2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: | MA Social Work |

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 Pesonnel 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 intership 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 credential.

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):

Integrative and Applied Learning

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 student's self report on CSWE (national acreditation) areas of competency; engagement, assessment, intervention and evaluation of practice as well as the field instructor's evaluation. There was a total of 51 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 perfromance 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.

In the students final graduate semester graduating MSW II 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 national accreditation standards the Division of Social Work has set a benchmark of 95% of MSW students scoring 3 or above on practice skills.

📎 No file attached   📎 No file attached

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:
☐	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☑	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☑	5. On the academic unit website or in newsletters
☐	☐	☐	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?

◉ 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 MSW II students in the form of an end of the semester evaluation, SWRK 295D. Students sit down with their field instructor and fill out a competency evaluation at the end of their internship experience. All MSW II students attend their field internship 24 hours per week. The field instructor provides direct supervision and feedback a minimum of two hours per week. At the end of the Spring term field instructors field instructors score the MSWII student in their practice skills, using the MSW field evaluation. Each field instructor is required to attend field instructor training (6 hours), where the field instructor responsibilities and student expectations are clarified. Fair and objective completion of the MSWII field evaluation is a significant part of field instructor training. THe data has face validity; the items derived from the competencies developed by the Council of Social Work EDucation. 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:

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 individual, families, groups, organizations and communities).

6.2 Uses empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.

Assessment:

7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constutuencies.

7.2 Applies theory and knowledge in the analysis of assessment data from clients and constituencies.

7.3 Develops mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies.

Intervention:

8.1 Selects appropriate intervention strategies based on assessment, research, values and preferences of clients and constituencies.

8.2 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.3 Use multidisciplinary collaboration as appropriate to support practice.

8.4 Intervene (negotiate, mediate and advocate) on behalf of clients and constituents.

8.5 Facilitates effective transitions and endings that advance mutually agreed upon goals.

Evaluation of Practice:

9.1 Selects and uses appropriate methods for evaluation outcomes.

9.2 Evaluates (monitors and critically analyses) interventions and outcomes.

9.3 Applies evaluation findings to improve practice effectiveness.

📎 **No file attached**   📎 **No file attached**

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?

4

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.)?

All MSWII students are evaluated by their field instructors at the end of the Fall and Spring semesters of their senior year. The Spring scores represent "exit " scores as MSWII students graduate. These scores most accurately represent graduating students "integration and applied" Social Work practice skills at the time of graduation.

Q3.6.1.
How did you **decide** how many samples of student work to review?

All students are evaluated for field competecy prior to graduation.

Q3.6.2.
How many students were in the class or program?

95

Q3.6.3.
How many samples of student work did you evaluated?

52

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:

📎 **No file attached**   📎 **No file attached**

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:

[   ]

| 📎 No file attached | 📎 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**:

THe summary scores of students in these areas range from 1.15 to 4.85 with a meanof 3.58, a median of 3.61 and a mode of 4.

	Mean	Median	Mode	Range	S.D.
MSW II Students (n=51)	4.13	4.07	4.0	3.0-5.0	0.47
Field Instructors (n=52)	4.20	4.10	4.0	3.23-5.0	0.42

| 📎 No file attached | 📎 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?

The students self evaluated and that score was compared with the scores in the competecy areas from field instructors. The scoring in each competency catagory ranges from 1 to 5. Looking at the analyzed data would indicate that students overall self rated lower than the field instructors. The 4.20 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 develpoment. Students are meeting benchmark in all criteria.

📎 No file attached   📎 No file attached

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 Division of Social Work, the results of the field assessments are discussed in the divisions practice and field meetings and curricular revisions addressing student weaknesses and strengths are explored and course syllabi are modified based on the findings.

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	○	○	◉	○	○
2. Modifying curriculum	○	○	◉	○	○
3. Improving advising and mentoring	○	○	◉	○	○
4. Revising learning outcomes/goals	○	○	○	◉	○
5. Revising rubrics and/or expectations	○	○	◉	○	○
6. Developing/updating assessment plan	○	○	◉	○	○
7. Annual assessment reports	◉	○	○	○	○
8. Program review	◉	○	○	○	○
9. Prospective student and family information	○	○	○	◉	○
10. Alumni communication	○	○	○	◉	○
11. WSCUC accreditation (regional accreditation)	○	○	◉	○	○
12. Program accreditation	◉	○	○	○	○
13. External accountability reporting requirement	◉	○	○	○	○
14. Trustee/Governing Board deliberations	○	○	○	○	◉
15. Strategic planning	○	○	○	○	◉
16. Institutional benchmarking	○	○	○	○	◉
17. Academic policy development or modifications	○	◉	○	○	○
18. Institutional improvement	○	○	○	○	◉
19. Resource allocation and budgeting	○	○	◉	○	○
20. New faculty hiring	○	○	◉	○	○
21. Professional development for faculty and staff	○	○	◉	○	○
22. Recruitment of new students	○	○	○	◉	○

23. Other, specify: [   ]

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

THe Social Work Advisory Committee meets twice annually, the results of the Field Assessment are discussed and committee members have the opportunity to expound on their experiences with students and their field evaluation experience. Members are able to make recommendations regarding procedural and curricular revisions.

(**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:

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:

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):

283

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:

Masters of Social Work (MSW)

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:

Masters of Social Work

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 Personel 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?	●	○	○	○	○	○	○
P11.1. last updated?	○	○	○	○	●	○	○

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: SWRK 500 or SWRK 501/502

○ 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)