

# 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:

**MA Social Work PPSC**

**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**:

The Pupil Services Credential (PPSC) in Social Work is housed jointly with the College of Continuing Education who is responsible for administering the program and in the Division of Social Work. The program was first accredited in 1991. The current program was designed as a post-masters credential preparation, applicants must have enrolled in/completed an a CSWE accredited MSW program. Students must complete two courses (SWRK 238A & SWRK 238B) and satisfactorily complete 450 hours of supervised field work in schools. Students must demonstrate the ability to apply and integrate the theories and knowledge from the coursework to the school based internship site.

**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.

Students are evaluated by a school based supervisor, there are ten criteria that the student is evaluated on. These evaluations are used to determine whether they have the requisite skills to be credentialed by the state of California to be a School Social Worker. Each area is rated by the field supervisor on a 1 to 5 scale, 1=Unacceptable Performance: Student shows little evidence of understanding of the concept and/or demonstration of skill development. 2=Beginning Skill Development: Student shows some understanding of the concept and is beginning to recognize in hindsight how it may have been applied in practice situations. 3=Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to exhibit consistency. 4= Consistent Demonstration of High Level of Skill Development: Student 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 professional stance and style. Student exhibits independence, creativity and flexibility in the use of the skills.

**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) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

The expectation is that a student in the MSW/PPSC credentials program will receive either a 4 or 5 in each of the skill areas evaluated. The ten areas students were evaluated on were: 1) Ethical and Professional Behavior 2) Diversity/ Cultural Competency 3) Assessment/Research Informed Practice 4) Prevention/Early Intervention 5) Ethics and Legal Mandates 6) Family and School Collaboration 7) School Safety/ Violence Prevention 8) Consultation/Practice with Individuals, Families and Groups 9) Leadership/Professional Development 10) Policy That Informs Practice.

 PPSC Survey.docx  
13.44 KB

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

**Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO**

**Q3.1.**

Was assessment data/evidence **collected** for the selected PLO?

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

**Q3.1.1.**

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

**Q3.2.**

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

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

**Q3.2.1.**

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Data was collected for each credentials candidate that is ready to turn in their file to the California Teachers Credential Commission. The data is collected by the staff that administer the program through the College of Continuing Education.

(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:

 No file attached

 No file attached

**Q3.4.**

What tool was used to evaluate the data?

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

**Q3.4.1.**

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

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

(skip to **Q3.4.4.**)

**Q3.4.2.**

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

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

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

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

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

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

**Q3.5.**

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

**Q3.5.1.**

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

**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 were enrolled in the School Social Work Credential program must complete 450 hours under supervision in a school setting before they can submit their file to the California Teacher Credentialing Commission. There was a cohort of 38 students in the 2017 cohort and out of those 16 had completed their 450 required supervision hours.

**Q3.6.1.**

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

All students who had submitted their 450 required hours were selected for this sample.

**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:

**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:


**(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](#)):


There were 10 skill based areas rated fro 1-5 by site supervisors, all the skill areas reached or surpassed the 4.0 expectation in each skill area, the range of mean scores for the evaluations went from a low of 4.04 (Policy Informed Practice) to a high of 4.5 (Ethics and Legal Mandates). Ethical and Professional Behavior 4.15, Diversity and Cultural Competency 4.28, Assessment/ Research Informed Practice 4.06, Prevention/Early Intervention 4.41, Ethics and Legal Mandates 4.5, Family and School Collaboration 4.33, School Safety and Violence Prevention 4.3, Consultation/Practice with Individuals, Families and Groups 4.42, Leadership/Professional Development 4.23, Policy Informed Practice 4.04.


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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 expectation is that students will all reach a 4 or 5 on all the evaluated skills and although a few students scored 3 on several areas the overall mean average was above a 4 for all areas. Overall the program met expectations but there are a few areas where curriculum could be adjusted to aid the school based field process, one specific area is in the area of policies that affect how School Social Workers conduct their work which was the lowest mean score of all the skill areas.

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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.

Perhaps using an exit survey and also field evaluations could both be used in the future.

**Q5.1.2.**

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

- 1. Yes, describe your plan:

The program has adopted a standard evaluation field assessment form which students will be evaluated on.

- 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.	2.	3.	4.	5.
Very Much	Quite a Bit	Some	Not at All	N/A

1. Improving specific courses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.2.1.**

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

The curriculum has been altered to better address the ten core standards in the classroom.

**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	<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 **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

The program added a uniform field based evaluation.

(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 syllabi for SWRK 238A and 238B was modified to focus more directly on the eight core CTC standards.

**Q9.** Please attach any additional files here:

 WASC 238A 2017.pdf  
140.3 KB

 WASC SWRK 238 (B) Syllabus 2017.docx  
38.46 KB

 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]

MA Social Work PPSC

**Q11.**

Report Author(s):

Dale Russell

**Q11.1.**

Department Chair/Program Director:

Dale Russell

**Q11.2.**

Assessment Coordinator:

Jessika Morrison

**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):

38

**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?

**Q16.1.** List all the names:

BASW

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

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

**Q17.1.** List all the names:

MSW Master of Social Work

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

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

**Q18.1.** List all the names:

PPSC in School Social Work

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

**Q19.1.** List all the names:



When was your <b>Assessment Plan</b> ...	1.	2.	3.	4.	5.	6.	7.	8.

**Q20.** Developed?

**Q20.2. (Required)**

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

1. Yes   
  2.   
  3.   
  4.   
  5.   
  6.   
  7.   
  8.


2016-2017\_MA Social Work PPSC\_Annual Assessment Report.pdf  
2.5 MB


**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

PPSC in Social Work Satisfaction Survey

The following are CTC standards that were addressed in PPSC courses

Please score the following on a 1-5 scale with 1 being not covered and 5 being well covered in courses.

- 1) Knowledge regarding how a variety of strategies, interventions, methods and techniques that promote success within the context of how the curricula being presented might be adapted for differently abled students (Students with learning disabilities, autism spectrum disorder, ADHD, physical disabilities and gifted students). Please circle:

1\_\_2\_\_3\_\_4\_\_5

- 2) Demonstration of knowledge and skills needed to assist in the development and implementation of a comprehensive program to reduce the incidence of school site bullying. Please circle: 1\_\_2\_\_3\_\_4\_\_5

- 3) Development and knowledge regarding the importance of psycho-social groups, the concept of group formation and development. Please circle:

1\_\_2\_\_3\_\_4\_\_5

- 4) Being able to select curricula that is most effective in maximizing educational, social or promotional objectives. Knowledgeable about program design, implementation, evaluation and potential adaptations for different ages and abilities. Please circle: 1\_\_2\_\_3\_\_4\_\_5

- 5) Demonstrate the ability to deliver a prevention or intervention through group work that supports positive academic, social and emotional outcomes to pupils and enhances the school community. Please circle:

1\_\_2\_\_3\_\_4\_\_5

- 6) Knowledge about legal foundations including Federal and State statute and regulation. Skills to conduct research in legal matters, including case law, legislated law and policies. Please circle: 1\_\_2\_\_3\_\_4\_\_5

7) Knowledge of resilience and strength based approaches related to school climate. Understanding resilience and strategies for working with school staff in impacting school climate. Please circle: 1\_\_2\_\_3\_\_4\_\_5

8) Knowledge of systems related to children and family services including child welfare, juvenile justice, mental health and community based organizations. Skills needed to systematically interface with these community systems and their legal and policy basis. Please circle: 1\_\_2\_\_3\_\_4\_\_5

California State University, Sacramento

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Summer 2017

(530) 205-7532

Social Work 238 (A)

Social Work Issues and Practice in Schools

**Course Description:**

Social Work 238 (A) is the first of two courses required for students completing their School Social Work Pupil Personnel Services Credential. The course focuses on a macro level framework for social work within the California kindergarten through 12<sup>th</sup> grade California Public School System. Students explore the challenges faced by public schools from a systems perspective including influences of federal statutory and regulatory requirements, state and local policies, community demands, and the interface with other child serving systems including child welfare, probation and mental health. Students will become familiar with the structure, legal and policy mandates, and fiscal processes that drive public education in California and their impact on student' academic experiences. Issues relevant to school social work include educational equity, attendance, discipline and due process, collaboration, community development, and organizational change and leadership.

**Course Structure:**

This course is conducted as a seminar. Student attendance, participation and discussion are of paramount importance. Students are expected to draw upon their experience, perspective and expertise to the classroom topic and engage in dialogue as well as conduct critical analysis of readings. A portion of each class will be dedicated to discussing student's job and field experience as it relates to the school social work issue at hand.

**Course Objectives:**

Upon successful completion of this course, students will have a basic understanding of:

1. Schools as service systems faced with numerous and increasingly complex challenges that can result in conflicting goals and priorities;
2. Major legislation that affects California schools
3. How schools are funded and how the budget process impacts issues relevant to school social work;
4. Special Education, its purpose, how it is accessed and the rights of the stake holders;
5. Rehabilitation Act of 1973, Section 504 and other Federal laws relevant to education and school social work;

6. School attendance and discipline
7. The impact of violence on schools
8. Community building, collaboration and organizational change
9. The school social worker as change agent;
10. Examples of best practices for aligning education with the needs of children families and communities.

**Class Expectations:**

1. Students are expected to attend all classes, complete all readings and participate in class discussions and activities. An attendance sheet will be circulated during each class session. It is the student's responsibility to sign in on the attendance sheet.
2. The Code of Ethics of the National Association of Social Workers will be adhered to with regard to confidentiality. Client confidentiality will be respected and all client and personal information shared in class will be regarded as confidential.
3. Assignments are to be completed and handed in on time, barring any unforeseen circumstances. Students are expected to advise the instructor of such circumstances as soon as reasonably possible. Late assignments maybe considered in this event.
4. All written work is to be typed and double spaced in 12 point font. Written work is expected to be clear and grammatically correct. Serious deficiencies in spelling punctuation, sentence structure and coherent organization will require rewrite and may impact the grade. All papers must be submitted via email. All papers must include the student's name or names if submitted as a group project, email addresses, course name and due date.
5. Refer to the University's policy on plagiarism. Plagiarism can result in dismissal from class.

**Accommodations for Students with Disabilities:**

Reasonable accommodations, including auxiliary aides will be provided to students with disabilities when necessary to ensure that they are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any academic program. The University's goal is to provide an equivalent experience and learning opportunity. The University does not guarantee the outcome of a student's academic endeavor.

The student is responsible for making timely arrangements with the Specialist and the instructor for support services. Use of a reader, tutor or note taker requires certain office procedures that the student must complete before these support services can start.

If you believe that you will need accommodations, please contact Services to Students with

Disabilities (SSWD):

Voice Phone: (916) 278-6955

TDD: (916) 278-7239

Fax: (916) 278-7825

E-mail: [sswd@csus.edu](mailto:sswd@csus.edu)

### **Course Requirements and Grading**

It is possible to earn 100 points in this class. Points will be allocated as follows:

- Attendance and participation – Twenty-five percent (25%) of course grade, or a maximum of 25 points. Students are expected to attend all sessions and actively participate. Students who do not attend all sessions, short of a clear medical emergency, will be precluded from receiving an “A” grade. An absence of a full day will result in a 20% reduction in the class grade. An absence of a partial day will be excused only in the event of medical necessity, including the illness of a child or family member whom the student cares for, or unavoidable traffic delays for students traveling from out of the greater Sacramento area. Absences for medical reasons will require the verification of a health professional. Absences for non-urgent matters, including weddings, vacations, other professional conferences, or other non-medical circumstances are not excusable. Students are required to get notes from any class time that is missed.
- Reflection paper. Students will be asked to write two brief papers reflecting on specific assigned readings. Brief is defined as two pages maximum. 10% of grade (5 points per reflection paper).

The following criteria will be used to grade reflection papers:

- Inclusion of personal reflection and a clear point of view. 2 points
- Discussion of relevance to school social work. 3 point
- Small group project and facilitated discussion with resources and reference tool 40% or 40 points. Students will participate in small groups to research and present on a specific issue of the groups choice with instructor approval. The presentation is to be 30 minutes followed by discussion for 15 minutes. Suggested topics: Impact of No Child Left Behind; Special Education and Services to students with disabilities; Prevention and Early Intervention, School Discipline and Attendance; Systems Collaboration and Integration

The following criteria will be used to grade Small Group presentations:

- The depth of the presentation (This can be enhanced by narrowing issue topic)

10 points

- Incorporation of readings in class or other references 10 points
  - Member participation and diversity of points of view 10 points
  - Engagement of class in discussion 5 points
  - Presentation creativity 5 points.
- Final Paper 25% of grade 30 points. Students will write a final paper not to exceed 10 pages, double spaced 12 point font. Written work is expected to be clear and grammatically correct. Serious deficiencies in spelling punctuation, sentence structure and coherent organization will require rewrite and may impact the grade. Papers will be due on July 8, 2017. The paper will address a very specific area of the public school system that the author feels will benefit from change and must include:
    - A brief discussion of the issue and why it was selected
    - Identification of relevant stakeholders
    - A cogent argument for the change being advocated
    - A description of obstacles to change
    - A description of anticipated outcomes of the change
    - A description of the change process (specific and practical steps) using the model presented in the text by *Margaret Wheatley: Leadership in an Uncertain Time*
    - A description of the impact of the change on school systems, students, family and the community
    - The role of school social workers in implementing the change

The following criteria will be used to grade final Papers:

- Addressing all the topics addressed above 10 points
- Evidence of thoughtful planning in the process for implementing change 10 points
- Evidence that the author clearly thought through the depth and breadth of the change proposed on all stakeholders, systems, and the community. 10 points

### Summary of Course Requirements

Requirement	Due Date	Percentage of Grade
Attendance and participation	Ongoing	25%
Reflection Papers	Week 3 and 4 June 17 <sup>th</sup> & 24 <sup>th</sup> , 2017	10%
Group Presentation	Week 5 July 8, 2017	40%
Final paper	Week 5 July 8, 2017	25%

**Grading Matrix:**

94 to 100 pts = A      80 to 82 pts = B-  
 90 to 93 pts = A-      77 to 79 pts = C+  
 87 to 89 pts = B+      73 to 76 pts = C  
 83 to 86 pts = B      70 to 72 pts = C-

Point total below 70 = Incomplete. Work will be resubmitted until satisfactory

**Required Text:**

Adelman H., and Taylor L. 2010, *Mental Health in Schools. Engaging Learners, Preventing Problems, and Improving Schools*, Corwin Publishing

Wheatley M. (2007). *Finding Our Way: Leadership for an Uncertain Time*. San Francisco Berret Koehler Publishers

Benard, B. (2004) *Resiliency: What We Have Learned* . San Francisco West Ed Publishing

**Required on Line Reading:**

Findlaw Cases and Codes: <http://www.findlaw.com/casecode/> : A variety of case law, statute and regulation related to public schools

Find California Code: <http://www.leginfo.ca.gov/calaw.html> A Variety of California Statute related to children, families and schools

California Department of Education: <http://www.cde.ca.gov/index.asp> A variety of state



programs and services related to public schools

Policy Analysis for California Education: <http://www.edpolicyinca.org/> A Variety of Articles related to policy recommendations for C. Education

California Commission on Teacher Credentialing Pupil Services Standards: <http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>

NASW School Social Work Standards: <http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>

Present, Engaged and Accounted For, Chang Hedy; [http://www.nccp.org/publications/pdf/text\\_837.pdf](http://www.nccp.org/publications/pdf/text_837.pdf)

## Course Outline

### Week 1 June 3, 2017

- Introduction and discussion related to Syllabus and class expectations
- Divide into small group teams
- Seminar/lecture: school systems and structures from a factory model to NCLB
- Seminar and discussion: School Finance
- Seminar and discussion: where do school social workers fit in the school system?
- Sources of Law: Case, Legislated, and Common Law

### Required Readings

- Adelman and Taylor, Parts 1-3
- Wheatley, Chapters 1-3
- United States Supreme Court Opinion: Brown vs. Board of Education
- United States Supreme Court Opinion: Lau v. Nichols
- United States Supreme Court Opinion: Plyler vs. Doe

### Week 2 June 10, 2017

- Seminar/Lecture: Supremacy: when does a law trump?

- Seminar: Sources of Authority
- Discussion: Role of the school social worker as advocate
- Topic selection for small group

Required Readings:

- Adelman and Taylor, Parts 4-6
- Wheatley, Chapters 4-6
- United States Supreme Court Opinion: Goss v. Lopez
- United States Supreme Court Decision: Honig vs. Doe

**Week 3 June 17, 2017**

- Seminar/Lecture: Policy Issue Related to School Attendance and Discipline and Due Process
- Seminar/Lecture: Policy Issues related to students with Disabilities
- Seminar/Lecture: What is 504?
- Seminar/lecture: Is bullying discrimination? DVD "BULLIED"

Required Readings

- Complete Adelman and Taylor; Reflection is due on this book
- Complete Wheatley
- 7<sup>th</sup> Circuit Court Opinion: Nabozny vs. Podlesny
- United States Supreme Court: Davis vs. Monroe
- United States Supreme Court Opinion: Tinker vs. Des Moines Board of Education
- PBIS [www.pbis.org](http://www.pbis.org)
- University of Oregon Institute on Violence and Destructive Behavior  
<http://pages.uoregon.edu/ivdb/>

#### **Week 4 June 24, 2017**

- Seminar/Lecture: What is Collaboration?
- Seminar/Lecture: Other Child and Family Serving Agencies
- Seminar/Lecture: Redefining community.

#### Required Reading

- Wheatley Reflection Due on this book
- Begin Benard, Resiliency chapter 1-3
- California Commission on Teacher Credentialing Pupil Services Standards:  
<http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>
- NASW School Social Work Standards:  
<http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>
- School Social Work Association of America Ethical Guideline series: [www.sswaa.org](http://www.sswaa.org)

#### **Week 5 July 8, 2017**

- Seminar/Lecture: Resilience and Strength Based Approaches
- Small Group Presentations
- Final Papers due

#### Required Reading

- Complete Benard Chapters 4-9

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Summer 2016

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Social Work 238 (B)  
Social Work Issues and Practice in Schools

**Course Description:**

Social Work 238B is the second of two courses required for students seeking a Pupil Personnel Services Credential in Social Work. It focuses on micro-level social work within the California kindergarten through 12th grade public school system. Social Work 238A, which focuses on the California public school system at a macro-level, is a prerequisite for this class. In 238B, students will explore the day-to-day aspects of school social work, including issues around confidentiality; social workers as mandated reporters; collaborating with students, school staff, caregivers, and families; attendance and behavior management systems; mental health services in schools; special education; crisis intervention; psycho-educational groups; prevention programs; Multi-tiered Systems of Support; Positive Behavioral Interventions and Supports: data management and the development of meaningful outcome measures; time management; and self-care.

**Course Structure:**

This course emphasizes active student participation and discussion. Students are expected to bring their perspectives and expertise to the subjects being addressed and engage in dialog and critical analysis of assigned readings. The group process and various collaborative processes that social workers are frequently involved in may be explored through role play and experiential activities.

**Course Objectives:**

Upon successful completion of this course, students will have a basic understanding of:

1. How social work fits into the public school system.
2. Confidentiality issues in schools, including professional ethics, FERPA, HIPPA, California Mature Minors doctrine; and mandated reporting.
3. Professional boundaries and termination skills.
4. Collaborating with school staff in school-based case management.
5. Engaging students, parents, caregivers and families.
6. Collaborative processes designed to support students and families including Student Study Team meetings, Student Attendance Review Board hearings and Individualized Education Plan team meetings.
7. The process of assessing students for special education and the school social worker's role in facilitating that process.

8. The impact of trauma on behavior and learning, and pathways to link students to mental health care.
9. Crisis intervention in schools, including suicide assessment and intervention skills.
10. Bullying and violence prevention.
11. Facilitating psycho-educational groups.
12. Constructing meaningful data management systems and outcome measures.
13. Time management and self-care.

**Class Expectations:**

1. Students are expected to attend all classes, complete all assigned readings, and participate in class discussions and activities. An attendance sheet will be circulated during each class session. It is the student's responsibility to sign in on the attendance sheet.
2. The Code of Ethics of the National Association of Social Workers will be adhered to with regard to confidentiality. Client confidentiality will be respected and all client and personal information shared in the class will be regarded as confidential.
3. Assignments are to be completed and handed in on time, barring serious unforeseen circumstances. Students are expected to advise the instructor of such circumstances as soon as reasonably possible. Late assignments may be considered in this event; late submissions may impact assignment grade.
4. All written work is to be typed and double-spaced in 12-point font. Written work is expected to be clear and grammatically correct. Serious deficiencies in spelling, punctuation, sentence structure and coherent organization will require re-write and may impact the grade. All papers are to include students' names, e-mail addresses, course name and due date. Papers are to be submitted via e-mail.
5. Refer to the university's policy regarding plagiarism. Plagiarism can result in automatic dismissal from the course.

Accommodations for Students with Disabilities: Reasonable accommodations, including auxiliary aides, will be provided to students with disabilities when necessary to ensure that they are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any academic program. The University's goal is to provide an equivalent academic experience and learning opportunity. The University does not guarantee the outcome of the student's educational endeavor.

The student is responsible for making timely arrangements with the Specialist and the instructor for accommodations and support services. Use of a reader, tutor or note taker requires certain office procedures that the student must complete before these support services can start.

If you believe you will need accommodations, please contact Services to Students with Disabilities (SSWD):

**Course Requirements and Grading:**

It is possible to earn a maximum of 100 points in this class. Points will be allocated as follows:

1. Attendance and participation – Twenty-five percent (25%) of course grade, or a maximum of 25 points. Students are expected to attend all sessions and actively participate. Students who do not attend all sessions, short of a clear medical emergency, will be precluded from receiving an “A” grade. An absence of a full day will result in a 20% reduction in the class grade. An absence of a partial day will be excused only in the event of medical necessity, including the illness of a child or family member whom the student cares for, or unavoidable traffic delays for students traveling from out of the greater Sacramento area. Absences for medical reasons will require the verification of a health professional. Absences for non-urgent matters, including weddings, vacations, other professional conferences, or other non-medical circumstances are not excusable. Students are expected to get class notes covering any class time missed.

2. Reflection paper regarding a collaborative school-based experience – Fifteen percent (15%) of grade, or a maximum of 15 points. Students will write a paper not to exceed three pages, reflecting on a school-based experience that required collaboration with school staff and caregivers for the benefit of a student. This could be a student study team meeting, a student attendance review team meeting, a student attendance review board hearing, an individualized education plan team meeting, or the like.

Standard  
, 8

- ✓ What was the purpose of the collaboration?
- ✓ What was the experience like?
- ✓ Did school staff come together to address the student’s needs from a strengths perspective?
- ✓ Were differences worked through in a professional and collaborative manner? What was the involvement of the caregiver(s)?
- ✓ What was your role?
- ✓ As a school social worker, did you ever feel you were working at cross-purposes with other members of the team?
- ✓ If so, how did you resolve that?
- ✓ What did you do well?
- ✓ What would you like to change about your approach going forward?
- ✓ What in the assigned reading might impact your participation in similar meetings going forward and why?
- ✓ How did this experience inform your understanding of school social work?

Students who have not yet participated in a school-based meeting are expected to collaborate with the instructor on an alternate assignment.

This paper is due the beginning of Week 2 (July 29, 2017).

*The following criteria will be used to grade this reflection paper:*

- The extent to which each of the assigned questions is addressed – 10 points
- Integration of assigned readings – 5 points
- Clarity and coherence of presentation – 5 points

Standard  
7

3. Persuasive email – Five percent (5%) of course grade, or a maximum of 5 points. Students will be given a hypothetical situation that calls for a brief email to an administrator persuading the recipient of a specific position. The reasoning for the language used in the email is to be briefly outlined. The intent of this assignment is to encourage students to reflect on how to write both briefly and effectively to an administrator who may have limited time to receive your communication.

This assignment is due the beginning of Week 3 (August 5, 2017)

*The following criteria will be used to grade this assignment:*

- Up to five points will be given for brevity, clarity (including grammar and spelling), tone, persuasiveness, and the explanation of the reasoning used in the email

Standard  
, 2, 4 &

4. Group curriculum presentations – Twenty-five percent (25%) of course grade, or a maximum of 25 points. Students will select a group curriculum or bullying prevention program as a topic for this assignment. Students will write an evaluative paper not to exceed four pages that addresses the following:

- ✓ An overview of the curriculum or program including topic, targeted age group, number of weeks, and design of the lesson plans, etc.
- ✓ Why the particular group curriculum or bullying prevention program was selected, i.e. what about it the writer feels is effective
- ✓ Potential challenges or pitfalls and recommendations on how to overcome them
- ✓ The evidence that supports the curriculum or program, if any, a discussion of potential pre- and post-tests, and what outcome measures should be considered
- ✓ A sampling of how the curricula might be adapted, if at all, for different age groups or differently abled students (this might include adaptations for students with learning disabilities, autism spectrum disorder, ADHD, physical disabilities, gifted students, etc.)

This assignment is due the beginning of Week 4 (August 12, 2017).

The following criteria will be used to grade group projects:

- The extent to which each element of the assignment is addressed – 15 points
- Integration of course reading – 5 points
- Clarity and coherence of presentation – 5 points

5. Integrative self-reflection – Twenty-five percent (25%) of course grade, or a maximum of 25 points. Each student will create a presentation that integrates the entirety of the course into a reflection of how she/he envisions embracing the role of school social worker. Student presentations are to include:

- ✓ A reflection on two or three key learnings you have gained from the course
- ✓ A personal vision statement
- ✓ A personal mission statement
- ✓ Three to five core beliefs that will serve to guide and inform your work
- ✓ The unique strengths and talents you bring to your work

The intent of this assignment is for each student to create a living product that can be revisited for the purpose of assisting in shaping her/his work as a school social worker. This can be done in a format that is most meaningful to the student. That is, all or part of this project can be a written paper not to exceed five pages, graphic, audio, mixed media or film. Audio and film projects should be submitted on a CD that will not be returned.

This project is due at the beginning of the final session of class (August 19, 2017).

*The following criteria will be used to grade integrative self-reflection papers:*

- Reflection on key learnings gained from the course/integration of assigned readings and class discussion – 5 points
- Personal mission statement (a concise – preferably one sentence - statement of how you envision your purpose in school social work\*) – 5 points
- Personal vision statement (a concise discussion of the unique and distinctive ways you will accomplish your purpose\*) – 5 points
- Three to five core beliefs that will serve to guide and inform your work – 5 points
- Summary of the unique strengths and talents you bring to your work – 5 points

\* Definitions of vision and mission statements based on Writing a Mission and Vision Statement, by Judy Rushfeldt, located at [www.ezinearticles.com](http://www.ezinearticles.com). (Type “Writing a Mission and Vision Statement” on the web site’s search bar. Judy Rushfeldt’s article will come up as one of several articles.)

Summary of Course Requirements		
Requirement	Due Date	Percentage of Course Grade
Attendance and participation		25%
Reflection on collaboration experience		15%
Persuasive email		5%
Evaluation of group curriculum		30%
Integrative reflection project		25%

**Grading Matrix:**



94 to 100% = A  
90 to 93% = A-  
87 to 89% = B+  
83 to 86% = B  
80 to 82% = B-  
77 to 79% = C+

73 to 76% = C  
70 to 72% = C-  
67 to 69% = D+  
63 to 67% = D  
60 to 62% = D-  
Below 60% = F

### **Required Reading:**

National Association of Social Workers (2012). NASW Standards for School Social Work Services. (Available on-line at [naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf](http://naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf))

Greene, R. (2008). Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. New York: Scribner

Geoff Colvin (2007). 7 Steps for Developing a Proactive Schoolwide Discipline Plan – A Guide for Principals and Leadership Teams. Thousand Oaks, CA: Corwin Press

A Guide to Student Mental Health and Wellness in California - Minnesota Association for Children's Mental Health (2014).. St. Paul, MN: Minnesota Association for Children's Mental Health (<http://www.macmh.org/>)

### **Recommended Reading:**

Child Abuse Prevention Center: What Is Child Abuse?; If A Child Comes To You; and How To Make A Report. (Available on-line at [thecapcenter.org/resources.asp](http://thecapcenter.org/resources.asp))

Dass, Ram, Gorman, Paul (2007). How can I help? Stories and reflections on service. New York: Alfred A. Knopf, Inc. (excerpts as handouts)

Franklin, C., Harris, M.B., Allen-Meares, P. (2013). The school services sourcebook: A guide for school-based professionals. Second Edition. New York: Oxford University Press

Graham, L. (2013). Bouncing back: Rewiring your brain for maximum resilience and well-being. Novato, CA: New World Library

Massat, C., et al (2009). School social work: Practice, policy and research. Chicago: Lyceum Books, Inc. (excerpts provided through Blackboard)

Simmons, M., et al. (2011). Understanding confidentiality and minor consent in California: An adolescent provider toolkit. San Francisco: Adolescent Health Working Group, San Francisco Health Plan. (Available on-line at <http://www.californiateenhealth.org/download/toolkit-rriWeb.pdf>)

Strauss, V. (1/4/15). Teacher: The most important thing I've learned. The Washington Post (Available on-line at <http://www.washingtonpost.com/blogs/answersheet/wp/2015/01/04/teacher-the-most-important-thing-ive-learned/>)

Solomon, M. F. and Siegel, D. J. (Eds) (2003). Healing trauma: Attachment, mind, body, and brain. New York: W. W. Norton & Company

Tirado, L. (11/22/13). This is why poor people's bad decisions make perfect sense. Huffington Post. (Available on-line at [http://www.huffingtonpost.com/linda-tirado/why-poor-peoplesbad-decisions-make-perfect-sense\\_b\\_4326233.html?ncid=edlinkusaolp00000003&ir= Business](http://www.huffingtonpost.com/linda-tirado/why-poor-peoplesbad-decisions-make-perfect-sense_b_4326233.html?ncid=edlinkusaolp00000003&ir= Business))

Walker, T. (1/16/15). Shameful milestone: Majority of public school students live in poverty. neaToday. (Available on-line at <http://neatoday.org/2015/01/16/shameful-milestonemajority-public-school-students-now-live-poverty/>)

Walsh, F. (2006). Strengthening Family Resilience. New York: Guilford Press

**On-line resources:**

<http://www.bullies2buddies.com> .....Site designed for kids to teach bullying prevention strategies

<http://www.bullystoppers.com> .....Bullying prevention strategies

<http://www.clemson.edu/olweus> .....Specific bullying prevention program

<http://www.compassionfatigue.ca/blog/> .....A resource for self-care ideas for helping professionals

<http://www.search-institute.org> .....40 Developmental Assets

<http://www.edjoin.org> .....Employment site targeting jobs in education

<http://www.livesinthebalance.org/>..... Lives in the Balance - Changing the conversation about behaviorally challenging kids. Dr. Ross Greene

<http://www.nationalguidelines.org> .....Health, mental health and safety guidelines developed by a consortium of federal agencies for use by schools – includes discussions on confidentiality and links to a number of relevant federal agencies

<http://www.nea.custombriefings.com> .....Provides daily summary of national news feeds on issues impacting public education; must be a member of National Education Association to receive

<http://www.smhp.psych.ucla.edu> .....School Mental Health Project – a clearinghouse for research related to promoting mental health in schools

<http://www.socialworker.com> .....E-zine for social workers

<http://www.stopbullying.gov> .....Comprehensive government site addressing bullying in schools

<http://www.samhsa.gov/> .....Substance Abuse and Mental Health Services Administration

## **Course Outline:**

### **Week 1 – July 22, 2017**

- Housekeeping issues
- Syllabus review/class expectations/ introductions
- The state of public education and how social work fits in
- How confidentiality is legislated, and the challenges to confidentiality in a school setting
- Ethical decision making
- The school social worker as mandated reporter

### **Required Reading**

- NASW Standards for School Social Work
- Minnesota Association for Children’s Mental Health, Section one, pages 1-40
- Colvin, Chapters 1-3

### **Week 2 – July 29, 2017**

- Check-in
- School Based Wrap Around – A tier three intervention
- Self-care: how do we maintain our health in the midst of bureaucracy, trauma, poverty and human cruelty
- Professional boundaries
- Termination skills
- Collaborative work in schools – including teachers, administrators, other certificated and classified staff in case management
- Connecting with students
- Working with families and home visit protocols

### **Required Reading**

*Reflection paper on collaborative experience due*

- Colvin, Chapters 4-8
- Minnesota Association for Children’s Mental Health, Section one, pages 44-73

### **Week 3 – August 5, 2017**

- Nurtured Heart Approach – Positive school culture
- Check-in Video: Public Education for the 21st Century
- Community collaboration
- The SST process
- Attendance: SARTs and SARBs
- The process of assessing students for special education; interpreting psychological evaluations
- Movie: How Difficult Can This Be?
- Video – Autism: Communication through Typing

### **Required Reading**

*Persuasive email due*

- Colvin, Chapters 9-11

### **Week 4 – August 12, 2017**

- Check-in
- Mental health in schools; the impact of trauma on behavior and learning; referring students to mental health services
- Suicide – assessment and intervention
- School safety and crisis intervention
- Bullying and bullying prevention

### **Required Reading**

*Evaluation of group curriculum/bullying prevention program due*

- Greene,

### **Week 5 – August 19, 2017**

- Facilitating psycho-educational groups
- Justifying our work – data collection; outcome measures
- Workload and time management
- Wrap-up

### **Required Reading**

*Integrative self-reflection due*

- Greene,

## 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:

**MA Social Work PPSC**

**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**:

The Pupil Personnel Services Credential (PPSC) program in Social Work is housed in the Division of Social Work, College of Health and Human Services and delivered with administrative help through the College of Continuing Education. The program was first accredited in 1991. Individuals interested in earning the credential must enroll in and successfully complete the degree requirements for the MSW and PPSC credential concurrently. Exceptions to this requirement are those persons having successfully earned an MSW from an accredited Council on Social Work Education (CSWE) and have met the requirements of a post-masters applicant. Post-Master applicants must have completed their MSW no more than 6 years prior to be admitted to the program. Both the current and post-masters students must complete two courses (SWRK 238A & SWRK 238B) and satisfactorily complete 450 hours of supervised field work in schools. Students must demonstrate the ability to apply and integrate the theories and knowledge from coursework in the field internship site.

**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):

Select PLO

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.

Students were given a survey at the end of their coursework based on criteria established from the California Commission on Teacher Credentialing and represents the classroom and field related experience.

**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.

Eight key areas were assessed through a survey of students: 1) Knowledge regarding how a variety of strategies, interventions & methods that promote success with students who have learning disabilities. 2) Demonstrated knowledge and skills needed to assist in development and implementation of programs to assist in reducing school site bullying. 3) Development and knowledge regarding psycho-social groups and their formation. 4) Being able to select curricula that is most effective in maximizing educational and social objectives, knowledgeable about program design and implementation.

5) Demonstrate the ability to deliver a prevention or intervention through group process that supports positive academic, social and emotional outcomes. 6) Knowledge about legal foundations including Federal and State statute and regulation.

7) Knowledge of resilience and strength based approaches related to school climate. 8) Knowledge of systems related to children and family services including child welfare, juvenile justice, mental health and community based organizations and skills needed to interface with these systems.

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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

**Q3.1.**

Was assessment data/evidence **collected** for the selected PLO?

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

**Q3.1.1.**

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

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 in a survey given at the completion of the second required course SWRK 238B.

**(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:

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**Q3.4.**

What tool was used to evaluate the data?

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

**Q3.4.1.**

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

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

**Q3.4.2.**

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

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

4. N/A

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

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

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

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

**Q3.5.**

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

**Q3.5.1.**

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

**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.)?

**Q3.6.1.**

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

**Q3.6.2.**

How many students were in the class or program?

**Q3.6.3.**

How many samples of student work did 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:

The survey was constructed with essential learning outcomes which are taken from the California Commission on Teacher Credentialing.



PPSC in Social Work Satisfaction Survey Overall Report - Final Report.pdf  
180.04 KB

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**Q3.7.2.**

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

The survey was given to students the last day of class and 55 students out of a cohort of 58 students participated.

**Q3.7.3.**

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

All students in attendance during the last class were surveyed.

**Q3.7.4.**

If surveys were used, what was the response rate?

94.8%

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

Conclusions taken from the student survey are that overall students feel that the critical areas are well covered or at least covered. The skill set best covered was #7 Knowledge of resilience and strength based approaches related to school climate with 66.7% believing this was well covered and 20.4% covered. The lowest scored category was in demonstration of knowledge

and skills to assist in development and implementation of a school site bullying reduction program with 49.1% believing this was well covered, 23.6% covered, 10.9% marginally covered and 16.4% not covered.



PPSC in Social Work Satisfaction Survey Overall Report - Final Report.pdf  
180.04 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?

Overall students indicated they were meeting the program standard. The PPSC program will look at the curriculum and make every effort to do a better job of covering skill sets students did not feel were well covered.

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**Q4.3.**

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

## Question 4A: Alignment and Quality

**Q4.4.**

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

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

**Q4.5.**

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

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

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

**Q5.1.**

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

**Q5.1.1.**

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

The program will work to incorporate curriculum changes to better focus on all eight critical areas.

**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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



23. Other, specify:

**Q5.2.1.**

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

The plan is to make some curricular changes and survey the new cohort at the end of their coursework and compare the results with the current cohort.

**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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 program redesigned evaluation instrument and decided to use a exit survey instead of using grades given on key assignments.


**(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:

 No file attached

 No file attached

 No file attached

 No file attached

**Q8.1.**

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

**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]

MA Social Work PPSC

**Q10.**

Report Author(s):

Dale Russell

**Q10.1.**

Department Chair/Program Director:

Dale Russell

**Q10.2.**

Assessment Coordinator:

Jessika Morrison

**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):

58

**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?

1

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

1

**Q16.1.** List all the names:

Master of Social Work

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

1

**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 <b>assessment plan</b> ...	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
<b>Q19.</b> developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q19.1.</b> last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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**:

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**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