor and evaluate the appropriateness and effectiveness of various modes of intervention to assist diverse vulnerable populations and resolve social problems (EP, 3.09);	Comprehensive Examination Field instruction evaluation Alumni survey Employer Survey Thesis	The faculty was pleasantly surprised by the student's performance on the qualitative and comprehensive exams. Faculty recognized research as weaknesses in the program and have worked to strengthen the research curriculum. A third research course has been added to the curriculum (SW 610), and research content is being infused throughout the student's course work. The conclusion is the objective is being met.
13. Understand and value social work practice research and who are able to conduct and apply studies to assure best practice interventions (EP 3.09);	Field instruction evaluation Qualifying Examination Alumni survey Thesis	See #12
14. Are committed to their continuing education, professional growth and lifelong learning (EP 3.1, 3.09);	Alumni survey	The alumni results show substantial professional development activities by former students. The conclusion is the objective is being met.
15. Use communication skills differently across client populations, colleagues, and communities (EP 3.010).	Field instruction evaluation Employer Survey Licensure exam	Alumni rate themselves, and are rated by employers as above the level of minimum competency. Students are rated above the minimal level of competency by field instructors at SW650, and again at higher levels at the conclusion of 750. The conclusion is the objective is being met.

Revitalization of the Master's Program

The MSW program engages in a continual process of program evaluation and redesign primarily through the Curriculum Committee and its task groups (direct practice, macro-practice, policy, field, research, and HBSE). Results of the above evaluations are always considered by the Curriculum Committee. The Committee assigns tasks to the relevant subgroup based on the outcome measures. The work of the subgroup is returned, and recommendations growing out of the work of the task group are given to the full faculty. For example, poor student scores on the qualifying exam in previous years caused the faculty to restructure the SW 610 course as a research course, and add a thesis of option of producing a publishable journal article. Other examples of curriculum changes that have occurred are described below.

- In order to respond to the national and mission statement, the SDSU curriculum for Mental Health Focus Area was redesigned to match the knowledge and skill acquisitions objectives of CALSWEC. The list of Mental Health Competencies for the Mental Health area is written as a guideline of expected competent practice for a beginning MSW mental health social work professional.
- The curriculum committee and faculty changed the fields of service to a focus area. This allowed for the students in consultation with faculty to develop a learning program more closely tailored to their needs.
- Faculty recognized the call by the profession for additional trained social work practitioners by adding the Advanced Standing Program for graduates of social work undergraduate programs. Students complete two bridge courses and a research course to bring students up to the level of students the 1st year of the 2 year graduate program. Examinations are provided throughout the bridge courses that are equivalent to the qualifying examination taken at the end of the 1st year of the 2 year program. The program was initiated in the Summer of 2008. The program will be evaluated in the Summers of 2009 and 2010 for necessary adjustments.
- The curriculum committee revamped the introductory Human Behavior and Social Environment Course (SWORK 619) to incorporate more content on communities and organizations. Previous administrations of Qualifying exam had showed students to be weak in this area.
- The curriculum committee revamped the content of all courses to incorporate an evidence-based practice approach to teaching our social work curriculum.

- In the last year major revisions were made to the research curriculum by beginning the process of infusing research evidence into all courses.
- The curriculum committee changed the field practicum course by adding a structured small group lab component to the field practicum courses to provide students an opportunity to demonstrate social work practice skills. One factor that dictated this approach was concerns that grew out of our evaluation was how well students were meeting Objective 15.

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