

## 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:

The Pupil Personnel Services Credential (PPSC) Program is housed in the College of Health and Human Services and delivered through the College of Continuing Education in partnership with the division of Social Work. The program was first accredited in 1991. Individuals interested in earning the credential must enroll in and successfully complete the degree requirements for the MSW and the PPSC credential concurrently. Exceptions to this requirement are those persons having successfully earned an MSW from an accredited Council on Social Work Education (CSWE) and have met the requirements of a post-masters applicant. Post-master applicants must have completed their MSW no more than 6 years prior to their application to the program. For both the current and post-masters students the program consists of two courses and 450 hours of supervised field work in schools. Students must demonstrate their ability to apply and integrate the theories and knowledge from their coursework in their field internship site. The data used in this assessment is provided by field instructor evaluations and also student self-evaluation in their final semester of coursework prior to completing their PPSC

**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 integrative and applied learning is based on the field instructors report on CSWE (national accreditation) areas of competency; engagement, assessment, intervention and evaluation of practice as well as the field instructor's evaluation. There was a total of 14 students represented in this assessment.

Competencies are measured on a 1-5 scale: 1=Unacceptable performance:Student shows little evidence of understanding of the conceptand/or demonstration of skill development. 2=Beginning skill development: Student shows some understanding of 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 the performance is uneven. Needs time andpractice 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 skill

**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.

Students are expected to score 3 or above on all practice competencies which would indicate the student can demonstrate the practice skill. In a requirement for California Teacher Credentialing standards the Division of Social Work has set a benchmark of 95% of PPSC students scoring 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input 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?

Don't know

#### 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:

Data was collected in the field internship course for all PPSC students in the form of an end of the semester evaluation. Students sit down with their field instructor and fill out a competency evaluation at the end of their internship experience. The field instructor provides direct supervision and feedback a minimum of one hours per week. At the end of the Spring term field instructors score the PPSC student student in their practice skills, using the PPSC field evaluation. The data has face validity; the items derived from the competencies developed by the California Commission on Teacher Credentialing (CTC) School Social Work Standards. Field instructors have been trained in scoring student competencies, however, each student has only one field instructor and reliability has not been determined.

(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:

Engagement: Field Evaluation measures each of these competencies.

- 1) Growth and Development
- 2) Socio-Cultural Competence
- 3) Assessment
- 4) Comprehensive Prevention and Early Intervention for Achievement

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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?

3

Q3.5.1.

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

1

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.)?

Students from the 2015 cohort who had completed their field experience were assessed. There were 14 students out of a total of 45 who have completed their field placement, students have up to three years to complete the field placement requirement. These scores most accurately represent PPSC certificated students "integration and applied" Social Work practice skills in Schools.

Q3.6.1.

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

All students are evaluated for field competency prior to being eligible for the PPSC.

Q3.6.2.

How many students were in the class or program?

45

Q3.6.3.

How many samples of student work did you evaluated?

14

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.)

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**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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(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:

The summary scores of students in all competency areas was a mean score of 4.06.

	Mean				
<b>Field Instructors (n=14)</b>	4.06				

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**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?

The 4.06 score of the field instructors is in the acceptable range as relates to program standards. A score of 4 represents Consistent Demonstration of high level of skill development. Students are meeting benchmark in all criteria.

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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 assessment used is an integral part of the field education component of the PPSC Credential, the results of the field assessments are discussed with the Collge of Continuing Education and the evaluation instrument has been refined and standardized over the last two years.

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 Social Work/PPSC Coordinator meets regularly with the College of Continuing Education faculty and staff to evaluate curricular design, hiring new faculty, managing application and enrollment demands. The expectation of the PPSC staff and faculty is that each student must attain at least a 3 in all competency areas and the data is used to determine if a student has met the requirements of the program.

(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:

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**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:

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**Q8.1.**  
 Have you attached any files to this form? If yes, please list every attached file here:

NO

## Program Information (Required)

**P1.**

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

MA Social Work

**P1.1.**

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

Select...

**P2.**

Report Author(s):

Dale Russell

**P2.1.**

Department Chair/Program Director:

Dale Russell

**P2.2.**

Assessment Coordinator:

Candice Palaspas

**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):

45

**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:

Pupil Personnel Services Credential

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

Don't know

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

Don't know

**P8.1.** List all the names:

Pupil Personnel Services Credential

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

Don't know

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

Don't know

**P9.1.** List all the names:

Shared credential program with the College of Continuing Education (PPSC), Pupil Personnel Services 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 checked="" type="radio"/>	<input 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)