

## Question 1: Program Learning Outcomes

**Q1.1.** Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. Intercultural knowledge and competency
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. Global learning
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
  - a.
  - b.
  - c.

**Q1.3.** Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.4.** Is your program externally accredited (other than through WASC)?

- 1. Yes
- 2. No (Go to **Q1.5**)
- 3. Don't know (Go to **Q1.5**)

**Q1.4.1.** If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.5.** Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is.
- 4. Don't know

**Q1.6.** Did you use action verbs to make each PLO measurable (See Attachment I)? **Yes**

**Q1.2.** Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

Social Work is a professional degree; students are expected to have certain competencies and practice skills upon graduation. Students' demonstrate their ability to integrate and apply the knowledge from all their coursework in their senior year in Field work. The data used in this assessment is provided by students' Field Instructors in their final semester of coursework, prior to graduation.

**Q1.2.1.** Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- N/A, other (please specify):

*IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015*

## Question 2: Standard of Performance for the selected PLO

**Q2.1.** Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

PLO #16: Integrative and applied learning

The BSW Field Evaluation examines 3 areas of "integrative and applied learning" in Social Work practice: Engagement (4 competencies), Assessment (4 competencies), and Intervention (4 competencies).

Competencies are measured on a scale 1-5:

1 = Unacceptable Performance: Student shows little evidence of understanding of the concept and/or demonstration of skill development.

2 = Beginning Skill Development: Student shows some understanding the concept and is beginning to recognize in hindsight how it may have been applied in practice situations.

3 = Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to exhibit consistency.

4 = Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skills with consistency.

5 = Exceptional Demonstration of Skill Development: The skill is an integrated part of the student's stance and style. Student exhibits independence, creativity, and flexibility in the use of the skills.

**Q2.2.** Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: [Word limit: 300]**

Graduating BSW students are expected to score 3 or above on all Practice competencies, indicating the student understands and can demonstrate the practice skill. The Division of Social Work has set a benchmark of 90% of BSW students score 3 or above on Practice skills.

**Q2.4.** Please indicate the category in which the selected PLO falls into.

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. Intercultural knowledge and competency
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. Global learning
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. Other:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO			
2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			X
4. In the university catalogue			
5. On the academic unit website or in newsletters			X
6. In the assessment or program review reports, plans, resources or activities			
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents			
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

**Q3.1.** Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- 1. Yes
- 2. No (Skip to **Q6**)
- 3. Don't know (Skip to **Q6**)
- 4. N/A (Skip to **Q6**)

**Q3.2.** If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- 1. Yes
- 2. No (Skip to **Q6**)
- 3. Don't know (Skip to **Q6**)
- 4. N/A (Skip to **Q6**)

**Q3.1A.** How many assessment tools/methods/measures in total did you use to assess this PLO?

1

**Q3.2A** Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? **[Word limit: 300]**

All BSW students attend their Field Placements 16 hours/week. Each student has an MSW or BSW supervisor (minimum 2 years postgraduate experience) that serves as the Field Instructor. The Field Instructor provides direct supervision and feedback a minimum of 2 hours/week. The faculty Field Liaison meets with both the student and the Field Instructor once in both Fall and Spring semesters. At the end of the Spring semester, Field Instructors score their BSW students in their practice skills, using the BSW Field Evaluation. Each Field Instructor is required to attend Field Instructor Training (6 hours), where Field Instructor responsibilities and student expectations are clarified. Fair and objective completion of the BSW Field Evaluation is a significant part of Field Instructor training. The data has face validity; the items on the Evaluation were derived from the competencies developed by the Council on Social Work Education. Field Instructors have been trained in scoring students competencies, however, each student has only one Field Instructor, reliability is undetermined

**Q3A: Direct Measures (key assignments, projects, portfolios)**

**Q3.3.** Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?

- 1. Yes
- 2. No (Go to Q3.7)
- 3. Don't know (Go to Q3.7)

**Q3.3.2.** Please attach the direct measure you used to collect data.

**Engagement:**

9.1. Establishes effective working relationships with clients/client

9.2. Able to develop and maintain trust, communicate empathy, and

9.3. Effectively prepares for work with clients.

9.4. Develops mutually agreed upon focus of work and desired outcomes

**Assessment – Using the strengths and ecological perspectives:**

9.5. Collects, organizes and interprets client data.

9.6. Assesses client strengths and limitations.

**Q3.3.1.** Which of the following direct measures were used? **[Check all that apply]**

- 1. Capstone projects (including theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
- 5. External performance assessments such as internships or other community based projects
- 6. E-Portfolios
- 7. Other portfolios
- 8. Other measure. Specify:

9.7. Develops mutually agreed on intervention goals and objectives.	
9.8. Selects appropriate intervention strategies.	
<b>Intervention:</b>	
9.9. Implements intervention strategies.	
9.10. Helps clients resolve problems.	
9.11. Negotiates, mediates, and advocates for clients.	
9.12. Facilitates transitions and endings for clients.	

**Q3.4. How was the data evaluated? [Select only one]**

- 1. No rubric is used to interpret the evidence (Go to Q3.5)
- 2. Used rubric developed/modified by the faculty who teaches the class
- 3. Used rubric developed/modified by a group of faculty
- 4. Used rubric pilot-tested and refined by a group of faculty
- 5. The VALUE rubric(s)
- 6. Modified VALUE rubric(s)
- 7. Used other means. Specify:

**Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?**

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?**

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?**

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?**

4

**Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?**

- 1. Yes
- 2. No
- 3. Don't know

<p><b>Q3.6.</b> How did you <b>select</b> the sample of student work [papers, projects, portfolios, etc.]?  All BSW students are evaluated by their Field Instructors at the end of the Fall and Spring semesters. This report includes the end of the year (Spring) evaluation scores for BSWs. These scores represent “exit” scores, as BSW students graduate. These scores most accurately represent graduating students “integrative and applied” Social Work practice skills at the time of graduation.</p>	<p><b>Q3.6.1.</b> How did you <b>decide</b> how many samples of student work to review?  All that were turned into the Social Work office.</p>
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<p><b>Q3.6.2.</b> How many students were in the class or program?  122</p>	<p><b>Q3.6.3.</b> How many samples of student work did you evaluate?  98</p>	<p><b>Q3.6.4.</b> Was the sample size of student work for the direct measure adequate?</p> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
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**Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)**

<p><b>Q3.7.</b> Were indirect measures used to assess the PLO?</p> <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know	<p><b>Q3.7.1.</b> Which of the following indirect measures were used?  <b>[Check all that apply]</b></p> <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:
<p><b>Q3.7.2</b> If surveys were used, how was the sample size decided?</p>	<p><b>Q3.7.4.</b> If surveys were used, what was the response rate?</p>
<p><b>Q3.7.3.</b> If surveys were used, briefly specify how you selected your sample.</p>	

**Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)**

<p><b>Q3.8.</b> Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?</p> <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know	<p><b>Q3.8.1.</b> Which of the following measures were used?</p> <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:
<p><b>Q3.8.2.</b> Were other measures used to assess the PLO?</p> <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 3. Don't know (Go to Q3.9)	<p><b>Q3.8.3.</b> If other measures were used, please specify:</p>

**Q3D: Alignment and Quality**

**Q3.9.** Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

1. Yes  
 2. No  
 3. Don't know

**Q3.9.1.** Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

1. Yes  
 2. No  
 3. Don't know

### Question 4: Data, Findings and Conclusions

**Q4.1.** Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)  
**[Word limit: 600 for selected PLO]**

BASW Practice Skills Spring 2015					
Category	Mean	Median	Above Benchmark	Below Benchmark	Missing Data
9.1 Establishes effective working relationships with clients/ client systems.	4.40	4.50	96 (98%)	0	2 (2%)
9.2 Able to develop and maintain trust, communicate empathy, and respect.	4.51	5.00	96 (98%)	0	2 (2%)
9.3 Effectively prepares for work with clients.	4.28	4.00	95 (97%)	1 (1%)	2 (2%)
9.4 Develops mutually agreed upon focus of work and desired outcomes with clients.	3.92	4.00	93 (95%)	1 (1%)	4 (4%)
9.5 Collects, organizes and interprets client data.	4.12	4.00	88 (90%)	1 (1%)	9 (9%)
9.6 Assesses client strengths and limitations.	3.92	4.00	94 (96%)	1 (1%)	3 (3%)
9.7 Develops mutually agreed on intervention goals and objectives.	3.97	4.00	91 (93%)	2 (2%)	5 (5%)
9.8 Selects appropriate intervention strategies.	3.92	4.00	92 (94%)	4 (4%)	2 (2%)
9.9 Implements intervention strategies.	3.97	4.00	90 (92%)	4 (4%)	5 (5%)
9.10 Helps clients resolve problems.	4.20	4.00	96 (98%)	1 (1%)	1 (1%)
9.11 Negotiates, mediates, and advocates for clients.	4.07	4.00	91 (93%)	3 (3%)	4 (4%)
9.12 Facilitates transitions and endings for clients.	4.07	4.00	90 (92%)	5 (5%)	3 (3%)

**Q4.2.** Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

**Yes, as almost all students are above benchmark on all criteria.**

**Q4.3.** For **selected** PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. **Did not meet** expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know



## Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.** As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes  
 2. No (Go to **Q6**)  
 3. Don't know (Go to **Q6**)

**Q5.1.1.** Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

**No anticipated change for the Field Education part of the BSW program.**

**Q5.1.2.** Do you have a plan to assess the impact of the changes that you anticipate making?

1. Yes  
 2. No  
 3. Don't know

**Q5.2.** How have the assessment data from last year (2013 - 2014) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses			X		
2. Modifying curriculum			X		
3. Improving advising and mentoring			X		
4. Revising learning outcomes/goals				X	
5. Revising rubrics and/or expectations			X		
6. Developing/updating assessment plan			X		
7. Annual assessment reports	X				
8. Program review	X				
9. Prospective student and family information				X	
10. Alumni communication				X	
11. WASC accreditation (regional accreditation)			X		
12. Program accreditation	X				
13. External accountability reporting requirement	X				
14. Trustee/Governing Board deliberations					X
15. Strategic planning					X
16. Institutional benchmarking					X
17. Academic policy development or modification		X			
18. Institutional Improvement					X
19. Resource allocation and budgeting			X		
20. New faculty hiring				X	
21. Professional development for faculty and staff			X		
22. Recruitment of new students				X	
23. Other Specify:					

**Q5.2.1.** Please provide a detailed example of how you used the assessment data above.

- 1) All Social Work faculty that teach Social Work Practice (SWRK 140c/d, 204a/b/c/d) and Social Work Field (SWRK 195a/b, 295a/b/c/d) sit on and attend meetings for the division's Practice and Field Committees. The results of the Field Assessments are discussed at these meetings and curriculum revisions addressing student weaknesses and strengths are explored and syllabi are modified accordingly.
- 2) The Social Work Field Advisory Committee meets 1-2 times annually. The results of the Field Assessment are discussed; Committee members expound on their experiences with students and their Field Evaluations from their recent experience (often comparing to their long-term experience), making suggestions regarding procedural and curriculum revisions.

### **Additional Assessment Activities**

**Q6.** Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

**N/A**

**Q7.** What PLO(s) do you plan to assess next year?

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. Intercultural knowledge and competency
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. Global learning
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
  - a.
  - b.
  - c.

**Q8.** Have you attached any appendices? If yes, please list them all here:

n/a

### Program Information

**P1.** Program/Concentration Name(s):  
Bachelor of Arts Social Work (BASW)

**P1.1.** Report Authors:  
Dr. Dale Russell

**P2.** Program Director:  
Dr. Sylvester Bowie

**P2.1.** Department Chair:  
Dr. Dale Russell

**P3.** Academic unit: Department, Program, or College:  
Division of Social Work

**P4.** College:  
Health and Human Services

**P5.** Fall 2014 enrollment for Academic unit (See [Department Fact Book 2014](#) by the Office of Institutional Research for fall 2014 enrollment: 589 for Fall 2013  
(Fall 2014 Fact Book only has data for Fall 2013)

**P6.** Program Type: **[Select only one]**

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's degree

										4. Doctorate (Ph.D./Ed.d)									
										5. Other. Please specify:									
<b>Undergraduate Degree Program(s):</b> <b>P7.</b> Number of undergraduate degree programs the academic unit has: 1  <b>P7.1.</b> List all the name(s): <a href="#">Bachelor of Arts Social Work (BASW)</a>  <b>P7.2.</b> How many concentrations appear on the diploma for this undergraduate program? 1					<b>Master Degree Program(s):</b> <b>P8.</b> Number of Master's degree programs the academic unit has:  <b>P8.1.</b> List all the name(s):  <b>P8.2.</b> How many concentrations appear on the diploma for this master program?														
<b>Credential Program(s):</b> <b>P9.</b> Number of credential programs the academic unit has: 0  <b>P9.1.</b> List all the names:					<b>Doctorate Program(s)</b> <b>P10.</b> Number of doctorate degree programs the academic unit has:  <b>P10.1.</b> List all the name(s):														
When was your assessment plan?										1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed												X							
P12. Last updated																X			
															1. Yes	2. No	3. Don't Know		
P13. Have you developed a curriculum map for this program?															X				
P14. Has the program indicated explicitly where the assessment <b>of student learning</b> occurs in the curriculum?																			
P15. Does the program have any capstone class?																X			
P16. Does the program have <b>ANY</b> capstone project?																X			