



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Program Review Panel Meeting

Date: November 8, 2018

Time: 9:00-10:30a

Location: WH 442

MSW Exit Meeting Agenda

1. Call to order

2. Introductions / Opening Remarks

3. Review of PRP Recommendations

4. Additional Recommendations
 - a. Program Faculty
 - b. Deans/AVPs
 - c. Provost/Vice Provost of Academic Affairs

5. Closing Remarks

6. Adjournment

Program Review Panel/USLOAC Recommendations
Master of Social Work Program
Department of Social Work
College of Health, Human Services, and Nursing
Approved November 13, 2017

Introduction

The findings and recommendations below are based on a careful review of the self-study submitted by the Department of Social Work, the report submitted to the Council on Social Work Education Commission on Accreditation (CSWE Reaffirmation site visit, October 2014), the Department's response to the CSWE external reviewer's recommendations (December 2014). No dean's report was available. PRP drew additional data from the program's PEAT report, the program's AUP, the university catalog and the program website.

Reaccreditation of the MSW program was confirmed by the Council of Social Work Education in 2015; its next reaccreditation application is due in 2023.

The mission and goals of the MSW program align with the mission and goals of the university. The program seeks to prepare professional and ethical social workers who are prepared to help members of underserved and historically marginalized groups improve and advocate for their communities. Program curricula, informed by Critical Race Theory and Intersectionality, support the attainment of these goals.

The Master of Social Work program offers two options: a two-year stateside program and a three-year program offered through the College of Extended and International Education. To earn the degree students must complete sixty credit hours. During the first year, students complete a sequence of courses and practica designed to give them a foundation in the discipline (the "Foundation experience"). In the second year, students complete thirty units in one of three areas of concentration: Community Capacity Building; Children, Youth, and Families; or Community Mental Health. Students must complete 1028 hours of fieldwork to earn the degree, 488 during the foundation experience and another 540 in their areas of concentration. In tandem, the foundation experience and the concentration training are designed to combine theoretical learning with practical experience in field settings.

Major findings and issues

The external reviewer, James Herbert Williams, confirmed that the program's mission aligns with the mission of the Council of Social Work Education: "California State University, Dominguez Hills, College of Health, Human Services, and Nursing and the Department of Social Work are focused on serving the population of the surrounding communities of CSUDH. It was very clear to the site visitor that the university, college and department are planning to strengthen their community partnerships to better serve those communities. The department is very focused on serving the diverse community in which they are embedded."

In order to attain accreditation, MSW programs must demonstrate that their curricula address ten core competencies required by the Council of Social Work Education. The CSUDH MSW

program demonstrated its compliance with this requirement in a curriculum map of one-hundred seven pages.

Faculty Resources

The self-study lists seven full time faculty members as of 2013-2014. However, according to the program’s webpage, MSW currently employs four tenured and tenure-track faculty with seven full-time lecturers. According to data provided by Faculty Affairs, the current tenure density in the Department of Social Work is 0.27. This number is supported by PEAT data, which show that full-time faculty taught only 35.6% of sections in academic year 2013-2014. The Council of Social Work Education requires that programs maintain a sufficient number of faculty with specific credentials and experience to maintain accreditation. On the other hand, the self-study reported a Student-Faculty-Ration of 10:1 in 2013-2014 (120 FTES, 12 FTEF). The Department of Social Work has welcomed four new faculty members since 2015. Dr. Adriana Aldana joined the department as Assistant Professor to fulfill one of the two tenure-track faculty searches aforementioned in the self-study. Another scheduled search for a senior faculty person was put on hold with the expectation that Dr. Mitch Maki would return to the department after completing his term in Academic Affairs. Following his departure from the university, the department was authorized to resume this search for the 2017-2018 academic year. The department also hired three full-time lecturers whose roles include administrative and instructional responsibilities. Patti Park (MSW, LCSW, PsyD.) manages MSW admissions and serves as part-time MSW Program Coordinator. Nicole Vazquez (MSW, MPP) serves as the Director of Field Education. Paul Vu coordinates the University Consortium for Children and Families.

Demand, Retention and Graduation, Assessment, and Student Life

Demand for the two-year program in the College of Health, Human Services, and Nursing has been steady. The number of students enrolled in the three-year program administered through CEIE declined between 2010 and 2014. Current data are not available because the Academic Unit Profile does not provide any data for degree programs administered by CEIE. The current status of the three-year MSW program also remains unclear. According to the Academic Unit Profile, the student body is diverse: 82% of those enrolled in Fall 2016 were female; 85% were under-represented minorities.

| Students | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|-----------------------|------------|------------|------------|------------|-----------|
| Full time (Stateside) | 59 | 53 | 72 | 88 | 84 |
| Part time (CEIE) | 77 | 74 | 48 | 25 | 12 |
| Total | 136 | 127 | 120 | 113 | 96 |
| FTES | 118.8 | 104.3 | 98 | 111.9 | 120.3 |

Below are graduation rates for MSW majors for the fall 2006 through summer 2008 cohorts, according to the PEAT.

| | 2008/2009 | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
|--|-----------|-----------|-----------|-----------|-----------|
| | | | | | |

| | | | | | |
|---------------------|--------|--------|--------|--------|--------|
| 2yr graduation rate | 24.60% | 42.90% | 47.20% | 47.70% | 43.50% |
| 3yr graduation rate | 71.40% | 33.80% | 51.80% | 56.60% | 59.10% |

More current graduation rates are not available because the AUP does not generate retention and graduation data for graduate programs. Program faculty Dr. Susan Einbinder provided the data below based on the internal records. (Her memo to PRP has been appended below.). These data show significantly higher graduation rates for cohorts entering in 2008 and later.

Graduation 2013 – 68 students (including unknown # of 4-year students) 99%

Entering class of FT students 2011: 35 students
 Entering class of PT students 2010: 32 students
Number of 4-year students: Not available

Graduation 2014 – 73 students [included 3 4-year students] so 70 99%

Entering class of FT students 2012: 44 students 45 grads 97%
 Entering class of PT students 2011: 25 students 25 grads 100%
Number of 4-year students graduating: 03 students [excluded]

Graduation 2015 – 71 students 93%

Entering class of FT students 2013: 51 students 43 grads over 100%
 Entering class of PT students 2012: 24 students 23 grads over 100%

Graduation 2016 – 61 students over 100%

Entering class of FT students 2014: 41 students 41 grads 100%
 Entering class of PT students 2013: 22 students 20 grads over 100%

Graduation 2017 – 73 students – 51 FT and 24 100%

Entering class of FT students 2015: 55 students 51 grads over 100%
 Entering class of PT students 2014: 23 students 24 grads 99%

No data was available regarding the three-year program administered through the College of Extended and International Education. Faculty supervisor Dr. Patti Park provided the following enrollment information, which shows steady demand among full-time students and growing demand among applicants enrolling part-time.

15-16: 65 full time students, 23 part time students (2 dropped)

16-17: 56 full time students, 36 part time students (2 dropped)

17-18: 65 full time students, 48 part time students (2 dropped)

Student learning outcomes assessment in the program is very strong. The program developed and implemented a multi-year assessment plan using both student feedback and summative direct assessments of student performance in fieldwork assignments. It was hoped that 80% of students would demonstrate at least basic competency in all ten core competencies. Results for students completing the foundation experience (year one) showed that students met or exceeded that target for seven of ten competencies, falling significantly short in only one area (research). Students completing their concentration met or exceeded the target for all ten competencies.

In conformity with the program's mission and goals, MSW faculty and students are engaged in the university and the community. The program maintains a student organization, the Graduate Association of Social Work, which participates in the campus Safe Space program, the Mental Health First Aid program, and programming supported by the CSUDH Multicultural Center. MSW faculty and students also regularly attend local and statewide lobby days organized annually by the National Association of Social Work to advocate for social justice.

CSUW Areas of Concern

While Dr. Williams provided a positive assessment of the CSUDH MSW program, he identified a few areas of concern. For example, he wrote, "The program did not specify how field sites are continuously evaluated for appropriateness." The department answered this in December 2014, noting, "As mentioned in the self-study document, the Field Director and Assistant Field Director assess new sites by completing a site visit, speaking with agency staff and negotiating an affiliation agreement. The California Social Work Education Center (CalSWEC) Coordinator and the University Consortium for Children and Families (UCCF) Consultant also provide assistance by developing sites and communicating with agency staff about appropriateness of setting, duties and environment for student interns placed at child welfare-related sites." PRP's review of the self-study confirms that the program supervises field placement agencies and personnel carefully. The program maintains a Field Education Advisory Board and field supervisors must complete a fifteen-hour orientation annually.

Dr. Williams also ask for clarification of the criteria used to evaluate academic performance. The program demonstrated that these too are fully outlined in the self-study report. Finally, Dr. Williams expressed concern about the program's level of staff support. This issue, too, appears to have been resolved.

Recommendations

Based on the evidence generated by the review, the University Program Review Panel and USLOAC offer the following recommendations regarding the graduate program administered by the Department of Social Work:

- PRP commends the Department of Social Work for attaining reaccreditation and for its strong performance.

- The summary conference should establish whether the program's current faculty resources are sufficient to maintain academic quality and to comply with accreditation standards. PRP supports recruitments necessary to maintain accreditation.
- Academic Unit Profile reports should be generated for graduate programs. Program faculty question the accuracy of PEAT data available to the panel, and because AUPs do not include enrollment or graduation rate data for graduate programs it has no data for either MSW program after 2013-2014.
- Data collection for the three-year MSW program administered through the College of Extended and International Education – and for all CEIE programs – must be institutionalized.
- Though the program reported that the space and equipment at its disposal were adequate in 2013-2014, program summary meeting participants should revisit this issue if necessary.
- Staff support was an area of concern for the external reviewer in 2014. Faculty and Dean Sayed should revisit this issue as well if necessary.
- Please add background on the MSW international exchange program that has been implemented in conjunction with a university in Norway as well as those planned in other countries. What is the purpose of this program and how does it impact student learning outcomes for students who go abroad and for CSUDH students who interact with the Norwegian students on our campus?

Memorandum

To: CSUDH Program Review

From: S.D. Einbinder, Social Work

Date: November 1, 2017

Re: Estimated graduation rates, MSW Program, 2013-2017

This memorandum contains estimated graduation rates for the MSW program. I calculated them using data gathered from three long-standing faculty, one who joined CSUDH in 2013, another in 2009 (retired but still involved) and me (on faculty since 2006).

When the MSW program started, we had a 2-year full-time program and a 4-year part-time program. The latter was suspended in 2009 or 2010, specifically because it had a high attrition rate. It was suspended the same year that the 3-year Part-Time program was implemented through Extended Education. But some 4-year students graduated during the 2013-2017 period and they are included in the overall number of graduates each May.

Complicating matters, every year, we move some number of students from the 3-year to the 2-year program, from the 2-year to the 3-year program, and design specialized study plans that spread course requirements over four or five years. My understanding is that, at present, we do not have a standardized tracking system of these 'outliers' and I did not try to account for them in these estimates.

More precise data could be generated by going through student files from 2009 to present to collate and calculate stock-and-flow information. While this task is not necessarily difficult, it is time-consuming and tedious, and it does not appear that the staff and faculty have the time to complete this work during this semester. Any recommendations or suggestions that you have about how to monitor this important indicator would be greatly appreciated.

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MSW Program
Graduation
Rate

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