2018 - 2019
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.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:
Please use the "Guidelines" and "Examples for Answering Open-Ended Questions" to answer each question in the template as you complete the report. Please provide and attach the following information:
1. PLO Assessed **(Q1.1, Q2.1)**
2. Definition of the PLO(s) **(Q2.1.1)**
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
4. Direct Measures **(Q3.3.2)**
5. Data Table(s) **(Q4.1)**
6. Curriculum Map **(Q21.1)**
7. Most Updated Assessment Plan **(Q20.2)**

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

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: All the Program Learning Outcomes Assessed

Q1.1.
Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs)or 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. **Research**
☐ 21A. Other, specify any assessed PLOs not included above:

a. [   ]

b. [   ]

c. [   ]

☐ 21B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.
Are your PLOs closely aligned with the mission and/or the strategic plan of the university?

◉ 1. Yes
○ 2. No
○ 3. Don't know

[Undo]

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information 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 the definition for this PLO **(See Appendix 15 Sample Answer to Q2.1.1)**.

Social Work is a professional preparation degree which also includes the Bachelors level degree. Students are expected to know relevent theories and be able to demonstrate the application of skills and to have met competencies (spelled out by the national accrediting body, Council of Social Work Education) upon graduation. A field internship is required and students are assigned to human service agencies where a total of 512 hours is performed during the senior year. During the internship hours students have the opportunity to demonstrate their ability to integrate and apply knowledge from all coursework during the year long Senior year internship. The data used in this assessment is provided by the student's field instructors (professional Social Workers who work in the agency and are assigned the duty of supervising the student intern)evaluations of student performance in their final semester prior to graduation. The assessment used for Integrated and Applied Learning is based on the Field Instructors formal evaluation of the student's performance in a number of specific areas, these are taken from CSWE (Council on Social Work Education) competencies. There are nine competencies with subsets in each catagory.

Q2.2.
Has the program developed or adopted *explicit program standards of performance/expectations* for this PLO? (e.g. "We expect 80% 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

Undo

Q2.2.a.
Please provide the standards of performance/expectations for this PLO:

Q2.3.
Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment(
See Appendix 15 Sample Answer to Q2.3):

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: Student understands concepts and demonstrates the skill with consistency.

5=Exceptional Demonstration of Skill Development: The skill is an intergrated part of the student's style of practice. Student exhibits independence, creativity and flexibiliy in the use of skills.

🔗 Click here to attach a file   🔗 Click here to attach a file

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**)

Undo

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**)

Undo

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. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

[Undo]

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 **attach the assignment instructions that the students received to complete the assignment (**
See Appendix 1 Sample Answer to Q3.3.2):

The data report includes the end of the year (Spring 2019) evaluation scores for all BASW graduating students.

During the last two weeks of the students internship experience students sit down with their field supervisor and

go over and score their performance in a number of specific skills.

📎 **BASW Student Evaluation by Field Instructor _ Cal State S4.pdf
142.67 KB**   📎 **Click here to attach a file**

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.**)

[Undo]

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

Undo

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

Undo

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

Undo

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

Undo

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 2019 evaluation scores for all BASW's.

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

Made sense to use all evaluations submitted to the Division of Social Work from agencies wno supervise BASW
student interns.

Q3.6.2a.
Please enter the number (#) of students *from ONLY your program* that were assessed for this program learning
outcome (not all students in the class).

189

Q3.6.3a.
Please enter the number (#) of samples of student work *from ONLY your program* that were evaluated for this
program learning outcome.

189

Q3.6.4.
Was the sample size of student work for this program assessment adequate for assessing this program learning
outcome?

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

Undo

**(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will
be considered the final submission.)**

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**)

Undo

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:

📎 **Click here to attach a file**　📎 **Click here to attach a file**

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**)

Undo

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**)

[Undo]

Q3.8.3.
If other measures were used, please specify:

📎 Click here to attach a file   📎 Click here to attach a file

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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.) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

> The score of 3 out of 5 on all measures was used to establish the benchmark. In every catagory the benchmark of 80% or better was met, the highest mean score of 4.11 were in two areas, 1) Use field instruction/supervision and consultation to guide professional judgment and behavior 2) Uses empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies. The lowest mean score of 3.39 was in the catagory of: Advocates for policies relevent to the client population.

📎 BSW Practice Skills SP19.pdf
1.54 MB   📎 Click here to attach a file

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 **(See Appendix 15 Sample Answers to Q4.1-Q4.3)**?

Yes, the benchmark was met and exceeded in every catagory.

📎 Click here to attach a file   📎 Click here to attach a file

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

Undo

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

Undo

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

Undo

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**)

Undo

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

[Undo]

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas? [Undo 1-12] [Undo 12-23]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	○	◉	○	○	○
2. Modified curriculum	○	○	◉	○	○
3. Improved advising and mentoring	○	◉	○	○	○
4. Revised learning outcomes/goals	○	○	◉	○	○
5. Revised rubrics and/or expectations	○	○	◉	○	○
6. Developed/updated 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 from the last WASC Assessment was used to train internship site supervisors on how they can better respond to the learning needs of students. The past report was also used in the re-accreditation self study that was submitted to the CSWE (Council on Social Work Education.

Q5.3. To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas? Undo 1-9	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 feedback helped in the Division's discussions on the use of field based evaluations and other embedded measures classroom used in our self-report to our national accrediting body, Council on Social Work Education.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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:

📎 Click here to attach a file   📎 Click here to attach a file

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. **Research**
☐ 21. 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?

[   ]

Q9. Please attach any additional files here:

| 📎 Click here to attach a file | 📎 Click here to attach a file |
| 📎 Click here to attach a file | 📎 Click here to attach a file |

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):

624

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:

Undo

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

1

Q16.1. List all the names:

BASW

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:

MSW

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

Don't know

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

1

Q18.1. List all the names:

School Social Work PPSC (Post-Masters)

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?	○	○	◉	○	○	○	○	○

Undo

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

📎 **Click here to attach a file**

Q21.
Has your program developed a **curriculum map? Please note: A curriculum map is not a roadmap. A roadmap is a graphical representation of the courses students must take to graduate. A curriculum map is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.**

○ 1. Yes
◉ 2. No
○ 3. Don't know
Undo

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

📎 Click here to attach a file

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes
◉ 2. No
○ 3. Don't know
Undo

Q23.
Does your program have a capstone class?

○ 1. Yes, specify:

◉ 2. No
○ 3. Don't know
Undo

Q23.1.
Does your program have a capstone project(s)?

○ 1. Yes
◉ 2. No
○ 3. Don't know

Undo

Q24.
BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

☐ 1. PLO Assessed **(Q1.1, Q2.1)**
☐ 2. Definition of the PLO(s) **(Q2.1.1)**
☐ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
☐ 4. Direct Measures **(Q3.3.2)**
☐ 5. Data Table(s) **(Q4.1)**
☐ 6. Curriculum Map **(Q21.1)**
☐ 7. The Most Updated Assessment Plan **(Q20.2)**

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!
(**Remember**: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.**11**.19

BASW Student Evaluation by Field Instructor

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❤️ STUDENT EVALUATION PROCESS ❤️

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

INSTRUCTIONS

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

COMPETENCY RATINGS

- The standard by which an intern is to be evaluated is that of a new entry-level social worker.
- This evaluation should assess the Student's competencies for the current semester.
- If there is an area for which the Field Instructor has not yet had an opportunity to evaluate the Student's performance, it is okay to leave it blank. The Student is expected to be evaluated in all areas by the end of the placement year.
- When completed, the Student and Field Instructor should jointly review and sign the evaluation. The Student doesn't have to *agree* with the ratings but he or she should *understand* the reasoning behind the ratings.

Score	Competency Rating	Competency Defined
1	Below Beginning Skill Level	Student shows little to no evidence of understanding the concept and/or demonstration of skill development.
2	Beginning Skill Development	Student shows some understanding of the concept and is beginning to recognize in hindsight how it may have been applied in practice situations.

Score	Competency Rating	Competency Defined
3	Progressing in Demonstration	Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to exhibit consistency.
4	Consistent Demonstration of Skill Development	Understands the concept and demonstrates the skills with consistency.
5	Exceptional Demonstration of Skill Development	The skill is an integrated part of the student's stance and style. Student exhibits independence, creativity, and flexibility in the use of the skills.
Leave Blank	Unable to Assess	Student has not yet had an opportunity to demonstrate competency in this area.

- The expected ratings for performance of a first semester BASW student are 2's and 3's.
- Students who possess a great deal of experience may earn 4's with some practice behaviors.
- At the end of the second semester, the expected rating for performance is 3's and 4's.
- Field Instructors must provide a written explanation of any rating that is a "1" or a "5."

Competency 1: Student demonstrates ethical and professional behavior.

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. [FI rating]

1.1 Student Rating

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

1.2 Student Rating

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

1.3 Student Rating

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

1.4 Student Rating

1.5 Use technology ethically and appropriately to facilitate practice outcomes.

1.5 Student Rating

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

1.6 Student Rating

Competency 2 - Student engages diversity and difference in practice.

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

2.1 Student Rating

2.2 Employs diversity-sensitive practice skills.

2.2 Student Rating

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

2.3 Student Rating

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

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

3.1 Student Rating

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

3.2 Student Rating

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

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

4.1 Student Rating

4.2 Implements evidence-based interventions.

4.2 Student Rating

Competency 5 - Student engages in policy practice.

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

5.1 Student Rating

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

5.2 Student Rating

5.3 Advocates for policies relevant to the client population.

5.3 Student Rating

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

6.1 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) to engage with clients and constituencies. (Constituencies include individuals, families, groups, organizations and communities.)

6.1 Student Rating

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

6.2 Student Rating

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

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

7.1 Student Rating

7.2 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) in the analysis of assessment data from clients and constituencies.

7.2 Student Rating

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

7.3 Student Rating

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

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

8.1 Student Rating

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

8.2 Student Rating

8.3 Use multidisciplinary collaboration as appropriate to support practices.

⬜

8.3 Student Rating

⬜

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

⬜

8.4 Student Rating

⬜

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

⬜

8.5 Student Rating

⬜

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

9.1 Selects and uses appropriate methods for evaluation of outcomes.

⬜

9.1 Student Rating

⬜

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

⬜

9.2 Student Rating

⬜

9.3 Applies evaluation findings to improve practice effectiveness.

⬜

9.3 Student Rating

⬜

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

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Specific ways student can improve ethical/professional behavior:

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Field Instructor overall comments or summary statements:

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Please List Semester and Year of this evaluation: [Required]   ○   Fall   ○   Spring

Year: 2016

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

Field Instructor Signature

Clear signature

Date: Nov   28   2016

Phone:

Field Instructor Email

Student email

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N=189
Benchmark=3

BSW Practice Skills - Spring 2019				
Category	Mean	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.	3.90	100%	0%	0.5%
1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.	3.90	98%	2%	0.5%
1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	3.99	99%	1%	0.0%
1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	4.08	99%	1%	0.0%
1.5 Use technology ethically and appropriately to facilitate practice outcomes.	4.03	99%	1%	0.5%
1.6 Use field instruction/supervision and consultation to guide professional judgment and behavior.	4.11	99%	1%	1.6%
2.1 Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.	3.87	98%	2%	0.5%
2.2 Employs diversity-sensitive practice skills.	3.92	99%	1%	0.0%
2.3 Presents self as learner and engages clients and constituencies as experts of their own experiences.s.	3.95	99%	1%	0.0%
3.1 Applies principles of social, economic and environmental justice to advocate for human rights at the individual and systems levels.	3.57	96%	4%	1.1%
3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.	3.59	96%	4%	1.1%
4.1 Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.	3.51	97%	3%	2.6%
4.2 Implements evidence-based interventions.	3.65	98%	2%	3.7%

N=189
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.	3.38	95%	5%	3.2%
5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.	3.50	96%	4%	1.6%
5.3 Advocates for policies relevant to the client population.	3.39	92%	8%	5.8%
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.)	3.69	99%	1%	0.0%
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	4.11	99%	1%	0.5%
7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.	3.70	98%	2%	1.6%
7.2 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) in the analysis of assessment data from clients and constituencies.	3.60	99%	1%	1.1%
7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	3.78	98%	2%	0.5%
8.1 Selects appropriate intervention strategies based on the assessment, research, values and preferences of clients and constituencies.	3.77	98%	2%	0.5%
8.2 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	3.80	98%	2%	0.5%
8.3 Use multidisciplinary collaboration as appropriate to support practices.	3.88	99%	1%	0.5%
8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.	3.82	97%	3%	0.0%

N=189
Benchmark=3

8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.	3.77	98%	2%	3.7%
9.1 Selects and uses appropriate methods for evaluation of outcomes.	3.56	97%	3%	4.2%
9.2 Evaluates (monitors and critically analyses) interventions and outcomes.	3.63	98%	2%	3.7%
9.3 Applies evaluation findings to improve practice effectiveness.	3.62	98%	2%	4.8%