

CALIFORNIA STATE UNIVERSITY, LONG BEACH



California State University, Long Beach, School of Social Work

Public Reporting of BASW Student Achievement of Generalists and
Specialized Competencies for Academic Year 2024 - 2025

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BASW Program Mission

The Bachelor of Arts in Social Work (BASW) program at the California State University, Long Beach School of Social Work is to promote the thriving and well-being of individuals, families, and communities through a person-in-environment framework. Our incorporation of critical race theory and other critical pedagogies requires a commitment to respecting human diversity and applying knowledge based on scientific inquiry to advance social, racial, economic, and environmental justice. Hence, we prepare students to fulfill social work's professional obligations to create the conditions that ensure all people, regardless of socially constructed or real differences, are capable of securing and enacting human rights, eliminating poverty, possessing a quality of life consistent with the inherent dignity of human worth from the local to global level. We value and inspire our students to value social work's core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. These values, along with the anti-racist/oppressive values implied in our adoption of critical race theory and other critical pedagogies are foundational to our explicit and implicit curriculum. As our BASW students, if and when they choose to pursue an advanced social work degree, will be prepared to live the values that frame professional social work practice.

Assessment Plan for the BASW Program

Accreditation Standard 5.0.1(c): The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies.

Assessment of Bachelor of Arts in Social Work (BSW) program is an integral component of the School of Social Work at California State University, Long Beach's competency-based education and continuous programmatic improvement efforts. The assessment process involves the systematic gathering of data that serve as evidence of student learning outcomes via two instruments: CSULB's BSW Comprehensives Skills Evaluation Instrument and SWEAP Curriculum Instrument BSW @ Program Completion; anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes through demonstration of the nine social work competencies at both the generalist and specialized levels of practice. Assessment reflects the intentional and continuous improvement that is anchored in competency-based research, student learning outcomes, student learning experience feedback, professional practice community, and higher education practices. Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Program assessment methods and data are transparent and publicly available. Data are recent and presented clearly for stakeholders to make informed decisions about the program.

Assessment of student learning outcomes is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the demonstration of multiple competencies simultaneously; therefore, assessment of those competencies is optimally carried out at the same time.

Programs assess students' demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria. Practicum education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education.

Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of nine social work competencies. Program outcomes are assessed as evidenced by the program's graduation rates and at least one additional outcome. Data related to program outcomes are used to foster ongoing program evaluation, informing decision making for continuous program improvement.

For Instrument 1: Comprehensive Skills Evaluation. The items on this instrument assess the practice skills of BSW students by competency, 20 items and nine subscales that correspondent to the nine EPAS competencies. A practicum instructor evaluates the student on five-point scale (Level 1 – Does not meet expectation to Level 5 – Mastered). Students' skills must be rated at Level 2 or higher to be considered "competent." The standard on this instrument for meeting and exceeding a competency is a student being assess as competent on 50% or more of the questions within an EPAS competency. The percentage of students deemed competent in a particular is calculated and reported.

For Instrument 2: SWEAP Curriculum Instrument BSW @ Program Completion. The standard on this instrument for meeting and exceeding a competency is a student correctly answering 50% or more of the questions within an EPAS competency.

How the program calculates student achievement for each competency, including all instruments used?: The percentage of students deemed competent on each instrument in a particular competency, is aggregated by competency across the two measures. The percentage of students deemed competent in a particular competency on instrument 1 is added to the percentage of students deemed competent in that competency on instrument 2. This sum is then divided by two. The expected outcome (inclusive of all instruments) is 80%.

When does program assessment occur?: Program assessment occurs in the spring term of a student's final (senior) year in the program.

Generalist Practice | Student Achievement Assessment Outcomes (2025)

Competency 1: Demonstrate Ethical and Professional Behavior

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
SWEAP BSW Curriculum	80%	80%	98%	99%
CSULB BSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 2: Advance Human Rights, and Social, Racial, Economic, and Environmental Justice

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
SWEAP BSW Curriculum	80%	80%	98%	99%
CSULB BSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
SWEAP BSW Curriculum	80%	80%	98%	99%
CSULB BSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
SWEAP BSW Curriculum	80%	80%	98%	99%
CSULB BSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 5: Engage in Policy Practice

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
SWEAP BSW Curriculum	80%	80%	78%	89%
CSULB BSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
SWEAP BSW Curriculum	80%	80%	100%	100%
CSULB BSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
SWEAP BSW Curriculum	80%	80%	98%	99%
CSULB BSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
SWEAP BSW Curriculum	80%	80%	98%	99%
CSULB BSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
SWEAP BSW Curriculum	80%	80%	100%	100%
CSULB BSW Comprehensive Skills Instrument	80%	80%	100%	

Assessment of the Implicit Curriculum

Accreditation Standard 5.0.2(a): The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program's implicit curriculum.

The BASW program has adopted the following process to formally review its ADEI assessment plan. The Undergraduate Program Director, Director of Practicum, Assistant Director of Practicum, the CA Title IV-E Program Coordinator, and LAC-DCFS Stipend Program Coordinator (the BASW Program leadership team) with approval from the School of Social Work Director have agreed that the focus of the ADEI assessment plan is on the learning environment for BASW students. The ADEI assessment plan consists of an exit survey that co-occurs with the program assessment. The items are presented on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The benchmark is 80% expressing a level of agreement. The BASW program assess for equity gaps in perception by reporting ADEI scores by Hispanic/Latine, Asian American Pacific Islander (AAPI), White, and Previously Excluded because of Ethnicity/Race (PEER). This last category includes Black/African American, Alaska Native or Native American, North African/Middle Eastern, and other students who do not identify as belonging to the other groups.

Climate & Culture 2025 Data

Criterion	Benchmark	Outcome 2025	Performance
BSW program curriculum supports and motivates professional learning	80%	95%	15
BSW practicum seminar and internship support learning needs and professional development	80%	100%	20
BSW program faculty express concern and reflect social work values	80%	96%	16
BSW program adequately prepared me for competent social work practice	80%	90%	10
BSW program content provides a moderate or great deal of content on different groups and cultures	80%	80%	0
BSW program, overall, instills a sense of pride and belonging	80%	95%	15

Criterion	Outcome 2025	Hispanic/Latine	AAPI	White	PEER	Hispanic/Latine Gap	AAPI Gap	White Gap	PEER Gap
BSW program curriculum supports and motivates professional learning	95%	95%	100%	100%	-	0	5	5	-
BSW practicum seminar and internship support learning needs and professional development	100%	100%	100%	100%	-	0	0	0	-
BSW program faculty express concern and reflect social work values	96%	98%	100%	100%	-	2	4	4	-
BSW program adequately prepared me for competent social work practice	90%	87%	-	100%	-	-3	-	10	-
BSW program content provides a moderate or great deal of content on different groups and cultures	80%	82%	50%	83%	-	2	-30	3	-
BSW program, overall, instills a sense of pride and belonging	95%	95%	100%	100%	-	0	5	5	-