



**Bachelor of Social Work Program**  
**Evaluation At California University of**  
**Pennsylvania**

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## I. Background

### **Bachelor of Social Work BSW Program Description**

**California University of Pennsylvania CALU, which is found in 1852, is now into 170 years of services. Calu has many programs for both undergraduate and graduate students. One of these programs is a social work for an undergraduate degree program (B.S.W). The Calu prepares an increasing various society for permanent partnership of the community with BSW student from Calu. At all times, the National Association of Social Work NASW Code of Ethics, “to do no harm” will be upheld (NASW, 2017). Therefore, in the next few lines there will be a description of the nature of the program, explanation of the program issues that would have served as background to planned evaluation efforts, and a discussion of the department’s response to diversity issues.**

**First of all, regarding the nature of the program; in fact, within this program, students will learn how to work with individuals, families, groups, organizations and communities to improve and reestablish social functioning in the Bachelor of Social Work degree program at California University of Pennsylvania. Then, BSW student will be ready to start their occupation as a social worker after they complete classes and hands-on fieldwork.**

Additionally, students who involved in such a program take regular classes and then apply what they learn through involvement in one of the social, medical, or educational agencies. Thus, they will take specific classes of required bachelor's degree program courses. Moreover, the BSW student will complete 480 hours of field education in one term at a social services agency or organization in the community where social services are provided; lastly, the students recommended electives' courses to enable them to round out their major with gerontology, abnormal psychology, contemporary social problems, elements of economics and an introduction to political science (Social Work Department, 2017).

Secondly, explanation of the program issues that would have served as background to planned evaluation efforts. Actually, the MSW program uses to be assessed through three different areas. One of these areas is learning environment which focus on the students' idea about CalU's BSW program, whether promote a healthy learning environment or not. Moreover, the students' experience with faculty modeling and what it means for them to be social workers and their experience in social work values and ethics.

Additionally, the program will take care of the overall of educational resources available at CalU and what do the students find most and least helpful; and have the university upgrades in technology helped in their

education. Lastly, the students' opinion about the resources that used by the faculty member and classrooms where they take their classes.

Next, the field that would have served as background to planned evaluation efforts is a curriculum that would attention on the students' idea about the classes; and asked them to tell their feeling about the classes that prepared them the most or least for social work practice. Moreover, the students' experience with the courses and how have their courses prepared them to understand and abide by the NASW Code of Ethics. Additionally, the program would take care of the three different levels of social work and ask the students to tell about any hands-on projects that they have completed for the micro, mezzo, and macro level courses and how have these projects prepared them for social work practice and have these projects been helpful in understanding the multiple roles of a social worker. Lastly, the students' opinion about the elective courses and they would ask the to tell about the electives they feel are the most important to have in the special topics' selection of the curriculum and their suggestions for improving the curriculum and course offerings.

Finally, the last area that would have served as background to planned evaluation efforts is field education which focus on the students' opinion about the placement process and how they were placed. Moreover, the students

would be asked about coursework and how did their coursework prepare them for field education experience. Additionally, the students' opinion about their instructor and they would be asked to tell about the role played by the field instructor in their practicum experience and the role played by the faculty liaison in addition to how did the faculty liaison assist the students with their experience. The students would be asked about their thought about the field seminars and what are they like. Lastly, the BSW students would be asked if they have anything else, they would like to add regarding their field education.

Thirdly, a discussion of the department's response to diversity issues. Clearly, the Department of Social Work at the California University of Pennsylvania, has been dealt with BSW students on an equal basis without considering diversity in terms of culture, race, religion, and ethnic groups (Colvin & others, 2013). Although this diversity is associated with increased disparities in the needs of some services for Americans from ethnic and ethnic minorities (Leong & Lau, 2001), the Social Work Department deals with this diversity in a professional and professional manner that has overcome such challenges encountered by educators and social workers in the same time. As a result, the BSW program does not require that students be accepted to study in the program because of their gender or ethnic for example, but they handle

with specific criteria that concerned with other matters such as scientific and ethical competence without regard to any other considerations. Thus, you may find that there is a male and female student in the same classroom who interacts and works together and get the equal opportunities without any discrimination or any similar action done by their professors and instructors.

### **Mission, Vision, and Goals**

In fact, the mission and goals of the social work program address the profession's purpose, are grounded in core professional values, and are informed by program context, according to Accreditation Review Brief Council, (2015). As a result, the mission of California of Pennsylvania is “to provide high quality, student-centered education that regional, national, and global society, while serving as a resource to advance the communities cultural, social, and economic development. Accordingly, the university's strategic plan of 2015-2020 calls for inspiration and guidance. The strategic plan is designed to empower the university to serve as a resource in the regional as well as the commonwealth. The strategic plan consists of five goals, and 17 objectives that are designed to enable the strategic plan to be a “living document” that will take the university into the future. The strategic plan focuses the University on three key initiatives to assure the success of the University in the coming years. Those initiatives are:

- **Enhancing the academic excellence and experience of our students.**
- **Operating with sound and efficient fiscal and governance practices.**
- **Achieving optimal enrollment in these challenging times (California University of Pennsylvania CALU. 2017)”.**

**Regarding the vision of California University of Pennsylvania, it has its own vision which is “supporting the vision of Pennsylvania's State System of Higher Education; California University of Pennsylvania will exemplify academic excellence, innovation, service, personal growth and social justice for all (CALU. 2017)”.**

**Goals of California University of Pennsylvania, according to CALU, (2017) are:**

- Goal 1: Enhance the academic excellence and experience of our students.**
- Goal 2: Operate using sound and efficient fiscal and governance practices.**
- Goal 3: Create a transformative learning and working environment that promotes diversity through a culture of civility and inclusiveness.**



**Goal 4: Serve in the areas where we live and learn through the Commonwealth, the region, the nation and the world.**

**Goal 5: Continue to enhance the quality of student life.**

### **Logic Model**

**According to CALU, (2017) that the logic model is a tool applied by evaluations of programs to assess the effectiveness of those programs.**

**Moreover, the logic model is an instrument that can be used in planning a program. Additionally, practitioners of social work can systematically analyze a proposed new program and how the several elements involved in a program relate to each other. Social workers also consider the range of problems needs that members of a particular population presents. Furthermore, the logic model presents a clear picture of the program for all stakeholders involved; and at the program level, the logic model creates the connection between the resources needed for the program, the planned interventions, the anticipated outcomes, and ways of measuring success (CALU, 2017). Openshaw and others, (2011) defined a logic model as a framework that is used to delineate goals and resources. Thus, the department of Social Work at California University has their criteria and standard of the Bachelor of Social Work degree program that is considered applicable through consisting of the input, output, and outcomes as a following.**

INPUTS	OUTPUTS		OUTCOMES
	Activities	Participation	
Curriculum	General practice, perspectives, theories, models, and interventions' methods.	Professors, instructors, students, and field advisors	Indicate the nine competencies of social work
Faculty members	Teaching, education	Students	Understanding social work lessons
Text books	Reading, doing assignments and exams	Students	Improvement of social work students' knowledge
Classes	Attend the classes	Students	Interaction and participation, and benefit of the professors and colleagues
CalU's facilities	Benefit from the library, gym, student center, and parking	Students	Educational and social skills in addition to building the physical and mental health
Social, medical, and educational facilities	Practicum as intern students	Students, instructors, field advisors	Indicate the nine competencies of social work

## II. Needs Assessment

Needs assessment is the second main point of current paper which consists report on whether or not the program selected to address the problem was evidenced based, what was the needs assessment process undertaken to develop the program being evaluated and critique the needs assessment. However, since the BSW program does not have assessment yet, the next following lines is going to be about the concept of needs assessment, and the impacts and consequences of do not apply the needs assessment.

In fact, the definition of Needs Assessments was clarified by CALU, (2017) as a systematic process of gathering information that is appropriate and significant to develop an effective educational program that will address the groups' needs and wants. "It is the process for determining and addressing needs, or "gaps" between current conditions and desired conditions of "wants". Moreover, the definition of Needs Assessments was clarified by Rossi and others, (2003) as a systematic approach to identifying social troubles, determining their degree, and exactly defining the target population to be served and the nature of their service needs. Additionally, the needs assessment is a difference or a discrepancy (gap) between what the current or there is state regarding the situation or group in question and what there should be, or the desired state; thus, a need reflects the presence of a

specific matter that requires an intervention, a matter that must be dealt with (Vocational Education and Training Reform Programme, 2007). The needs assessment purposes may be found in several fields such as community profiles, needs and resources surveys, or similar designations, which seek to inform those that have the ability to implement changes and a host of considerations enter into the design, collection, and analysis phases of these assessments such as, the level and scope of inquiry are each balanced against the resources available (Gamache & Giard 2004).

As a result, the need can be a desire to improve current performance, or to correct a deficiency. Currently, a Needs Assessment has not been completed for the BSW program at Calu. The consequences of not having a needs assessment completed include not planning for BSW students to work in the area, be that urban or rural settings (Norris & Schwartz, 2009). Deciding to utilize BSW students in a variety of settings would be in the best interest of community by using their expertise and talents. Providing opportunities to BSW students also benefits the students in that job opportunities in the community would keep the BSW program at Calu competitive.

### III. Evaluation Plan

Evaluation plan portion, which is the third section of this paper, is going to be around three diverse points. The type of evaluation is the first point where there is a report on whether the evaluation is a process, outcome or efficiency evaluation. Then, the describe in detail of the evaluation plan. Lastly, discussion of the targeted people, who they need to interview in relation to the evaluation in order to gather information for the evaluation.

First of all, it is possible to say that the process, outcome or efficiency evaluation could be applied by the Department of Social Work at California University of Pennsylvania. In fact, the process evaluation will be used through every semester assessment to measure success of BSW program whether for the students who are taking classes on campus, or with those who are doing their practicum in the field. Moreover, such evaluation will allow the professors and the decision makers in the Social Work Department at CalU to be able to measure how their program has delivered. Likewise, the outcome evaluation will let the professors and the board of the department measure their outcomes. And they will be able to make sure whether their program achieves the expected outcomes or not. In addition, they will be sure if they apply their plans and strategy in the right way or not. Also, do they have prepared students to work as social workers after their graduation or no.

Lastly, efficiency evaluation is considered similar to the previous types of evaluation in terms of the ability to measure BSW program and its outcomes. Actually, as any other school of social work, the Department of Social Work at CalU pay more attention to the efficiency of the Bachelor of Social Work program, and to be of high-quality standards. Thus, they usually have been applying such an evaluation every semester before the end of the university year through asking them to participate in the online professor evaluation, for example. As a result, the three types of evaluation, which is process, outcome, and efficiency evaluation, are possibly being applied in the Department of Social Work at CalU.

Secondly, the evaluation plan portion will describe the tools for evaluation, the type of the questions that will be asked, and the timeline of the BSW program evaluation. Consequently, the focus group and survey will be used as collecting data tools to evaluate the Bachelor of Social Work Program. Focus group is broken into three different parts which are Learning Environment, Curriculum, and Field Education. In fact, Learning Environment is generally about the students' opinion about the validity of the educational environment and whether it is healthy or not from their point of view. Likewise, the Curriculum is around how the curriculum prepared students of social work to work in the field of social work after graduation.

Similarly, the Field Education is about the experiences of students in field training and what the application of social work curriculum has added to them in the social field. On the other hand, the BSW program will evaluate by using the Survey as a part of the program outcomes' assessment process. The survey is broken into four different types of questions, which are dichotomous questions, Likert-type scales, multiple choice questions, and open-ended questions. In fact, the purpose of dichotomous questions to obtain the personal information of the participations such as the current position of the students if they are Full-time or Part-time students. To measure the students' rate of the BSW program like their aware of the BSW Program's professional behavior standards for successfully completing the BSW degree, the Likert-type scales will be used. Open-ended questions aim to explore the students' opinion about BSW program such as what the greatest strengths of the BSW Program are. As a result, the focus group and survey will be used as tools of evaluation of BSW program.

Then, there are several types of questions will be used to ask the targeted people of BSW program. According to Grinnell, (2016) there are eight questions that can be asked like, what is the BSW program's background, what is the program's student profile, what is the program's faculty or staff profile, what is the amount of service provided to students, what are the program's

activities, what administrative supports are in place, how satisfied are the program's stakeholders, and how efficient is the program? Thus, the Bachelor of Social Work degree program at California University of Pennsylvania will ask such questions for the students by using the previous tools of evaluations that did mention and describe above in the earlier portion.

Lastly, the BSW program evaluation timeline is set by the program chairperson and the evaluators. Therefore, the program's timeline will be like the following:

<b>Day</b>	<b>Date</b>	<b>Time</b>	<b>Task(s)</b>
<b>Thursday</b>	<b>11/1/2018</b>	<b>9:30 am and 12:30 pm</b>	<b>Visiting class to invite the students to participate in the focus group evaluation</b>
<b>Friday</b>	<b>11/2/2018</b>	<b>1:00 pm</b>	<b>Visiting class to invite the students to participate in the focus group evaluation</b>
<b>Wednesday</b>	<b>11/7/2018</b>	<b>5:00 – 6:00 pm</b>	<b>Due date for the focus group (Learning Environment)</b>
<b>Wednesday</b>	<b>11/7/2018</b>	<b>6:00 pm</b>	<b>Due date for the survey</b>
<b>Thursday</b>	<b>11/8/2018</b>	<b>9: 30 am</b>	<b>Due date for the survey</b>
<b>Thursday</b>	<b>11/8/2018</b>	<b>11:00 am – 12:00 pm</b>	<b>Due date for the focus group (Curriculum)</b>



Friday	11/9/2018	12:30 pm	Due date for the survey
Friday	11/9/2018	1:00 – 2:00 pm	Due date for the focus group (Field Education)
Wednesday	11/14/2018	5:00 – 6:30 pm	Entering Data in computer lab
Wednesday	11/28/2018	5:00 – 6:30 pm	Analyze Data and write report

**Third, the students of BSW will be the targeted people, who need to interview in relation to the evaluation in order to gather information for the evaluation. Thus, the students in the first two years of social work will be chosen to participate in the focus group for the curriculum and learning environment, in addition to be part of the survey participants. And the students in the last two years will be selected to contribute in the focus group for the field education, and to be one of the survey participants as well. Since the BSW program allows the students of the third and fourth year to do the practicum after they finish the basic courses in the first and second year of the program, thus the students will have an experience about the field education more than those who did not attend the internship placements.**

#### IV. Gathering Data

Before a Report on Result will be done, gathering data section is going to be discussed through clarification measures in place to evaluate whether or not the program has met its objectives including quantitative and qualitative measures, pre or post-tests, rating scales, self-evaluations, evaluation reports, observation reports, focus groups, individual interviews, random sampling, case record reviews, community meetings, survey instruments. And which method had applied to evaluate the BSW program.

At the beginning, the data will collect through using two measurements' methods which are the focus group and survey instruments. In fact, focus group, which is a group interview of approximately six to twelve people who share similar characteristics or common interests, is considered qualitative data collection method because data are descriptive and cannot be measured numerically (Department of Health and Human Services DHAHS, 2008). The focus group was chosen because the BSW program needs to get more in-depth information on perceptions, insights, attitudes, experiences, or beliefs, and to gather additional information as an adjunct to quantitative data collection (DHAHS, 2008). Thus, numerous of groups questions were prepared to regard such purpose such as the field education focus group will have more than five questions which ask the BSW program students to obtain

their opinion about what they encounter in their field. Learning environment focus group have several questions designed for the students to find out their points of view about what they feel within the university facilities, as example. Moreover, the curriculum focus group questions were established to ask the BSW program students their opinion about what they take at classes in general, for instance. As a result, the focus group is going to be one of the measurement tools to collect data from the targeted people, who are some of the BSW program students at CalU.

Likewise, the BSW program data will be gathered through using the survey instruments. Surveys are a popular way to assess student needs. Deciding to use a survey depends on several issues, such as size of classroom. Ways to gather information and include the following:

- Interview.
- Meeting.
- Focus groups (NASW, 2018).

Actually, the survey, which is a collection of information from a sample of individuals through their responses to questions (Ponto, 2015), is considered quantitative data collection method because data can be measured numerically. In fact, surveys were chosen because they have confirmed usefulness in school needs assessments (Cohen & Angeles, 2006) such as school

of social work. Therefore, several questions were established regarding such purpose which is to collect information about the Bachelor of Social Work Program evaluation such as the BSW program students' rates about different services delivered by the Department of Social Work at CalU. Consequently, the surveys are going to be used as one of the measurement tools to gather data from some of the BSW program students at CalU, who are the targeted people of the program.

As a result, it is clear that the Bachelor of Social Work Program applied mixed method approach to evaluate the program's outcomes. According to DHAHS, (2008) mixed methods approaches are used to increase validity of evaluation findings by using a variety of data collection techniques; because focus groups are one of the few methods in which data is gathered from a group, it is useful as part of a mixed method approach. Therefore, it will help to have valid outcomes when there is a qualitative data by using the focus group side by side to use the survey instruments as a quantitative method.

## V. Report on Results

### Report of Outcomes

The evaluation of BSW was applied on 39 students and the majority of them were full-time students with 92.3%. Regarding to the students' level there are 2.6 percent of the Sophomore, 28.2 of the Junior, and 61.5 of the Senior. The last item of the students' general information was the type of the students where there is a 35.9% of the participations were a four-years, 59.0% were Transfer students, and there is a 5.1% was missing.

In terms of the advising usage, most of the students went with a great deal choice with 23.1%. Awareness of the BSW Program's academic standards for successfully completing the program was the third item of the survey instrument and almost a half of the students were aware of it with 56.4%. On contracts, approximately a quarter of the participants with 25.6% were aware of the BSW Program's policies and procedures for dismissal from the BSW Program. Similarly, 23.1% of the students were aware of the BSW Program's policies and procedures for appeals of grades and policy decisions.

Regarding the rate that extent to which the overall curriculum has prepared BSW students to understand and abide by the NASW Code of Ethics, many of the participations were satisfied with 33.3%. Moreover, the degree that extent to which the program provides a supportive and inclusive

learning environment for diverse populations, 18 of the participants went with the highest three options that express satisfaction, as 15.4% of them chose Grade 8, 15.4% chose Grade 9, and 15.4% chose Grade 10, which means a great deal satisfaction. Furthermore, 23.1% of the students were satisfied of the item that indicated in the rate that extent to which the program provides a supportive and inclusive learning environment for diverse populations.

Additionally, almost a half of the participations with 51.3% were agreed in terms of doing social work faculty members model the use of the profession's core values. Around a quarter of the students with 25.6% were participants and 25.6% were not participations in the Baccalaureate Social Work Association (BSWA) that provides opportunities for students to have a voice in development of program and procedures. The majority of the participants with 23.1% did not agree that the BSWA represented their voice in the development of program policies and procedures. Almost the same amount of the students with 25.6% did agree that the university upgrades in technology have helped them in their education. Moreover, 28.2% of the participations do like to benefit of the computer lab as educational resources that are designed to help students. On contracts, 20.5% of the BSW students did not use of the writing labs. 41.0% of the participants did use the library as an educational resource of Calu. Dissimilarly, 64.1% of the participants did not

use the Tutoring Center. And 53.8% of the students did not use commuter center as one of Calu's resource. Lastly, the choice 8 was chosen with 33.3%, 9 was selected with 25.6%, and 10 choice was picked with 17.9% of the students who had an excellent experience as a BSW student here at Cal U.

In conclusion, the Bachelor of Social Work Program at California University of Pennsylvania was evaluated in the current semester Fall 2018 through applying two different methods. One of them is the focus group method which had done the BSW students in the beginning of November. Another measurement was the survey instrument that had used to assess the BSW program. The evaluators had found that the majority of students were satisfied of the BSW program in general. Although some weaknesses founded in the program according to the students' selections and responses, the BSW program has many strengths that may guarantee the goals and objectives of it are accomplished and the vision of Social Work Department and Calu was achieved.

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