2017 - 2018
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information 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 enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

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**
- ☐ 20A. Other, specify any assessed PLOs not included above:

a. _____

b. _____

c. _____

- ☐ 20B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

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 professional preparation degree which includes the bachelor level, students are expected to know theory and apply skills and to have met certain competencies upon graduation. Field placement is required and has students assigned to an agency with 512 hours that gives them the opportunity to demonstrate their ability to integrate and apply knowledge from all coursework during their year long Senior year internship. The data used in this assessment is provided by the student's field instructors (professionals working in the assigned agencies) evaluations of student performance in their final semester 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)

Section 2: Report One Learning Outcome in Detail

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 assessment used for Integrated and Applied Learning is based on the Social Work Division generated based on the Field Instructor and student's self-report taken from CSWE (Council on Social Work Education) areas of competency: Engagement, establishes effective working relationships with clients/client systems; Able to develop and Maintain trust, communicate empathy and respect; Effectively prepares for work with clients; Develops mutually agreed upon focus of work and desired outcomes with clients; Collects, organizes and interprets client data; Assesses client stregths and limitations; Developes mutually agreed on intervention goals and objectives; Selects appropriate intervention strategies; Implements intervention strategies; Helps clients resolve problems; Negotiates, mediates and advocates for clients; Facilitates transitions and endings for clients.

Q2.2.
Has the program developed or adopted ***explicit program standards of performance/expectations*** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

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

Q2.3.
Please **1) provide and/or attach the rubric(s) <u>AND</u> 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

> BASW Field Evaluations examine three areas of "Integrated Learning" in Social Work Practice: Engagement, Assessment and Intervention each of which have four specific competencies. In all there are twelve competencies measured.
>
> Competencies are measured on a scale of 1-5.
>
> 1=Unacceptable Performance: Student shows little 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 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 students style of practice. Student exhibits independence, creativity and flexibility in the use of skills.
>
> Graduating senior BASW students are expected to score 3 or above on all practice competencies. The Division of Social Work has set a benchmark of 90% of BASW students score 3 or above on all competencies.

📎 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 (stdrd)** 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?

> 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 Undergraduate Field Internship course SWRK 195B. Every graduating senior is evaluated by internship supervisors before they are allowed to pass the internship course and graduate. The Division of Social Work collects and stores 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 (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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

All BASW students are evaluated by field instructors at the end of Fall and again in the Spring semester of their senior year. This report includes the end of the year (Spring 2018) evaluation scores for all BASW's. These scores most accurately represent graduating student's "Integrative and Applied" Social Work practice skills at the time of graduation. The data has face validity as the items on the evaluation were derived from the competencies established by the Council on Social Work Education. Field Instructors have been trained in scoring student competencies, however most students have only one person who is conducting the evaluation.

📎 **WASC BSW 2018 Field Stats..pdf**
23.46 KB   📎 **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.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

```
3
```

Q3.5.1.
Please enter the number (#) of faculty members who 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.)?

All students who received credit for SWRK 195B (field internship) are evaluated by their field supervisors. This assessment includes the Spring evaluation scores for all BASW's.

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.
Please enter the number (#) of students that were in the class or program?

Q3.6.3.
Please enter the number (#) of samples of student work that you evaluated?

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, please enter 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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(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example):

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

Summary: the number of student evaluations was 205, the mean average scores ranged from a low of 3.36 (Identifies social policy at the local, state and federal level that impactswell-being, service delivery and access to social services) to a high of 4.18 (Uses empathy, reflection, and interpersonal skills to effectivelyengage diverse clients and constituencies). With the benchmark set at a 3 for all competency areas the number of students who met that benchmark for each competency ranged from a low of 94.4% to a high of 100%.

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<tr><td>📎 WASC BSW Field Data 2018.docx
16.93 KB</td><td>📎 No file attached</td></tr>
</table>

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?

These scores indicate that BASW students had been able to consistently employ intergrated and applied learning skills in developing their social work practice skills and knowledge. The benchmark set by the Division was that 90% of students would meet the minimum of 3 in each competency and students in this cohort exceeded that expectation.

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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.

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

⊙ 1. Yes, describe your plan:

○ 2. No

○ 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?	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 data collected was used as part of a report to the CSWE (Council on Social Work Education) national accreditation which ws submitted during the 2017/2018 academic year. The way the data was collected has changed through the S-4 computer program that allows the Division to collect all data electronically for more efficient use of the statistics.

Q5.3.

To what extent did you apply **previous assessment 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	○	○	●	○	○
2. Standards of Performance	○	○	●	○	○
3. Measures	○	○	●	○	○
4. Rubrics	○	○	●	○	○
5. Alignment	○	○	○	○	●
6. Data Collection	○	○	●	○	○
7. Data Analysis and Presentation	○	○	●	○	○
8. Use of Assessment Data	○	●	○	○	○
9. Other, please specify:	○	○	○	○	○

Q5.3.1.

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

The Division has shared more widely the findings with community shareholders and have used examples of model agencies to assist in making the learning experience for students even better.

(Remember: Save your progress)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

| 🔗 No file attached | 🔗 No file attached |

Q6.1.
Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

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 explain how this year's assessment activities help you address recommendations from your department's last program review?

The assessment was invaluable in preparing the Division for the national accreditation process that happens on an eight year cycle.

Q9. Please attach any additional files here:

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

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]

BA Social Work

Q11.
Report Author(s):

Dale Russell

Q11.1.
Department Chair/Program Director:

Dale Russell

Q11.2.
Assessment Coordinator:

Mimi Lewis

Q12.
Department/Division/Program of Academic Unit (select):

Social Work

Q13.
College:

College of Health & Human Services

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

751

Q15.
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:

Q16. Number of **undergraduate degree programs** the academic unit has?

1

Q16.1. List all the names:

BA Social Work

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q17. Number of **master's degree programs** the academic unit has?

1

Q17.1. List all the names:

Masters of Social Work (MSW)

Q17.2. How many concentrations appear on the diploma for this master's program?

0

Q18. Number of **credential programs** the academic unit has?

1

Q18.1. List all the names:

PPSC in School Social Work

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your **Assessment Plan**...	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Q20. Developed?	○	○	●	○	○	○	○	○
Q20.1. Last updated?	○	○	○	○	○	○	●	○

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

📎 **BSW CSWE Assessment.docx**
51.7 KB

Q21.
Has your program developed a **curriculum map?**
○ 1. Yes
● 2. No
○ 3. Don't know

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

📎 No file attached

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?
○ 1. Yes
● 2. No
○ 3. Don't know

Q23.
Does your program have a capstone class?
○ 1. Yes, specify:

● 2. No

○ 3. Don't know

Q23.1.
Does your program have a capstone project(s)?
○ 1. Yes
● 2. No
○ 3. Don't know

(**Remember**: **Save your progress**)
Save When Completed!

ver. 10.**31**.17

N=205
Benchmark=3

BSW Practice Skills - Spring 2018					
Category	Mean	Median	Percentage at or above benchmark	Percentage 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.	3.91	4	99.5%	0.5%	0.0%
1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.	3.89	4	97.6%	2.4%	0.0%
1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	4.01	4	99.0%	1.0%	0.0%
1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	4.08	4	99.0%	1.0%	0.5%
1.5 Use technology ethically and appropriately to facilitate practice outcomes.	4.04	4	100.0%	0.0%	0.0%
1.6 Use field instruction/supervision and consultation to guide professional judgment and behavior.	4.08	4	99.0%	1.0%	0.5%
2.1 Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.	3.93	4	99.5%	0.5%	2.4%
2.2 Employs diversity-sensitive practice skills.	3.94	4	100.0%	0.0%	0.0%
2.3 Presents self as learner and engages clients and constituencies as experts of their own experiences.s.	4.02	4	99.5%	0.5%	0.5%
3.1 Applies principles of social, economic and environmental justice to advocate for human rights at the individual and systems levels.	3.52	4	98.0%	2.0%	1.5%
3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.	3.59	4	98.5%	1.5%	1.5%
4.1 Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.	3.52	4	97.0%	3.0%	2.4%
4.2 Implements evidence-based interventions.	3.66	4	99.0%	1.0%	1.5%

N=205
Benchmark=3

5.1 Identifies social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.	3.36	3	97.0%	3.0%	2.9%
5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.	3.47	3	99.0%	1.0%	3.9%
5.3 Advocates for policies relevant to the client population.	3.39	3	94.4%	5.6%	4.9%
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.)	3.83	4	99.0%	1.0%	1.5%
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	4.18	4	99.5%	0.5%	2.0%
7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.	3.70	4	97.5%	2.5%	1.5%
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.	3.64	4	96.5%	3.5%	2.0%
7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	3.85	4	99.0%	1.0%	1.5%
8.1 Selects appropriate intervention strategies based on the assessment, research, values and preferences of clients and constituencies.	3.76	4	98.0%	2.0%	0.0%
8.2 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	3.80	4	98.0%	2.0%	1.0%
8.3 Use multidisciplinary collaboration as appropriate to support practices.	3.90	4	99.0%	1.0%	0.5%
8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.	3.86	4	99.0%	1.0%	0.5%

N=205
Benchmark=3

8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.	**3.76**	**4**	**99.0%**	**1.0%**	**2.4%**
9.1 Selects and uses appropriate methods for evaluation of outcomes.	**3.58**	**4**	**97.5%**	**2.5%**	**3.4%**
9.2 Evaluates (monitors and critically analyses) interventions and outcomes.	**3.61**	**4**	**98.5%**	**1.5%**	**2.9%**
9.3 Applies evaluation findings to improve practice effectiveness.	**3.59**	**4**	**98.5%**	**1.5%**	**3.9%**

BSW Practice Skills - Spring 2018					
N=205 **Benchmark =3** **Category**	**Mean**	**Median**	**Percentage at or above benchmark**	**Percentage 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.	3.91	4	99.5%	0.5%	0.0%
1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.	3.89	4	97.6%	2.4%	0.0%
1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	4.01	4	99.0%	1.0%	0.0%
1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	4.08	4	99.0%	1.0%	0.5%
1.5 Use technology ethically and appropriately to facilitate practice outcomes.	4.04	4	100.0%	0.0%	0.0%
1.6 Use field instruction/supervision and consultation to guide professional judgment and behavior.	4.08	4	99.0%	1.0%	0.5%
2.1 Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.	3.93	4	99.5%	0.5%	2.4%
2.2 Employs diversity-sensitive practice skills.	3.94	4	100.0%	0.0%	0.0%
2.3 Presents self as learner and engages clients and constituencies as experts of their own experiences.s.	4.02	4	99.5%	0.5%	0.5%
3.1 Applies principles of social, economic and environmental justice to advocate for human rights at the individual and systems levels.	3.52	4	98.0%	2.0%	1.5%

3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.	**3.59**	**4**	**98.5%**	**1.5%**	**1.5%**
4.1 Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.	**3.52**	**4**	**97.0%**	**3.0%**	**2.4%**
4.2 Implements evidence-based interventions.	**3.66**	**4**	**99.0%**	**1.0%**	**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.	**3.36**	**3**	**97.0%**	**3.0%**	**2.9%**
5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.	**3.47**	**3**	**99.0%**	**1.0%**	**3.9%**
5.3 Advocates for policies relevant to the client population.	**3.39**	**3**	**94.4%**	**5.6%**	**4.9%**
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.)	**3.83**	**4**	**99.0%**	**1.0%**	**1.5%**
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	**4.18**	**4**	**99.5%**	**0.5%**	**2.0%**
7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.	**3.70**	**4**	**97.5%**	**2.5%**	**1.5%**
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.	**3.64**	**4**	**96.5%**	**3.5%**	**2.0%**

7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	**3.85**	**4**	**99.0%**	**1.0%**	**1.5%**
8.1 Selects appropriate intervention strategies based on the assessment, research, values and preferences of clients and constituencies.	**3.76**	**4**	**98.0%**	**2.0%**	**0.0%**
8.2 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	**3.80**	**4**	**98.0%**	**2.0%**	**1.0%**
8.3 Use multidisciplinary collaboration as appropriate to support practices.	**3.90**	**4**	**99.0%**	**1.0%**	**0.5%**
8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.	**3.86**	**4**	**99.0%**	**1.0%**	**0.5%**
8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.	**3.76**	**4**	**99.0%**	**1.0%**	**2.4%**
9.1 Selects and uses appropriate methods for evaluation of outcomes.	**3.58**	**4**	**97.5%**	**2.5%**	**3.4%**
9.2 Evaluates (monitors and critically analyses) interventions and outcomes.	**3.61**	**4**	**98.5%**	**1.5%**	**2.9%**
9.3 Applies evaluation findings to improve practice effectiveness.	**3.59**	**4**	**98.5%**	**1.5%**	**3.9%**

Educational Policy 4.0—Assessment

4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs).

      The program plan for ongoing assessment of competencies includes utilization of the SWEAP/FCAI for the foundation curriculum as a knowledge based dimension measurement and utilization of own Field Evaluation for the holistic dimension evaluation in a real or simulated practice situation. Our second assessment measure is the Social Work Education Assessment Project (SWEAP)/ Foundation Curriculum Assessment Instrument (FCAI). For the SWEAP/FCAI over 10,000 students have taken the assessment utilizing the 2008 EPAS. Those EPAS were practice behavior focused and the current EPAS target holistic competency. For an expanded discussion see Poulin & Matis (2015) *Social Work Assessment and Multidimensional Behaviors* in the Journal of Baccalaureate Social Work.

      Each of these assessments will be administered in the late Spring semester of the end of the foundation curriculum. For BSW students this would be in April or May of the senior year and for MSW students this would be in April or May of the second year in a two-year program. We set a 3 out of 5 as the level of competency that is passing for both the BSW and MSW foundation years in our Field Evaluation. (For field evaluation questions see the Learning agreement practice behaviors section above embedded in the field section narrative.) We expect 80% of students in both programs to achieve this benchmark. The competency level cut off that we are expecting for the SWEAP is a comparative rating based upon national means. We expect our graduates to meet of exceed the national means for knowledge based competency. We interpret this to mean that our students' scores on the FCAI are statistically the same or higher on average than the national overall mean. In fact this is true for both our BSW and MSW students where in both cases in an independent samples t-test analysis our students score statistically

higher than the national means. A copy of the SWEAP/FCAI Report with the questions asked in the inventory is found below.

FX - Foundation Curriculum @ Exit

FCAI reports no longer include suggested EPAS 2008 practice behaviors. Programs may choose to assign relevant practice behaviors at their own discretion.

csus - California State U @ Sacramento, Cohort date of :DEC16, N=144

I. Program Cumulative Scores Compared with all Student Scores

EPAS 2015 Foundation (2016)

	Score Average % Correct	Score Range	Standard Deviation	t-test Value	p-value
Program N=144	60.21 %	28.30 - 88.68 %	11.87	4.30	< 0.001 **
National N=379	55.95 %	0.00 - 88.68 %	15.78		

II. Program section scores compared with all FCAI section scores

EPAS 2015 Based Forms (2016)

Curricular Area	Mean Section Score % Q Correct	Standard Deviation	Mean National Section Score % Q Correct	t-test value	p-value

EPAS 2015 Score 2.1.1 : Demonstrate Ethical and Professional Behavior	55.95 %	18.94	58.01 %	-0.02	0.90
EPAS 2015 Score 2.1.2 : Engage Diversity and Difference in Practice	65.16 %	21.60	61.21 %	0.04	0.90
EPAS 2015 Score 2.1.3 : Advance Human Rights and Social, Economic, and Environmental Justice	64.70 %	21.29	57.48 %	0.07	0.90
EPAS 2015 Score 2.1.4 : Engage in Practice-informed Research and Research-informed Practice	52.38 %	21.76	44.70 %	0.07	0.90
EPAS 2015 Score 2.1.5 : Engage in Policy Practice	52.88 %	21.43	48.66 %	0.04	0.90
EPAS 2015 Score 2.1.6 : Engage with Individuals, Families, Groups, Organizations and Communities	58.75 %	22.51	56.46 %	0.02	0.90
EPAS 2015 Score 2.1.7 : Assess Individuals, Families, Groups, Organizations, and Communities	70.42 %	19.14	65.65 %	0.05	0.90
EPAS 2015 Score 2.1.8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	69.86 %	20.00	62.53 %	0.07	0.90
EPAS 2015 Score 2.1.9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	57.64 %	23.51	54.09 %	0.03	0.90

Note: * indicates the difference is significant at the p<.05 level

III. Program: BSW Student Scores by Individual Curricular Area

EPAS 2015 Based Questions

Demonstrate Ethical and Professional Behavior

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_1 - Making clients aware of their choices is inherent in which social work ethical obligation?	62/144	43.06
RE15_2 - Janna's social worker, Ed, is moving to a new agency and asks her if she would like to continue to see him after the move. According to the NASW Code of Ethics, Ed's offer could be considered:	97/144	67.36
RE15_3 - The NASW Code of Ethics offers a set of values, principles and standards related to all but one of the following:	75/144	52.08
RE15_4 - When a social worker's colleague is displaying incompetence during service to his clients, the social worker should discuss this matter with the:	50/144	34.72
RE15_5 - A social worker offers her unemployed client a job cleaning the worker's home. This is an example of a:	107/144	74.31
RE15_6 - What is the difference between privileged communication and confidentiality?	35/144	24.31
RE15_7 - Which of the following is an ethical violation of a client's rights to privacy and confidentiality?	138/144	95.83

Engage Diversity and Difference in Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_8 - Terms like: police officers, postal workers, spokesperson, and chairperson are examples of:	74/144	51.39
RE15_9 - A recent refugee from Syria displays anxiety and fear toward the social worker assigned to help him learn to cope in his new home community. The social worker wonders whether the client might be better served by another colleague and questions his own ability to work with the client. The worker's supervisor suggests another reason the client may be reluctant to engage with the social worker. Which of the following explanations might be most relevant to the case?	76/144	52.78
RE15_10 - Engaging in diversity and difference in social work practice means:	130/144	90.28
RE15_11 - Which of the following statements is not accurate regarding women?	68/144	47.22
RE15_12 - John, a 16-year-old high school student, was diagnosed with cerebral palsy before turning two years old. John's condition is chronic and most likely will remain permanent. Which of the following best defines John's condition?	118/144	81.94
RE15_13 - Police reports in a community indicate that African-Americans are the most frequently arrested group for crimes such as drug abuse, petty theft, and similar minor offenses. These reports may indicate which of the following:	97/144	67.36

Advance Human Rights and Social, Economic, and Environmental Justice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_14 - A belief that those with the greatest wealth have an obligation to help provide for those with the least wealth is part of which perspective?	48/144	33.33
RE15_15 - Benefits that accrue to members of the dominant U.S. population because of their skin color are referred to as:	114/144	79.17
RE15_16 - Which explanation of poverty is the most consistent with a social justice perspective?	95/144	65.97
RE15_17 - Which of the following is not evidence of a social justice deficiency in the American political-economic system?	73/144	50.69
RE15_18 - Which of the following statements describes the concept of feminization of poverty?	120/144	83.33
RE15_19 - Social activism and other social change efforts are often resisted by:	109/144	75.69

Engage in Practice-informed Research and Research-informed Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_20 - The requirements for a "classical experimental" design include:	94/144	65.28
RE15_21 - Using random sampling (based upon probability theory)	85/144	59.03
RE15_22 - Which of the following is <u>not</u> a level of measurement?	118/144	81.94
RE15_23 - Using subjects that are available, such as students in a classroom or patients in a wing of a nursing home, without random selection, illustrates which of the following approaches to sampling?	50/144	34.72
RE15_24 - Which of the following sampling strategies increases the opportunity for making sure all groups of interest in the population are represented in the sample?	41/144	28.47
RE15_25 - Which of the following represents a well-known single subject design?	77/144	53.47
RE15_26 - Which of the following can survey research not establish?	63/144	43.75

Engage in Policy Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_27 - The Elizabethan Poor Laws are important for understanding social welfare in the US because:	80/144	55.56
RE15_28 - In a capitalistic economic system one of the purposes of social welfare is to:	51/144	35.42
RE15_29 - The principle of "social insurance" is best defined as:	88/144	61.11
RE15_30 - The major social welfare program to emerge from the New Deal was:	104/144	72.22
RE15_31 - In which category (ies) does the U.S. fall below other developed nations?	107/144	74.31
RE15_32 - The enactment of the Personal Responsibilities Act and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:	52/144	36.11
RE15_33 - The Earned Income Tax Credit (EITC) is considered by policy analysts to be:	51/144	35.42

Engage with Individuals, Families, Groups, Organizations and Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_34 - A (An)_____links clients with needed resources.	67/144	46.53
RE15_35 - Listening empathetically means:	57/144	39.58
RE15_36 - Effective work skills, the ability to get along with others, and support of one's family are examples of:	132/144	91.67

	Cumulative Correct	% Of Students Answered
RE15_37 - Mandated clients:	103/144	71.53
RE15_38 - Self-determination:	64/144	44.44

Assess Individuals, Families, Groups, Organizations, and Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_39 - Within the Person-in environment system: Familial roles, interpersonal roles, occupational roles, and special life tools are considered to be categorized under:	73/144	50.69
RE15_40 - Risk factors for child abuse include all except the following:	125/144	86.81
RE15_41 - Community assessment includes:	138/144	95.83
RE15_42 - A common assessment tool used to determine addictions is:	58/144	40.28
RE15_43 - A strength based assessment focuses on:	113/144	78.47

Intervene with Individuals, Families, Groups, Organizations, and Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_44 - Which of the following techniques are common to advocacy?	129/144	89.58
RE15_45 - When a social worker's personal values/beliefs clash with a client's values/beliefs:	124/144	86.11
RE15_46 - Social learning theory places an emphasis on which of the following:	89/144	61.81
RE15_47 - Believing that social work practice is conducted at the interface between people and their environments is associated with which perspective?	52/144	36.11
RE15_48 - The concept "person-in-environment" includes which of the following:	109/144	75.69

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered
Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_49 - Which of the following is (are) (a) method(s) of conducting a community needs assessment?	114/144	79.17
RE15_50 - Which of the following applies to program evaluation	85/144	59.03

RE15_51 - This evaluation model compares repeated measurements from a single subject over time	84/144	58.33
RE15_52 - Action research is:	58/144	40.28
RE15_53 - In relation to termination which statement is NOT true:	74/144	51.39

SWEAP is committed to providing the highest quality assessment instruments designed to aid undergraduate and graduate social work programs in evaluation necessary for program development and improvement. SWEAP instruments are specifically designed to be responsive to the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE), related to both initial accreditation and reaffirmation. However, each social work program is individually responsible for appropriately reporting and interpreting data provided through SWEAP instruments to CSWE.

Changelog

- 3.1, 2/16/17 - Added language
- 3.0, 1/31/17 - Added new EPAS 2015 scoring to version 9 and 10 forms
- 2.0, 4/9/14 - Section 2.1.5B no longer displays for reports only utilizing new format
- 2.1, 7/9/14 - If report has both version 8 and version 9 forms, it will show both question sets.
- 2.2, 9/20/14 - If report has both version 8 and version 9 forms, version 8 statistics will tabulated correctly.
- 2.3, 6/9/15 - Redacted suggested practice behavior sections. See report heading for details.
- 2.4, 9/19/16 - If version 10 (EPAS 2015 forms) are reported on, report a working on it screen.

4.0.2: The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

BSW Generalist Practice Competency Assessment Matrix

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percent of Students Achieving Benchmark	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 1.1: 100% Behavior 1.2: 98.9% Behavior 1.3: 98.9% Behavior 1.4: 98.9% Behavior 1.5: 100% Behavior 1.6: 100% Mean = 99.45%	99.45% &	Yes
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP – Ethical Behavior = Q37, 42, 43, 44, 45, 46, 48, 49 CSUS Mean 55.95% correct compared with SWEAP Nat'l Mean 58.01% correct = CSUS higher	Yes	
Competency 2: Engage Diversity and Difference in Practice			Behavior 2.1: 97.8%	99.27%	

			Behavior 2.2: 100%		
	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 2.3: 100% Mean = 99.27%	&	Yes
				Yes	
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q8, 15, 17, 52, 53, 54, 55, 56 CSUS Mean 65.16% correct compared with SWEAP Nat'l Mean 61.21% correct		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 3.1: 97.7% Behavior 3.2: 95.4% Mean = 96.55%	96.55% &	
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q2, 25, 27, 50, 51, 57, 58, 59, 60, 61, 62, 63 CSUS Mean 64.70% correct compared with SWEAP Nat'l Mean 57.48% correct	Yes	Yes
Competency 4: Engage in Practice-Informed	80%	Measure 1: Students receive at least a 3 out of 5	Behavior 4.1: 96.7% Behavior 4.2: 98.9%	97.8%	

Research and Research and Research-Informed Practice		Field Evaluation Score	Mean = 97.8%	&	Yes
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q32, 33, 34, 35, 36, 38, 39, 40, 41 CSUS Mean 52.38% correct compared with SWEAP Nat'l Mean 44.70% correct	Yes	
Competency 5: Engage in Policy Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 5.1: 94.1% Behavior 5.2: 96.4% Behavior 5.3: 90.2% Mean = 93.57%	93.57% &	Yes
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q10, 23, 24, 26, 28, 29, 30, 31 CSUS Mean 52.88% correct compared with SWEAP Nat'l Mean 48.66% correct	Yes	
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 6.1: 97.8% Behavior 6.2: 98.9% Mean = 98.35%	98.35% & Yes	
	SWEAP/FCAI National	Measure 2: Mean student score is	SWEAP Q4		

	Mean for the Competency	statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	CSUS Mean 58.75% correct compared with SWEAP Nat'l Mean 56.46% correct		Yes
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 7.1: 97.8% Behavior 7.2: 96.7% Behavior 7.3: 97.8% Mean = 97.43%	97.43% & Yes	Yes
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q5, 9, 11, 16, 18, 21, 22 CSUS Mean 70.42% correct compared with SWEAP Nat'l Mean 65.65% correct		
Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 1.1: 98.9% Behavior 1.2: 97.7% Behavior 1.3: 96.6% Behavior 1.4: 98.9% Behavior 1.5: 97.8% Mean = 97.98%	97.98% & Yes	Yes
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q1, 3, 6, 12, 13, 14, 19 CSUS Mean 69.86% correct compared with		

			SWEAP Nat'l Mean 62.53% correct		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 1.1: 98.9% Behavior 1.2: 97.7% Behavior 1.3: 97.6% Mean = 98.07%	98.07% &	Yes
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q7 CSUS Mean 57.64% correct compared with SWEAP Nat'l Mean 54.09% correct	Yes	

4.0.3: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

CSUS BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON (*May 2016*)

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2   *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4   *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	3	98.9%
Apply Ethical Principles	3	100%
Apply Critical Thinking	3	98.9%
Engage Diversity in Practice	3	100%
Advance Human Rights/ Social and Economic Justice	3	97.7%
Engage Research Informed Practice/ Practice Informed Research	3	96.7%
Apply Human Behavior Knowledge	3	98.9%
Engage Policy Practice to Advance Well- Being and Deliver Services	3	94.1%
Respond to Practice Contexts	3	90.2%

Practice Engagement	**3**	**97.8%**
Practice Assessment	**3**	**97.8%**
Practice Intervention	**3**	**97.8%**
Practice Evaluation	**3**	**97.6%**

4.0.4: The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

Our assessment of competency evaluations are completed by field faculty using online software reporting on the Field Evaluation. The SWEAP is administered in practice classes by practice instructors. The exact questions included in the FCAI that comprise each competency are listed in our matrix. The questions for the FCAI are listed in the matrix which make up each competency. The questions and practice dimensions associated with each competency in the field evaluation are listed on the left side of the learning agreements for foundation and specialized practice areas listed in the field section of the accompanying self-study.

For the Field Evaluation, online data is input by Field Instructors. Social work faculty then download that data into SPSS for analysis. We conduct a frequency analysis for each competency dimension. We add the percentage of each dimension at or above 3 on a 5 point scale as meeting expectation. We then add all of those percentages and divide by the number of dimensions in that competency and report that as one competency score. If it is above 80% it is achieving the benchmark.

For the FCAI we assess the score of our students at each competency relative to the national mean for that competency. If our students perform at or above one standard deviation from that mean then we believe that we have met the benchmark for that competency. We have one program option in both the BSW and MSW programs.

4.0.5: For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.