

The Evaluation of the BASW Program, Spring 2008

The School Assessment Committee
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(Special thanks to Eden Ortiz for data entry)

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Introduction

This report is from the second pilot of the survey questionnaire for BASW students. Several items were deleted from the earlier survey, and a different set of responses was tested. This time we asked respondents to give a letter grade F to A to each question. We gave a corresponding numerical value to each grade.

Because this is a pilot study, there will be no links with subsequent surveys of alumni or of MSW students. Comparisons in substance with results from the 2007 survey will be described, but there are no statistical tests made.

Sample

In Spring of 2008, there were 209 BASW students enrolled in 16 sections of field seminar. We received 166 completed surveys, for a response rate of 79%. Of these, 128 of the respondents indicated they were graduating in Spring of 2008, 30 in Summer 2008, two in Fall 2008.

Data Collection

The questionnaires were administered near the end of the Spring 2008 quarter by faculty of the field seminars. Though IRB approval is not necessary for educational evaluations, and was not obtained, subjects were guaranteed the right to not participate and were guaranteed anonymity in the reporting of results. No names or other identifying information were attached to the questionnaires.

Questionnaire

The questionnaire consists of 75 items, plus follow-up questions for some items. The core of the survey elicits opinions regarding how well respondents believe the BASW program prepared them in meeting specific tasks derived directly from BASW objectives and CSWE competencies. The second section asks respondents to rate the quality of specific aspects of the BASW program, as well as the program overall. The third section consists of demographic information and questions about future professional plans. A copy of the survey is attached as Appendix A. A copy of the CSWE competencies, together with the corresponding survey questions and mean scores, is attached as Appendix B.

Opinion items use a 12-point scale, based on academic grades. Respondents chose a grade from F to A for each question. For analysis, the equivalent numerical values were A=4, A-=3.67, B+=3.33, B=3, and so on.

There are three open-ended questions where respondents were invited to inform us of their perceptions of the strengths and weaknesses of the program, as well as any other comments they might have. Responses to these three questions were categorized together, and are given in Appendix D.

Findings

In presenting and interpreting these findings, it is important to emphasize again that comparisons are only within the survey itself. All assessment mean scores are high. When we make conclusions, we can only state that some scores are not as high as other scores in this survey. There are no agreed upon benchmarks for the scales.

Comparisons in substance are made with the 2007 survey where indicated. Again, there are no tests of significance; these are only impressionistic comparisons. It is also fair to note that the 2007 report was not completed and distributed until April of 2008, so there was no time for the dissemination of results to much affect the results from the June 2008 survey.

Personal Demographics

As seen in Table 1 (Tables are attached as Appendix C.), 91% of the sample was female; 61% of the sample never married; and 96% was heterosexual. The mean age was 27.9 (N=152, SD=6.52), with a range from 21 to 50 years old. Fifty-eight (36%) of the sample had a mean of 2.2 children, with a range from one child to eight children. Seventy-six (49%) of the sample had a mean of 2.6 dependents at home under their care, with a range from one to 12. As seen in Table 2, the ethnic breakdown of the BASW respondents was 64% Latino, 11% African-American, 11% Asian/Pacific Islander, and 9% White. Only 35% of the sample reported that English is their first language, with 51% reporting Spanish as their first language.

Family Background

One hundred and three (64%) of the students were born in the US (Table 3), while only 16% of the students' fathers were born in the US. Fathers were from Mexico (42%), other Central American countries (19%), Asia/Pacific Islands (13%), and the Middle East (5%). Table 4 shows that almost half (44%) of the students' fathers did not graduate from high school. Seventeen percent of the fathers were college graduates.

Work Experience

Only 19% of the students reported paid social work experience prior to entering the BASW program, and only 20% reported unpaid social work experience.

School Finances

One hundred and twenty-six (76%) of the respondents reported working while attending the BASW program, for a mean of 27.5 (SD=10.8) hours per week. One hundred and nine (67.3%) of the students reported receiving financial aid grants while in the BASW program, mostly the Cal or Pell grants. Twelve (7.5%) reported receiving BASW DCFS stipends (Table 5).

After Graduation Plans

Work

Table 5 shows that 41% of the graduates will have a job upon graduation, with a mean anticipated annual salary of \$27,324. (This figure seems to include some part-time employment, so the validity as a full-time salary figure is questionable.) Forty-three percent are or will be working in child welfare, 11% in aging, 11% in mental health and 6% in non-social work jobs.

Education

As Table 6 shows, 25% of the students are going directly to a MSW program. Of the 103 students who are not going to a MSW program immediately, 79% intend to go to a MSW program sometime in the future. Twenty-eight percent of the entire sample report that they will attend a doctoral program eventually, and 38% report that they may attend a doctoral program.

Table 7 shows the numbers of acceptances per program applied to for those respondents for whom we had data (30 of the 40 who applied to an MSW program). Of the 15 applicants who applied to CSULA MSW program, 11 were accepted. All of the six applicants to CSULB were accepted, as were all four of the USC applicants. UCLA, however, only accepted one of four applicants.

Program Assessment

Quantitative

Tables 8 through 15 show the letter grades and the mean scores on each of the program evaluation items. The professional identification section received A-'s for all items. Working with organizations and communities, and evaluating research received B's. The one C grade was for working with clients of different sexual orientations.

In assessing various elements of the program (Table 13), grading got an A- and office staff got a B, with all other program components receiving B+'s.

Table 14 shows considerable overall satisfaction with the program. Table 15 gives another perspective on the program assessment. For 35% of the respondents, the quality of the educational experience is the primary reason they would recommend the BASW program to others, followed by cost (20%), location (16%), and quality of faculty (11%).

Qualitative

Appendix D includes all of the responses to three open-ended questions: “What are the strengths of the BASW Program”, “What are the weaknesses of the BASW program”, and “Is there anything else you would like to tell us about the BASW program?”. Nearly all of the 166 respondents included qualitative judgments about the program. Most of these respondents made several comments.

General comments about the program were overwhelmingly positive. Respondents felt that the breadth of the program was important in preparing them for the profession of social work. Several respondents indicated that they applied to the MSW program here because of the high quality of the BASW program.

There were few weaknesses identified, but several students indicated a desire for more material on interviewing clients, proper documentation and case management. A couple of students wanted more macro classes; one student wanted more on homosexuality; and one student wanted more material on the elderly.

Faculty were praised as the primary strength of the program, as very dedicated to teaching, and as supportive of the efforts of the students. Three respondents identified part time faculty as particularly helpful. However, both the positive comments and the negative comments indicated that not all faculty are highly regarded. Some faculty are identified as not motivated or not prepared.

The schedule of courses and the low cost were identified as strengths by a number of students. However, a much larger number of students identified the course schedule as a major weakness, especially the difficulty of getting classes at appropriate times. In addition, classes are at times too crowded.

The lack of communication among teachers, administrators and students was identified as a particular problem by nine respondents. Faculty members often do not have answers to administrative difficulties, and answers are difficult to get from staff and administrators. However, six students identified relations among students as a strength of the program, especially the activities through ASSW.

Cultural diversity, both in the curriculum, and among the faculty and students was noted as a major strength of the program.

Seventeen students identified the field experience as a strength. However, a greater number identified specific deficiencies of the field experience. Negative comments focused on the difficulty of the placement process, the quality of the placements, and the demanding nature of the placements in terms of required hours.

Both the quality and the accessibility of advisement were identified as weaknesses.

Discussion - Methods

The primary problem is that this report is produced too late. Data entry was not completed until almost a year after data collection. There is no time to identify problems, implement solutions, and measure the effects of those solutions in the subsequent year. For example, issues pertaining to office staff and advisement identified in this report are now obsolete.

Missing values were a problem. These turned out to be a result of poor copying and stapling. Several surveys were missing entire pages. Next year we will be more attentive to this issue.

The use of letter grades rather than numbered scales for responses proved to be interesting and useful for purposes of interpretation, but the scale of achieving greater variance was not achieved. The vast majorities of the items resulted in grades of A- or B+, with the occasional A or B. In fact the numerical means provide more accurate results than the corresponding letter grades.

The response rate was quite good due to the diligence and cooperation of field faculty. Only one class did not respond. Other non-respondents were absent or chose not to participate.

Discussion – Substance

Generally, the results do not differ much from last year's results. The demographic statistics are remarkably similar to those for last year, indicating some consistency in the make-up of our BASW classes. One exception is that this year fewer of the students came to the program with paid work experience (19% compared to 28% last year).

Again, it is evident that the BASW program is doing an outstanding job of preparing out students to be professional social workers. All of these scores are very high, and these conclusions are reflected in the qualitative comments.

Again, macro and research courses, and working with different sexual orientations, did not receive scores as high as those in other areas.

Communication among elements of the School is considered deficient, but the ASSW activities are seen as a positive approach to this problem.

It's interesting that UCLA does not accept our BASW graduates, while USC and CSULB do accept them.

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CSWE Competencies with Related Survey Items and Response Scores 2008

2.1.1 Identify with the social work profession and behave professionally.

Identify with the profession of social work?	A- (3.75)
Take responsibility for your own professional learning and development?	A- (3.75)
Have an interest in further study in the field of social work?	A- (3.62)
Use your professional self in social work practice?	A- (3.69)
Use supervision?	A- (3.54)
Uphold professional roles and boundaries?	A- (3.73)
Work collaboratively?	A- (3.65)
Recognize effect of own emotional responses on your practice?	A- (3.75)

2.1.2 Apply social work ethical principles to guide professional practice.

Uphold professional social work standards, values and ethics?	A- (3.70)
Practice ethically?	A- (3.73)

2.1.3 Apply critical thinking to inform and communicate professional judgments.

Think critically?	A- (3.52)
Communicate in writing?	A- (3.56)
Communicate orally?	B+ (3.49)

2.1.4 Engage diversity and difference in practice.

Practice social work with clients of different backgrounds?	B+ (3.50)
Practice social work with clients of different sexual orientations?	C (2.99)
Value diversity?	A- (3.69)
Recognize effect of own cultural values on your practice?	A- (3.71)

2.1.5 Promote human rights and social justice.

Practice with oppressed populations?	B+ (3.41)
Practice that furthers social and economic justice?	B+ (3.26)
Understand the various forms and mechanisms of discrimination and oppression within a variety of systems?	B+ (3.46)

2.1.6 Engage in research-informed practice and practice-informed research.

Understand a variety of research methods?	B+ (3.24)
Critically evaluate research?	B (3.12)
Evaluate your own social work practice?	B+ (3.34)

2.1.7 Apply knowledge of human behavior and the social environment.

Apply knowledge of human behavior and development?	B+ (3.41)
Understand the influence of biological factors?	B (3.16)
Understand the influence of psychological factors?	B+ (3.30)
Understand the influence of social factors?	A- (3.56)
Understand the influence of environmental factors?	B+ 3.49)
Understand the influence of cultural factors?	A- (3.52)

2.1.8 Engage in policy practice to deliver effective social work services.

Analyze social policy?	B+ (3.22)
Advocate for social change?	B+ (3.38)
Understand the political, social and economic influences on practice.	B+ (3.31)

2.1.9 Respond to and shape an ever-changing professional context.

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice generalist social work with individuals?	B+ (3.47)
Practice generalist social work with families?	B+ (3.33)
Practice generalist social work with groups?	B+ (3.25)
Practice generalist social work with organizations?	B (3.11)
Practice generalist social work with communities?	B (3.13)

The Evaluation of the BASW Program, Spring 2008
Tables

Table 1 - Numbers and percentages of gender, sexual orientation and marital status.

Variable	N	%
Gender		
Male	14	8.6
Female	148	91.4
	162	
Sexual Orientation		
Heterosexual	150	96.2
Homosexual	4	2.6
Bisexual	2	1.3
Total	156	
Marital Status		
Never Married	99	60.7
Married	44	27.0
Living With Partner	10	6.1
Divorced	8	4.9
Separated	2	1.2
Total	166	

Table 2 - Numbers and percentages of ethnicity and first language.

Variable	N	%
Ethnicity		
Latino	103	64.0
African-American	18	11.2
Asian/Pacific Islander	18	11.2
White	14	8.7
Native American	1	.6
Bi/Multi Racial	4	2.5
Other	3	1.9
Total	161	
First Language		
Spanish	82	50.6
English	56	34.6
Asian/Pacific Islander	15	9.3
Middle Eastern	6	3.7
Other	3	1.9
Total	162	

Table 3 - Numbers and percentages of countries of origin.

Variable	N	%
Country Where Student Born		
USA	103	64.0
Mexico	19	11.8
Other Central American	17	10.6
Asia/Pacific Islands	12	7.5
Middle East	9	5.6
Africa	1	.6
Total	161	
Country Where Father Born		
USA	26	16.4
Mexico	66	41.5
Other Central American	30	18.9
Asia/Pacific Islands	21	13.2
Middle East	8	5.0
Africa	3	1.9
Europe	2	1.3
Caribbean	1	.6
Total	159	

Table 4 - Numbers and percentages of fathers' education.

Variable	N	%
Father's Education		
No High School	68	43.6
Some High School	22	14.1
High School Graduate	28	17.9
Some College	12	7.7
College Graduate	20	12.8
Graduate School	6	3.8
Total	156	

Table 5 - Numbers and percentages of financial factors.

Variable	N	%
Receiving Financial Aid		
Cal grant	43	26.5
Pell grant	59	36.4
Loan	7	4.3
None	53	32.7
Total	162	
Receiving DCFS Stipend		
Yes	12	7.5
No	149	92.6
Total		
Employment Upon Graduation		
Keep Old Job	41	25.0
Have A New Job	26	15.9
Looking For A Job	84	51.2
Not Going to Work	13	7.9
Total	164	
Type of Job, Now or Looking		
Child Welfare	64	43.2
Aging	13	10.8
Health	9	6.1
Mental Health	16	10.8
School	12	8.1
Government/political	5	3.4
Corporate	2	1.4
Corrections	7	4.7
Other Social Work	8	5.4
Non Social Work	9	6.1
Total	148	

Table 6 – Numbers and percentages of educational plans.

Variable	N	%
Straight to MSW Program		
Yes	40	24.8
No	121	75.2
Total	161	
Intend To Get MSW Later		
Yes	81	78.6
No	6	5.8
Maybe	16	15.5
Total	103	
Intend To Get Ph.D.		
Yes	43	28.3
No	52	34.2
Maybe	57	37.5
Total		

Table 7 – Numbers of acceptances to first choice MSW program.

School	Total applied	Accepted/ will attend	Accepted/ not attend	Accepted/not decided	Not accepted
CSULA	15	9	0	2	4
CSULB	6	3	2	1	0
USC	4	3	0	1	0
UCLA	4	0	1	0	3

Table 8 – Grade, mean, standard deviation and N.

How well has the BSW program prepared you to practice generalist social work with:

Variable	N	SD	Mean	Grade
Individuals	164	.50	3.47	B+
Families	164	.58	3.33	B+
Groups	164	.65	3.25	B+
Organizations	163	.69	3.11	B
Communities	164	.70	3.13	B
Clients of different backgrounds	164	.60	3.50	B+
Oppressed populations	164	.67	3.41	B+
Clients of different sexual orientations	163	.92	2.99	C

Table 9 – Grade, mean, standard deviation and N.

How well has the BSW program prepared you to understand the influence on generalist social work practice of:

Variable	N	SD	Mean	Grade
Biological factors	164	.75	3.16	B
Psychological factors	164	.63	3.30	B+
Social factors	164	.50	3.56	A-
Environmental factors	164	.60	3.49	B+
Cultural factors	164	.56	3.52	A-

Table 10 – Grade, mean, standard deviation and N.

How well has the BSW program prepared you to:

Variable	N	SD	Mean	Grade
Apply knowledge of human behavior and development	162	.54	3.41	B+
Understand mechanisms of discrimination and oppression	162	.56	3.46	B+
Practice social work that furthers social and economic justice	162	.68	3.26	B+
Understand the current political, social and economic influences on practice	162	.65	3.31	B+
Analyze social policy	162	.66	3.22	B+
Advocate for social change	161	.72	3.38	B+
Understand a variety of research methods	161	.72	3.24	B+
Critically evaluate research	162	.78	3.12	B
Evaluate your own social work practice	161	.63	3.34	B+

Table 11 – Grade, mean, standard deviation and N.

How well has the BSW program prepared you to:

Variable	N	SD	Mean	Grade
Think critically	160	.50	3.52	A-
Communicate in writing	160	.54	3.56	A-
Communicate orally	160	.61	3.49	B+
Value diversity	160	.44	3.69	A-
Use supervision	158	.59	3.54	A-
Practice ethically	160	.44	3.73	A-
Work collaboratively	159	.55	3.65	A-

Table 12 – Grade, mean, standard deviation and N.

How well has the BSW program prepared you to:

Variable	N	SD	Mean	Grade
Uphold professional social work standards, values and ethics	160	.40	3.70	A-
Uphold professional roles and boundaries	160	.39	3.73	A-
Identify with the profession of social work	154	.36	3.75	A-
Use your professional self in social work practice	160	.41	3.69	A-
Recognize effect of own cultural values on your practice	160	.45	3.71	A-
Recognize effect of own emotional responses on your practice	160	.38	3.75	A-
Take responsibility for your own professional development	160	.39	3.75	A-
Have an interest in further study in the field of social work	160	.61	3.62	A-

Table 13 – Grade, mean, standard deviation and N.

How would you rate the quality of each of the following aspects of the BSW program:

Variable	N	SD	Mean	Grade
Classroom faculty	163	.60	3.46	B+
Field faculty	163	.70	3.43	B+
Accessibility of faculty	163	.74	3.30	B+
Field instructors	163	.80	3.49	B+
Overall structure of the program	163	.61	3.41	B+
The curriculum	163	.58	3.45	B+
The grading	163	.61	3.50	A-
Advisement	163	.85	3.23	B+
Office staff	162	.86	3.16	B
Communication within the school	162	.73	3.31	B+

Table 14 – Mean (on a scale from one to four), standard deviation and N.

To what extent do you agree or disagree with the following statements:

Variable	N	SD	Mean
I would recommend this program to another student.	164	.71	3.32
I am satisfied with the overall educational experience at this program.	162	.67	3.37
If I were starting over, I would attend this program.	162	.84	3.27

Table 15 - Numbers and percentages of reasons to recommend the BSW program.

Variable	N	%
Primary Reason to Recommend		
CSULA		
Cultural Diversity	29	18.2
Faculty	18	11.3
Cost	31	19.5
Location	25	15.7
Educational Experience	55	34.6
Other	1	.6

BASW Summary Report, 2008

Categorized responses on open-ended questions regarding strengths, weaknesses, and other comments.

Positive educational experience

- Loved It!!
- It is excellent.
- It's great
- It's excellent!
- The overall experience was great.
- It was a great experience.
- Great Program overall
- Overall, a really good program.
- It was a great experience
- Great educational experience
- Was a good experience
- Overall great program.
- I had a great learning experience.
- My educational experience was great!
- It's an excellent program for the students.
- The quality of education and great staff.
- Great program, great staff, need more classes!!
- I had a great experience here and I truly learned the power of social work.
- Overall my educational experience has been great. I have learned a lot through the CSULA BASW program.
- It was a great program and would do it all again if I had to.
- The BASW program is excellent. I liked the educational experience from all the staff.
- Overall, it is a good program and I would encourage other students to attend.
- Overall quality of education, cost, location, and great faculty.
- I think that the BASW is a great program and I feel that I truly did get my moneys worth.
- The guidance.
- It's a wonderful program!!! =>
- Course reading material
- Most of my acquired learning came from the textbook reading materials assigned in each class.
- Professor/students interaction and diversity of classes
- The classes are great, the teachers really care.
- I enjoyed attending CSULA and have learned a lot from specific teachers
- Educational experience (class & field); staff & faculty
- You learn from generalist approach.
- Overall generalist practice program.
- I am very happy I chose to come to here. It has exceeded all my expectations.
- The program covers a wide range of education for generalist social worker.
- It prepares the student for the difficult task of social work.
- Overall the experience has been great. Professors place emphasis on good school and that's where I'm going.
- The strength of the BASW program is that in introduces you to the MSW program and makes it seem realistic.
- I am very satisfied, I like the Program so much that I decided to return here for the MSW program as opposed to CSULB
- Preparing students to their future goals in social work.
- Yay! I loved it here and I will defiantly come back for my Masters! This school makes me feel at home.
- Overall, I had a great time. I met so many wonderful people and sad that I am in the termination process of this program, but it has inspired me to continue with my education!

- I think that BASW program has prepared me to become an effective social worker which I think has been the biggest strength of the program
- Preparing students for their professional experiences after graduating from this program (through the necessary education and experience).
- Allows for a broad range of study; not just one field.
- The educational experience. This program has a wide range of topics, from working with individual's /groups/ communities, to social policy, to human behavior, minority communities, etc.
- The strength of the BASW program is that the program covers a wide area of the social work practice which includes families, individuals and children, ect...
- There is a diversity of programs and population to work with.
- There is a wealth of knowledge about self and how it affects your work with others no matter what level. Theory comes very close to practice unlike other professions or programs.
- My skills, outlook, and alternative causes has engage me to develop a passion for this profession.
- The program is really good at helping student be able to look beyond just the presenting issues of society but to also look at cultural, racial, economical and educational factors.
- I have gained a lot of information about the field of social work and myself, since starting the BASW program and I would recommend it to other PPL.
- It was a great experience to study the BASW in CAL State LA. I don't think of anything that is weak but the BASW program made me how to see myself differently and how to deal with others.
- It identifies your feelings. Resources and information. To practice how to interview with clients.
- It has done a good job in teaching all of the important social work values and expectations.
- The BASW program is the only program I know were I am taught to think for my self. Another strengths is that students within the program and the professor, it's a very supportive and encouraging atmosphere.
- Students get a chance to get a general idea of the micro, macro mezzo levels of interventions, and how social workers put into practice these levels of interventions.
- The group process, because are were able to express our feeling and tell about our experience.
- Prepares students to develop an ethnical profession. Integrating problem-solving and critical thinking.
- Strengths of BASW program is that educated students focuses on the areas of cultural diversity and ethical behavior.
- This experience has been the best educational in my efforts and passion for social justice and for that, I will always be grateful. Thank you!!! Especially for your dedication and support!!!
- I enjoy interacting w/everyone. Thank you for the wonderful staff! I've learned and grew. Thank you for providing the best education possible to me =)
- It was such a great experience for me and I thank everyone who helped me in the BASW program.

Weaknesses of educational experience

- More interviewing skills and case management
- I didn't feel prepared in interviewing or all the forms and paper work. SW 301 felt more like a creative writing class.
- Needs to assist students on documentation for different agency basic knowledge.
- A class on case management skills.
- A class on boundaries should exist.
- There should be more classes in social work policies and communicating with clients.
- There is very little focus on policy and community organizing.
- The program did not teach me much about the political practice of social work.
- A lack of variety in classes. There should be more classes covering subject such as homosexuality & immigration & in more depth.
- There are limited amount of classes pertaining to the elderly.
- The low expectations placed on students in critical thinking and writing skills.

- Some courses are not really helpful because the courses are not really given me the information that I needed to know. There are not many students have a hard to add a course/class or petition for one.
- The only weak link in the program would be a student's lack of reading the assignments. This would create anxiety and frustration which would ultimately end in a dissatisfactory student experience.

Faculty as strength

- Faculty.
- Faculty.
- Faculty is great.
- Good professors.
- Great Professors.
- Good professors.
- The professors are the best.
- Dedicated professors
- The quality of teaching staff.
- Diverse faculty & availability of faculty.
- The availability of faculty.
- The professors are great for the most part.
- The faculty is great. I learned a lot.
- Great teachers and office staff
- Great professors that like what they do.
- The good and educated faculty.
- The faculty and staff are very helpful.
- Most instructors were fair and good teachers.
- Three social work professors they make class informative.
- Commitment, dedication and diversity of teachers, faculty and students.
- Professor/Instructors, field placement, and interesting diversity classes
- The strengths of the BASW program are the professors. I have been lucky to have had the experience to get my education by such qualified professors.
- Faculty. Knowledge of material by the instructor.
- Knowledge and experienced instructors.
- The faculties within the program have an immense amount of knowledge and experience to offer students
- The faculty is well experienced in the field and brings additional knowledge to the learning experience.
- Great staff that has diverse experience in the social work field.
- The teachers are not only teaching from a text but from experience. They have all been entry level social work students at one point in time and understand true frustrations, fears and emotions that go with the uncertainty of being new.
- The strengths are to get to learn more from many professionals and obtain more knowledge and experiences from many professional experienced instructors of the BASW program.
- The knowledge of the faculty is abundant. Many of my professors actually work in the field they are teaching in the program also taught me how to enplane our feelings and recognize my biases.
- The faculty. Aside from the textbook assessments, the faculty shared their professional perspective of the social work field. This was very valuable to me as I have been able to put their advice to practice with clients.
- Most professors have a passion for not only teaching the students what they have experienced, but the passion they have for social work.
- There are some professors that actually take their time to explain the material
- Curriculum is easy to follow and professors are caring.
- The strengths of the BASW program are the faculty and the curriculum.
- The faculty's positive attitude and encouragement towards the students.

- The patience and understanding of most SW professors. The willingness to help any way they can.
- The teachers being a support system for the students.
- The professors are very supportive, encouraging, and willing to network students.
- Being in some of these class rooms and getting to know the faculty, they have the ability to make me not want to miss class and sometimes I can't wait to get to class.
- The strength of the BASW program is that all instructors are great, caring individuals that showed me how to see situations differently and had great sense of humor doing it. They were always ready to help a student.
- The faculty and the way they make sure that the students learn as much as possible so that they are prepared to go out in the field after graduation.
- The strengths are faculty instructors that put a lot of effort for their students to get an education and understand the concept of a generalist social work. Instructors are very flexible and willing to meet the students.
- Teacher who care about the field of social work, and want others share in their experiences.
- The strengths of the BASW program are the professors that inspire and make differences in the students' life.
- The experience of all the staff in the field and out. They all have clear understanding of sw and they are passionate about it.
- The professors are informative and helpful, in regards to maintaining their students to excel.
- Faculties are very supportive and accessible. Majority of faculty are having compassionate heart to help the students. I am truly appreciated. Thank you!!!!

Part-time faculty as strength

- Part time faculty is wonderful, dedicated, and enthusiastic.
- Honestly the part time staff that contributed their daily experiences while teaching. I learned so much from them and their advisement has stayed with me into my internship.
- Please consider the professors above to become full time. They made your program better and w/o them it's dry.

Faculty as weakness

- Faculty just don't care.
- Some professors do not know how to teach
- The program should have instructors who are capable of teaching the profession of social work.
- I believe the professors need to improve their way of teaching. I can only think of 3-4 professors that I consider good professors and actually teach and practice to their students.
- I felt that professors should be supervised at times to make sure they are teaching the class in a way that will allow students to learn. I would like supervisors to sit in classes once in a while.
- I am A student but some instructors are not professors and do not grade fair and display signs of power control. Some others try to confuse the students with hard tricky questions.
- Some teachers though are too "casual" in their attire, punctuation, and lecturing tend to digress from topics.
- Many of the papers that are written are not thoroughly critiqued.
- I think that one weakness is that there are times when its difficult to speak to faculty.
- Some of the staff [faculty?] is very difficult to approach, makes one feel like quitting the program. Not applying to grad school here.
- There is difficulty reaching professors & staff.
- Part – time staff (possibly) not being trained/ informed of class expectations before it is taught.

Structure of program as strength

- Days & times that SW classes are available.
- CSULA offered great class schedule.
- Class schedule, Availability.

- All required classes are provided every quarter
- Is affordable and the students are great.
- Programs is affordable
- Cost
- Resources
- Direct interaction of faculty; cost; classroom size which allows for a more personal educational experience.
- The structure of classes is pretty much the same. You already know to expect that there will be a midterm & final in each quarter and you know when to expect & prepare for them.

Structure of program as weakness

- Not enough classes
- Also the lack of classes.
- The class availability
- The lack of classes we need more classes offered.
- I would say the number of classes offered and the times that they offer the classes.
- Lack of class(s) / Times
- Lack of classes offered during the quarter.
- It's great just more classes, and faculty teaching them.
- We don't have a lot of class offered.
- Not all classes are offered every quarter. And times of classes do not vary.
- The weakness of the program there are not enough classes for students to choose from. More classes used to be open for students. It is difficulty to add onto classes that are required for students.
- Yes, open more class sections at different times.
- There need to be more courses offered throughout the quarter.
- The weaknesses' of the BASW program is not having to offer classes. They tend to offer one classes. They tend to offer one class of a subject per quarter.
- My only weakness about the program is lack of more class, but that is due to budget cut not the BSW program.
- Classes are too crowded
- Class schedules not flexible enough, too many students in a class (overcrowded)
- Classrooms are too crowded and causes distractions. Availability of classes are difficult
- Sometimes classes are too crowded. We need to have SW class in large lecture Halls.
- Lack of professors so students can have a more intimate setting.
- Lack of faculty not enough professors.
- Not enough quality faculty to provide a wider range...
- Time of Classes
- Class options & availability and the hours that are offered.
- Moreover, more of the same classes @ morning & night.
- Time and dates of classes; not enough morning classes
- There are limited classes open from 4-6pm. Also there needs to be more classes open for more sections.
- Not enough evening classes.
- Few classes offered in the evenings
- Need more evening classes
- Not enough classes available for the summer.
- The class schedule during summer isn't very flexible.
- Help students to locate jobs.
- Providing more assistance with finances. Whether it be scholarships, grants or assisting with financial AID.

- A few of the classes should be available on line.
- There may be ways to streamline the program.
- Books are really expensive!" posting lectures on webct really helps!
- Expensive tuition.
- The quality of location
- Location, A Park like Setting would make the college experience more enjoyable.
- I can honestly say that the only weakness may lie where some of the classes are located (other end of campus)
- The weakness part of the BSW Program is that this school doesn't call out your "name" at graduation like other programs.

Communication with students

- The lack of communication between teachers. The only way you find out about up coming events is from random other students.
- Administrative services and consistency of communication among teacher and faculty.
- The lack of consistency in regulations. Some students receive special treatment.
- The person that's in charge of the program is not approachable.
- Faculty and students need to have more communication. Someone who has just started has a lot of questions and there should be more people there to help.
- Be more communicative W/ students re: deadlines...
- I think there should be an orientation for new students know with out delay's exactly, or even vaguely what they are required to graduate.
- Create more activities so that students have the option to be more involved and hands on. It would also be nice to make it a requisite for students to see an advisor in there first quarter.
- Lack of information for the student. Perhaps in the 8th floor you'll find what you need but what if you don't know you have to go to the eighth floor. I am currently taking HHS 301. Great course, great for beginners, but I'm a senior now.

Diversity as a strength

- Cultural diversity and faculty
- I like the diversity of the program
- Very diverse. Recognize students' interest.
- I also felt that cultural diversity in the program is strength.
- It is very diverse faculty that know and have a lot of experience and it makes learning fun.
- Cultural diversity within students population and faculty / staff, thus making classroom experience unique.
- A large diversity amongst all individuals participating in the program; including field instructors & placement.
- Culturally diverse environment, faculty is supportive of their students.
- Cultural diversity classes and training, diverse group of students and staff members.
- To know other cultures and communities in order to interact with them.
- That the student learns in a diverse setting, including the teachers and students.
- It does a good job in teaching about the diversity in clients that we might encounter.
- It gives students so much diversity to explore more cultures.
- The strength of BASW program is that it is very culturally diverse. The numerous cultures is the program. Helps students explore more than usual and get out of their comfort zone.
- Diversity w/ in dept. the policy class and professors are great. Cultural diversity and social studies. The students will be awarded of cultural factors that might affect the individual, family or community. We learn about the culture from other countries, traditions and believe.
- Opportunity for experiencing diversity first hand. Really internalizing. That it's up to us to move forward. Since there is nothing or on one updating us. We must take it upon ourselves to more on

to graduation. It's the way life is out there.

Field as a strength

- Good field instructors.
- Good field instructors.
- Structure, support of field liaison
- Good internship program.
- Is that students is required to do internship.
- The internships are a good experience.
- Interaction with actual clients (internships)
- Also, as students for field placement we have different opportunities to take advantage of.
- Students are able to get background experience on field work.
- The internship is a great experience. I recommended to all college students.
- The Field experience is an ongoing and learning experience.
- The strength of the BASW program are internships experience classes are very helpful.
- The experience that students acquire from internship is very beneficial.
- Placement
- Helping students to find field placement.
- They are very strict when choosing who gets placed.
- The DCFS internships stipend.

Field as a weakness

General

- The field placement overall.
- Not enough support in field placement.
- The faculty is not on one accord and is not consistent with information regarding students internship requirements, as it relates to transfer students.
- Placement Staff
- The assignments for the field class were all in the wrong order. The material in class was overly redundant.

Placement process

- The internship placements
- Finding out placement for the students.
- Locating people in field.
- Not flexibility with students work fulltime not enough placement resources
- Not placing Students for internship on time. Not well organized, need more staff.
- Not being able to place students in a site of interest.
- Internships placement, there is not a Variety of placement options.
- Have are so careless when doing placements.
- The limited amount of students who are able to be placed in DCFS and Probation.

- Please open more field works and please consider students' interest.
- There are very limited field opportunities. Even if students check the field they, some get their interested field, but others can't get them for some reason. There are many students who were placed in anywhere unmatching their cancers.
- Field placement. Students should work closely with field staff for placement. Choices are given but you are not placed at 1st, 2nd or 3rd choice.
- Internships would probably be in my opinion the biggest problem due to flexibility of hours, and limited internships available.

- The weakness of the BSW program would be allowing too many students do their internship at one time and not having places to place students. There should be a “cap” limit to ensure a good quality of the program.
- I think field placement. Although I had no problems in getting placed, many of my fellow college had problems being placed. They also felt that where they were did not have their best interest in learning.
- One of the weaknesses is the internships placement. The quality of the service to provide information, the place to internship and accessibility for staff and faculty. The staff should accommodate students. To their schedules, if the student is working, rather than advising “change your major to sociology”!
- I think that they should a cap on how many people should can apply for graduation that may they will know how many placements are needed and will not have to make people wait before they know exactly where they are going.
- I have not had any problems personally with field place but I feel it is unfair when students do not get placed on time and then they have to make up hours. It is not their fault they were not placed in a timely fashion. As a student who was placed on time I would not have a problem with students starting their hours when they are placed and then not having to make time up.
- Winter field placement did not work well for many students. I myself was placed late in my internships despite the fact that I had all of my paper work in time. I specified that I did not drive and yet I was placed far from my home while others who have cars were placed right in their neighborhood. I found this extremely frustrating and disappointing.
- Weakness of program are late field placement causing students to be placed at maybe one of the very last resorts the faculty of the program can find in addition to causing the students to have to make up all the hours the missed because of the faculty delays in finding placement

Quality of placement

- Not enough hands on experience.
- More hands on experience
- Placement are not social work level.
- Some of the placements do not provide proper preparation for the field.
- The weakness of the program is that they may place a student in an internship that has nothing to do with social work.
- The agency I was placed in is a Macro setting and there for I am not getting any one on one experience with clients. The only way that I think placement has taught me is that I do not want to work in Macro setting. Everyone should be placed in a Micro setting so that they can get the experience they need.

Too demanding

- Too many hours of internships.
- Too many hours for internship
- The internships B/C it's too long.
- The internship is too long. Two quarters would be ideal for students. Also, the times in which students are expected to do hours.
- In my opinion, the length of internships program should be shorter. If it was only two quarters it would be better.
- The internships should be for two quarters.
- I think they should deduct some of the work hours are to many.
- The field part is stressful. If possible to be able to start any field in spring also.
- The weakness of the programs field placement there should be more opportunities for the working student.
- 14 hours of field work is difficult to those who are working and have families. Cutting it to 10 hours a week is not as bad.
- 14 hours a week is a little hard for students working full time.

- It does not take into consideration the fact that the students have other obligations such as families to support. It really disappointed me that as social workers, the department does not try to make changes in the field work experience so that those of us who cannot afford to take a year off of work can still stay in the program.
- It was very difficult to miss 2 days of week from my job & go to work late every other Friday due to the seminar class. I wish the BASW program would of done it differently for students & to find a placement on the weekends. This made it difficulty for me B/C I was having a hard time each quarter last 3 quarter.
- Need to be more flexible in the future with internship hours not many SW are able to take time off to do internships. I've had a lot of friends who changed their majors due to internship hours you really need to work on it!
- They do not offer internships placement nights or weekends, for those students that work full time, part time, or that are single parents. Therefore the only time they can attend internship is nights or weekends.
- I do not agree with the internship if the student is already working with social services (ex. Women shelters, children services etc.) those hours should count as experience too.
- It's difficult to work and do field it's difficult to work and do field work. Because work is a priority for some people.

Advisement as a weakness

- Advisement.
- Advisement with some faculty members.
- And getting great advisement from counselors is hard, too
- At least in my experience advisement was a little weak.
- Weaknesses are that they need to be more advisors that would explain the plan of SW field. And not be constantly watching the clock for their next appt.
- The weakness of the program is the advisement when speaking to advisors, they usually never develop a plan as to what classes to take or what to expect.
- Advisement dept. made this experience difficult for me. Due to certain advisors I began my internship one quarter late than planned. The reason being is because the first advisor said I was ready and good to go for internship, he reviewed my transcripts, but was not through. The department needs to be re-evaluated.
- Advisement availability
- NOT Enough staff for Advisement.
- Some faculty members provide good advisement, but to actually see the advisor. It takes more than two weeks.
- Grad check advisors need to be more available.
- Advisement-No organization among advisors. The schedule and availability is not accommodating to students. No training for advisors.
- Advisement was a weakness in my opinion. It would be difficult for me to schedule an appointment with my advisor. When least a month to see him.
- The opportunity to talk to an adviser short time, there is always a time limit. Few staff available.
- Accessibility to see an advisor is not that good. You cannot get an appointment soon & you have to wait or take the spot that is available. For students' who work or have a family, which might be a strain. They will eventually get discouraged and that will keep them from seeing an advisor and make sure they have the requirements to graduate.
- Something that can improve is the relationships between ADVISORS AND STUDENTS. It would be nice if we could have a designated advisor for the students.

Students as strength

- Students
- Is affordable and the students are great.
- Level of students' involvement is great.

- The ASSW gets social workers together and educated.
- Book exchange is a great program, too!!
- I enjoy students helping out each other such as lending books and networking. Social work students all have good relationships.

Staff as strength

- Staff was available & helpful.
- Great teachers and office staff
- The faculty and staff are very helpful.

Staff as weakness

- Office staff
- Quality of staff members in office.
- Staffs are hardly available.
- Is hard to talk to the social work staff.
- Some of the office staff and field staff (too disconnected from students, could display more helpful attitude)
- I would like to recommend a different personally way to approach students at the 8th floor general office. I believe that in a way by having a not so polite way to answer general questions students will not visit the social work office. In addition, future students and visitors will get the wrong idea about the social work program.