

**Student Learning Goals, Objectives, and
Outcomes Assessment Report:
Fiscal Year 2017**



**School of Social Work
University of Pittsburgh
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I. Overview

The mission of the School of Social Work (SSW) is to advance knowledge for the fulfillment of human potential through the prevention and amelioration of social problems. Recognizing the complexities of contemporary society, the School advocates for a society that respects the dignity and achievement of all individuals, families, and communities through its educational, research, and public service activities. The School is firmly committed to promoting the principles of social and economic justice.

The School offers the following degree programs: (a) Bachelor of Arts in Social Work (BASW), (b) Master of Social Work (MSW), and (c) Doctor of Philosophy (Ph.D.) in Social Work. In addition to the traditional degree programs, the SSW also offers joint degree programs with the Graduate School of Public and International Affairs, the Graduate School of Public Health, the School of Law, and the Pittsburgh Theological Seminary. Currently, the SSW is in the process of finalizing another joint degree program with the Katz Graduate School of Business Master of Business Administration (MBA).

Beyond the Oakland Campus, the SSW has part-time MSW programs at the University of Pittsburgh at Johnstown (UPJ) and the University of Pittsburgh at Bradford (UPB) campuses. The School educates a total of 569 full-time (FTE) students (a 6.3 percent increase from 535 FTE in fiscal year 2013), with 22 full-time faculty members (including 18 tenure or tenure-stream), 18.5 professional staff (FTE), one research associate, and 49 adjunct professors.

One of most significant improvements achieved by the School of Social Work (SSW) during the past 15 years is enhanced faculty scholarship productivity. U.S. News And World Report (March 2016) elevated the University of Pittsburgh SSW ranking to tenth among 245 schools of social work in the country (also sixth out of AAU public institutions, first among peer schools, and first among Pennsylvania schools, above the University of Pennsylvania). Previously, U.S. News and World Report (2007) had ranked the SSW fourteenth among 203 accredited graduate schools of social work in the nation. In addition, the BASW degree program ranked fourth in the nation in an article titled “The 30 Best Bachelor of Social Work Degree Programs” by TheBestSchools.org (<http://www.thebestschools.org/rankings/best-bachelor-social-work-degree-programs/>, May 2016). Thus, the SSW is making desirable progress towards the achievement of a prominent educational organization.

A. Accreditation

Starting in 2015, the SSW began modifying the BASW and MSW curriculum in compliance with the Educational Policy and Accreditation Standards (EPAS) issued by the Council on Social Work Education. Currently, the SSW is reviewing and modifying all BASW and MSW curricula (over twenty BASW and sixty MSW courses, plus field practicum in both degree programs) by: (a) specifying new sets of practice behaviors connected to specific courses and their objectives, (b) identifying how it is implemented (via teaching dimensions, assignments, and projects), and (c) clarifying how students’ demonstrations of requisite practice behavior competencies are measured. These progressions were accomplished through an

intensive collaboration among the degree program directors, full-time and adjunct (part-time) faculty members, field practicum instructors, and student representatives.

As noted in the previous Learning Outcome Plan document, the SSW's BASW and MSW accreditation reports were well-received and fully approved in 2012 without revision by the Council on Social Work Education (CSWE). The next reaffirmation report must be completed and submitted in 2019, and will be reviewed by CSWE in 2020 for their assessment towards the determination of reaccreditation status.

B. Description of Assessment Plan Review and Development Process

The SSW's assessment plan is developed by a school-wide working group called the Quality Assurance Committee (QAC), which consists of all degree program directors and associate deans for academic affairs. Additionally, two major school-wide committees (i.e., Strategic Plan and Budget) work collaboratively to help generate optimal educational outcomes through evidence-based assessments of: (1) deficit management, (2) asset management, and (3) momentum maintenance processes. Based on the assessment findings, the SSW administers reinforcements based on targeted or distributive processes to continually optimize learning outcomes among students.

The draft version of the SSW Learning Outcome Plan is reviewed by the Dean's Office, and then shared with all full-time faculty members for their suggestions for further refinement and modifications. The SSW's Learning Outcome Plan is also shared with student representatives for all three degree programs, adjunct faculty members, the SSW's executive advisory board, and the board of visitors for their review.

Based on the SSW's learning outcome assessment findings, potential problems, issues, and challenges (PIC) are analyzed by program and concentration working groups (i.e., BASW program, MSW program, Doctoral program, Direct Practice, Community Organization and Social Action, and Educational Policies committees) during the academic year, as well as in the SSW's annual faculty and staff retreat meeting as needed. This process is designed to generate a variety of strategic ideas for the continual improvement of learning outcomes among students, such as making further modifications to the curricula, changes in academic policies and procedures, or readjustments to the allocation of resources.

The SSW faculty retreat meeting is held during either the Fall or Spring semesters as a think-tank session in search of new ideas and purging old and ineffectual strategies. Thus, the SSW learning outcome plan remains a working document that is continually modified and refined based on evidence-based outcome findings and their implications. Practicing an inclusive collaborative process among major stakeholders of the SSW program further strengthens its desirable impacts.

II. SSW Quality Assurance System

In previous years, the SSW has continually refined and expanded its program-wide quality assurance system using three unique processes: (a) implementation of explicit and

implicit curriculum assessment systems, (b) incorporation of a triangulation method, and (c) institution of a benefit equity assessment system.

A. Explicit and Implicit Assessment Systems

The SSW has developed an overall evaluation design that consists of seven major categories of assessment areas covering various explicit and implicit components of each of the degree programs as follows:

1. Explicit Curriculum Assessment Components

- a. **An assessment of the adequacy of explicit curricula** has been conducted by the BASW and MSW program directors and faculty members, as well as the SSW Learning Outcome Committee, which examined the extent to which required courses are designed in the aggregate to meet curriculum learning goals through specifically selected competencies, practice behaviors, implementation techniques, and measurements of student achievement (e.g., capstone, class assignments, and projects involving selected organizations, communities, and interventions).
- b. **Assessment of field instruction** offers a unique opportunity to have social work professionals evaluate SSW students. Currently, the SSW collaborates with over 450 qualified field practicum instructors who supervise BASW and MSW students for 600 and 1080 hours, respectively. Thus, they are able to assess students' performance in reference to the core competencies of the social work profession, as well as practice behaviors representative of the competencies. This set of assessments is conducted annually during the months of April and May. For additional information regarding the field instructors' evaluations of practicum students' practice behaviors compared with appraisals issued by students prior to graduation (exit surveys), see Appendix A.
- c. **Employer surveys** help specify employers' evaluative appraisals of work performance adequacy among recently hired BASW and MSW graduates in reference to core EPAS competencies. Employer survey assessments are conducted every two years. The latest SSW employer survey report was completed during February 2016 (for additional information, see Appendix B).
- d. **Assessments based on alumni** include surveys of recent graduates of all degree programs. The alumni survey is designed to solicit alumni evaluations of the SSW in reference to the degree program goals, EPAS competencies (for BASW and MSW graduates), and information related to their current job positions, subscription to additional educational training, and social work licensure achievement (among MSW graduates). The alumni survey assessment is conducted every two years. The latest SSW alumni survey report was completed in January 2016 (for additional information, see Appendices C and D).

2. Implicit Curriculum Assessment Components

- a. **The SSW quality assurance survey** includes student appraisals' of educational culture, environment, and program satisfaction. This annual survey solicits students' perceptions regarding the quality of classroom instruction, the knowledge level of faculty members, field placement and practicum internship adequacy, sufficiency of library resources, the use of technology in classrooms, the suitability of academic and learning environments, advisor accessibility, and the value of advising and assistance. This assessment is conducted annually during the month of November (for additional information, see Appendix E).
- b. **Scholastic performance among faculty members** is compared against faculty members of the nationally ranked top ten schools of social work, based on an annual publication by Academic Analytics Benchmarking for Academic Excellence. The top ten social work schools in the country include Washington University in St. Louis, the University of Michigan at Ann Arbor, the University of Chicago, Columbia University, the University of Washington, the University of California at Berkeley, the University of Texas at Austin, the University of North Carolina at Chapel Hill, Case Western Reserve University, and Boston College. This set of faculty scholarship assessment is conducted annually during the month of November (for additional information, see Appendix F).
- c. **The student exit survey** is designed to assess various practice behavior factors related to the explicit components of the SSW degree programs. As stipulated by the CSWE, social work competencies are to be represented by selected measurable practice behaviors that correspond with the core competencies. Furthermore, it is stipulated that each degree program generate two or more separate assessments of the practice behaviors in order to verify the utility of major findings. Thus, for the past several years, the BASW and MSW programs have elected to utilize the assessment appraisals by field practicum supervisors, as well as graduating student exit surveys as another source of practice behavior assessment. The assessment findings are shared with student representatives for their comments, questions, and suggestions toward continual optimization.

B. Triangulation

One of the ultimate goals of the quality assurance system is to design an evaluation procedure to minimize potential biases—a system that incorporates strong internal, external, convergent, and theoretical validity, as well as multiple perspectives and procedures. Thus, the SSW Learning Outcome Assessment Committee has elected to incorporate a triangulation method. Triangulation is an evaluative analysis based on the combination of two or more unique data sources, methodological approaches, or theoretical paradigms within the evaluation procedures. Additionally, the SSW incorporated the practicality and cost-efficiency of the overall evaluation system. Thus, the SSW Quality Assurance System is based on a relatively low-cost assessment process with multiple sets of surveys targeting uniquely different sample groups with varying perspectives (e.g., current students, field practicum instructors, alumni, and employers of

graduates). An example of triangulated learning outcome assessment findings is included in Appendix A.

C. Benefit Equity Assessment

As noted in previous reports, the SSW Quality Assurance System is uniquely designed to reveal the extent of benefit equity distribution patterns among subgroups of the student population (e.g., full-time versus part-time, concentration/major, age, gender, race/ethnic groups, campus location, and so forth). Thus, this assessment is based on an analysis of whether desirable explicit and implicit impacts are undesirably correlating with students' major demographic attributes. Unlike typical research projects looking for significant relationship patterns among variables, this assessment's desirable outcome is finding that there are no significant relationships between the students' demographic attributes and the variables representing the explicit and implicit factors.

Consequently, the benefit equity assessment extends beyond a typical analysis of overall learning outcome findings and allows for an examination of the extent, if any, to which subgroups of students are being left out or less satisfied compared with their counterparts. This information can be used to attain optimal levels of learning outcomes and program satisfaction among various groups of students because the SSW will know which groups of students should be the focus of further support, guidance, and engagement. As a result, the goal of the benefit equity assessment is closely related to major ethical principles of educational institutions. A given program may be superior in its overall effectiveness; however, such a program may still fall short of ethical accountability and excellence if it produces an undesirable benefit inequity among subgroups of students. Due to the substantial amount of time it requires, this assessment will be conducted every four years—the next assessment will be conducted during July 2016.

III. Overview of Learning Goals, Overall Evaluation Findings, and Improvement Updates of the Degree Programs

A. BASW Program

The goal of the BASW program is to prepare graduates to engage in evidenced-based social work practice (with individuals, families, groups, communities, and organizations within a multicultural society) utilizing available technologies and to continue formal education in either graduate social work programs or other graduate disciplines as follows:

BASW graduates will be:

- a. Ready for employment in entry-level social work practice (completed),
- b. Able to evaluate social work practice intervention (completed),
- c. Ready for advanced graduate or professional education (completed), and
- d. Able to demonstrate explicit curriculum goal achievement (completed).

Overall evaluative assessment findings indicate that the BASW program is meeting or exceeding the measurable criteria for achievement in all of the above objectives (for more detailed assessment findings, see the BASW Learning Outcome Matrix on page 21).

The BASW program committee, consisting of full-time and adjunct faculty members, field staff, and a BASW student representative, met on a monthly basis to discuss goals, objectives, and assessment findings during the academic year. In addition to advanced BASW curriculum and field practicum design, quality teaching, and comprehensive advisement and facilitation for students, the following four major factors contribute towards the BASW's educational excellence:

Expanded Opportunities for Experiential Learning. Experiential learning and service learning are hallmarks integrated throughout the BASW program. More specifically, the BASW program offers two service learning courses and six courses requiring experiential learning and community-engaged assignments and activities. The SSW also has current faculty leadership on the Academically Based Community Engagement committee.

The University Honors College (UHC). The BASW program has formally partnered with the UHC in various ways. The courses offered through this collaboration are intended to provide students with a smaller class environment and in-depth treatment of course content. For several years, the BASW program has offered honors sections of two courses: (1) Introduction to Social Work, and (2) Child Welfare Services.

Bachelor of Philosophy Degree. Since 2008, the BASW program has successfully implemented a jointly conferred Bachelor of Philosophy (BPhil) in Social Work with the honors college. The BPhil program is a unique undergraduate degree reflecting the highest level of scholarship attainable by an undergraduate student. The BASW program has successfully guided three students through the completion of the BPhil program, including a jointly conferred BPhil with International and Area Studies (IAS) in 2015.

Research Opportunities. The UHC provides research programs to foster intellectual curiosity through a number of formal programs. In addition to promoting these opportunities to BASW students, the SSW is currently working with its first BASW student on a Community-based Research Fellowship. In this program, the undergraduate researcher works with a community, community leader, or nonprofit organization to develop a research project that seeks to explore and address an issue that is important to the given community.

B. MSW Program

The goal of the MSW program is to provide an outstanding graduate degree program that prepares MSW graduates with the specialized knowledge and skills needed to engage in empirically-supported and culturally-competent advanced social work practice that reflects the social work profession's values, traditions, and philosophy. The MSW program includes two concentrations: (1) direct practice with individuals, families and small groups (DP), and (2) community organization and social action (COSA). The MSW learning outcome objectives, which are continually being evaluated, are as follows:

- a. To be able to utilize social work practice theories and methods with individuals, families, and small groups—for DP majors (completed).

- b. To be able to utilize social work practice theories and methods with community organization and social action—for COSA majors (completed).
- c. To be able to utilize values and ethics of social work practice with diverse and vulnerable populations (completed).
- d. To be able to conduct evidence-based evaluation of social work practice (completed).
- e. To be able to demonstrate explicit competency-based goal achievement (completed).

Overall evaluative assessment findings indicate that the MSW program is meeting or exceeding the measurable criteria for achievement in all of the above objectives (for more detailed learning outcome assessment findings, see the MSW Learning Outcome Matrix on pages 22-23). In addition to advanced MSW curriculum and well-integrated field practicum components, teaching excellence, and comprehensive advisement and facilitation for students, the following recently instituted factors contribute towards MSW educational excellence:

A combined MSW degree and secondary teaching certificate program has been approved by both the Schools of Social Work and Education faculties, as well as a committee within the Provost's Office. Currently, the MSW committee is working on publicity, recruitment, and admissions protocols between the two schools. Enrollment is projected to begin in Fall 2016.

A MSW/MBA joint degree program has been approved by the SSW and Katz Graduate School of Business (KGSB) faculty members, and as of May 2016 the Provost's University Council on Graduate Study (UCGS) voted unanimously in favor of recommending approval of the MSW/MBA joint program. A MSW committee is working on publicity, recruitment and admissions protocols between the two schools. Limited enrollment is projected to begin in Fall 2016.

Fall enrollment not only exceeded targeted matriculation for the incoming class, but also achieved high student diversity objectives as well, with 22 percent minority students in a class of 255 new students.

Continual curriculum revision activities as follows:

- a. MSW certificate programs are examining first-level and second-level course integration for overlap and/or insufficient preparation to advance to the next level.
- b. The COSA concentration committee is reviewing and revising their curriculum in view of new professional standards.
- c. Two new advanced electives were successfully piloted and adopted by faculty into the permanent course inventory: Social Work Practice and Traumatic Stress and Social Work Practice in Integrated Healthcare in Pharmacology.
- d. Two new electives are currently being piloted: Poverty, Inequality, and Social Justice and Social Work and Spirituality.
- e. Social Work with Groups has been renamed and the curriculum updated to reflect current practices.

Advanced fellowship programs, including:

- a. The Cannon Fellowship, which has 29 Healthcare Fellows federally funded at \$10,000 per student on a training grant for the U.S. Department of Health and Human Services and the Health Resources and Services Administration; and
- b. The Evans Fellowship, which has five joint degree students (MSW/MPH) federally funded at \$10,000 per student by the Health Resources and Service Administration to develop future leaders in public health social work. Next year, the program will be expanded to include Direct Practice students with the addition of a required summer field placement that will focus on healthcare leadership.

The Substance Abuse Screening, Brief Intervention, and Treatment (SBIRT) training grant will provide for implementation of target courses and training for faculty and field instructors to integrate adolescent SBIRT in Spring 2016.

Effective teaching by adjunct faculty has been a goal targeted by the Director of the MSW Program and it is paying off—the adjunct faculty achieved a high average teaching effectiveness score of 3.97 out of 5.0 during the current academic year.

C. Doctoral Program

Graduates of a social work doctoral degree program should have an in-depth knowledge of social work as a profession and a discipline. The innovative knowledge of the discipline that is developed and disseminated by Ph.D. stewards should be contextualized within the mission, skills, philosophical values, and significant findings that constitute the profession of social work. Students should bring solid foundational knowledge to deepen, expand, and build—relative to theory, research, and knowledge development—during the Ph.D. matriculation process.

The goal of the doctoral program is to provide students with advanced research skills in design, methods, and policy analysis based on a core foundation of social science theory, social welfare history, and social policy. These competencies should enable students to conduct scholarly research in a variety of social problem areas, which build and/or further develop the social work knowledge base. Through their publications in refereed journals, national conference presentations, and book chapters, students are expected to disseminate new knowledge to researchers, practitioners, educators, and policymakers. The doctoral program's overall learning goals to be evaluated are as follows:

- a. To be able to design data collection and analytic methods to conduct quantitative research investigations.
- b. To be able to assess the design, data collection, and analytic methods of qualitative research.
- c. To learn at least one substantive area in the field of social work for scholarly research, such as poverty, gerontology, juvenile justice, child welfare, mental health, drug or alcohol abuse, and so forth.
- d. To be able to develop and complete a scholarly dissertation that results in refereed journal or book chapter publications.

- e. To prepare, submit, and have a minimum of two publications prior to graduating from the doctoral program. These publications can be solo-authored and/or have collaborative authorship.
- f. To submit at least one grant for external funding during the pre-dissertation and/or the dissertation stage of the program.
- g. At least ninety percent of those who initially enroll graduate with a Ph.D. within four to six years as an established timeframe.
- h. The average (mean) time to earn a degree when admitted with a MSW is four to five years for full-time students; for students with a master's degree in a related area that are enrolled in the joint MSW/Ph.D. program, the timeframe to earn a degree is five to six years.
- i. Dissertations are successfully completed within two to three years of the comprehensive exam defense.

Overall evaluative assessment findings indicate that the doctoral program is continuing to progress towards exceeding the measurable criteria for achievement of the above objectives. The doctoral curriculum is clearly articulated and the path toward program completion is well defined for students. In addition to the advanced doctoral curriculum, teaching excellence, and comprehensive advisement and facilitation for students, the following recently instituted ~~major~~ factors contribute towards doctoral educational excellence:

In Fall 2015, the SSW welcomed five new Ph.D. students: four regular Ph.D. students and one joint MSW/Ph.D. student. The doctoral program continued its highly successful recruitment strategy, introduced in Spring 2014, of hosting an Accepted Doctoral Student Event, which proved once again to be extremely beneficial. It is also important to note that the SSW has succeeded in maintaining one of its greatest strengths, promoting diversity among accepted students, by welcoming its very first Latino Ph.D. student into the program.

A new doctoral program retention strategy initiated in Spring 2014 consisted of the development and implementation of a First-Year Review policy. This policy outlined a method for reviewing the academic progress of all first-year doctoral students at the end of the year. A meeting was held at the end of April with the doctoral program director, all faculty teaching required first-year doctoral courses, and each first-year student's GSA mentor. The committee reviewed the progress of the six first-year students and all were found to be doing well. The current first-year cohort has also performed very well thus far; therefore, the SSW anticipates having another successful First-Year Review at the end of current academic year.

SSW doctoral students have also shown exceptional productivity. A recent doctoral graduate secured a prestigious postdoctoral fellowship at the University of California in San Francisco. One fourth-year student completed a Boren Fellowship to conduct her dissertation research in Tanzania and is currently completing her dissertation. Two fourth-year students were awarded Schweitzer Fellowships, and another fourth-year student is completing her dissertation supported by a pre-doctoral F-31 dissertation grant from the National Institute of Mental Health. The SSW also had sixteen doctoral students

present papers—many presenting more than one—at the January 2016 Society on Social Work and Research Conference, which is the highest number in the history of the School.

The three-year plan for the future is as follows: (1) aggressively pursue excellence in doctoral education by increasing feasible rigor in the primary required courses and elective selections, with the goal of preparing graduates for academic positions at top-tier research universities; (2) consistently deliver excellence in faculty mentoring of doctoral students, with a special emphasis on strategies for effective mentoring of racial and ethnic minority and international students; (3) maintain and increase excellence in research and scholarship productivity by increasing the number of students' first-author, peer-reviewed journal publications and presentations in high-impact journals and conferences, as well as increasing the number of externally-funded fellowships and pre-doctoral grant applications among students.

D. Global Competence

The SSW is well aware of the needs associated with BASW and MSW students' understanding of other countries and cultures. In addition to the long-standing learning goals and objectives as reported in previous years, the SSW is planning to invest in internationalization in order to significantly improve the global competence of its students. The anticipated impact of this effort directly aligns with the University's goals. Through a targeted effort to increase global competence, SSW students will be able to:

- a. Respect and appreciate the diversity of societies and cultural differences,
- b. Make informed and fact-based socioeconomic comparisons across cultures and regions, and
- c. Understand how to adapt social work to the norms of differing cultures by comprehending the international dimensions of the social work profession.

The SSW has a designated faculty member in charge of establishing global competence as a key learning component of its degree programs. The SSW's increasing activities involving international students also help specify various adjustment needs related to the School's academic and social support system and teaching content. In addition, Dean Davis constituted an ad hoc International Committee, which meets on a regular basis. The International Committee has four goals, including: (1) further increasing global content in the curriculum, (2) increasing global study and internship opportunities for students, (3) increasing opportunities for students to work locally with international populations, and (4) better supporting and integrating international students in the SSW.

IV. Learning Outcome Matrix

Based on the learning objectives of the SSW degree programs, the matrix tables on the following pages further delineate the School's learning outcomes, standards of comparison, interpretation of results, and action plan for the future.

ASSESSMENT MATRIX



Program or School	BASW Program		
Assessment Coordinator for Program or School	Name: Keith Caldwell	E-mail: kjc45@pitt.edu	Phone: 8-3921
Program or School Mission Statement	The mission of the School of Social Work is to advance knowledge and to apply that knowledge for the fulfillment of human potential through the prevention and amelioration of social problems. The School is committed to promoting the principles of social and economic justice. Recognizing the complexities of contemporary society, the School advocates for a society that respects the dignity and achievement of all individuals, families, and communities through its educational, research, and public service activities.		
Program or School Goals	The BASW Program: <ol style="list-style-type: none"> 1. Prepares graduates to engage in evidenced-based social work practice (with individuals, families, groups, communities, and organizations within a multicultural society) utilizing available technologies. 2. Prepares students for continuing formal education in either graduate social work education or other graduate disciplines. 		

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
a. Students are prepared for employment in entry-level social work practice.	<p>1. The SSW Office of Strategic Planning and Quality Assurance will conduct an annual SSW quality assurance survey.</p> <p>2. The SSW Office of Strategic Planning and Quality Assurance will conduct the BASW employer survey of hired staff members every two years.</p> <p>3. The SSW Office of Strategic Planning and Quality Assurance will conduct the BASW alumni survey every two years.</p>	<p>1. At a minimum, 85 percent of BASW students will agree that they are being adequately educated for employment in entry-level social work practice.</p> <p>2. At a minimum, 85 percent of employers that hired BASW students will rate that they are adequately educated for employment in entry-level social work practice.</p> <p>3a. At a minimum, 75 percent of BASW graduates will secure employment in social work.</p> <p>3b. A majority of BASW graduates will attain employment on average within six months after graduation.</p>	<p>1. The 2015 BASW quality assurance (QA) survey (N=34) shows that a high majority (93.1 percent) of students agreed that they are adequately to well-educated for employment in entry-level social work practice—up from 89.3 percent in 2014, but lower than the best appraisal of 97.8 percent in 2011.</p> <p>2. Based on BASW employers' (EMP) surveys of 2014 and 2015 hired graduates (N=41), 100 percent of graduates were rated as being adequately prepared for entry-level social work practice compared to 92.3 percent of those hired back in 2011.</p> <p>3a. The 2015 BASW alumni survey findings (N=31) showed that 86.6 percent have secured employment in the social work field—virtually the same as in the 2011 survey (86.3 percent).</p> <p>3b. According to the 2015 BASW alumni survey findings, graduates were employed on average within 5.6 months after graduation (with the median being one month)—a slightly longer timeframe than the 2011 findings (2.9 months).</p>	<p>1 and 2. Slightly inconsistent but positive findings based on the triangulated assessment method have reinforced ideas to continue current efforts toward maintaining positive outcomes and intensive quality assurance monitoring, recognizing that maintaining a positive outcome is often more challenging than prior ascendance toward the goal achievement.</p> <p>3a and 3b. In view of the recent trend of national recession and cutbacks on state- and federally-supported human service programs, the SSW is offering a more concentrated employment service to BASW graduates (e.g., offering job fair programs, a job search website for social work with continuously updated employment opportunity information, assessment of available new job positions among local social service providers, and meeting with any alumni expressing additional information regarding employment).</p>

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
<p>b. Students will be able to evaluate and apply research methods, research findings, and related tools to evaluate practice intervention.</p>	<p>1. BASW seniors will complete a capstone assessment of practice project (this data will be gathered annually by the director of the BASW program).</p> <p>2. The SSW Office of Strategic Planning and Quality Assurance will conduct the annual SSW quality assurance survey.</p> <p>3. The SSW Office of Strategic Planning and Quality Assurance will conduct the BASW employer survey of hired students every two years.</p> <p>4. The SSW Office of Strategic Planning and Quality Assurance will conduct the BASW alumni survey.</p>	<p>1. At a minimum, 85 percent of BASW seniors' capstone projects will demonstrate applied research knowledge and be approved for the Research Poster Session.</p> <p>2. At a minimum, 85 percent of BASW students will agree that they are adequately being educated in this area.</p> <p>3. At a minimum, 85 percent of employers will indicate that the hired graduates are adequately educated in this area.</p> <p>4. At a minimum, 85 percent of alumni will indicate that they were adequately educated in this area.</p>	<p>1. All class members who took the second required research class successfully presented in the Research Poster Session in April 2016.</p> <p>2. The 2015 BASW quality assurance (QA) survey findings showed that a high majority (93.1 percent) agreed that they are being adequately to well-educated to evaluate practice intervention—up from 2014 (90.6 percent), but lower than the highest finding of 97.7 percent in 2010.</p> <p>3. Based on the EMP survey responses, 100 percent agreed that hired BASW graduates are adequately to well-educated in this area—the same as findings from 2011.</p> <p>4. BASW alumni survey findings from 2015 show that 80 percent feel they are able to evaluate practice intervention—a lower appraisal than 2011 findings (92.4 percent).</p>	<p>1, 2, and 3. The BASW Program Director and Quality Assurance Committee have analyzed and identified potential factors associated with such an achievement (i.e., exceptionally high-quality teaching and enhanced opportunities for learning application). Nationally, it is a well-known phenomenon that social work students generally dislike and achieve poorly in research classes.</p> <p>4. This finding is in disagreement with the above findings. Thus, the next alumni survey will be closely monitored to gauge the potential need to modify or supplement current interventions.</p>
<p>c. Students will be prepared for advanced graduate or professional education.</p>	<p>1. The SSW Office of Strategic Planning and Quality Assurance will conduct the annual SSW quality assurance survey.</p> <p>2. The SSW Office of Strategic Planning and Quality Assurance will conduct the BASW alumni survey every two years.</p> <p>3. The SSW Office of Strategic Planning and Quality Assurance will conduct the BASW employer survey of hired students every two years.</p>	<p>1. At a minimum, 85 percent of BASW students will agree that they are being adequately educated for advanced graduate or professional education.</p> <p>2. At a minimum, 85 percent of BASW employers will agree that hired graduates are being adequately educated for advanced graduate or professional education.</p> <p>3. At a minimum, 75 percent of BASW alumni will have attained a professional certificate or be enrolled in graduate school within five years of graduation.</p>	<p>1. The 2015 BASW QA survey findings showed that a majority (93.3 percent) indicated that they are adequately being prepared in this area—a slight increase from 2014 (93.1 percent), but lower than the highest appraisal in 2010 (97.5 percent).</p> <p>2. The BASW EMP survey findings show that a majority (93.5 percent) agreed that hired BASW graduates are adequately educated for advanced graduate or professional education—a slight decline from the 2011 findings (97.5 percent).</p> <p>3. The 2014 BASW alumni survey indicates that 54.8 percent of BASW graduates have advanced education—a slight increase from 48.8 percent in 2011. This may be partially related to recent economic conditions.</p>	<p>1 and 2. Although attaining consistent positive findings regarding the achievement of this goal, the SSW suspects that economic conditions in which nonprofit organizations have been cutting back on employment may be responsible for so many of its alumni electing to further advance their educational credentials.</p> <p>3. The BASW Program Director and faculty will continue to monitor future assessment findings. Information generated by such assessments will help further understanding of the nature of social economic conditions that affect alumni decisions regarding the advancement of their educational credentials.</p>

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
<p>d. BASW students will be able to achieve explicit curriculum goals (CSWE competency goals).</p>	<p>1. The BASW Program Director and faculty members will continue to examine the extent to which required BASW courses are designed to meet explicit curriculum goals through a matrix assessment method and review of course syllabi.</p> <p>2. The SSW Office of Strategic Planning and Quality Assurance will assess the data sets based on field instructors' assessments and BASW exit surveys in reference to the achievement of explicit curriculum goals.</p> <p>3. The SSW Office of Strategic Planning and Quality Assurance will conduct the BASW employer survey in reference to the achievement of explicit curriculum goals.</p>	<p>1. All of the CSWE explicit curriculum goals will be met by the required BASW courses as a group.</p> <p>2. On average, 85 percent of BASW seniors will achieve the thirteen major competencies. This goal will be assessed based on the triangulation of field instructors' ratings and exit survey findings of graduating BASW students.</p> <p>3. Over 85 percent of employers will agree that the hired employee achieved the thirteen explicit competency goals.</p>	<p>1. Reviews by the BASW Program Director, faculty members, and the SSW CSWE committee affirm that 100 percent of CSWE explicit curriculum goals are being met by the required BASW courses as a group.</p> <p>2. Based on April 2014 field instructor appraisals and BASW exit survey findings, all thirteen competencies are achieved by a minimum of 85 percent of graduating students (see Appendix A—Chart 1).</p> <p>3. The BASW EMP survey findings show that all thirteen explicit competency goals were achieved by over 93.5 percent of the hired BASW graduates—up from the previous survey's findings (85 percent).</p>	<p>1. All BASW required courses will continuously be surveyed in reference to students' evaluative ratings of the extent to which course objectives were actually achieved in order to further improve the adequacy and quality of curriculum content and teaching effectiveness.</p> <p>2 and 3. Two competency goal items (i.e. engage in policy practice and critically analyze, monitor, and evaluate practice) with ratings below 85 percent in 2014 have improved beyond the goal levels. The BASW committee's discussions on intervention strategies seem to be having a positive impact.</p>
<p>e. BASW students will be able to apply knowledge gained through required Liberal Arts courses (i.e., Statistics and Seminar in English Composition).</p>	<p>1. The selected courses for this year's evaluation are Statistics (STAT 0200/0800) and English Composition (ENGCOMP 0200). The BASW senior class will be challenged to implement capstone projects involving research questions, research design, data collection, and use of statistics to describe research findings in the Research Poster Session.</p>	<p>1. At a minimum, 85 percent of BASW seniors' capstone projects will be approved for the Research Poster Session, and will demonstrate applied use of writing skills and statistics to describe research design and findings.</p>	<p>1. All class members who took the required research class successfully presented in the Research Poster Session in April 2016, and demonstrated applied knowledge in English Composition and Statistics.</p> <p>Various faculty members and students who attended the research poster session were quite impressed with students' abilities to generate graphs and charts and interpret data findings based on statistical methods.</p>	<p>1. No changes related to the BASW requirement of the English Composition and Statistics courses are anticipated.</p>

ASSESSMENT MATRIX



Program or School	MSW Program		
Assessment Coordinator for Program or School	Name: Lynn Coghill	Email: lcpitt@pitt.edu	Phone: 412-624-6854
Program or School Mission Statement	The mission of the School of Social Work is to advance knowledge and to apply that knowledge for the fulfillment of human potential through the prevention and amelioration of social problems. The School is committed to promoting the principles of social and economic justice. Recognizing the complexities of contemporary society, the School advocates for a society that respects the dignity and achievement of all individuals, families, and communities through its educational, research, and public service activities.		
Program or School Goals	The goal of the MSW program is to prepare graduates with the specialized knowledge and skills needed to engage in empirically-supported and culturally-competent advanced social work practice—either direct practice with individuals, families, and small groups, or community organization and social administration—that reflects the social work profession’s values, traditions, and philosophy.		

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
a. MSW students will be able to utilize social work practice theories and methods with individuals, families, and small groups (for Direct Practice majors).	<p>1. The SSW Office of Strategic Planning and Quality Assurance will conduct an annual SSW quality assurance survey.</p> <p>2. The SSW Office of Strategic Planning and Quality Assurance will conduct the MSW alumni survey.</p> <p>3. The SSW Office of Strategic Planning and Quality Assurance will conduct the MSW employer survey of hired graduates every two years.</p>	<p>1. At a minimum, 85 percent of MSW students will agree that they are adequately educated in this area.</p> <p>2. At a minimum, 85 percent of alumni will indicate that they were adequately educated in this area.</p> <p>3. At a minimum, 85 percent of MSW employers will indicate that hired graduates are adequately educated in this area.</p>	<p>1. The 2015 SSW quality assurance (QA) survey findings (N=215) show that a high majority of respondents (94.3 percent) agreed that they are being adequately to well-educated in this area—a slight decline from 2014 findings (97.5 percent).</p> <p>2. The 2015 MSW alumni survey findings (N=244) showed that a majority (93.8 percent) indicated that they were adequately to well-educated in this area—slightly lower than 2011 findings (94.5 percent).</p> <p>3. Based on the MSW employers’ (EMP) survey (N=112), all of the respondents (100 percent) agreed that the 2014-2015 hired graduates are adequately to well-educated in this area, a slight increase from the previous survey (97.6 percent).</p>	1, 2, and 3. Consistent positive findings based on the triangulated assessment method reassured the integrity of the process for achieving this goal. However, as noted previously, maintaining the positive outcome is challenging. Thus, the SSW Associate Dean, Program Directors, and MSW faculty members will continue to monitor and stay focused on generating new ideas for enhancement.

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
<p>b. MSW students will be able to utilize social work practice theories and methods with community organization and social administration (for COSA majors).</p>	<ol style="list-style-type: none"> 1. The SSW Office of Strategic Planning and Quality Assurance will conduct an annual SSW quality assurance survey. 2. The SSW Office of Strategic Planning and Quality Assurance will conduct the MSW employer survey of hired graduates every two years. 3. The SSW Office of Strategic Planning and Quality Assurance will conduct the MSW alumni survey, which is implemented every two years. 	<ol style="list-style-type: none"> 1. At a minimum, 85 percent of MSW students will agree that they are adequately being educated in this area. 2. At a minimum, 85 percent of MSW employers will indicate that their hired students are adequately educated in this area. 3. At a minimum, 85 percent of alumni will indicate that they were adequately educated in this area. 	<ol style="list-style-type: none"> 1. The 2015 SSW QA survey findings show that 91.7 percent of COSA students agreed that they are being adequately to well-educated in this area, a slight decline from the 2014 finding (94.7 percent). 2. A majority of MSW EMP respondents (97.8 percent) indicated that their hired graduates are adequately to well-educated in this area—a slight increase from the previous rating (97.7 percent). <p>The 2015 MSW alumni survey finding shows that a majority (97.9 percent) agreed that they were adequately to well-educated in this area—a substantial increase from the 2011 alumni survey finding (89.6%).</p>	<p>1, 2, and 3. Under the leadership of the Chair, the COSA committee has completely revised the COSA curriculum, and this major revision is indeed generating positive results. Thus, the SSW has shifted to a momentum-maintenance mode—generating “out-of-the-box” ideas and strategies. The outcome assessments will continue in order to establish consistency and stability of desirable performance.</p>
<p>c. MSW students will be able to utilize values and ethics of social work practice with diverse and vulnerable populations.</p>	<ol style="list-style-type: none"> 1. The SSW Office of Strategic Planning and Quality Assurance will conduct the annual SSW quality assurance survey. 2. The SSW Office of Strategic Planning and Quality Assurance will conduct the MSW alumni survey, which is implemented every two years. 3. The SSW Office of Strategic Planning and Quality Assurance will conduct the MSW employer survey of hired graduates every two years. 	<ol style="list-style-type: none"> 1. At a minimum, 85 percent of MSW students will agree that they are adequately educated in this area. 2. At a minimum, 85 percent of alumni will indicate that they were adequately educated in this area. 3. At a minimum, 85 percent of MSW employers will indicate that their hired graduates are adequately to well-educated in this area. 	<ol style="list-style-type: none"> 1. The 2014 SSW QA survey findings show that all respondents (95.8 percent) agreed that they are being adequately to well-educated in this area. 2. The 2014 MSW alumni survey findings show that a majority (97.5 percent) agreed that they were adequately to well-educated in this area. In comparison, the 2011 alumni survey showed 94.6 percent in agreement. 3. The MSW EMP survey indicates that a majority (99 percent) agreed that their hired students are adequately to well-educated in this area—a slight increase from the previous report (96.7 percent). 	<p>1, 2, and 3. The consistent positive findings based on the triangulation method continue to indicate the high integrity of the findings in support of successful goal achievement. Thus, we will maintain the momentum by continuously generating new ideas for enhancement.</p>

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
d. MSW students will be able to conduct evidence-based evaluations of social work practice.	<p>1. The SSW Office of Strategic Planning and Quality Assurance will conduct the annual SSW quality assurance survey.</p> <p>2. The SSW Office of Strategic Planning and Quality Assurance will conduct the MSW alumni survey.</p> <p>3. The SSW Office of Strategic Planning and Quality Assurance will conduct the MSW employer survey of hired graduates.</p>	<p>1. At a minimum, 85 percent of MSW students will agree that they are being adequately educated in this area.</p> <p>2. At a minimum, 85 percent of alumni will indicate that they were adequately educated in this area.</p> <p>3. At a minimum, 85 percent of MSW employers will indicate that their hired graduates are adequately educated in this area.</p>	<p>1. The 2014 MSW QA survey findings show that a high majority (93.9 percent) agreed that they are being adequately to well-educated in this area.</p> <p>2. MSW alumni survey findings (2015) showed that a higher than anticipated percent (97.9) agreed that they are adequately to well-educated in this area, up from 2011 (89.6 percent).</p> <p>3. The MSW EMP survey indicates that a majority (98 percent) agreed that graduates are adequately to well-educated in this area, a slight increase from the previous report (96.5 percent).</p>	<p>1, 2, and 3. The consistent positive findings based on the triangulation method again calls for momentum-maintenance through the continuous generation of new ideas for enhancement—progressing beyond a repetition of traditional methods. The SSW realizes that all interventions have a limited life cycle (from initial ascendance to eventual decline) unless new or different initiatives are employed.</p>
e. MSW students will be able to achieve the thirteen explicit competency goals.	<p>1. The MSW Director, faculty members, and CSWE committee will examine the extent to which required courses as a group meet explicit curriculum goals.</p> <p>2. The SSW Office of Strategic Planning and Quality Assurance will conduct the MSW alumni survey in reference to explicit curriculum goals.</p> <p>3. The SSW Office of Strategic Planning and Quality Assurance will conduct the MSW employer survey in reference explicit curriculum goals.</p> <p>4. The SSW will examine pass/fail rates among those who took the social work licensure exam after graduation.</p> <p>5. The ten mandated sets of CSWE competencies to be achieved by MSW graduates will be examined based on triangulation of the assessments by field instructors and exit surveys of graduating students.</p>	<p>1. All of the CSWE explicit curriculum goals will be met by the required MSW courses as a group.</p> <p>2. On average, 85 percent of MSW alumni will agree that the explicit curriculum goals as a group were achieved.</p> <p>3. On average, 85 percent of employers of MSW graduates will agree that the explicit curriculum goals as a group were achieved.</p> <p>4. On average, 85 percent of MSW graduates who took the social work licensure examination will successfully secure a LSW license.</p> <p>5. On average, 85 percent or more graduating MSW students will meet the mandated CSWE competency program.</p>	<p>1. A review by the MSW Director, faculty members, and SSW CSWE committee affirms that the explicit curriculum goals are being met by the required MSW courses as a group.</p> <p>2. MSW alumni survey findings (2015) showed that an average of 95.9 percent of respondents agree that the explicit curriculum goals as a group were met, an increase from 2011 (84.5 percent).</p> <p>3. EMP survey findings (2014-2015) show that a high majority of respondents (96.3 percent) agreed that the explicit competency goals were achieved—same as the previous report (96.7 percent).</p> <p>4. MSW alumni survey findings (2015) show that 94.7 percent of those who took the test passed and secured licensure, compared with 91.1 percent in 2011.</p> <p>5. Triangulated assessment findings based on combined ratings of field instructors and graduating students show that all thirteen practice-based competencies are achieved by a minimum of 85 percent of graduating students (see Appendix A—Charts 2-3).</p>	<p>1, 2, and 3. The SSW will continue to examine the curricula impact for assessments of consistency and stability of positive outcomes. The curriculum objectives with slightly lower ratings will continually be monitored. The Associate Dean, the MSW Program Director, and faculty members will further specify new factors potentially associated with positive outcomes for future adoption.</p> <p>4. The SSW will continue to offer competency-based curricula and prepare students to be able to pass the licensure examination.</p> <p>5. Although assessment ratings on the item “engage in research-informed practice and practice-informed research” has improved from last year, the Associate Dean, the MSW Director, and faculty members will work to specify ways to continually improve the social work competency ratings.</p>

ASSESSMENT MATRIX



Program or School	Doctoral Program		
Assessment Coordinator for Program or School	Name: Jeffrey Shook	Email: jes98@pitt.edu	Phone: 412-624-6630
Program or School Mission Statement	The mission of the School of Social Work is to advance knowledge and to apply that knowledge for the fulfillment of human potential through the prevention and amelioration of social problems. The School is committed to promoting the principles of social and economic justice. Recognizing the complexities of contemporary society, the School advocates for a society that respects the dignity and achievement of all individuals, families, and communities through its educational, research, and public service activities.		
Program or School Goals	Doctoral program goals include the provision of students with advanced research and policy skills based on a foundation of social science theory and social welfare, enabling them to conduct research on social welfare and policy, and disseminate knowledge to researchers, practitioners, and policymakers.		

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
a. Doctoral students will be able to design data collection and employ analytic methods of quantitative research.	<p>1. The SSW Office of Strategic Planning and Quality Assurance will conduct the annual SSW quality assurance survey.</p> <p>2. The SSW Office of Strategic Planning and Quality Assurance will conduct the doctoral alumni survey, which is implemented every two years.</p> <p>3. By their candidacy achievement, doctoral students will have at least one quantitative journal article accepted by refereed journals.</p>	<p>1. At a minimum, 85 percent of doctoral students will agree that they are adequately being educated in this area.</p> <p>2. At a minimum, 85 percent of alumni will indicate that they were adequately educated in this area.</p> <p>3. All doctoral candidates who were admitted since 2005 will generate accepted refereed journal articles based on quantitative methods.</p>	<p>1. The 2015 doctoral quality assurance (QA) survey findings (N=11) show that all of the respondents (100 percent) agreed that they are being adequately to well-educated in this area, compared to the 2013 survey finding that showed 92.3 percent in agreement.</p> <p>2. The 2011 doctoral alumni survey findings show that all alumni sampled (100 percent) agreed that they that they were adequately educated in this area. The next doctoral survey will be conducted in September 2016.</p> <p>3. As of December 2015, all (100 percent) of the doctoral candidates succeeded in achieving accepted refereed journal articles based on quantitative methods.</p>	1, 2, and 3. The Associate Dean for Academic Affairs and the Director of the Doctoral Program reviewed the positive findings. They plan to discuss these outcome findings with the doctoral committee and students in order to keep the momentum going.

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
<p>b. Doctoral students will learn to design data collection and analytic methods of qualitative research.</p>	<ol style="list-style-type: none"> 1. The SSW Office of Strategic Planning and Quality Assurance will conduct the annual SSW quality assurance survey. 2. The SSW Office of Strategic Planning and Quality Assurance will conduct the MSW alumni survey, which is implemented every two years. 3. The Associate Dean for Research and selected doctoral research faculty will review completed dissertations with a qualitative focus annually for adequacy of design and incorporated analytic methods. 	<ol style="list-style-type: none"> 1. At a minimum, 85 percent of doctoral students will agree that they are being adequately to well-educated in this area. 2. At a minimum, 85 percent of doctoral alumni will indicate that they were adequately to well-educated in this area. 3. All qualitative dissertations will attain adequate to excellent ratings on qualitative research design and incorporated analytic strategies. 	<ol style="list-style-type: none"> 1. The 2015 doctoral QA survey findings show that 63.6 percent of respondents agreed that they are being adequately to well-educated in this area—a slight decrease from the 2014 rating (66.7 percent). 2. The 2011 doctoral alumni survey findings show that all respondents (100 percent) agreed that they were adequately educated in this area. 3. No dissertations within the past twelve months have been based solely on qualitative assessment. 	<ol style="list-style-type: none"> 1 and 2. The Associate Dean for Academic Affairs and the Doctoral Program Director plan to discuss the contradictory findings between current students and alumni with the doctoral committee next Fall. It is possible that more advanced mixed-methodology will be selected as one of the doctoral learning goals, rather than limiting learning to qualitative methods. 3. Adequacy assessments will be conducted upon completion of dissertations based on qualitative methods.
<p>c. Doctoral students will be trained on how to develop journal articles and national conference presentations.</p>	<ol style="list-style-type: none"> 1. The doctoral program will keep track of student publication and national conference presentation rates. The Associate Dean for Research will verify this information. 	<ol style="list-style-type: none"> 1. By graduation, all students must have at least one peer-reviewed journal article or book chapter in press, as well as a national conference presentation. 	<ol style="list-style-type: none"> 1. During 2015, all (100 percent) of the doctoral candidates succeeded in achieving accepted refereed journal articles based on a substantive area in the field of social work and presented at one and/or both national conferences (i.e., Council on Social Work Education and Society for Social Work and Research). 	<ol style="list-style-type: none"> 1. The doctoral program will keep its focus on training students to develop journal articles and national conference presentations by involving them in faculty research studies, offering manuscript critiques, and conducting brownbag lunch programs on research and collaboration opportunities.

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
d. Doctoral students will be educated to develop and complete a scholarly dissertation that results in refereed journal or book chapter publication.	<p>1. The SSW Office of Strategic Planning and Quality Assurance will conduct the annual SSW quality assurance survey.</p> <p>2. The SSW Office of Strategic Planning and Quality Assurance will conduct the alumni survey, which is implemented every two years.</p>	<p>1. At a minimum, 85 percent of doctoral students will agree that they are being adequately educated on how to use their dissertation to publish articles in refereed journals or as book chapters.</p> <p>2a. At a minimum, 85 percent of doctoral alumni in tenure-track positions will indicate that they were adequately educated to accomplish this goal.</p> <p>2b. At a minimum, 85 percent of doctoral graduates employed in tenure-track positions will successfully attain publication acceptance by peer-reviewed journals or book chapters based on their dissertation work.</p>	<p>1. The 2015 doctoral QA survey findings show that all respondents (100 percent) agreed that they are being adequately educated on how to use their dissertation to publish articles in refereed journals or as book chapters. In comparison, 2014 survey findings showed that fewer respondents agreed (91.7 percent).</p> <p>2a. The 2011 alumni survey findings showed that a majority of respondents (83.3 percent) agreed that they were educated to accomplish this goal.</p> <p>2b. The 2011 doctoral alumni survey finding shows that 80 percent of respondents successfully published contents of their dissertation—a slight reduction from the previous survey finding (85.7 percent).</p>	<p>1. The Associate Dean and the Director of the Doctoral Program reviewed the findings and plan to discuss them with the doctoral committee during the Fall term.</p> <p>2a. The Associate Dean for Academic Affairs and the Director of the Doctoral Program plan to discuss this finding with the doctoral committee to generate new strategic ideas and suggestions.</p> <p>2b. The doctoral program will discuss this finding with the doctoral committee in order to determine how to further improve the publication rate based on completed dissertations.</p>
e. Doctoral students will be educated to secure external funding for research, educational training, or service projects after graduation.	<p>1. The SSW Office of Strategic Planning and Quality Assurance will conduct the alumni survey, which is implemented every two years.</p>	<p>1. At a minimum, 85 percent of doctoral graduates employed on tenure-track positions will successfully attain external funding within two to three years after graduation.</p>	<p>1. The 2011 doctoral alumni survey findings show that 80 percent of respondents successfully secured external funding after graduation.</p>	<p>1. The Director of the Doctoral Program plans to discuss this with the doctoral committee in order to determine how to further improve training on securing external funding support.</p>

For a benchmark profile of the University of Pittsburgh School of Social Work by the Council on Social Work Education (2015) in comparison with other research universities, the Carnegie classification, peer group universities, and the top-ten social work programs, see Appendix G.

Appendix A: CSWE Practice Behavior Competency Appraisals by Field instructors and Students

As the following three charts indicate, BASW, MSW-DP and MSW-COSA students' overall average practice ratings (based on the CSWE educational policy and accreditation standards) are meeting the benchmark ratings with one exception. An area in need of further improvement is among BASW students to further their competence on “engaging in policy practice to advance well-being and deliver services” (i.e., the overall rating is slightly below the 85 percent goal).

Chart 1: BASW practice behavior assessment ratings (percentage of those indicating competent or proficient by field instructors and exit surveys of graduating students)

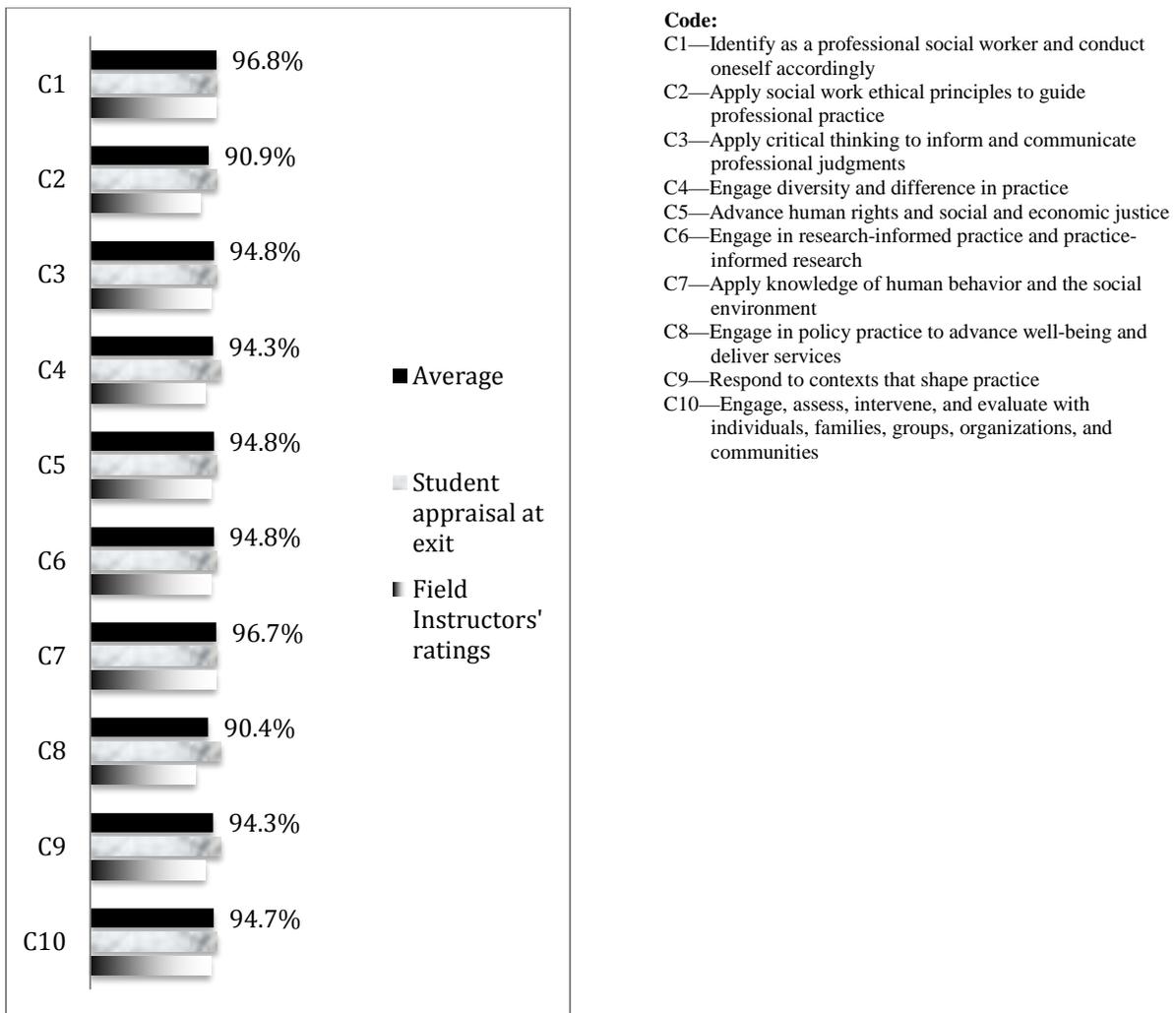
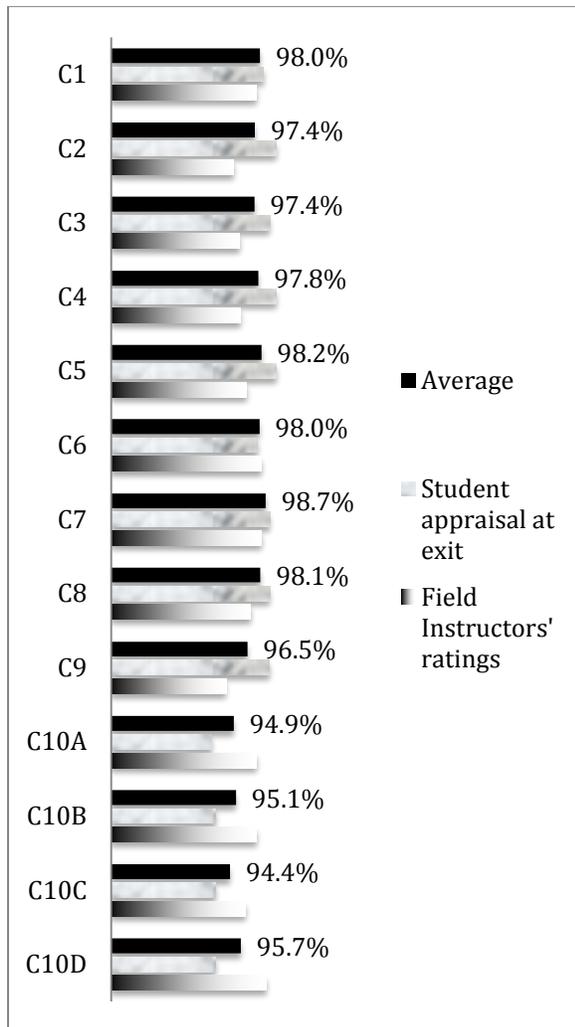


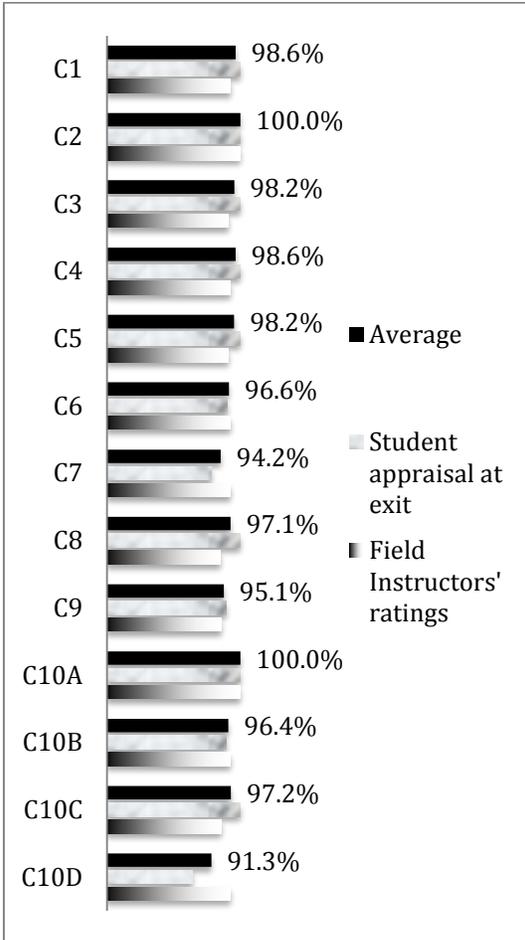
Chart 2: Practice behavior assessment ratings—MSW Direct Practice (percentage of those indicating competent or proficient by field instructors and exit surveys of graduating students)



Code:

- C1—EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly
- C2—EP 2.1.2—Apply social work ethical principles to guide professional practice
- C3—EP 2.1.3—Apply critical thinking to inform and communicate professional judgments
- C4—EP 2.1.4—Engage diversity and difference in practice
- C5—EP 2.1.5—Advance human rights and social and economic justice
- C6—EP 2.1.6—Engage in research-informed practice and practice-informed research
- C7—EP 2.1.7—Apply knowledge of human behavior and the social environment
- C8—EP 2.1.8—Engage in policy practice to advance well-being and deliver services
- C9—EP 2.1.9—Respond to contexts that shape practice
- C10A—EP 2.1.10(a) Engagement
- C10B—EP 2.1.10(b) Assessment
- C10C—EP 2.1.10(c) Intervention
- C10D—EP 2.1.10(d) Evaluation

Chart 3: Practice behavior assessment ratings—MSW COSA (percentage of those indicating competent or proficient by field instructors and exit surveys of graduating students)



Code:

- C1—EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly
- C2—EP 2.1.2—Apply social work ethical principles to guide professional practice
- C3—EP 2.1.3—Apply critical thinking to inform and communicate professional judgments
- C4—EP 2.1.4—Engage diversity and difference in practice
- C5—EP 2.1.5—Advance human rights and social and economic justice
- C6—EP 2.1.6—Engage in research-informed practice and practice-informed research
- C7—EP 2.1.7—Apply knowledge of human behavior and the social environment
- C8—EP 2.1.8—Engage in policy practice to advance well-being and deliver services
- C9—EP 2.1.9—Respond to contexts that shape practice
- C10A—EP 2.1.10(a) Engagement
- C10B—EP 2.1.10(b) Assessment
- C10C—EP 2.1.10(c) Intervention
- C10D—EP 2.1.10(d) Evaluation

Appendix B: Employers' Appraisals of School of Social Work Graduates Hired During 2014 and 2015 (N=245)

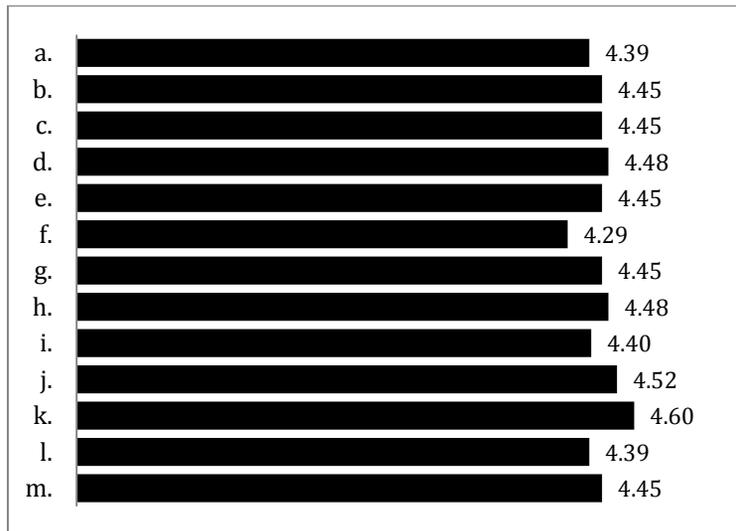
A. Profile of the employer respondents

1. Respondents' primary job position (all respondents): Agency administrator/director (19.3 percent); Direct Practice counselor/specialist (24.4 percent); Community organizer (1.3 percent); Supervisor/Program manager (38.2 percent); Other (16.4 percent)
2. Main service/program of respondents' department or division (top five categories): Behavioral/mental health (20.2 percent); Health/medical care (16.8 percent); Child welfare/child protective services (10.1 percent); Social work education (5.9 percent); Family service (4.6 percent)

B. Hired BASW graduates

1. New BASW social/human service personnel hired = 35 percent (median of two individuals per organization)
2. Number of BASW-level social/human service personnel laid-off = 1.4 percent (median of one individual)
3. If the organization hired new personnel during this year, number that were University of Pittsburgh BASW graduates: 20 percent (median of one BASW graduate); aggregate total of 73 BASW graduates hired among respondents
4. BASW competency and program goal achievement of BASW graduates hired: over 93.5 percent of respondents rated the hired graduates as adequate to outstanding on overall BASW competency and goal items (see Chart 1 for additional information)

Chart 1: To what extent do you feel your most recently hired BASW graduate from the Pitt School of Social Work is exhibiting professional competence in the following areas:
(Mean distribution based on 1=Not at all; 2=Marginal; 3=Adequate; 4=Good; 5=Outstanding)



Code:

- a. Identify as a professional social worker and conduct oneself accordingly
- b. Apply social work ethical principles to guide professional practice
- c. Apply critical thinking to inform and communicate professional judgments
- e. Engage diversity and difference in practice
- f. Advance human rights and social and economic justice
- g. Engage in research-informed practice and practice-informed research
- h. Apply knowledge of human behavior and the social environment
- i. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- j. Respond to evolving organizational, community, and social contexts that shape practice
- k. Engagement of individuals, families, groups, organizations, and communities in social work practice
- l. Prepared to be employed in entry-level social work practice job
- m. Critically analyze, monitor, and evaluate practice intervention
- n. To be enrolled in the future for advanced graduate/professional education

C. Hiring and layoff profiles

1. How many **new** social/human service personnel did your organization hire during this year?
 - a. Individuals with a BASW/BSW degree: 35 percent (median of two individuals)
 - b. Individuals with a MSW degree: 68.4 percent (median of one individual)

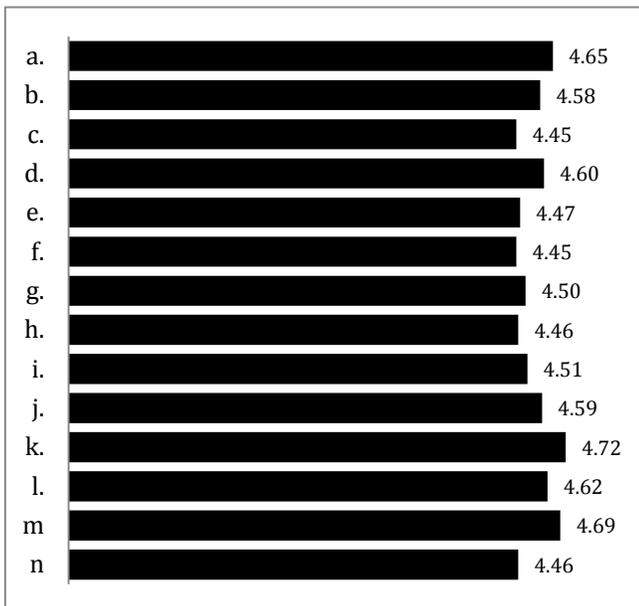
2. If your organization had to downsize during this year, how many social/human service personnel did your organization let go?
 - a. Number of individuals with a BASW/BSW degree: 1.4 percent (median of one individual)
 - b. Number of individuals with a MSW degree: 3.4 percent (median of two individuals)

D. Hired MSW graduates

1. If your organization hired new personnel during this year, number that were University of Pittsburgh MSW graduates: 59.3 percent (median of one MSW graduate); aggregate total of 200 MSW graduates hired

2. MSW competency and program goal achievement: over 96.3 percent of respondents rated the hired graduates as adequate to outstanding on overall MSW competency and goal items (see Chart 2 for additional information)

Chart 2: To what extent do you feel your most recently hired **MSW** graduate from the Pitt School of Social Work is exhibiting professional competence in the following areas: (1=Not at all; 2=Marginal; 3=Adequate; 4=Good; 5=Outstanding)



Code:

- a. Identify as a professional social worker and conduct oneself accordingly
- b. Apply social work ethical principles to guide professional practice
- c. Apply critical thinking to inform and communicate professional judgments
- d. Engage diversity and difference in practice (appreciate and willing to learn from working with diverse groups)
- e. Advance human rights and social and economic justice
- f. Engage in research-informed practice and practice-informed research
- g. Apply knowledge of human behavior and the social environment
- h. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- i. Respond to evolving organizational, community, and social contexts that shape practice
- j. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
- k. Utilize social work practice theories and methods with individuals, families, and small groups (if applicable)
- l. Utilize social work practice theories and methods with community organization and social administration
- m. Utilize values and ethics of social work practice with diverse and vulnerable populations
- n. To be able to conduct evidence-based evaluation of social work practice

E. The student’s MSW concentration/major: Direct practice (DP)=87.9 percent; Community organization/social administration (COSA)=12.1 percent

F. To what extent is your organization in need of additional full-time social/human service personnel based on currently operational programs and initiatives: None (0)=47.5 percent; One or more needed=52.5 percent (median/mode=one personnel)

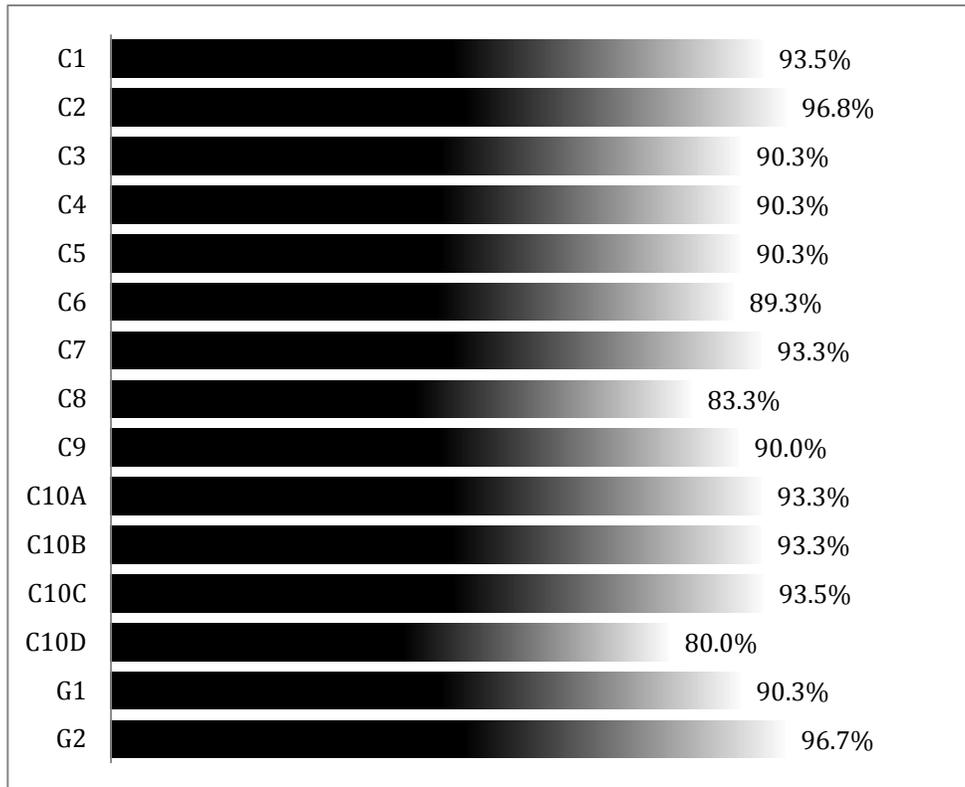
Appendix C: BASW Alumni Survey Findings Report

School of Social Work
January 7, 2016

Descriptive Profile (N=31)

- A. When did you receive your BASW degree?
- | | |
|------|---------------|
| 2011 | 22.6 percent |
| 2012 | 6.56 percent |
| 2013 | 22.66 percent |
| 2014 | 22.66 percent |
| 2015 | 25.86 percent |
- B. Since your BASW graduation, have you been employed in a social work position?
- | | |
|-----|--------------|
| Yes | 83.3 percent |
| No | 16.6 percent |
- C. How many months elapsed between your BASW graduation and securing or continuing employment?
Mean=5.6 months; Median=less than one month
- D. What is your current employment status?
- | | |
|-------------------------------|--|
| Working, full-time | 74.2 percent |
| Working, part-time | 9.7 percent |
| Retired | 0 percent |
| Unemployed (seeking work) | 3.2 percent |
| Unemployed (not seeking work) | 3.2 percent |
| Other | 9.7 percent (in graduate school or other educational programs) |
- E. Are you currently employed in a social work or related position?
- | | |
|-----|--------------|
| Yes | 86.6 percent |
| No | 13.3 percent |
- F. Are you required to complete continuing education credits to maintain a license in the state in which you are employed?
- | | |
|-----|--------------|
| Yes | 51.7 percent |
| No | 48.3 percent |
- G. What is your primary job position?
- | | |
|-------------------------------|---|
| Agency administrator/director | 10.3 percent |
| Supervisor/program manager | 3.4 percent |
| Direct practice | 48.3 percent |
| Community organizer | 0 percent |
| Other | 13.8 percent (includes non-social work positions) |
- H. What is the setting of your current place of employment (top three categories)?
- | | |
|---|-------------|
| Child welfare/child protective services | 20 percent |
| Behavioral/mental health | 20 percent |
| Health/medical care | 6.7 percent |
| Various other social work settings | 40 percent |
- I. Since your BASW graduation, have you attained (or are you in the process of attaining) any additional professional certificates?
- | | |
|--|--------------|
| No—none | 67.7 percent |
| Yes—certificate(s) related to social work | 25.8 percent |
| Yes—certificate(s) in areas other than social work | 6.5 percent |
- J. Since your BASW graduation, have you attained (or are you in process of attaining) any additional educational degrees?
- | | |
|--------------------------------------|--------------|
| None | 45.2 percent |
| Another undergraduate degree | 0 percent |
| MSW | 51.6 percent |
| Master's degree (not in social work) | 0 percent |
| Other | 3.2 percent |

Chart 1: To what extent did the BASW program prepare you for the following:
(relative percentage of those who rated adequate, good, or outstanding)



Code:

- C1. Identify as a professional social worker and conduct oneself accordingly
- C2. Apply social work ethical principles to guide professional practice
- C3. Apply critical thinking to inform community professional judgments
- C4. Engage diversity and difference in practice
- C5. Advance human rights and social and economic justice
- C6. Engage in research-informed practice and practice-informed research
- C7. Apply knowledge of human behavior and the social environment
- C8. Engage in policy practice to advance social and economic well-being and to deliver effective direct practice social work services
- C9. Respond to contexts that shape practice
- C10a. Engage with individuals, families, groups, and communities
- C10b. Assess individuals, families, groups, and communities
- C10c. Intervene with individuals, families, groups, and communities
- C10d. Evaluate social work practice
- G1. Prepared you for a social work profession overall?
- G2. Prepared you for post-undergraduate education/training?

Appendix D: MSW Alumni Survey Findings Report

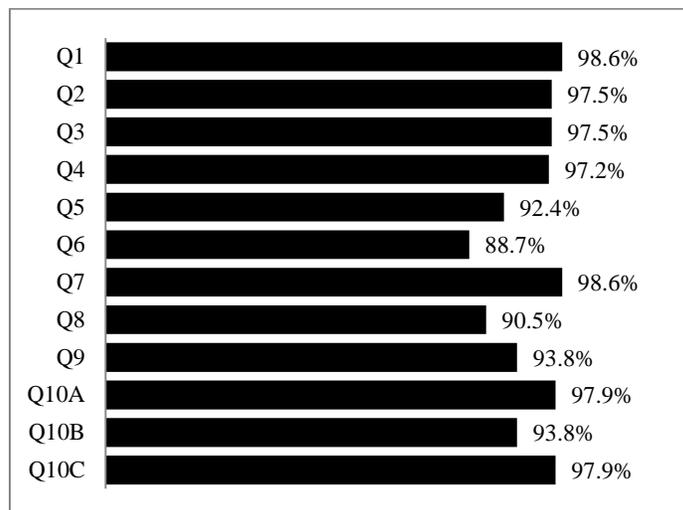
School of Social Work
January 20, 2016

Demographic Profile (N=281)

- A. When did you receive your MSW?
- | | |
|------|--------------|
| 2011 | 21 percent |
| 2012 | 19.2 percent |
| 2013 | 21 percent |
| 2014 | 24.6 percent |
| 2015 | 14.2 percent |
- B. What was your MSW concentration?
- | | |
|------|--------------|
| DP | 86.1 percent |
| COSA | 13.9 percent |
- C. What was your specialization (if any)?
- | | |
|--------------------------------|--------------|
| 1—None/none indicated | 15.8 percent |
| 2—Health | 2.2 percent |
| 3—Mental health | 43.4 percent |
| 4—Gerontology | 6.5 percent |
| 5—Home and school visitor | 5 percent |
| 6—Child welfare | 13.3 percent |
| 7—Community organization | 3.9 percent |
| 8—Social administration/action | 7.2 percent |
| 9—Two or more combined | 2.9 percent |
- D. How many months elapsed between your MSW graduation date and securing or continuing employment?
Median=2.2 months
- E. Since your graduation from the MSW program, approximately how many continuing education credits have you earned?
Among those who earned (66.0 percent): mean=24.4 credits
- F. Since your graduation from the MSW program, have you taken a social work licensure exam?
- Yes—and attained LSW licensure (65.8 percent)
 - Yes—but did not attain LSW licensure (3.6 percent)
 - Yes—and attained LCSW licensure (10 percent)
 - Yes—but did not attain LCSW licensure (0.4 percent)
 - No—did not take any licensure exam (24.9 percent)
- G. Since graduating from the MSW program, have you had a related employment position in the social work field?
- Yes (97.6 percent)
 - No—employed in a field other than social work (3.6 percent)
 - No—unemployed since graduation (2.1 percent)
- H. What is your current employment status?
- Working—full-time (86.1 percent)
 - Working—part-time (7.5 percent)
 - Retired (0 percent)
 - Unemployed—seeking work (3.6 percent)
 - Unemployed—not seeking work (0.7 percent)
 - Other (2.1 percent)
- I. What is your current or most recent primary job position?
- Agency administrator/director (5.1 percent)
 - Supervisor/program manager (9.4 percent)
 - Direct service/clinical treatment (69.7 percent)
 - Community organizer (1.4 percent)
 - Other (14.4 percent)

- J. What is the setting of your current or most recent place of employment (top five major categories)?
1. Behavioral/mental health (29.5 percent)
 2. Child welfare/child protective services (12.2 percent)
 2. Health/medical care (14.7 percent)
 4. Alcohol, drug, or substance abuse (9.3 percent)
 5. Aging/gerontology (4.7 percent)
- K. Are you engaged in private practice?
1. Yes—full-time (3.3 percent)
 2. Yes—part-time (3.3 percent)
- L. Since your MSW attainment, have you received (or are you in the process of completing) any additional professional certificates or educational degree(s)?
1. Certificate(s) related to social work (18.5 percent)
 2. Certificate(s) in a non-social work field (2.5 percent)
 3. Another undergraduate degree (0 percent)
 4. Another graduate degree (2.1 percent)
 5. Doctoral degree in social work (e.g., Ph.D., DSW) (1.1 percent)
 6. Doctoral degree in a non-social work field (0.4 percent)

Chart 1A: To what extent did the MSW program prepare you for the following objectives?
(relative percentage of those who rated adequate, good, or outstanding)



Code:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform community professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective direct practice social work services
9. Respond to contexts that shape practice
- 10a. Engage with individuals, families, groups, and communities
- 10b. Assess individuals, families, groups, and communities
- 10c. Intervene with individuals, families, groups, and communities
- 10d. Evaluate social work practice

Chart 1B: To what extent did the MSW program prepare you for the following goals:
(relative percentage of those who rated adequate, good, or outstanding)



Code:

- G1. Utilize social work practice theories and methods with individuals, families and small groups (for direct practice majors only)
- G2. Utilize social work practice theories and methods with community organization and social administration (for COSA majors only)
- G3. Utilize values and ethics of social work practice with diverse and vulnerable populations
- G4. Conduct evaluation of your social work practice
- G5. To what extent the MSW program prepared you for the social work profession?

M. Respondents' gender distribution:

Female 85.1 percent
 Male 14.5 percent
 Other 0.4 percent

N. Respondents' age:

Median=29.1 years old

O. Respondents' ethnic backgrounds:

African American 10.1 percent
 Asian/Pacific Islander 2.2 percent
 White/Caucasian 81.6 percent
 Hispanic 1.8 percent
 Multiethnic/Biracial 1.9 percent

Appendix E: SSW Quality Assurance Survey Report—BASW, MSW, and doctoral student appraisals of the implicit educational culture, support environment, and student satisfaction

1. BASW Demographic Profile (N=34)

- A1. Are you primarily a full- or part-time student?
- | | |
|-----------|--------------|
| Full-time | 82.4 percent |
| Part-time | 17.6 percent |
- A2. What year did you begin your degree program?
- | | |
|-----------------|--------------|
| 2013 or earlier | 26.5 percent |
| 2014 | 29.4 percent |
| 2015 | 44.1 percent |
- A3. Total number of semester(s) completed with your degree program (including the current term):
Median=3 semesters
- A4. Did you enter your degree program with Advanced Standing Status? Does not apply (DNA)
- A5. Typically, how many hours per week did you work during this term?
82.4 percent worked with a median of 20 hours
- A6. Your gender is:
- | | |
|--------|--------------|
| Female | 91.2 percent |
| Male | 8.8 percent |
- A7. Your birth year is: Median=1992, or 23 years old
- A8. Your ethnic/racial background:
- | | |
|------------------------|--------------|
| African American | 17.6 percent |
| White/Caucasian | 61.8 percent |
| Hispanic | 2.9 percent |
| Asian/Pacific Islander | 5.9 percent |
| Biracial | 5.9 percent |
- A9. Foreign national with student or other visa: 2.9 percent
- A10. Are you physically handicapped/disabled? 6.1 percent
- A11. Your degree program in social work is: BASW (100 percent)
- A12. If you are an undergraduate student, what is your class rank?
- | | |
|--------|--------------|
| Junior | 64.7 percent |
| Senior | 35.3 percent |
- A13. If you are a MSW student, what is your primary concentration? DNA
- | |
|-------------------|
| 2—Direct Practice |
| 3—COSA |
- A14. If you are MSW student, what is your specialization (if any)? DNA
- | | |
|-------------------------|---------------------------|
| 1—Health | 2—Mental Health |
| 3—Gerontology | 4—Home and School Visitor |
| 5—Child Welfare | 6—Community Organization |
| 7—Social Administration | |
- A15. If you are joint-program student, please identify with which program: DNA
- | | |
|--------------------------|------------|
| 0—Not in a joint program | |
| 1—GSPIA | 2—Law |
| 3—Public Health | 4—Seminary |
- A16. Your campus location is: Oakland (100 percent) Johnstown Bradford
- A17. Have you received financial aid (excluding loans) toward your current degree program?
- | | |
|-------------|--------------|
| No—none | 41.2 percent |
| Yes—partial | 47.1 percent |
| Yes—full | 11.8 percent |
- A18. How much money have you borrowed thus far to cover your current degree program?
Median=\$18,000 among 74.2 percent of BASW students
- A19. How much money (total) do you estimate that you will borrow to complete your current degree program?
Median=\$24,000 among 67.7 percent of BASW students

Chart 1: BASW student appraisals of the quality of education, program satisfaction, etc.
(relative percentage of those who indicated adequate to excellent)

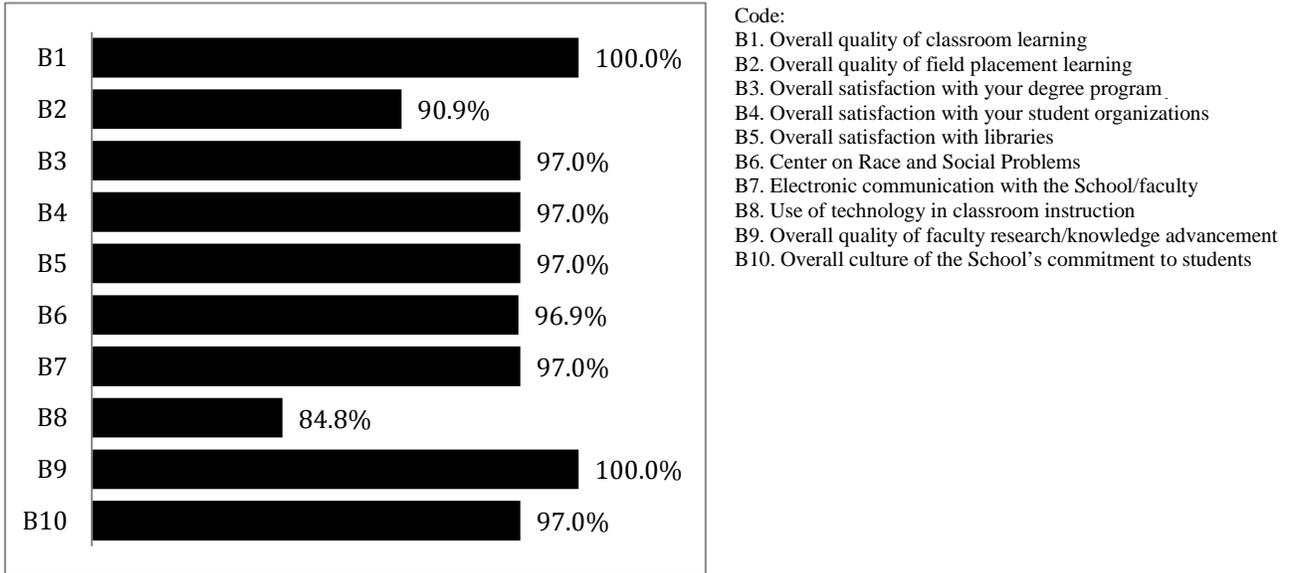


Chart 2: BASW student appraisals of the quality of faculty advising
(relative percentage of those who indicated adequate to excellent)

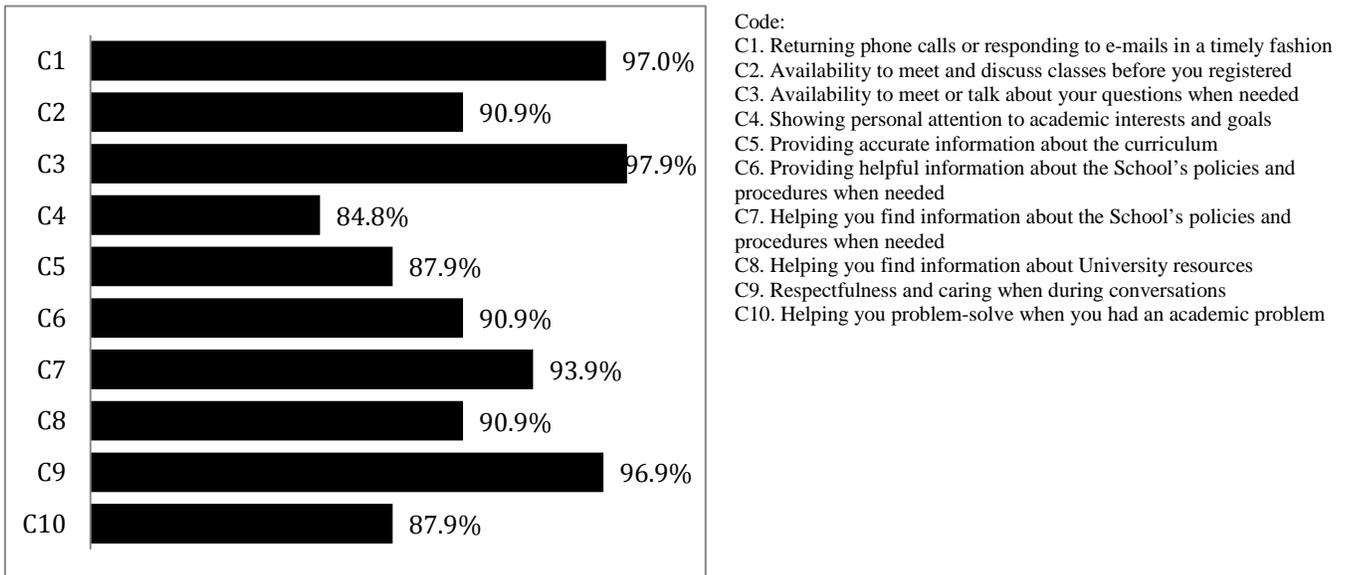
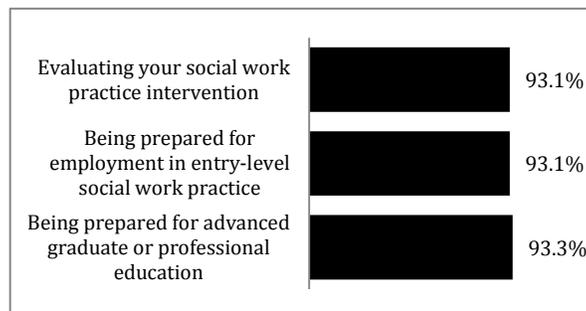


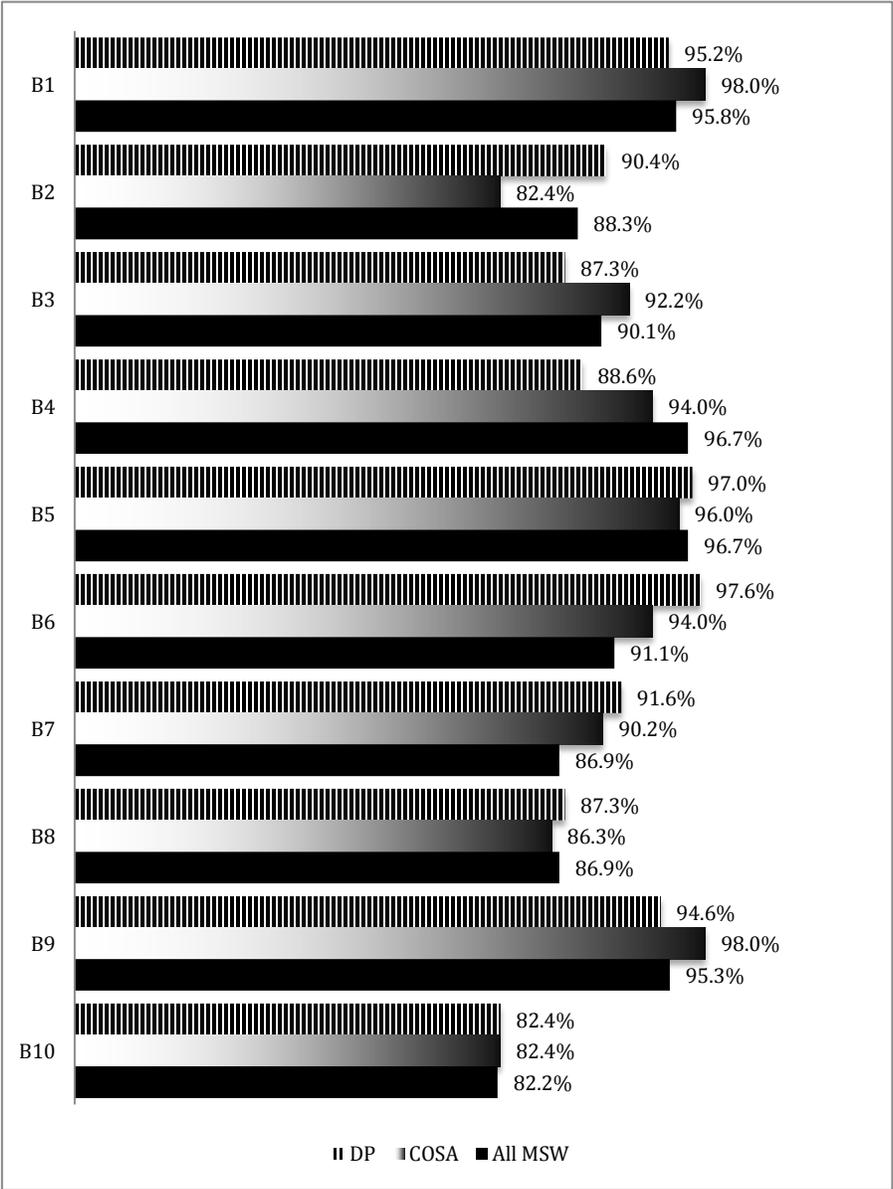
Chart 3: BASW student appraisals of BASW program goal achievements
(relative percentage of those who indicated adequate to excellent)



2. MSW Demographic Profile (N=215)

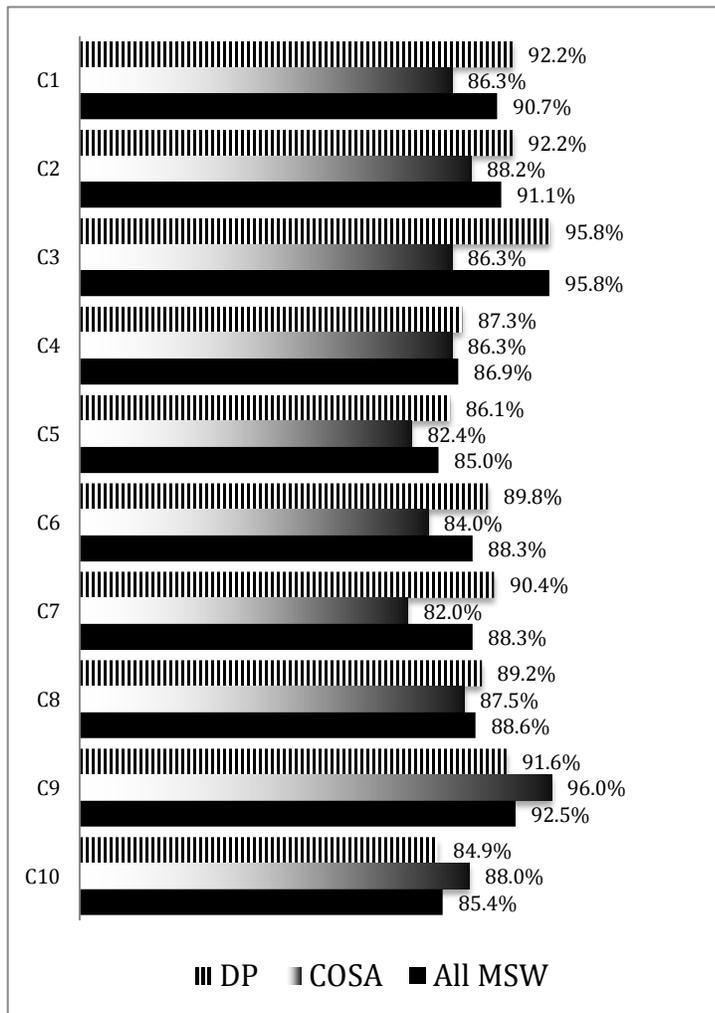
- A1. Are you primarily a full- or part-time student?
Full-time 80.5 percent
Part-time 19.5 percent
- A2. What year did you begin your degree program?
2013 or earlier 10.7 percent
2014 44.4 percent
2015 44.9 percent
- A3. Total number of semester(s) completed towards your degree program (including the current term):
Median=3 semesters
- A4. Did you enter your degree program with Advanced Standing Status? 29.6 percent
- A5. Typically, how many hours per week did you work during this term? 79.5 percent; median of 24 hours
- A6. Your gender is:
Female 85 percent
Male 15 percent
- A7. Your birth year is: Median=1989, or 26 years old
- A8. Your ethnic/racial background:
African American 11.6 percent
White/Caucasian 77.7 percent
Hispanic 3.3 percent
Asian/Pacific Islander 3.7 percent
Biracial 2.9 percent
Other 0.9 percent
- A9. Foreign national with student or other visa: 1.9 percent
- A10. Are you physically handicapped/disabled? 2.8 percent
- A11. Your degree program in social work is: MSW (100 percent)
- A12. If you are an undergraduate student, what is your class rank? DNA
- A13. If you are a MSW student, what is your primary concentration?
DP 76.7 percent
COSA 23.3 percent
- A14. If you are a MSW student, what is your specialization (if any)?
No specialization 0.5 percent
Health 11.5 percent
Mental health 40.3 percent
Gerontology 5 percent
Home and School Visitor 4.5 percent
Child Welfare 13.9 percent
Community Organization 10 percent
Social Administration 14.4 percent
- A15. If you are joint-program student, please identify with which program:
Not in a joint program 93.8 percent
GSPIA 0.5 percent
Law 0.5 percent
Public Health 2.8 percent
Seminary 2.4 percent
- A16. Your campus location is:
Oakland 91.6 percent
Johnstown 6 percent
Bradford 2.3 percent
- A17. Have you received financial aid (excluding loans) toward your current degree program?
No—none 44.3 percent
Yes—partial 45.3 percent
Yes—full 10.4 percent
- A18. How much money have you borrowed thus far to cover your current degree program?
Median=\$40,000 among 71.5 percent of MSW students
- A19. How much money in total do you estimate you will need to borrow to complete your current degree?
Median=\$50,000 among 70.2 percent of MSW students

Chart 1: MSW student appraisals of the quality of education, program satisfaction, etc. (relative percentage of those who indicated adequate to excellent)



- Code:
- B1. Overall quality of classroom learning
 - B2. Overall quality of field placement learning
 - B3. Overall satisfaction with your degree program
 - B4. Overall satisfaction with student organizations
 - B5. Overall satisfaction with libraries
 - B6. Center on Race and Social Problems
 - B7. Electronic communication with the School/faculty
 - B8. Use of technology in classroom instruction
 - B9. Overall quality of faculty research/knowledge advancement
 - B10. Overall culture of the School's commitment to students

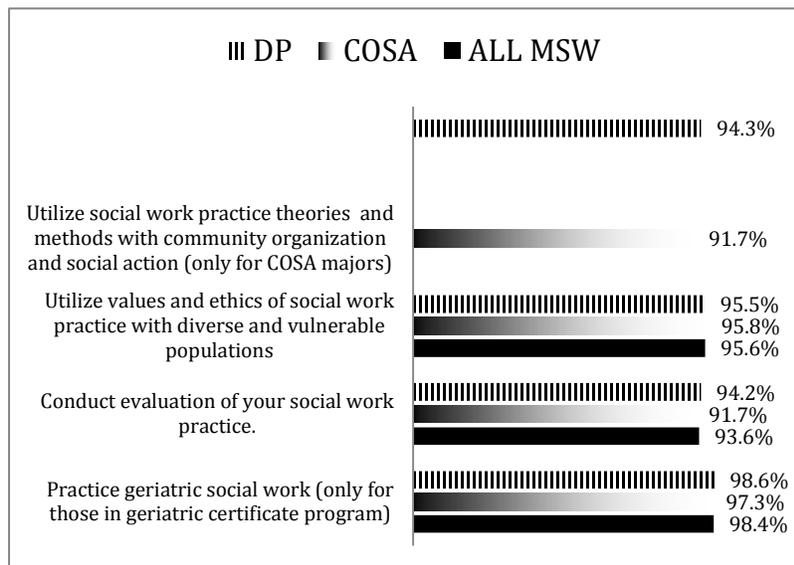
Chart 2: MSW student appraisals of the quality of faculty advising
(relative percentage of those who indicated adequate to excellent)



Code:

- C1. Returning your phone calls or responding to your e-mails in a timely fashion
- C2. Availability to meet and discuss classes before you registered
- C3. Availability to meet or talk about questions when needed
- C4. Showing personal attention to your academic interests and goals
- C5. Providing accurate information about the curriculum
- C6. Providing helpful information about the School's policies and procedures when needed
- C7. Helping me find information about the School's policies and procedures when needed
- C8. Helping you find information about University resources
- C9. Respectfulness and caring when you talked with him/her
- C10. Helping you problem-solve when you had an academic problem

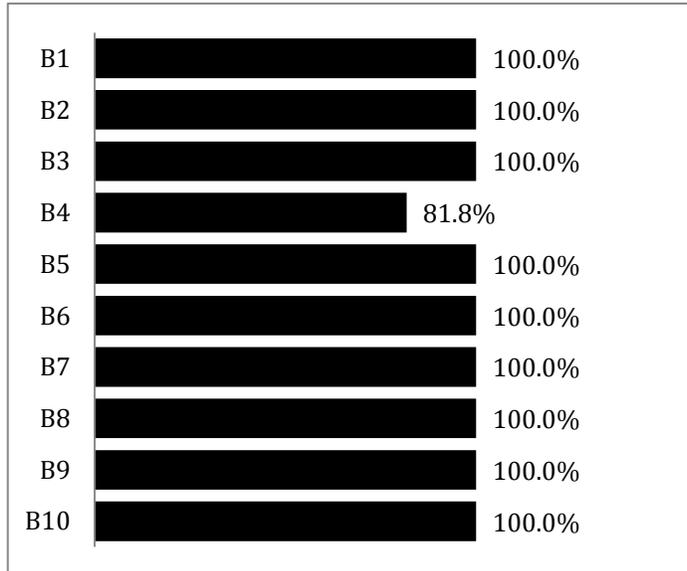
Chart 3: MSW student appraisals of program goal achievements
(relative percentage of those who indicated adequate to excellent)



3. Doctoral Demographic Profile (N=11)

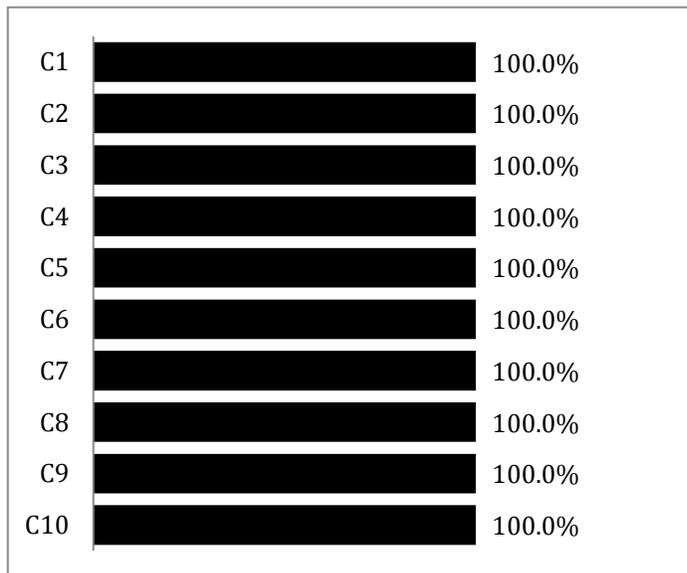
- A1. Are you primarily a full- or part-time student?
Full-time 100 percent
- A2. What year did you begin your degree program?
2013 or earlier 45.4 percent
2014 18.2 percent
2015 36.4 percent
- A3. Total number of semester(s) completed for your degree program (including the current term):
Median=3 semesters
- A4. Did you enter your degree program with Advanced Standing Status? Does not apply (DNA)
- A5. Typically, how many hours per week did you work during this term?
Median=20 hours
- A6. Your gender is:
Female 63.6 percent
Male 36.4 percent
- A7. Your birth year is: Median=1984, or 31 years old
- A8. Your ethnic/racial background:
African American 18.2 percent
White/Caucasian 54.5 percent
Hispanic 9.1 percent
Asian/Pacific Islander 18.2 percent
- A9. Foreign national with student or other visa: 27.3 percent
- A10. Are you physically handicapped/disabled? 0 percent
- A11. Your degree program in social work is:
Doctoral 72.7 percent
Doctoral/MSW 18.2 percent
- A12. If you are an undergraduate student, what is your class rank? DNA
- A13. If you are a MSW student, what is your primary concentration? DNA
2—Direct Practice
3—COSA
- A14. If you are a MSW student, what is your specialization (if any)? DNA
1—Health 2—Mental Health
3—Gerontology 4—Home and School Visitor
5—Child Welfare 6—Community Organization
7—Social Administration
- A15. If you are a joint-program student, please identify with which program: DNA
0—Not in a joint program
1—GSPIA 2—Law
3—Public Health 4—Seminary
- A16. Your campus location is: Oakland (100 percent) Johnstown Bradford
- A17. Have you received financial aid (excluding loans) toward your current degree program?
No—none 18.2 percent
Yes—partial 18.2 percent
Yes—full 63.6 percent
- A18. What was your total amount of outstanding educational loans prior to current degree program enrollment?
Median=\$7,000 among 63 percent of students
- A19. How much money have you borrowed thus far to cover your current degree program?
Median=\$15,000 among 54.5 percent of students
- A20. How much money in total do you estimate you will borrow to complete your current degree?
Median=\$30,000 among 40 percent of students

Chart 1: Doctoral student appraisals of the quality of education, program satisfaction, etc.
(relative percentage of those who indicated adequate to excellent)



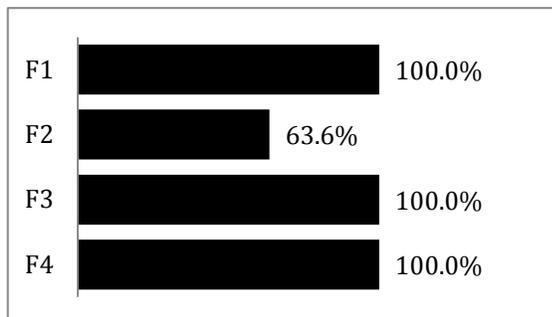
- Code:
- B1. Overall quality of classroom learning
 - B2. Overall quality of field placement learning (for MSW enrollment)
 - B3. Overall satisfaction with your degree program
 - B4. Overall satisfaction with student organizations
 - B5. Overall satisfaction with libraries
 - B6. Center on Race and Social Problems
 - B7. Electronic communication with the School/faculty
 - B8. Use of technology in classroom instruction
 - B9. Overall quality of faculty research/knowledge advancement
 - B10. Overall culture of the School's commitment to students

Chart 2: Doctoral student appraisals of the quality of faculty advising
(relative percentage of those who indicated adequate to excellent)



- Code:
- C1. Returning your phone calls or responding to e-mails in a timely fashion
 - C2. Availability to meet and discuss classes before you registered
 - C3. Availability to meet or talk about questions when needed
 - C4. Showing personal attention to your academic interests and goals
 - C5. Providing accurate information about the curriculum
 - C6. Providing helpful information about the School's policies and procedures when needed
 - C7. Helping me find information about the School's policies and procedures when needed
 - C8. Helping you find information about University resources
 - C9. Respectfulness and caring when you talked with him/her
 - C10. Helping you problem-solve when you had an academic problem

Chart 3: Doctoral student appraisals of program goal achievements
(relative percentage of those who indicated adequate to excellent)



- Code:
- F1. Design data collection and analytic methods of quantitative research
 - F2. Design data collection and analytic methods of qualitative research
 - F3. Learn at least one substantive area in the field of social work for scholarly research (e.g., poverty, child welfare, mental health, drug/alcohol abuse, etc.)
 - F4. Complete a scholarly dissertation with the potential for publication in a refereed journal or book chapter

Appendix F: Historical Overview of School of Social Work Faculty Scholarship

March 20, 2016

One of most significant improvements achieved by the School of Social Work (SSW) during the past fifteen years is enhanced faculty scholarship productivity. Although U.S. News and World Report (March 2016) elevated the University of Pittsburgh SSW ranking to tenth among 245 social work schools in the country (and sixth out of the Association of American Universities (AAU) public institutions, first among peer schools, and first among Pennsylvania schools—above the University of Pennsylvania), the current ranking does not directly reflect the tremendous productivity and historical progression pattern of SSW faculty scholarship. The following is a chronological overview of SSW performance.

- A. **1998.** Based on the counts of citation index among the top six selected social work journals between 1994 and 1998 (as an indicator of contributions to social work literature), the SSW was ranked 42nd among 91 social work programs in the country (Ligon and Thyer, 2002).
- B. **1999.** Based on the counts of refereed journal articles cited on the Web of Science (WOS) and the Social Science Citation Index (SSCI) from 1990 to 1999, the SSW was ranked 40th among the top 50 social work schools in the country (Green and Baskind, 2007).
- C. **2004.** Based on the counts of refereed journal articles cited on the Web of Science (WOS) and the Social Science Citation Index (SSCI) from 2000 to 2004, the SSW was ranked 31st among the top 50 social work schools in the country (Green and Baskind, 2007).
- D. **2005.** In 2005, the SSW established an ad hoc committee called the Excellence Committee, which was charged by Dean Larry Davis to develop a five-year action plan with specific, recommended steps and identified, measurable outcomes that would enhance the overall quality and reputation of the School, especially in the area of faculty scholarship.
- E. **2007.** Based on the counts of the average number of journal articles cited on the Web of Science (WOS) and the Social Science Citation Index (SSCI), the SSW ranked sixth among the ten nationally acclaimed benchmark schools during 2007. Compared to the baseline year (2001), the number of SSW scholarly-refereed journal publications had increased by 425% by 2007.
- F. **2010.** By 2010, SSW faculty members have exceeded a 1,000% increase in publication rates compared to the baseline year of 2001 (see Chart 1). A noticeable increase in the actual number of publication between 2009 (30) and 2010 (53) is, in part, due to a high number of “in-press” journal articles in 2009 (37). In any case, it is abundantly clear that the SSW was on the right course toward scholarship excellence.
- G. **2011.** Academic Analytics ranked the SSW (based on 2011 data) as eighth among the top ten benchmark schools in referred journal publications per faculty, fifth in citations per publication articles, and sixth in citations per faculty.
- H. **2012.** The SSW has consistently improved its scholarship ranking to fourth for scholarly journal publications among tenure-stream faculty members (unduplicated count of articles per capita). The Council on Social Work Education (CSWE), which is the sole accrediting organization for social work education, also ranked the SSW as “much higher in average scholarship productivity” compared to the average productivity among the top nine social work schools in research institutions (The Council on Social Work Education, 2013).
- I. **2016.** Academic Analytics ranks the SSW (based on the comparison of tenure-stream faculty members among the top ten national benchmark schools between 2011 and 2014) as follows (for additional information, see attachment):

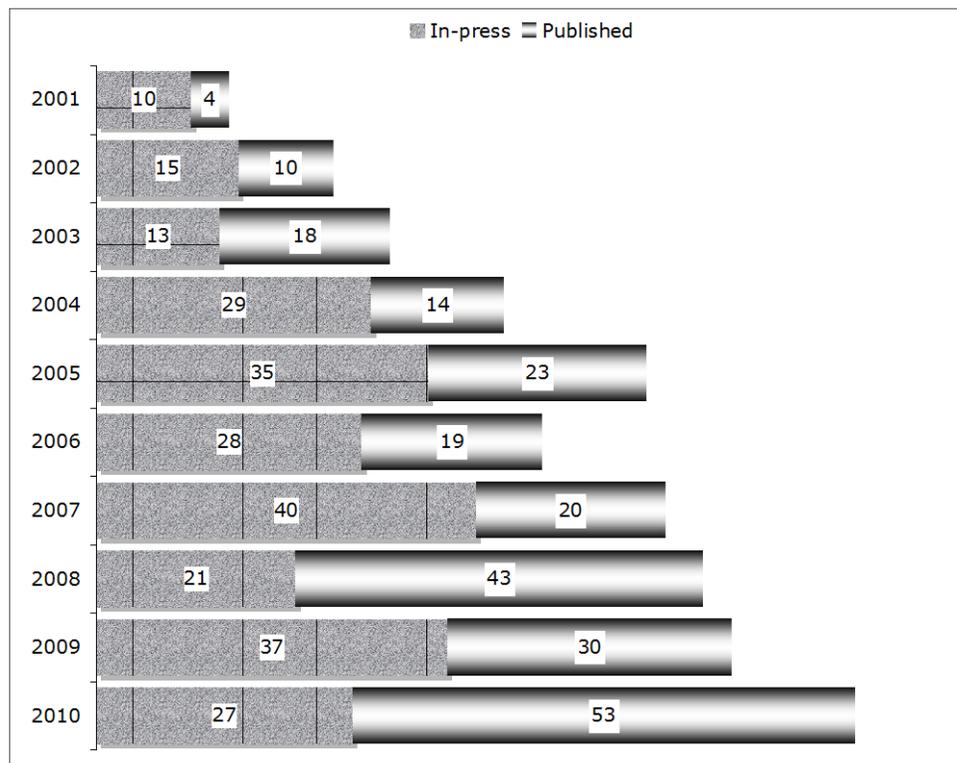
- first in percentage of faculty with journal publications (tied with University of California, Berkeley),
- eighth in refereed journal publications per faculty,
- first in percentage of faculty with citations,
- third in book publications per faculty, and
- fourth in citations per publication.

Academic Analytics also ranked the SSW’s externally supported grant awards as follows (based on the comparison among the top ten national benchmark schools):

- seventh in percentage of faculty with grants,
- sixth in dollar amount per grant, and
- seventh in grant dollars per faculty member.

Thus, it is profusely clear that even though the U.S. News and World Report’s national ranking of the SSW improved from fourteenth in 2008, to eleventh in 2012, to tenth in 2016, an impressive historical progression of faculty scholarship (compared to the nation’s top ten ranked schools) point to the SSW more accurately as seventh or higher in the country.

Chart 1: Historical SSW faculty publication rates (2001 to 2010)



References

Green, R.G. and Baskind, F.R. (2007). The Second Decade of the Faculty Publication Project: Journal Article Publications and the Importance of Faculty Scholarship. *Journal of Social Work Education*, Vol. 43, No. 2 (Spring/Summer 2007).

Ligon, J. and Thyer, B. (2001). Academic Affiliations of Social Work: A Productivity Analysis from 1994-1998. *Journal of Social Service Research*, Vol. 28(2).

Office of Social Work Education and Research, Council on Social Work Education (2013). *Benchmark Report for School of Social Work, University of Pittsburgh (PA)*. Washington D.C.

Appendix G: CSWE Benchmark Report—Comparison of the School of Social Work Versus Other Research Universities/Carnegie Classification, Peer Group Universities, and Top-Ten Social Work Programs (2015)

CSWE Benchmark Report for the School of Social Work, University of Pittsburgh (PA)

December 2015

Prepared by the Department of Educational Initiatives and Research

Method

The data in this report came from the 2014 Annual Survey, which was composed of five instruments that sought to gather data on baccalaureate programs, master’s programs, DSW (or other practice doctorate) programs, Ph.D. programs, and faculty members. The program instruments included sections on program structure, enrollments, program offerings, and degrees awarded. The faculty instrument collected demographic information and information about academic rank and professional background of full-time and part-time faculty members; it also requested information about administrative titles and tenure status of full-time faculty members.

The instruments were administered online through the survey platform, Zarca Interactive. On November 17, 2014, invitations to the surveys were e-mailed to all CSWE-accredited social work programs and to doctoral social work programs offered by institutions with CSWE-accredited social work programs. The 2014 Annual Survey closed in March 2015.

As approved by the Commission on Research at the March 2013 Spring Governance meeting, the basis for calculating historically underrepresented groups has been revised. When reporting historically underrepresented individuals, the categories of African American/Other Black, Chicano/Mexican American, Puerto Rican, Other Latino/Hispanic, American Indian/Native American, Asian American/Other Asian, Pacific Islander, Other, and Multiple Race/Ethnicity are used. In previous years, the category of Multiple Race/Ethnicity was reported separately.

Like any benchmarking data, statistics from this report should be used in concert with other administrative, research, and recruitment analytical methods to inform and make decisions. All social work program data are self-reported; CSWE can only attest to the accuracy of how information provided by programs is presented. To maintain anonymity, CSWE aggregates most data. CSWE does not provide data for a category based on fewer than five individuals or reported by fewer than three programs. Truncated text of the questions is used in most of this report to conserve space.

Table 1. Invitations to and Participation in the 2014 Annual Survey by Survey Instrument

Survey Instrument	Number of Invitations	Number of Participants	Participation Rate (%)
Baccalaureate Programs	499	493	98.8
Master’s Programs	233	231	99.1
DSW Programs	5	4	80.0
Ph.D. Programs	75	69	92.0
Faculty	561	527	93.9

Report Specifications

Peer groups

- BSW programs nationwide with RU/VH Carnegie classification
- MSW programs nationwide with RU/VH Carnegie classification
- Ph.D. programs nationwide with RU/VH Carnegie classification
- Customized peer group of MSW and Ph.D. programs (top ten schools) at Boston College, Case Western Reserve University, Columbia University, University of California-Berkeley, University of Chicago, University of Michigan-Ann Arbor, University of North Carolina-Chapel Hill, University of Texas-Austin, University of Washington, Washington University in St. Louis

Variables of interest

- Demographics (sex, age group, race/ethnicity) for BSW full-time majors, part-time majors, graduates at RU/VH institutions
- Demographics (sex, age group, race/ethnicity) for MSW full-time students, part-time students, graduates at RU/VH institutions and at peer group
- Demographics (sex, age group, race/ethnicity) for Ph.D. applicants, newly enrolled students, full-time students taking coursework, full-time students who completed coursework, part-time students taking coursework, part-time students who completed coursework, graduates at RU/VH institutions and at peer group
- Demographics (sex, age group, race/ethnicity) for full-time faculty, part-time faculty at RU/VH institutions and at peer group
- Number of faculty who engaged in research activities during the most recently completed academic year at RU/VH institutions and at peer group

Selected Peer Group

Table 2. Profiles of Requested Peer Group

Peer Group	CSWE Region	Auspice	Institutional Ethnicity/Gender Identification
Boston College (MA)	New England	Private-Religion Affiliated	Non-Ethnic, Coed
Case Western Reserve University (OH)	Great Lakes	Private-Other	Non-Ethnic, Coed
Columbia University (NY)	Northeast	Private-Other	Non-Ethnic, Coed
University of California-Berkeley	West	Public	Non-Ethnic, Coed
University of Chicago (IL)	Great Lakes	Private-Other	Non-Ethnic, Coed
University of Michigan	Great lakes	Public	Non-Ethnic, Coed
University of North Carolina-Chapel Hill	Southeast	Public	Non-Ethnic, Coed
University of Texas-Austin	South Central	Public	Non-Ethnic, Coed
University of Washington	Northwest	Public	Non-Ethnic, Coed
Washington University in St. Louis (MO)	Mid-Central	Private-Other	Non-Ethnic, Coed
University of Pittsburgh	Mid-Atlantic	Public	Non-Ethnic, Coed

Table 3. Basic Carnegie Classification

Category	Description
Doctorate-Granting Universities	Institutions that awarded at least 20 research doctoral degrees.
RU/VH	Research universities (very high research activity)
RU/H	Research universities (high research activity)
DR/U	Doctoral/research universities
Master's Colleges and Universities	Institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees.
Master's/L	Master's colleges and universities (larger programs)
Master's/M	Master's colleges and universities (medium programs)
Master's/S	Master's colleges and universities (smaller programs)
Baccalaureate Colleges	Institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded.
Bac/A&S	Baccalaureate colleges – Arts and sciences
Bac/Diverse	Baccalaureate colleges – Diverse fields
Bac/Assoc	Baccalaureate/associate's colleges

Faculty

Table 4. Demographic Characteristics of Full-Time Faculty

Demographic Category	RU/VH (%)	Peers (%)	University of Pittsburgh (%)
Sex			
Male	31.8	36.4	35.1
Female	68.2	63.6	64.9
Age Group			
Under 35 Years	5.1	4.0	8.1
35-44 Years	22.3	19.5	21.6
45-54 Years	22.8	27.7	24.3
55-64 Years	29.0	26.8	37.8
65 Years or Older	14.3	15.5	8.1
Unknown	6.6	6.4	0
Racial/Ethnic Identification			
White (Non-Hispanic)	69.7	68.1	67.6
African American/Other Black	13.2	14.4	27.0
Chicano/Mexican American	0.8	1.3	0
Puerto Rican	0.8	*	0
Other Latino/Hispanic	3.9	3.8	0
American Indian/Native American	1.2	2.0	0
Asian American/Other Asian	8.0	7.8	5.4
Pacific Islander	0.4	*	0
Other	0.5	*	0
Multiple Race/Ethnicity	1.3	1.8	0
Unknown	0.3	*	0
Proportion identifying with historically underrepresented groups	30.0	31.9	32.4
Number of faculty reported	1,631 (Mean=30.8)	451 (Mean=45.1)	37
Number of programs reporting	53	10	

* Excluded because the number of individuals in the category was less than five.

Table 5. Demographic Characteristics of Part-Time or Contract Faculty

Demographic Category	RU/VH (%)	Peers (%)	University of Pittsburgh (%)
Sex			
Male	27.2	29.2	31.8
Female	72.8	70.6	68.2
Other	*	*	0
Age Group			
Under 35 Years	10.4	6.5	11.4
35-44 Years	23.0	16.1	20.5
45-54 Years	22.0	12.3	27.3
55-64 Years	19.9	13.5	27.3
65 Years or Older	11.3	8.0	13.6
Unknown	13.3	43.7	0
Racial/Ethnic Identification			
White (non-Hispanic)	67.9	51.7	77.3
African American/Other Black	10.9	5.5	20.5
Chicano/Mexican American	0.2	*	0
Puerto Rican	0.3	*	0
Other Latino/Hispanic	4.0	1.7	0
American Indian/Native American	0.3	*	0
Asian American/Other Asian	3.2	3.0	2.3
Pacific Islander	0.5	*	0
Other	0.6	*	0
Multiple Race/Ethnicity	0.7	0.8	0
Unknown	11.5	35.9	0
Proportion identifying with historically underrepresented groups	20.6	12.5	22.7
Number of faculty reported	2,381 (Mean=46.7)	602 (Mean=60.2)	44
Number of programs reporting	51	10	

* Excluded because the number of individuals in the category was less than five.

Table 6. Number of Full-Time Faculty Who Engaged in Research During the Most Recently Completed Academic Year

Program Level	Full-Time Faculty Engaging in Research
RU/VH	
Total number	1,008
Mean	19.7
Range	3-48
Programs reporting	51
Peers	
Total number	289
Mean	32.1
Range	16-45
Programs reporting	9
University of Pittsburgh	23

BSW Programs

Table 7. Demographic Characteristics of Full-Time BSW Majors

Demographic Category	RU/VH (%)	University of Pittsburgh (%)
Sex		
Male	12.6	13.8
Female	86.9	85.1
Other	*	0
Unknown	*	1.1
Age Group		
Under 20 Years	8.8	1.1
20-24 Years	65.0	69.0
25-34 Years	14.0	19.5
35-44 Years	7.3	5.7
45 Years or Older	4.7	4.6
Unknown	0.1	0
Racial/Ethnic Identification		
White (non-Hispanic)	59.1	71.3
African American/Other Black	18.2	18.4
Chicano/Mexican American	4.5	0
Puerto Rican	0.6	0
Other Latino/Hispanic	6.2	5.7
American Indian/Native American	1.0	0
Asian American/Other Asian	3.5	2.3
Pacific Islander	0.8	0
Other	1.3	0
Multiple Race/Ethnicity	2.4	1.1
Unknown	2.4	1.1
Proportion identifying with historically underrepresented groups	38.5	27.6
Number of majors reported	6,592 (Mean=183.1)	87
Number of programs reporting	36	

* Excluded because the number of individuals in the category was less than five.

Table 8. Demographic Characteristics of Part-Time BSW Majors

Demographic Category	RU/VH (%)	University of Pittsburgh (%)
Sex		
Male	14.6	0
Female	84.9	91.7
Other	*	0
Unknown	*	8.3
Age Group		
Under 20 Years	8.9	0
20-24 Years	33.5	16.7
25-34 Years	28.1	25.0
35-44 Years	17.7	16.7
45 Years or Older	11.4	41.7
Unknown	*	0
Racial/Ethnic Identification		
White (non-Hispanic)	47.8	50.0
African American/Other Black	26.8	33.3
Chicano/Mexican American	4.4	0
Puerto Rican	*	0
Other Latino/Hispanic	4.1	0
American Indian/Native American	1.6	0
Asian American/Other Asian	1.6	0
Pacific Islander	*	0
Other	1.3	0
Multiple Race/Ethnicity	1.8	0
Unknown	8.3	16.7
Proportion identifying with historically underrepresented groups	43.9	33.3
Number of majors reported	615 (Mean=29.3)	12
Number of programs reporting	21	

* Excluded because the number of individuals in the category was less than five.

Table 9. Demographic Characteristics of BSW Graduates

Demographic Category	RU/VH (%)	University of Pittsburgh (%)
Sex		
Male	16.4	28.9
Female	82.8	68.9
Other	*	2.2
Unknown	0.7	0
Age Group		
Under 20 Years	4.7	0
20-24 Years	55.2	66.7
25-34 Years	21.8	20.0
35-44 Years	7.8	8.9
45 Years or Older	5.7	4.4
Unknown	4.8	0
Racial/Ethnic Identification		
White (non-Hispanic)	60.6	77.8
African American/Other Black	16.3	11.1
Chicano/Mexican American	3.8	0
Puerto Rican	0.4	0
Other Latino/Hispanic	6.8	0
American Indian/Native American	0.8	0
Asian American/Other Asian	3.1	2.2
Pacific Islander	0.7	0
Other	1.4	0
Multiple Race/Ethnicity	2.5	8.9
Unknown	3.6	0
Proportion identifying with historically underrepresented groups	35.8	22.2
Number of graduates reported	2,554 (Mean=70.9)	45
Number of programs reporting	36	

* Excluded because the number of individuals in the category was less than five.

MSW Programs

Table 10. Demographic Characteristics of Full-Time MSW Students

Demographic Category	RU/VH (%)	Peers (%)	University of Pittsburgh (%)
Sex			
Male	14.5	14.0	16.6
Female	85.2	85.9	82.6
Other	*	*	0
Unknown	0.3	*	0.8
Age Group			
Under 25 Years	39.5	42.6	53.2
25-34 Years	42.3	47.3	38.7
35-44 Years	8.8	6.1	4.4
45 Years or Older	6.3	4.0	3.6
Unknown	3.1	*	0
Racial/Ethnic Identification			
White (non-Hispanic)	59.6	56.2	76.6
African American/Other Black	13.6	10.6	10.6
Chicano/Mexican American	2.1	1.6	0
Puerto Rican	0.5	0.3	0
Other Latino/Hispanic	8.1	8.0	5.7
American Indian/Native American	1.0	1.4	0
Asian American/Other Asian	5.9	7.4	2.6
Pacific Islander	0.7	0.3	0
Other	0.8	2.3	0.3
Multiple Race/Ethnicity	2.3	4.4	2.3
Unknown	5.5	7.6	1.8
Proportion identifying with historically underrepresented groups	34.8	36.2	21.6
Number of students reported	15,139 (Mean=296.8)	3,996 (Mean=399.6)	385
Number of programs reporting	51	10	

* Excluded because the number of individuals in the category was less than five.

Table 11. Demographic Characteristics of Part-Time MSW Students

Demographic Category	RU/VH (%)	Peers (%)	University of Pittsburgh (%)
Sex			
Male	15.0	17.9	15.3
Female	84.9	82.1	84.1
Other	*	0	0
Unknown	0.1	0	0.6
Age Group			
Under 25 Years	12.6	13.0	13.5
25-34 Years	50.4	54.5	52.4
35-44 Years	21.3	19.8	20.6
45 Years or Older	14.6	12.7	13.5
Unknown	1.1	0	0
Racial/Ethnic Identification			
White (non-Hispanic)	57.1	56.1	81.2
African American/Other Black	18.6	14.2	10.6
Chicano/Mexican American	0.8	*	0
Puerto Rican	0.4	*	0
Other Latino/Hispanic	9.4	11.8	2.4
American Indian/Native American	1.5	1.3	0
Asian American/Other Asian	3.8	6.7	1.8
Pacific Islander	0.5	*	0
Other	0.5	1.9	0.6
Multiple Race/Ethnicity	1.6	2.9	2.9
Unknown	5.8	4.7	0.6
Proportion identifying with historically underrepresented groups	37.1	39.2	18.2
Number of students reported	8,252 (Mean=179.4)	747 (Mean=93.4)	170
Number of programs reporting	46	8	

* Excluded because the number of individuals in the category was less than five.

Table 12. Demographic Characteristics of MSW Graduates

Demographic Category	RU/VH (%)	Peers (%)	University of Pittsburgh (%)
Sex			
Male	13.3	13.8	11.3
Female	84.6	86.2	87.9
Other	0	0	0
Unknown	2.1	0	0.8
Age Group			
Under 25 Years	20.7	26.6	20.0
25-34 Years	51.4	59.0	60.0
35-44 Years	12.1	8.2	12.1
45 Years or Older	8.7	6.2	7.9
Unknown	7.1	0	0
Racial/Ethnic Identification			
White (non-Hispanic)	60.9	61.2	73.3
African American/Other Black	14.2	9.7	11.3
Chicano/Mexican American	3.5	1.3	0
Puerto Rican	0.6	*	0
Other Latino/Hispanic	4.4	6.8	0.8
American Indian/Native American	1.0	0.9	0
Asian American/Other Asian	4.7	7.8	9.2
Pacific Islander	0.6	0.2	0
Other	0.8	1.7	0.8
Multiple Race/Ethnicity	2.1	3.8	4.2
Unknown	7.3	6.5	0.4
Proportion identifying with historically underrepresented groups	31.8	32.3	26.3
Number of graduates reported	10,529 (Mean=206.5)	2,217 (Mean=221.7)	240
Number of programs reporting	51	10	

* Excluded because the number of individuals in the category was less than five.

Ph.D. Programs

Table 13. Demographic Characteristics of Applicants to Ph.D. Programs

Demographic Category	RU/VH (%)	Peers (%)	University of Pittsburgh (%)
Sex			
Male	24.8	24.1	25.0
Female	75.1	75.8	75.0
Other	*	*	0
Unknown	*	*	0
Age Group			
Under 25 Years	9.0	8.4	0
25-34 Years	62.4	64.8	71.4
35-44 Years	15.5	12.9	28.6
45 Years or Older	5.6	3.4	0
Unknown	7.5	10.5	0
Racial/Ethnic Identification			
White (non-Hispanic)	40.1	33.4	39.3
African American/Other Black	11.8	8.6	21.4
Chicano/Mexican American	1.1	1.0	0
Puerto Rican	*	*	0
Other Latino/Hispanic	4.6	4.5	14.3
American Indian/Native American	0.7	*	0
Asian American/Other Asian	19.6	13.4	25.0
Pacific Islander	*	*	0
Other	8.5	20.4	0
Multiple Race/Ethnicity	1.8	2.3	0
Unknown	11.4	15.5	0
Proportion identifying with historically underrepresented groups	48.5	51.1	60.7
Number of applicants reported	1,313 (Mean=29.8)	619 (Mean=61.9)	28
Number of programs reporting	44	10	

* Excluded because the number of individuals in the category was less than five.

Table 14. Demographic Characteristics of Newly Enrolled PhD Students

Demographic Category	RU/VH (%)	Peers (%)	University of Pittsburgh (%)
Sex			
Male	26.6	27.9	33.3
Female	73.4	72.1	66.7
Other	0	0	0
Unknown	0	0	0
Age Group			
Under 25 Years	7.0	*	0
25-34 Years	61.6	72.1	83.3
35-44 Years	23.1	21.3	16.7
45 Years or Older	8.3	*	0
Unknown	0	*	0
Racial/Ethnic Identification			
White (non-Hispanic)	57.2	47.5	50.0
African American/Other Black	8.7	*	16.7
Chicano/Mexican American	*	*	0
Puerto Rican	*	*	0
Other Latino/Hispanic	2.6	*	0
American Indian/Native American	*	*	0
Asian American/Other Asian	14.8	14.8	33.3
Pacific Islander	2.2	*	0
Other	5.2	14.8	0
Multiple Race/Ethnicity	*	*	0
Unknown	3.5	*	0
Proportion identifying with historically underrepresented groups	39.3	49.2	50.0
Number of students reported	229 (Mean=5.2)	61 (Mean=6.1)	6
Number of programs reporting	44	10	

* Excluded because the number of individuals in the category was less than five.

Table 15. Demographic Characteristics of PhD Graduates

Demographic Category	RU/VH (%)	Peers (%)	University of Pittsburgh (%)
Sex			
Male	21.0	20.8	0
Female	79.0	79.2	100
Other	0	0	0
Unknown	0	0	0
Age Group			
Under 25 Years	*	0	0
25-34 Years	28.6	35.1	50.0
35-44 Years	44.3	45.5	50.0
45 Years or Older	21.0	19.5	0
Unknown	5.2	0	0
Racial/Ethnic Identification			
White (non-Hispanic)	63.8	64.9	50.0
African American/Other Black	8.1	6.5	0
Chicano/Mexican American	2.9	*	0
Puerto Rican	*	*	0
Other Latino/Hispanic	3.3	*	0
American Indian/Native American	*	*	0
Asian American/Other Asian	11.0	11.7	50.0
Pacific Islander	*	*	0
Other	4.3	6.5	0
Multiple Race/Ethnicity	*	*	0
Unknown	5.2	*	0
Proportion identifying with historically underrepresented groups	31.0	31.2	50.0
Number of graduates reported	210 (Mean=4.8)	77 (Mean=7.7)	2
Number of programs reporting	44	10	

* Excluded because the number of individuals in the category was less than five.

Appendix H: Index of Acronyms

AN	Academic Analytics
AAU	Association of American Universities
BASW	Bachelor of Arts in Social Work
BPhil	Bachelor of Philosophy
COSA	Community Organization and Social Administration (academic concentration)
CRSP	Center on Race and Social Problems
CSWE	Council on Social Work Education
DNA	Does not apply
DP	Direct Practice (academic concentration)
EPAS	Educational Policy and Accreditation Standards
EMP	Employer Survey (of hired graduates)
MBA	Master of Business Administration
MSW	Master of Social Work
OSPQA	Office of Strategic Planning and Quality Assurance
QA	Quality Assurance Survey (of all three degree program students)
QAC	Quality Assurance Committee
SSW	School of Social Work
TOEFL	Test of English as a Foreign Language
UCGS	University Council on Graduate Study
UHC	University Honors College
UPB	University of Pittsburgh at Bradford
UPJ	University of Pittsburgh at Johnstown