

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BA Social Work

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☒ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

Social Work is a degree that focuses on professional development where students are expected to know and be able to demonstrate certain competencies and practice skills upon graduation. Students demonstrate their ability to integrate and apply knowledge from all their coursework during their senior year field internship. The data used in this assessment is provided by student's Field Instructors evaluation of skill areas 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
- ☐ 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", see <http://degreeprofile.org>) 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 **OR** type in **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

If your PLO is **not listed**, please enter it here:

Q2.1.1.

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

The BASW Field Evaluation examines 3 areas of "integrative learning" in Social Work field practice: Making Ethical Decisions, Employing diversity-sensitive practice skills, and Implements evidence based intervention.

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.

Competencies are measured on a scale of 1-5 and given by field based supervisors:

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

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

3=Progressing in Demonstration: Student understands the concept and demonstrates the skill but the 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 these skills.

Graduating BASW students are expected to score 3 or above in 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" 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 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 type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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?

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:

All BASW students attend their field placements 16 hours per week for the entire academic year, this required experience is SW 195A in Fall and 195B in Spring. Each student has an MSW supervisor (minimum of 2 years of postgraduate experience) that who serves as the field instructor. The Field Instructor provides direct supervision and feedback to each student of a minimum of one hour per week. At the end of each semester Field Instructors score students practice skills using the BASW Field Evaluation. Each Field Instructor is required to attend a 6 hour training where Field Instructor responsibility and student expectations are clarified. Fair and objective scoring of the BASW Field Evaluation is a significant part of Field Instructor training.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

BASW students are evaluated on a number of competencies in the BASW Field Evaluation (see attached), Making ethical decisions by applying the standards of the NASW Code of Ethics is addressed in: 1.1-2.1 Student employs diversity-sensitive practice skills 2.2-4.1, student implements evidence based interventions 4.2-9.3. Students receive a score between 1-5 described in Q 2.1.1.

Making ethical decisions:

- 1.2 Engages in productive problem -solving and appropriate conflict resolution and used 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, 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 judgement and behavior.

Employs diversity sensitive practice skills:

- 2.3 Presents self as learner and engages clients and constituencies as experts of their own experiences.
- 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 social justice within the scope of the agencies mission.
- 4.1 Applies research findings to inform and improve practice, policy and service delivery as relevant to placement setting.

Implements evidence based interventions:

- 6.1 Applies theory and knowledge, effectively prepares for work with clients.
- 7.3 Develops mutually agreed on intervention goals and objectives.
- 8.1 Selects appropriate intervention strategies.
- 8.2 Implements intervention strategies to achieve practice goals.
- 8.3 Use multidisciplinary collaboration as appropriate to support practices.
- 8.4 Intervene on behalf of clients.
- 8.5 Facilitates effective transitions and endings that advance mutually agreed upon goals.
- 9.1 Selects and uses appropriate methods for evaluation of outcomes
- 9.2 Evaluates interventions and outcomes.
- 9.3 Applies evaluation findings to improve practice effectiveness.

The profession of Social Work is an applied field where students training to be professionals not only need to know the theories they are basing their work with helping clients they also need to be able to apply what they have learned in the classroom to working with clients in a supervised setting. The field internship required experience is the place where trained supervisors can assess whether students can actually apply their knowledge to real situations. The Integrated and Applied Learning PLO is assessed directly using the field evaluation of students.



BASW Student Evaluation by Field Instructor _ Cal State S4.pdf
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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: Standards set by the Council of Social Work Education (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?

3

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.)?

Every student who is enrolled in the undergraduate program has a field evaluation during their senior year, all all seniors in a field internship this academic year were part of the sample.

Q3.6.1.

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

Since all students must participate in the senior internship all seniors in field were used in the sample.

Q3.6.2.

How many students were in the class or program?

223

Q3.6.3.

How many samples of student work did you evaluated?

210

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: Standards set by the Council of Social Work Education

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 in Q2.1:

The Social Work program using national standards has set the benchmark for students at 3 out of a possible 5 in all categories. The mean average for all categories ranged from a low of 3.41 to a high of 4.16, the percentage scoring above benchmark ranged from a low of 39% to a high of 90%. The range of students scoring below benchmark ranged from 0 to 6% on a given category. The number of students evaluated was 210.



BASWSpring2017-EvalStats.pdf
75 KB



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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 vast majority of students either met the benchmark or exceeded it, one area with 6% of students below benchmark was 4.1 "Applies research findings to inform and improve practice, policy and service delivery as relevant to placement settings" is something that faculty can address in both research and practice curriculum.

Overall students are successfully achieving knowledge and practice skills to ready themselves for work in the field of Social Work.



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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.

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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	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 checked="" type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input 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 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

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

An annual survey of field internship instructors was given to get feedback as to the validity of the field student evaluation. This instrument was used extensively to support the assessment part of the CSWE (Council on Social Work Education) in the re-accreditation report submitted Apr. 1, 2016.

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

The internal review committee decided to modify the overall standards of performance to better comply with national norms in Social Work.

(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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☒ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**

☐ 20. 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:

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

BA Social Work

Q10.

Report Author(s):

Dale Russell

Q10.1.

Department Chair/Program Director:

Dale Russell

Q10.2.

Assessment Coordinator:

Mimi Lewis

Q11.

Department/Division/Program of Academic Unit

Social Work

Q12.

College:

College of Health & Human Services

Q13.

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

723

Q14.

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:

Q15. Number of undergraduate degree programs the academic unit has?

1

Q15.1. List all the names:

BASW

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q16. Number of master's degree programs the academic unit has?

1

Q16.1. List all the names:

MSW

Q16.2. How many concentrations appear on the diploma for this master's program?

0

Q17. Number of credential programs the academic unit has?

1

Q17.1. List all the names:

PPSC in School Social Work

Q18. Number of **doctorate degree programs** the academic unit has?

0

Q18.1. List all the names:

When was your assessment plan ...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:

 No file attached

Q20.

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

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

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:

 No file attached

Q21.

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

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

Q22.

Does your program have a capstone class?

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

Q22.1.

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

- ☐ 1. Yes
- ☒ 2. No

☐ 3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17

BASW Student Evaluation by Field Instructor

[View \(/csus/basw-student-evaluation-field-instructor\)](/csus/basw-student-evaluation-field-instructor)
[Edit \(/csus/node/164505/edit\)](/csus/node/164505/edit)
[Manage display \(/csus/node/164505/display\)](/csus/node/164505/display)
[Edit form \(/csus/node/164505/webform\)](/csus/node/164505/webform)
[Revision operations \(/csus/node/164505/revisions\)](/csus/node/164505/revisions)
[Results \(/csus/node/164505/webform-results\)](/csus/node/164505/webform-results)
[Node export \(/csus/node/164505/node_export\)](/csus/node/164505/node_export)
[Devel \(/csus/node/164505/devel\)](/csus/node/164505/devel)

Admin Info

[Clone this program form \(/csus/node/164505/clone/confirm\)](/csus/node/164505/clone/confirm)

STUDENT EVALUATION PROCESS

- This must be a collaborative activity between Field Instructor and Student involving at least two separate meetings. (Preparation Meeting and Final Meeting: See steps below)
- While the Student does a “self-evaluation,” it is the Field Instructor who makes the final decision on the ratings. *A frank evaluation is essential* for the Student’s learning.
- The Student does not have to *agree* with the ratings but he or she should *understand* the reasoning behind the ratings.
- Remember, Competency 1 pertains to the Student’s ability to receive constructive feedback. The Student needs to be open to constructive feedback.

INSTRUCTIONS

1. **PREPARATION MEETING AND MENTORING:** To prepare, Field Instructor and Student meet and review/discuss the Learning Agreement to get reacquainted with the 9 Competencies and Assigned Activities. Hearing one’s evaluation can be a very difficult process for some students. This is a time for the Field Instructor to mentor the Student on how to self-regulate (i.e., emotionally manage) the evaluation process.
2. **BEGIN EVALUATION:** At this point you will only be saving a draft of this form. Submission of the form will happen after meeting with the Student to review your scores and comments. ***IT IS IMPORTANT TO “SAVE DRAFT” AND NOT PRESS “SUBMIT” AT THIS TIME!***
3. **FINAL MEETING:** When completed, the Student and Field Instructor jointly review the evaluation. The Field Instructor enters the Student’s Self-Evaluation ratings into the spaces provided on the Field Instructor’s version.
4. **SUBMIT BY FRIDAY DECEMBER 9:**
 - The Field Instructor submits form and the form will be viewable by the Student and the Field Liaison.
 - The Field Instructor submission initiates an email to Student indicating the form is ready to be viewed in the Student’s account so the Student can sign.
 - Note: The Student may receive a grade of “Incomplete” if this form is not submitted on time.

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, it is okay to leave it blank. 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.

Score	Competency Rating	Competency Defined
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.
Leave Blank	Unable to Assess	Student has not yet had an opportunity to demonstrate competency in this area.

- 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."

Competency 1: Student demonstrates ethical and professional behavior.

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. [FI rating]

1.1 Student Rating

1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.

1.2 Student Rating

1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

1.3 Student Rating

1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1.4 Student Rating

1.5 Use technology ethically and appropriately to facilitate practice outcomes.

1.5 Student Rating

1.6 Use field instruction/supervision and consultation to guide professional judgment and behavior.

1.6 Student Rating

Competency 2 - Student engages diversity and difference in practice.

2.1 Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.

2.1 Student Rating

2.2 Employs diversity-sensitive practice skills.

2.2 Student Rating

2.3 Presents self as learner and engages clients and constituencies as experts of their own experiences.s.

2.3 Student Rating

Competency 3 - Student advances human rights and social, economic, and environmental justice.

3.1 Applies principles of social, economic and environmental justice to advocate for human rights at the individual and systems levels.

3.1 Student Rating

3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.

3.2 Student Rating

Competency 4 - Student engages in practice-informed research and research-informed practice.

4.1 Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.

4.1 Student Rating

4.2 Implements evidence-based interventions.

4.2 Student Rating

Competency 5 - Student engages in policy practice.

5.1 Identifies social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.

5.1 Student Rating

5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.

5.2 Student Rating

5.3 Advocates for policies relevant to the client population.

5.3 Student Rating

Competency 6 - Student engages with individuals, families, groups, organizations, and communities.

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.)

6.1 Student Rating

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

6.2 Student Rating

Competency 7 - Student assesses individuals, families, groups, organizations, and communities.

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

7.1 Student Rating

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.

7.2 Student Rating

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

7.3 Student Rating

Competency 8: Student intervenes with individuals, families, groups, organizations, and communities.

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

8.1 Student Rating

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

8.2 Student Rating

8.3 Use multidisciplinary collaboration as appropriate to support practices.

8.3 Student Rating

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

8.4 Student Rating

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

8.5 Student Rating

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

9.1 Selects and uses appropriate methods for evaluation of outcomes.

9.1 Student Rating

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

9.2 Student Rating

9.3 Applies evaluation findings to improve practice effectiveness.

9.3 Student Rating

Please list student's specific strength or accomplishments in all areas of competency.

Specific ways student can improve ethical/professional behavior:

Field Instructor overall comments or summary statements:

Please List Semester and Year of this evaluation: ☐ Fall ☐ Spring

Year:

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

Field Instructor Signature

Clear signature

Date:

Phone:

Field Instructor Email

Student email

[Save Draft](#)

[Next Page >](#)

N=210

Benchmark = 3

BASW Practice Skills 2017

Category	Mean	Median	Above Benchmark	Below Benchmark	Missing Data
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.	3.94	4	82%	1%	1%
1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.	3.93	4	81%	0%	1%
1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	4.04	4	89%	0%	1%
1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	4.09	4	90%	0%	1%
1.5 Use technology ethically and appropriately to facilitate practice outcomes.	4.06	4	88%	0%	2%
1.6 Use field instruction/supervision and consultation to guide professional judgment and behavior.	4.14	4	90%	1%	2%
2.1 Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.	3.94	4	83%	1%	1%
2.2 Employs diversity-sensitive practice skills.	3.94	4	81%	1%	2%
2.3 Presents self as learner and engages clients and constituencies as experts of their own experiences.s.	4.04	4	83%	1%	3%
3.1 Applies principles of social, economic and environmental justice to advocate for human rights at the individual and systems levels.	3.58	4	57%	3%	2%
3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.	3.66	4	58%	1%	4%
4.1 Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.	3.56	4	51%	6%	7%
4.2 Implements evidence-based interventions.	3.69	4	60%	1%	5%

5.1 Identifies social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.	3.41	3	39%	4%	8%
5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.	3.54	4	51%	4%	5%
5.3 Advocates for policies relevant to the client population.	3.48	4	46%	5%	9%
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.)	3.79	4	67%	1%	3%
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	4.16	4	90%	0%	2%
7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.	3.78	4	65%	2%	6%
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.	3.7	4	61%	1%	5%
7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	3.78	4	69%	1%	5%
8.1 Selects appropriate intervention strategies based on the assessment, research, values and preferences of clients and constituencies.	3.81	4	69%	0%	3%
8.2 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	3.85	4	73%	0%	2%
8.3 Use multidisciplinary collaboration as appropriate to support practices.	3.89	4	73%	1%	3%
8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.	3.83	4	71%	2%	3%
8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.	3.76	4	69%	2%	3%
9.1 Selects and uses appropriate methods for evaluation of outcomes.	3.59	4	55%	4%	6%

9.2 Evaluates (monitors and critically analyses) interventions and outcomes.	3.63	4	59%	2%	6%
9.3 Applies evaluation findings to improve practice effectiveness.	3.63	4	59%	4%	7%