

Educational Policy 4.0—Assessment

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

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

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

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



FX - Foundation Curriculum @ Exit

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

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

I. Program Cumulative Scores Compared with all Student Scores

EPAS 2015 Foundation (2016)

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

II. Program section scores compared with all FCAI section scores

EPAS 2015 Based Forms (2016)

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

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

III. Program: BSW Student Scores by Individual Curricular Area

EPAS 2015 Based Questions

Demonstrate Ethical and Professional Behavior

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

Engage Diversity and Difference in Practice

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

Advance Human Rights and Social, Economic, and Environmental Justice

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

Engage in Practice-informed Research and Research-informed Practice

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

Engage in Policy Practice

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

Engage with Individuals, Families, Groups, Organizations and Communities

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

RE15_37 - Mandated clients:	103/144	71.53
RE15_38 - Self-determination:	64/144	44.44

Assess Individuals, Families, Groups, Organizations, and Communities

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

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

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

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

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

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

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

Changelog

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

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

BSW Generalist Practice Competency Assessment Matrix

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

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

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

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

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

CSUS BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON (*May 2016*)

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

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

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

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

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

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

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

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

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

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

For the FCAI we assess the score of our students at each competency relative to the national mean for that competency. If our students perform at or above one standard deviation from that mean then we believe that we have met the benchmark for that competency.

We have one program option in both the BSW and MSW programs.

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