

2015-2016 Annual Assessment Report Template

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Report:

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?** [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 assessed PLOs not included above:

- a.
- b.
- c.

Q1.2.

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

Social Work is a professional degree even at the bachelors level, students are expected to have certain competencies and practice skills upon graduation. Students demonstrate their ability to integrate and apply knowledge from all coursework in their senior year in field internship. The data used in this assessment is provided by student's Field Instructors evaluations of student performance in their final semester 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
- 4. N/A

5. Other, specify:

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 Senior College and University Commission (WSCUC))?

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

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

(**Remember:** Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

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

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

The assessment of integrated and applied learning is based on Field Instructor and student's self-report on CSWE (Council on Social Work Education) areas of competency: #6 (Engagement), A) Establishes effective working relations with clients/client systems B) Able to develop and maintain trust, communicate empathy and respect C) Effectively prepares for work with clients D) Develops mutually agreed upon focus of work and desired outcomes with clients. #7 (Assessment), A) Collects, organizes and interprets client data B) Assesses client strengths and limitations C) Develops mutually agreed on intervention goals and objectives D) Selects appropriate intervention strategies. #8 (Intervention), A) Implements intervention strategies B) Helps clients resolve problems C) Negotiates, mediates and advocates for clients D) Facilitates transitions and endings for clients. A total of 99 BASW students participated.

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 **standards of performance** that you have developed for this PLO here or in the appendix.

BASW Field Evaluation examined three areas of "integrated applied learning" in Social Work practice:Engagement (4 competencies), Assessment (4 competencies) and Intervention (4 competencies)

Competencies are measured on a scale of 1-5:

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

Graduating BASW 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 BASW students score 3 or above on practice skills.

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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

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?

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

Q3.1.1.

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

1

Q3.2.

Was the data **scored/evaluated** for this PLO?

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

Q3.2.1.

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:

The data was collected from the Field Internship course SWRK 195B prior to graduation. Field evaluations are submitted by all internship supervisors for students in placement at their agency. The Division of Social Work collects and keeps these evaluations.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

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

Q3.3.1.

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

- 1. Capstone project (e.g. 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 assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

All BASW students are evaluated by field instructors at the end of Fall and Spring semesters. This report includes the end of the year (Spring) evaluation scores for all BASW's. These scores most accurately represent graduating students "integrative and applied" Social Work practice skills at the time of graduation. All BASW students attend their field placements for 16 hours per week for a total of 512 hours during the senior year. 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 student competencies, however, each student has only one Field Instructor, reliability is undetermined.



2016BASW-FI-EvalOfStudent-V.1.pdf
162.06 KB



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Q3.4.

What tool was used to evaluate the data?

- 1. No rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

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

Q3.4.3.

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

Q3.4.4.

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

Q3.5.

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

2

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

2

Q3.5.2.

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
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All BASW students who received credit for taking SWRK 195B (Field Internship) are evaluated by their field supervisors/instructors at the end of both the Fall and Spring semesters. This assessment includes the Spring evaluation scores for BASW's. These scores represent exit scores at the time of graduation. These scores most accurately represent students "integrative and applied" Social Work practice skills.

Q3.6.1.

How did you **decide** how many samples of student work to review?

Decided to use all evaluations submitted to the Division of Social Work from agencies who supervise BASW students.

Q3.6.2.

How many students were in the class or program?

99

Q3.6.3.

How many samples of student work did you evaluate?

80

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

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

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8**)
- 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [**Check all that apply**]

- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)
- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

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Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify:

Q3.8.2.

Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

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No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Students and their field instructors independently assessed performances of competency in the areas of: Engagement, Assessment and Intervention on a 5 point rating scale; 1=Below Beginning Skill Level, 2= Beginning Skill Development, 3= Progressing in Demonstration, 4=Consistent Demonstration of Skill Development, 5=Exceptional Demonstration of Skill Development.

The summary scores of students performance in these areas range from 1.15 to 4.85 with a mean of 3.58, median of 3.61 and a mode of 4.0. These scores indicate that the BASW students had been able to continuously and consistently employ integrated and applied learning skills in developing their social work practice skills and knowledge. Student self-reports were consistent with their field instructors assessment.

Mean	Median	Mode	Range	S.D.
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No file attached

Q4.2.

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

Yes, the Division of Social Work has set the mark that 90% of the students would meet a score of 3 on these competency measures and these findings show that benchmark has been met. These competencies were taken from the national accrediting standards from the Council on Social Work Education.

 No file attached

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Q4.3.

For the 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/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

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

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

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

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

Q5.1.

As a result of the assessment effort and based on 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 (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

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.

The Division of Social Work is preparing for an accreditation from the CSWE (Council on Social Work Education) during the 2016/2017 academic year. The field evaluation tool will be altered somewhat this year to also include a skills competency in the area of leader. Each BASW field instructor will be required to attend a field instructor training where field instructor responsibilities, student expectations and fair and objective evaluation of students are all part of the training.

Starting in Fall 2016 the Division of Social Work will be using a new computer system (S4) to gather student and field instructor evaluations, it will make it easier to use field data. All field instructors will be trained on how to input the evaluation scores for student evaluations.

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 the last annual assessment been used so far? [**Check all that apply**]

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

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

The main tool is an annual survey of field internship instructors.

(Remember: Save your progress)

Additional Assessment Activities

Q6.

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

 No file attached

 No file attached

Q7.

What PLO(s) do you plan to assess next year? [**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 not included above:

a.

b.

c.

Q8. Please attach any additional files here:

 No file attached

 No file attached

 No file attached

 No file attached

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

P1.

Program/Concentration Name(s): [by degree]

BA Social Work

P1.1.

Program/Concentration Name(s): [by department]

Social Work BA

P2.

Report Author(s):

Francis Yuen & Dale Russell

P2.1.

Department Chair/Program Director:

Dale Russell

P2.2.

Assessment Coordinator:

Francis Yuen

P3.

Department/Division/Program of Academic Unit

Social Work

P4.

College:

College of Health & Human Services

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

796

P6.

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

1

P7.1. List all the names:

P7.2. How many concentrations appear on the diploma for this undergraduate program?

1

P8. Number of **master's degree programs** the academic unit has?

1

P8.1. List all the names:

MSW, Masters of Social Work

P8.2. How many concentrations appear on the diploma for this master's program?

1

P9. Number of **credential programs** the academic unit has?

1

P9.1. List all the names:

PPSC Credential in School Social Work

P10. Number of **doctorate degree programs** the academic unit has?

Don't know

P10.1. List all the names:

When was your **assessment plan...**

	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

P11.3.

Please attach your latest **assessment plan**:

 No file attached

P12.

Has your program developed a **curriculum map**?

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

P12.1.

Please attach your latest **curriculum map**:

 No file attached

P13.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

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

P14.

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

P14.1.

Does your program have **any** capstone project?

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

(**Remember: Save your progress**)



Student	<input type="text"/>	<input type="text"/>
	First Name	Last Name
Agency	<input type="text"/>	
	Semester/Year	<input type="text"/>
Field Instructor	<input type="text"/>	<input type="text"/>
	First Name	Last Name
Faculty Liaison	<input type="text"/>	

Instructions for Completion

	<p><i>This must be a collaborative activity between Field Instructor and Student.</i></p> <ol style="list-style-type: none"> 1. To prepare, Field Instructor and Student should review/discuss the Learning Agreement to get reacquainted with the 9 competencies and the Assigned Activities. 2. Using this form, Student rates own performance and gives this feedback to Field Instructor. 3. Using the Task Supervisor feedback, if applicable, Field Instructor makes the final decision on the ratings. <i>A frank evaluation is essential</i> for the student’s learning. Remember, Competency 1 pertains to the student’s ability to receive constructive feedback. 4. When completed, the student and Field Instructor should jointly review and sign the evaluation. The student doesn’t have to <i>agree</i> with the ratings but he or she should <i>understand</i> the reasoning behind the ratings.
DUE	The last week the student is in the field placement. Student turns in original to Faculty Liaison.
TURN IN	When completed and signed, student turns in original to Faculty Liaison.
DON'T FAX	Do not Fax or scan/email the document. ☹️ Turn in an original to Faculty Liaison. 😊
GRADE	A signed, completed original document is required for student to receive a “Credit” in field (SWRK 195A/B). Student may receive a grade of “Incomplete” if document is incomplete, late or not signed.
KEEP A COPY	Students should keep a copy because prospective employers may ask to see this document as verification of practicum completion.

Competency Ratings

- The standard by which an intern is to be evaluated is that of a new entry-level social worker.
- This evaluation should assess the student’s competencies for the current semester.
- If there is an area for which the Field Instructor has not yet had an opportunity to evaluate the student’s performance, please use the UA category. The student is expected to be evaluated in all areas by the end of the placement year.
- When completed, the student and Field Instructor should jointly review and sign the evaluation. The student doesn’t have to *agree* with the ratings but he or she should *understand* the reasoning behind the ratings.

Score	Competency Rating	Competency Defined
1	Below Beginning Skill Level	Student shows little to no evidence of understanding the concept and/or demonstration of skill development.
2	Beginning Skill Development	Student shows some understanding of 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 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.
UA	Unable to Assess	Student has not yet had an opportunity to demonstrate competency in this area.

Expectations for BASW Students

- The expected ratings for performance of a first semester BASW student are 2's and 3's.
- Students who possess a great deal of experience may earn 4's with some practice behaviors.
- At the end of the second semester, the expected rating for performance is 3's and 4's.
- Field Instructors must provide a written explanation of any rating that is a "1" or a "5."

Competencies	Semester Ratings: 1-5	
Competency 1 - Student demonstrates ethical and professional behavior.	Student	Field Instructor
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.		
1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.		
1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		
1.5 Use technology ethically and appropriately to facilitate practice outcomes.		
1.6 Use field instruction/supervision and consultation to guide professional judgment and behavior.		
If Field Instructor assigned a "1" or a "5," provide a written rationale for this score:		
Student strength or accomplishments with this ethical/professional behavior:		
Specific ways student can improve ethical/professional behavior:		

Competency 2 - Student engages diversity and difference in practice.	Student	Field Instructor
2.1 Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.		
2.2 Employs diversity-sensitive practice skills.		
2.3 Presents self as learner and engages clients and constituencies as experts of their own experiences.		
If Field Instructor assigned a "1" or a "5," provide a written rationale for this score:		
Student strength or accomplishments with diversity and difference:		
Specific ways student can improve competency with diversity and difference:		

Competency 3 - Student advances human rights and social, economic, and environmental justice.	Student	Field Instructor
3.1 Applies principles of social, economic and environmental justice to advocate for human rights at the individual and systems levels.		
3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.		
If Field Instructor assigned a "1" or a "5," provide a written rationale for this score:		
Student strength or accomplishments with human rights & social, economic and environmental justice:		
Specific ways student can improve competency with human rights & social, economic and environmental justice:		

Competency 4 - Student engages in practice-informed research and research-informed practice.	Student	Field Instructor
4.1 Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4.2 Implements evidence-based interventions.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
If Field Instructor assigned a "1" or a "5," provide a written rationale for this score: <input type="checkbox"/>		
Student strength or accomplishments with competency in research-informed practice and practice-informed research: <input type="checkbox"/>		
Specific ways student can improve competency in research-informed practice and practice-informed research: <input type="checkbox"/>		

Competency 5 - Student engages in policy practice.	Student	Field Instructor
5.1 Identifies social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5.3 Advocates for policies relevant to the client population.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Specific ways student can improve competency in research-informed practice and practice-informed research: <input type="checkbox"/>		
Student strength or accomplishments with this competency in policy: <input type="checkbox"/>		
Specific ways student can improve competency in policy: <input type="checkbox"/>		

Competency 6 - Student engages with individuals, families, groups, organizations, and communities.	Student	Field Instructor
6.1 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) to engage with clients and constituencies. (Constituencies include individuals, families, groups, organizations and communities.)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
If Field Instructor assigned a "1" or a "5," provide a written rationale for this score: <input type="checkbox"/>		
Student strength or accomplishments with engagement: <input type="checkbox"/>		
Specific ways student can improve competency in engagement: <input type="checkbox"/>		

Competency 7 - Student assesses individuals, families, groups, organizations, and communities.	Student	Field Instructor
7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7.2 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
If Field Instructor assigned a "1" or a "5," provide a written rationale for this score: <input type="checkbox"/>		
Student strength or accomplishments with assessment: <input type="checkbox"/>		
Specific ways student can improve competency in assessment: <input type="checkbox"/>		

Competency 8: Student intervenes with individuals, families, groups, organizations, and communities.	Student	Field Instructor
8.1 Selects appropriate intervention strategies based on the assessment, research, values and preferences of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8.2 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8.3 Use multidisciplinary collaboration as appropriate to support practices.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
If Field Instructor assigned a "1" or a "5," provide a written rationale for this score: <input type="text"/>		
Student strength or accomplishments with this intervention: <input type="text"/>		
Specific ways student can improve competency in intervention: <input type="text"/>		

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	Student	Field Instructor
9.1 Selects and uses appropriate methods for evaluation of outcomes.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
9.2 Evaluates (monitors and critically analyses) interventions and outcomes.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
9.3 Applies evaluation findings to improve practice effectiveness.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
If Field Instructor assigned a "1" or a "5," provide a written rationale for this score: <input type="text"/>		
Student strength or accomplishments with this evaluation: <input type="text"/>		
Specific ways student can improve competency in evaluation: <input type="text"/>		

Check Here	If Fall Semester
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I have reservations regarding this student's readiness to enter the 2nd semester of field.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I have no reservations regarding this student's readiness to enter the 2nd semester of field.
Check Here	If Spring Semester
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I have reservations regarding this student's readiness to graduate with a BASW degree.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I have no reservations regarding this student's readiness to graduate with a BASW degree.

Field Instructor overall comments or summary statements:

Student Comments (Optional)

Student may write comments, reactions and/or concerns:

The Field Instructor and Student discussed this evaluation together on (date):

BA SOCIAL WORK – cut off information

Q4.1

Students and their field instructors independently assessed performances of competency in the areas of: Engagement, Assessment and Intervention on a 5 point rating scale; 1=Below Beginning Skill Level, 2= Beginning Skill Development, 3= Progressing in Demonstration, 4=Consistent Demonstration of Skill Development, 5=Exceptional Demonstration of Skill Development.

The summary scores of students performance in these areas range from 1.15 to 4.85 with a mean of 3.58, median of 3.61 and a mode of 4.0. These scores indicate that the BASW students had been able to continuously and consistently employ integrated and applied learning skills in developing their social work practice skills and knowledge. Student self-reports were consistent with their field instructors assessment.

	Mean	Median	Mode	Range	S.D.
BASW Students (N=78)	3.58	3.61	4.0	1.15-4.85	0.56
Field Instrucors (N= 80)	3.77	3.85	3.62	1.62-5.0	0.54