

**Council on Social Work Education**

**Commission on Accreditation**

**Site Visit Report**

**Program Visited Name:** San Francisco State University

**Program Visited State:** California

**Program Level Visited:** BASW

**Date of Site Visit:** March 5, 2018

**Site Visitor Name:** Packiaraj Arumugham

- 1. Include a copy of the site visit schedule or a list of people who met with the site visitor during the site visit (e.g.: groups and individuals from the program and institution).**

Please see the schedule included.

- 2. Write a brief summary of the conversation on general questions regarding: program mission and goals (AS 1.0), diversity (AS 3.0), and assessment (AS 4.0).**

The President, the Interim Provost, and the College Dean informed that the program's mission and goals aligned very well with the University's mission and goals. Both the administrators and the program faculty underscored the importance of social justice and referred to it as an overarching principle of the University's mission and the program's mission. The administrators were appreciative of outcomes-based social work education. They were also appreciative of the program's phenomenal contribution to the city. Additionally, they commended the current Program Director, Dr. Susanna Jones for doing an excellent job, in the short span of time, as the new program director. They all said that they wanted the program to grow and assured of their support for the program's growth.

The discussion pertaining to diversity revealed that the University and the social work program is very much committed to respect for and acceptance of diversity. The importance given to diversity seemed obvious from interactions with administrators, field instructors, faculty, and students and also from observation of the school and the campus. The only thing that was reported in terms of the representation of Black or African-Americans on campus was that the number of applications received from Black or African-Americans was less than other racial and ethnic groups, due to cost of living in the city of San Francisco. This is also reflected in the low percentage of Black or African-Americans living in the city.

The Interim Provost affirmed the commitment of the university in an ongoing assessment of the programs so quality education is provided to students. The discussion with the Program Director, BASW Program Coordinator, and BASW faculty revealed that they have been taking sincere efforts in incorporating EPAS in all social work courses, including field seminar and field experience. As will be described later in the report, the Program Director admitted that due to paucity of time caused by faculty retirements and administrative restructuring of the program, they could not make specific changes based on assessment outcomes but assured that necessary and constructive changes will be made soon.

**3. List each accreditation standard and question raised by the COA in its letter of instructions with a thorough discussion of findings for each.**

Please see below:

**Accreditation Standard B2.0.2:** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

**Instruction:** The site visitor is asked to have the program provide a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

**Site Visit Findings:** The Program Director, BASW Program Coordinator and BASW faculty reported that the logic model of the curriculum provided by the program (see page 22 of Vol, I) is related to the program's goals described in the self-study (see pages 12-14 of Vol, I). They also reported that BASW students join the program in their junior year after completing general education courses required for all freshmen and sophomore. With only two years left for completing the required social work courses, most of the foundation level courses are offered during junior year, while most of the practice courses are offered during senior year. Field Seminar and Field Experience (or internship) are also offered during senior year.

The Program Director informed that BASW program received a university mini-grant funded by the Teagle Foundation, which was helpful to prepare a BASW road map (or formal curriculum redesign). The Program Director also informed that the BASW road map will be implemented after the reaffirmation process.

**Accreditation Standard 2.2.1:** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and settings.

**Instruction:** The site visitor is asked to have the program explain how its field education program connects the theoretical and conceptual contributions of the classroom and settings.

**Site Visit Findings:** The program connects the theoretical and conceptual contributions of the classroom and settings through various means, including learning contract, field instructors' supervision of student

interns, monthly reports submitted by student interns, field seminar, field visits made by faculty liaison twice a year (one in the Fall and one in Spring), and also case presentations in field seminar. Based on the information gathered, it seems that that field seminar plays a crucial role in ensuring the connection between theoretical and conceptual contributions of the classroom and settings.

**Accreditation Standard 2.2.5:** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

**Instruction:** The site visitor is asked to have the program describe how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

**Site Visit Findings:** It seems as though the onus of keeping track of student interns' field hours was primarily on the field instructors. As reported by the field instructors, they keep track of interns' field hours in an Excel spreadsheet and inform them if they are lagging behind. But, they said, it seldom happened. Students also reported that they, on their own, keep track of their field hours. Thus, there has not been any lapse in meeting the required field hours.

The Program Director informed that she has assigned the task of tracking student interns' field hours by the program to the new Field Director, Christine Schudder. The BASW students reported that the current Program Director and the new Field Director have been doing a commendable job in streamlining field education. The Field Director informed that a time-sheet has been developed to track student interns' field hours and will soon be put to use.

**Accreditation Standard B2.2.9:** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the practice experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

**Instruction:** The site visitor is asked to have the program specify if field instructors for baccalaureate or master's degree in social work from a CSWE-accredited program. In addition, the site visitor is asked to have the program explain how it assumes the responsibility for reinforcing the social work perspective and describes how this is accomplished.

**Site Visit Findings:** As reported by the Program Director, BASW Program Coordinator, Field Director, and BASW faculty, except for one field instructor, all the others have either a BSW or MSW degree. In the case of the field instructor who does not have either BSW or MSW degree, there is a task supervisor with MSW degree. While the program ensures reinforcing social work perspective through field seminar, field instructors ensure reinforcing it through individual supervision and field evaluation (a mid-year and end-of-year evaluation). In the case of the field instructor who does not have either BSW or MSW

degree, the task supervisor with MSW degree takes care of reinforcing social work perspective through individual supervision and field evaluation.

**Accreditation Standard 3.1.2:** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

**Instruction:** The site visitor is asked to have the program describe the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

**Site Visit Findings:** As reported by the BASW Program Coordinator and BASW faculty, ranking system is followed in evaluating applications for admission to the program. Besides GPA, points are awarded for personal statement on why the student is interested in social work and for the student's involvement in community service or volunteering experience(s). It was reported that there is a heavy competition for the San Francisco Social Work Program. Hence, students are selected carefully by the admissions committee. Following the ranking system, the selected students are notified either via mail or email.

**Accreditation Standard 3.1.7:** The program submits its policies and procedures for evaluating students' academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

**Instruction:** The site visitor is asked to have the program submit its policies and procedures for grievance.

**Site Visit Findings:** It was reported that for any general grievance the student has, the student first meets with the faculty advisor. If no satisfactory solution is arrived at, then the student meets with the BASW Program Coordinator. If the student is still not satisfied, then the student meets with the Program Director. For any larger discriminatory grievance, the student takes it to the college level and if the solution is unsatisfactory, then the student takes it to the university level.

**Accreditation Standard 3.2.2:** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

**Instruction:** The site visitor is asked to have the program confirm that all faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

**Site Visit Findings:** The Program Director confirmed that all faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience. The Program Director also confirmed that the faculty who does not have at least 2 years of post-master's social work degree practice experience, who taught the Interviewing Skills course, will not be teaching that course anymore and that the course will

be assigned to the faculty with a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

**Accreditation Standard B3.2.4:** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

**Instruction:** The site visitor is asked to have the program identify no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program.

**Site Visit Findings:** The Program Director reported that there are two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program [or more than the required time (51%)].

**Accreditation Standard 3.3.4:** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

**Instruction:** The site visitor is asked to have the program identify the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

**Site Visit Findings:** Dr. Susanna Jones reported that she is both the Program Director and the MSW Program Coordinator and also reported that Dr. Jocelyn Hermoso is the BASW Program Coordinator.

**Accreditation Standard B3.3.4(c):** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that time is sufficient.

**Instruction:** The site visitor is asked to have the program specify that the program director received a minimum of 25% to carry out the administrative functions specific to responsibilities of the social work program. In addition, the site visitor is asked to have the program discuss the sufficiency of the release time.

**Site Visit Findings:** Dr. Jocelyn Hermoso, the BASW Program Coordinator reported that she was given release time for Fall 2017 but not for Spring 2018; if the release time that she received for Fall 2017 is continued to be given, then it would be sufficient. The site visitor discussed this with the College Dean who has assured to look into this and would do what is required by CSWE.

**Accreditation Standard B3.3.5(c):** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

**Instruction:** The site visitor is asked to have the program describe the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. In addition, the site visitor is asked to have the program clarify if the release time is sufficient.

**Site Visit Findings:** The Program Director informed that due to the short notice of the retirement of a faculty, the Field Director had to teach two sections of field seminar. The site visitor discussed with the College Dean about assigning at least 25% assigned time to the field director for BASW field education. The Dean has assured to look into this and would do what is required by CSWE.

**Accreditation Standard 3.3.6:** The program describes its administrative structure for field education and explains how its resources (personnel, time, and technological support) are sufficient to administer its field education program to meet its mission and goals.

**Instruction:** The site visitor is asked to have the program describe how the resources (personnel, time, and technological support) are sufficient to administer its field education program to meet its mission and goals.

**Site Visit Findings:** It was reported that the half-time staff employee provides administrative support to the field director. In addition to this, the administrative office coordinator also provides support as needed. Technological support is provided by the university as needed.

**Accreditation Standard 3.4.1:** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

**Instruction:** The site visitor is asked to have the program explain how its financial resources are sufficient and stable to achieve its mission and goals.

**Site Visit Findings:** The Program Director informed that the budget is given by the university and is sufficient and stable to achieve the program's mission and goals.

**Accreditation Standard 4.0.4:** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

**Instruction:** The site visitor is asked to have the program discuss specific changes it has made in the program based on these assessment outcomes with clear links to the data.

**Site Visit Findings:** The Program Director reported that due to the unexpected retirement of two faculty members, a lot of time and energy had to be spent on administrative restructure and thus was left with little to no time to make changes in the program based on assessment outcomes. However, with the reestablishment of the curriculum committee that meets twice a month, the data will be reviewed carefully and necessary changes will be made in the courses and course content. The committee will also consider carefully how the 2015 competencies and practice behaviors may continue to be incorporated in the curriculum.

