

CALIFORNIA STATE UNIVERSITY, LONG BEACH



California State University, Long Beach, School of Social Work

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

Table of Contents

MSW Program Mission Statement	1
Assessment Plan for the MSW Program.....	1
Generalist Practice Student Achievement Assessment Outcomes	4
Long Beach - Assessment Data Collected Academic Year 2024 - 2025.....	4
Competency 1: Demonstrate Ethical and Professional Behavior	4
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	4
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.....	4
Competency 5: Engage in Policy Practice.....	5
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.....	5
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	6
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	6
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.....	6
Area of Specialized Practice: Adulthood and Aging	7
Competency 1: Demonstrate Ethical and Professional Behavior	7
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	7
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.....	7
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	8
Competency 5: Engage in Policy Practice.....	8
Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities (Adulthood and Aging)	8
Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities (Adulthood and Aging).....	9
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities (Adulthood and Aging)	9
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities (Adulthood and Aging).....	9
Area of Specialized Practice: Child and Family Wellbeing.....	10
Competency 1: Demonstrate Ethical and Professional Behavior	10
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	10
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.....	10
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	11
Competency 5: Engage in Policy Practice.....	11
Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities (Child and Family Wellbeing)	11
Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities (Child and Family Wellbeing).....	12
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities (Child and Family Wellbeing)	12
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities (Child and Family Wellbeing)	12
Area of Specialized Practice: Integrated Health	13
Competency 1: Demonstrate Ethical and Professional Behavior	13
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	13
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.....	13
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	14
Competency 5: Engage in Policy Practice.....	14
Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities (Integrated Health)	14

Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities (Integrated Health)	15
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities (Integrated Health)	15
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities ...	15
Assessment of the Implicit Curriculum	16

MSW Program Mission Statement

The Master of Social Work program at the California State University, Long Beach School of Social Work's mission 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.

Assessment Plan for the MSW 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.

Our MSW Program emphasizes ecological and systems perspectives which focus on the fit and interactions of a person or system in relation to the various environments likely to be encountered. Within these perspectives, knowledge, values, and skills are used in a change-oriented process to help individuals and social systems achieve an improved quality of life and social participation, including advocacy for just institutions and equitable access to opportunities and resources. Graduates of our program are prepared to work with diverse populations, advocate in a variety of settings, ensure equitable access for disenfranchised populations and promote social justice. We address community challenges related to child welfare, health and behavioral health integrated care, substance use, poverty, homelessness, domestic violence, the growing aging population, and social change. We educate students for micro and macro practice and leadership in government agencies, non-profit organizations, schools, and non-traditional settings.

The first year in the MSW program is the generalist practice/foundation year and students are assessed by two instruments:

Instrument 1: The SWEAP Curriculum Instrument MSW @ Generalist Practice 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 (i.e., MSW students are assessed at the competency level).

Instrument 2: CSULB MSW Comprehensive Skills Evaluation. The items on this instrument assess the practice skills of MSW students by competency, (i.e., students are assessed at the behavioral level), 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 or exceeding a competency is a student being assess as competent on 50% or more of the items within an EPAS competency. The percentage of students deemed competent in a particular is calculated and reported at the competency level.

Overview of the MSW Program Specializations

The Master of Social Work (MSW) degree offers an opportunity for study in one of three areas of specialization: Adulthood and Aging, Child and Family Wellbeing, or Integrated Health. Students are assigned a specialization during their first year in the program. The second-year courses and practicum experience will be determined by this specialization.

Adulthood and Aging Specialization

The Adulthood and Aging specialization prepares students to use strength-based and evidence-based approaches to promote positive adult, older adult, and family functioning across diverse populations. Through coursework and practicum experiences, students will acquire and enhance their skills to effectively engage, assess, and intervene with adults and older adults. Students will gain knowledge of the unique psychosocial needs facing adults, older adults, and their families. Students will examine adulthood and the aging processes from multiple perspectives: biomedical, psychological, socioeconomic, spiritual and cultural while examining contemporary trends that are shaping aging policy, practice, and theory. This specialization provides a solid framework for students interested in working in the areas of adult protective services, supportive services for family caregivers, Alzheimer’s and dementia care services, hospice services, the prison system and community corrections, promotion of healthy aging, long-term care, and health care collaborations.

Child and Family Wellbeing Specialization

The Child and Family Wellbeing specialization prepares students to use strength-based and evidence-based approaches to promote positive child and family functioning across diverse populations. Through coursework and practicum experiences, students will acquire and enhance their skills to effectively engage, assess and intervene with children and families both preventively and with those experiencing challenges. Students will also gain knowledge of the policies most salient to the lives of children and families and skills to effectively influence such policies. This specialization provides a solid framework for students interested in working in child protective services, schools, and other public agencies or community-based non-profits.

Integrated Health Specialization

The Integrated Health specialization prepares students to use strength-based and evidence-based approaches to meeting the changing needs of people from diverse populations with physical, behavioral health, and substance use challenges. Through coursework and practicum experiences, students will acquire and enhance their skills to effectively engage, assess, and intervene with individuals who face chronic diseases and co-occurring conditions of mental health challenges and/or substance use. Students will learn to utilize prevention and brief intervention models critical to integrated care and how to work effectively on an interdisciplinary team. Students will learn how evidence-based practice, along with recovery-oriented and strengths-based care philosophies, can foster changes in practice settings and policies. This specialization provides a solid framework for students interested in working to deliver services in outpatient or primary care facilities, community-based behavioral health agencies, hospitals, and acute, chronic, and long-term care settings.

In the second year, students are assessed by two instruments:

For Instrument 1: The CSULB MSW Curriculum Instrument. Student achievement on the CSULB MSW Curriculum Instrument is evaluated for each competency. A percentage of questions answered correctly is calculated for each competency area, per student. If a student correctly answered at least 50% of questions in a competency area, they are deemed “competent” in that competency. The percentage of students deemed competent in a particular competency is calculated and reported.

For Instrument 2: The CSULB MSW Comprehensive Skills Evaluation. Each measurement item is tied to a specific EPAS competency. There are items for the behavior level of each competency, as well. A field instructor rates the student on each item on a scale from 1-5. As defined by the SWEAP rating scale, a rating of 3 is “competent performance” which is defined on the instrument. A rating of 4 is “superior” and is defined on the instrument. A rating of 5 is entitled, “mastered performance,” and is also defined on the instrument. Student ratings across a competency are averaged. Students who earn an average of 3.0 or higher on the items in a competency are deemed competent. The percentage of students deemed competent in a particular competency is calculated and reported.

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 year in the program.

Generalist Practice | Student Achievement Assessment Outcomes

Long Beach - Assessment Data Collected Academic Year 2024 - 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 Curriculum Instrument MSW @ Generalist Practice Completion	80%	80%	98%	98%
CSULB MSW Comprehensive Skills Instrument	80%	80%	99%	

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 Curriculum Instrument MSW @ Generalist Practice Completion	80%	80%	99%	100%
CSULB MSW 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 Curriculum Instrument MSW @ Generalist Practice Completion	80%	80%	99%	100%
CSULB MSW 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 Curriculum Instrument MSW @ Generalist Practice Completion	80%	80%	92%	95%
CSULB MSW Comprehensive Skills Instrument	80%	80%	98%	

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 Curriculum Instrument MSW @ Generalist Practice Completion	80%	80%	71%	85%
CSULB MSW Comprehensive Skills Instrument	80%	80%	99%	

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 Curriculum Instrument MSW @ Generalist Practice Completion	80%	80%	99%	100%
CSULB MSW 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 Curriculum Instrument MSW @ Generalist Practice Completion	80%	80%	98%	99%
CSULB MSW 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 Curriculum Instrument MSW @ Generalist Practice Completion	80%	80%	100%	100%
CSULB MSW 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 Curriculum Instrument MSW @ Generalist Practice Completion	80%	80%	98%	98%
CSULB MSW Comprehensive Skills Instrument	80%	80%	99%	

Specialized Practice | Student Achievement Assessment Outcomes

Area of Specialized Practice: Adulthood and Aging
Assessment Data Collected Academic Year 2024 - 2025
n = 51

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)
CSULB MSW Curriculum Instrument	80%	80%	98%	99%
CSULB MSW 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)
CSULB MSW Curriculum Instrument	80%	80%	98%	98%
CSULB MSW Comprehensive Skills Instrument	80%	80%	99%	

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)
CSULB MSW Curriculum Instrument	80%	80%	69%	84%
CSULB MSW 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)
CSULB MSW Curriculum Instrument	80%	80%	96%	94%
CSULB MSW Comprehensive Skills Instrument	80%	80%	92%	

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)
CSULB MSW Curriculum Instrument	80%	80%	98%	96%
CSULB MSW Comprehensive Skills Instrument	80%	80%	94%	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities (Adulthood and Aging)

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
CSULB MSW Curriculum Instrument	80%	80%	94%	96%
CSULB MSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities (Adulthood and Aging)

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
CSULB MSW Curriculum Instrument	80%	80%	79%	96%
CSULB MSW Comprehensive Skills Instrument	80%	80%	98%	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities (Adulthood and Aging)

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities (Adulthood and Aging)

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

Area of Specialized Practice: Child and Family Wellbeing

Assessment Data Collected Academic Year 2024 - 2025

n = 142

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)
CSULB MSW Curriculum Instrument	80%	80%	89%	94%
CSULB MSW 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)
CSULB MSW Curriculum Instrument	80%	80%	93%	96%
CSULB MSW 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)
CSULB MSW Curriculum Instrument	80%	80%	70%	85%
CSULB MSW 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)
CSULB MSW Curriculum Instrument	80%	80%	94%	97%
CSULB MSW 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)
CSULB MSW Curriculum Instrument	80%	80%	94%	97%
CSULB MSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities (Child and Family Wellbeing)

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
CSULB MSW Curriculum Instrument	80%	80%	94%	97%
CSULB MSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities (Child and Family Wellbeing)

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
CSULB MSW Curriculum Instrument	80%	80%	84%	92%
CSULB MSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities (Child and Family Wellbeing)

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
CSULB MSW Curriculum Instrument	80%	80%	97%	98%
CSULB MSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities (Child and Family Wellbeing)

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
CSULB MSW Curriculum Instrument	80%	80%	89%	94%
CSULB MSW Comprehensive Skills Instrument	80%	80%	100%	

Area of Specialized Practice: Integrated Health

Assessment Data Collected Academic Year 2024 - 2025

n = 82

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)
CSULB MSW Curriculum Instrument	80%	80%	97%	98%
CSULB MSW 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)
CSULB MSW Curriculum Instrument	80%	80%	49%	74%
CSULB MSW 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)
CSULB MSW Curriculum Instrument	80%	80%	63%	82%
CSULB MSW 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)
CSULB MSW Curriculum Instrument	80%	80%	93%	96%
CSULB MSW 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)
CSULB MSW Curriculum Instrument	80%	80%	99%	100%
CSULB MSW Comprehensive Skills Instrument	80%	80%	100%	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities (Integrated Health)

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities (Integrated Health)

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities (Integrated Health)

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

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

Instrument	Instrument: Expected Level of Achievement for Instrument	Expected Level of Achievement for Competency	Actual Outcome (2025)	Actual Outcome (Inclusive of All Instruments)
CSULB MSW Curriculum Instrument	80%	80%	97%	98%
CSULB MSW 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 (A DEI) efforts within the program's implicit curriculum.

For the A DEI assessment, the MSW Program uses its self-created assessment instrument that is administered in the spring term of a student's final year of the program. It is a measure of student perceptions that is included with the SWEAP Curriculum Instrument MSW @ Generalist Practice Completion and CSULB MSW Curriculum Instrument. The latter instrument includes the A DEI items. The following A DEI areas were assessed in academic years 2023 – 2024 and 2024 – 2025: program curriculum supports and motivates professional learning, practicum seminar and internship support learning needs and professional development, program faculty express concern for their students and reflect social work values, program content provides a moderate or great deal of content on different groups and cultures, program, overall, instills a sense of pride and belonging.

Data collection and calculation method: Data is collected via a Qualtrics survey. Annually the assessment coordinator analyses the A DEI related questions and reports the percent agreeing to the statements. The benchmark is a score of 4.0 within the A DEI areas. The items are presented on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The MSW program assess for equity gaps in perception by reporting A DEI scores by Hispanic/Latine, Asian American Pacific Islander (A API), 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. The benchmark for equity gaps is < 0.5.

Data Collection Year: Academic Year 2024 - 2025

Criterion	Benchmark	2025 Performance	Benchmark - Performance
MSW program curriculum supports and motivates professional learning	4.0	4.4	0.4
MSW practicum seminar and internship support learning needs and professional development	4.0	4.2	0.2
MSW program faculty express concern and reflect social work values	4.0	4.4	0.4
MSW program adequately prepared me for competent social work practice	4.0	4.2	0.2
MSW program content provides a moderate or great deal of content on different groups and cultures	4.0	3.1	-0.9
MSW program, overall, instills a sense of pride and belonging	4.0	4.5	0.5

Criterion	2025 Performance	Hispanic/Latine	AAPI	White	PEER	Hispanic/Latine Gap	AAPI Gap	White Gap	PEER Gap
MSW program curriculum supports and motivates professional learning	4.4	4.5	4.2	4.4	-	0.1	-0.2	0	-
MSW practicum seminar and internship support learning needs and professional development	4.2	4.3	4.2	4.1	-	0.1	0	-0.1	-
MSW program faculty express concern and reflect social work values	4.4	4.5	4.2	4.4	-	0.1	-0.2	0	-
MSW program adequately prepared me for competent social work practice	4.2	4.3	3.9	4	-	0.1	-0.3	-0.2	-
MSW program content provides a moderate or great deal of content on different groups and cultures	3.1	3.2	3	3.1	-	0.1	-0.1	0	-
MSW program, overall, instills a sense of pride and belonging	4.5	4.6	4.3	4.4	-	0.1	-0.2	0.1	-