Educational Policy 4.0—Assessment

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

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

Each of these assessments will be administered in the late Spring semester of the end of the foundation curriculum. For BSW students this would be in April or May of the senior year and for MSW students this would be in April or May of the second year in a two-year program. We set a 3 out of 5 as the level of competency that is passing for both the BSW and MSW foundation years in our Field Evaluation. (For field evaluation questions see the Learning agreement practice behaviors section above embedded in the field section narrative.) We expect 80% of students in both programs to achieve this benchmark. The competency level cut off that we are expecting for the SWEAP is a comparative rating based upon national means. We expect our graduates to meet of exceed the national means for knowledge based competency. We interpret this to mean that our students' scores on the FCAI are statistically the same or higher on average than the national overall mean. In fact this is true for both our BSW and MSW students

where in both cases in an independent samples t-test analysis our students score statistically higher than the national means. We have one program option in both the BSW and MSW programs. 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.

csum - California State U @ Sacramento, Masters Program, Cohort date of :MAY16, N=80

I. Program Cumulative Scores Compared with all Student Scores

EPAS 2008 Foundation Curriculum(2011, 2013)

	Score Average % Correct	Score Range	Standard Deviation	t-test Value	p-value
Program N=80	64.87 %	37.50 - 82.81 %	9.14	2.82	0.001 **
National N=10468	61.98 %	0.00 - 99.99 %	11.86		

II. Program section scores compared with all FCAI section scores

EPAS 2008 General Sections

Curricular Area	Mean Section Score % Q Correct	Standard Deviation	Mean National Section Score % Q Correct (n=10468)	t-test value	p-value
Total Score EPAS 2008 2.1.1/2.1.10 A-D: Practice	70.16 %	13.33	71.86 %	-0.13	0.80
Total Score EPAS 2008 2.1.7: HSBE	69.12 %	12.06	63.90 %	0.44	0.60
Total Score EPAS 2008 2.1.8: Policy	53.26 %	21.40	51.11 %	0.10	0.90
Total Score EPAS 2008 2.1.6: Research	61.26 %	19.60	51.54 %	0.51	0.60
Total Score EPAS 2008 2.1.2: Ethics	62.38 %	15.67	66.23 %	-0.25	0.80
Total Score EPAS 2008 2.1.4: Diversity	61.47 %	19.79	57.06 %	0.23	0.80
Total Score EPAS 2008 2.1.5: Social & Economic Justice	72.49 %	19.00	66.51 %	0.32	0.70

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

EPAS 2015 General Sections

EPAS 2008 Questions Mapped To EPAS 2015

Curricular Area	Mean Section Score % Q Correct	Standard Deviation	Mean National Section Score % Q Correct (n=10468)	t-test value	p-value
EPAS 2015 Score 2.1.1 : Demonstrate Ethical and Professional Behavior	61.00 %	14.87	58.83 %	0.15	0.80
EPAS 2015 Score 2.1.2 : Engage Diversity and Difference in Practice	64.95 %	17.10	57.29 %	0.46	0.60
EPAS 2015 Score 2.1.3 : Advance Human Rights and Social, Economic, and Environmental Justice	66.93 %	15.66	60.24 %	0.44	0.60
EPAS 2015 Score 2.1.4 : Engage in Practice-informed Research and Research-informed Practice	64.98 %	19.26	53.52 %	0.61	0.50
EPAS 2015 Score 2.1.5 : Engage in Policy Practice	61.64 %	19.10	55.80 %	0.31	0.70

Curricular Area	Mean Section Score % Q Correct	Standard Deviation	Mean National Section Score % Q Correct (n=10468)	t-test value	p-value
EPAS 2015 Score 2.1.6 : Engage with Individuals, Families, Groups, Organizations and Communities	61.19 %	48.67	49.79 %	0.24	0.80

EPAS 2015 Score 2.1.7 : Assess Individuals, Families, Groups, Organizations, and Communities	59.63 %	16.71	57.52 %	0.13	0.80
EPAS 2015 Score 2.1.8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	71.95 %	14.71	75.71 %	-0.26	0.70
EPAS 2015 Score 2.1.9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	78.67 %	40.87	77.72 %	0.02	0.90

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

III. Program: BSW Student Scores by Individual Curricular Area

EPAS 2008 Based Questions (v9)
Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
R01 - A (An)_____links clients with needed resources.	18/80	22.50
R02 - Macro practice targets which of the following tasks:	60/80	75.00
R03 - Which of the following is (are) (a) method(s) of conducting a community needs assessment?	62/80	77.50
R04 - A (An)_____is a fiscal agreement between an agency with funds and another agency that can provide needed services.	49/80	61.25
R05_9 - Listening empathetically means:	35/80	43.75
R06 - Determining progress toward goal achievement is one facet of the_____stage.	47/80	58.75
R07_9 - Which of the following is an example of informal resources?	63/80	78.75
R08 - In social work practice, partialization refers to:	57/80	71.25
R09 - Policies, practices, or procedures that systematically exclude people on the basis of race or ethnicity with the intentional or unintentional support of the entire culture is called:	65/80	81.25
R10 - In case management, monitoring:	66/80	82.50
R11 - Effective work skills, the ability to get along with others, and support of one`s family are examples of:	69/80	86.25

Curricular Area Question	Cumulative Correct	%
R12 - Which of the following techniques are common to advocacy?	71/80	88.75
R13 - The process by which social workers respect and effectively practice with people of different cultures, religions, classes, and ethnic background is an example of?	67/80	83.75

HBSE

Curricular Area Question	Cumulative Correct	% Of Students Answered
R14 - Police departments and laws are instruments of:	75/80	93.75 Correct
R15 - Battered women often stay in their homes because of:	76/80	95.00
R16 - Acting on one`s prejudice toward an individual based upon a characteristic such as gender or sexual orientation is an example of :	37/80	46.25
R17 - Believing that social work practice is conducted at the interface between people and their environments is associated with which perspective?	48/80	60.00
R18 - Modification of one`s language, identity, behavior patterns, and preferences to those of the host/majority society is called:	25/80	31.25
R19 - The concept "person-in-environment" includes which of the following:	63/80	78.75
R20 - During pregnancy, which of the following is a preventable cause of mental retardation?	60/80	75.00
R21 - Physical punishment of a child as a means of reducing aggressive behavior has been shown to be:	75/80	93.75
R22 - Carol Gilligan`s disagreement with Kohlberg`s moral development theories is based on the fact that:	28/80	35.00
R23 - Social learning theory places an emphasis on which of the following:	66/80	82.50

Policy

Curricular Area Question	Cumulative Correct	% Of Students Answered
R24 - The Elizabethan Poor Law is important for understanding social welfare in the US because:	42/80	52.50 Correct
R25 - According to the Elizabethan Poor Law, the unworthy poor were those who:	35/80	43.75
R26 - The enactment of the Personal Responsibilities and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:	29/80	**Correct** 36.25
R27 - In a capitalistic economic system one of the purposes of social welfare is to:	32/80	40.00
R28 - In the current American political context, conservatives generally:	51/80	63.75
R29 - The principle of "social insurance" is best defined as:	48/80	60.00
R30 - The major social welfare program to emerge from the New Deal was:	62/80	77.50
R31 - The Earned Income Tax Credit (EITC) is considered by policy analysts to be:	18/80	22.50
R32 - In which category (ies) does the U.S. fall below other developed nations?	66/80	82.50

Research

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
R33 - The requirements for a "classical experimental" design include:	53/80	66.25
R34 - Which of the following represents a well-known single subject design?	51/80	63.75
R35 - Using random sampling (based upon probability theory)...	49/80	61.25
R36 - Which of the following is not a level of measurement?	68/80	85.00
R37 - 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?	40/80	50.00
R38 - Which of the following can survey research not establish?	59/80	73.75
R39 - Which of the following is a longitudinal design?	56/80	70.00
R40 - Which of the following sampling strategies increases the opportunity for making sure all groups of interest in the population are represented in the sample?	32/80	40.00
R41 - A valid measure of a variable (is)....	33/80	41.25

Ethics/Values

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
R42 - Making clients aware of their choices is inherent in which social work ethical obligation?	33/80	41.25
R43 - The NASW Code of Ethics allows social workers to have sexual contact with post termination clients after what period of time has passed?	57/80	71.25
R44 - 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:	54/80	67.50
R45_9 - The NASW Code of Ethics offers a set of values, principles and standards related to all but one of the following:	41/80	51.25
R46 - A social work student beginning her internship is told by her supervisor to not tell clients that she is a student since this might undermine their confidence in her. According to the Code of Ethics, withholding this information could:	74/80	92.50
R47 - When a social worker`s colleague is displaying incompetence in service to his clients, the social worker should discuss this matter first with the:	49/80	61.25
R48 - What is the difference between privileged communication and confidentiality?	28/80	35.00
R49 - A social worker offers her unemployed client a job cleaning the worker`s home. This is an example of a:	62/80	77.50

Diversity

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
R50_9 - A group of social work students have arranged to visit a local mosque to gain a greater understanding of Ramadan. In preparing for the visit one of the most important rules of etiquette should be:	63/80	78.75
R51 - 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?	62/80	77.50
R52_9 - Terms like: police officers, postal workers, spokesperson, and chairperson are examples of:	37/80	46.25
R53 - A social worker is meeting with a Hispanic family and notes that the father appears rather aloof and disinterested in his children`s difficulty in school. The social worker decides that this family would benefit from family counseling because of the father`s lack of concern about his family`s welfare. Another likely explanation for the father`s actions is:	57/80	71.25
R54 - A recent refugee from Africa 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?	32/80	40.00
R55 - A group of social work students are discussing a diversity assignment for human behavior and social environment. Mike states that it is racial differences due to biology that account for most of the problems that African Americans experience in society. Pat argues that there is no such thing as race and that most differences among people are due to other factors such as socioeconomic status, cultural variables, and power struggles. Which of the two perspectives is more current?	48/80	60.00
R56 - Which of the following statements is not accurate regarding women?	59/80	73.75
R57 - The best current knowledge about homosexual orientation is that it:	34/80	42.50

Social and Economic Justice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
R58 - A belief that those with the greatest wealth have an obligation to help provide for those with the least is part of which perspective?	38/80	47.50
R59 - Benefits that accrue to members of the dominant U.S. culture because of their skin color are referred to as:	76/80	95.00
R60 - Which of the following is false:	63/80	78.75
R61 - Social activism and other social change efforts are often resisted by:	55/80	68.75

R62 - Which of the following is true in America in the 21st century?	58/80	72.50
R63 - Which explanation of poverty is the most consistent with a social justice perspective?	59/80	73.75
R64_9 - Which of the following is not evidence of a social justice deficiency in the American political-economic system?	51/80	63.75

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.

MSW Generalist Practice Competency Assessment Matrix

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percent of Students Achieving Benchmark	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 1.1: 100% Behavior 1.2: 100% Behavior 1.3: 99% Behavior 1.4: 100% Behavior 1.5: 100% Behavior 1.6: 98% Mean = 99.45%	99.50% &	Yes
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP – Ethical Behavior = Q37, 42, 43, 44, 45, 46, 48, 49 CSUS Mean 61.00% correct compared with SWEAP Nat'l Mean 58.83% correct = CSUS higher	Yes	
Competency 2: Engage Diversity and Difference in Practice				99%	

			Behavior 2.1: 99%		
	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 2.2: 99% Behavior 2.3: 99% Mean = 99%	& Yes	Yes
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q8, 15, 17, 52, 53, 54, 55, 56 CSUS Mean 64.95% correct compared with SWEAP Nat'l Mean 57.29% correct		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 3.1: 94.8% Behavior 3.2: 94.8% Mean = 94.8%	94.8% & Yes	Yes
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q2, 25, 27, 50, 51, 57, 58, 59, 60, 61, 62, 63 CSUS Mean 66.93% correct compared with SWEAP Nat'l Mean 60.24% correct		
Competency 4: Engage in Practice-				96.4%	

Informed Research and Research and Research-Informed Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 4.1: 98% Behavior 4.2: 94.8% Mean = 96.4%	&	
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q32, 33, 34, 35, 36, 38, 39, 40, 41 CSUS Mean 64.98% correct compared with SWEAP Nat'l Mean 53.52% correct	Yes	Yes
Competency 5: Engage in Policy Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 5.1: 91.5% Behavior 5.2: 91.5% Behavior 5.3: 92.1% Mean = 91.7%	91.7% &	
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q10, 23, 24, 26, 28, 29, 30, 31 CSUS Mean 61.64% correct compared with SWEAP Nat'l Mean 55.80% correct	Yes	Yes
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 6.1: 99% Behavior 6.2: 100% Mean = 99.5%	99.5% &	

				Yes	
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q4 CSUS Mean 61.19% correct compared with SWEAP Nat'l Mean 49.79% correct		Yes
Competency 7: Assess	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 7.1: 97% Behavior 7.2: 96% Behavior 7.3: 97.9% Mean = 96.97%	96.97% & Yes	Yes
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q5, 9, 11, 16, 18, 21, 22 CSUS Mean 59.63% correct compared with SWEAP Nat'l Mean 57.52% correct		
Competency 8: Intervene with	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 1.1: 98% Behavior 1.2: 96.9% Behavior 1.3: 96.9% Behavior 1.4: 96.9% Behavior 1.5: 94.7% Mean = 96.68%	96.68% & 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	SWEAP Q1, 3, 6, 12, 13, 14, 19		

		competency on the Foundation Curriculum Assessment Instrument (FCAI)	CSUS Mean 71.95% correct compared with SWEAP Nat'l Mean 75.71% correct		
Competency 9: Evaluate Practice with	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 1.1: 95.8% Behavior 1.2: 94.7% Behavior 1.3: 95.8% Mean = 95.43%	95.43% &	Yes
	SWEAP/FCAI National Mean for the Competency	Measure 2: Mean student score is statistically not different than or above national mean of MSW students for SWEAP questions assessing this competency on the Foundation Curriculum Assessment Instrument (FCAI)	SWEAP Q7 CSUS Mean 78.67% correct compared with SWEAP Nat'l Mean 77.72% correct	Yes	

MSW Behavioral Health Competency Assessment Matrix

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percent of Students Achieving Benchmark	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 1.1: 100% Behavior 1.2: 100% Behavior 1.3: 100% Behavior 1.4: 100% Behavior 1.5: 100% Behavior 1.6: 100% Mean = 100%	100%	Yes
Competency 2: Engage Diversity and Difference in Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 2.1: 96.7% Behavior 2.2: 100% Behavior 2.3: 96.7% Mean = 97.8%	97.8%	Yes

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 3.1: 82.8% Behavior 3.2: 86.2% Mean = 84.5%	84.5%	Yes
Competency 4: Engage in Practice-Informed Research and Research and Research-Informed Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 4.1: 96.2% Behavior 4.2: 92.9% Mean = 94.55%	94.55%	Yes
Competency 5: Engage in Policy Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 5.1: 84% Behavior 5.2: 84% Behavior 5.3: 93.3% Mean = 87.1%	87.1%	Yes
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 6.1: 89.3% Behavior 6.2: 100% Behavior 6.3: 100% Mean = 96.43%	96.43%	Yes

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 7.1: 92.9% Behavior 7.2: 92.9% Behavior 7.3: 89.3% Behavior 7.4: 96.2 Behavior 7.5: 100% Mean = 94.26%	94.26%	Yes
Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 8.1: 92.6% Behavior 8.2: 89.3% Behavior 8.3: 92.6% Behavior 8.4: 96.4% Behavior 8.5: 100% Mean = 94.18%	94.18%	Yes
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 9.1: 100% Behavior 9.2: 100% Behavior 9.3: 100% Mean = 100%	100%	Yes

			Behavior 10.1: 96.2%		
Competency 10: Leadership			Behavior 10.2: 90%	93.1%	
			Mean = 93.1%		Yes

MSW Children and Families Competency Assessment Matrix

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percent of Students Achieving Benchmark	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 1.1: 97.2% Behavior 1.2: 97.2% Behavior 1.3: 100% Behavior 1.4: 100% Behavior 1.5: 100% Behavior 1.6: 100% Mean = 99.07%	99.07%	Yes

Competency 2: Engage Diversity and Difference in Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 2.1: 97.1% Behavior 2.2: 97.2% Behavior 2.3: 100% Mean = 98.1%	98.1%	Yes
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 3.1: 97% Behavior 3.2: 86.2% Mean = 91.6%	91.6%	Yes
Competency 4: Engage in Practice-Informed Research and Research and Research-Informed Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 4.1: 98% Behavior 4.2: 93.3% Mean = 95.65%	95.65%	Yes

Competency 5: Engage in Policy Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score.	Behavior 5.1: 90.6% Behavior 5.2: 93.3% Behavior 5.3: 92.6% Mean = 92.17%	92.17%	Yes
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 6.1: 97.1% Behavior 6.2: 97% Behavior 6.3: 91.2% Mean = 95.1%	95.1%	Yes
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 7.1: 97% Behavior 7.2: 93.5% Behavior 7.3: 87.5% Behavior 7.4: 87.5% Behavior 7.5: 96.8% Mean = 94.26%	92.46%	Yes
Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 8.1: 96.8% Behavior 8.2: 90.3% Behavior 8.3: 93.9%	92.86%	Yes

			Behavior 8.4: 93.3%		
			Behavior 8.5: 90%		
			Mean = 92.86%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 9.1: 97% Behavior 9.2: 97% Behavior 9.3: 96.9% Mean = 96.97%	96.97%	Yes
Competency 10: Leadership		Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 10.1: 93.7% Behavior 10.2: 96.3% Mean = 95%	95%	Yes

MSW Health & Aging Competency Assessment Matrix

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percent of Students Achieving Benchmark	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 1.1: 100% Behavior 1.2: 94.4% Behavior 1.3: 100% Behavior 1.4: 100% Behavior 1.5: 100% Behavior 1.6: 94.4% Mean = 98.13%	98.13%	Yes
Competency 2: Engage Diversity and Difference in Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 2.1: 100% Behavior 2.2: 88.2% Behavior 2.3: 94.1% Mean = 94.1%	94.1%	Yes

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 3.1: 88.2% Behavior 3.2: 88.2% Mean = 88.2%	88.2%	Yes
Competency 4: Engage in Practice-Informed Research and Research and Research-Informed Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 4.1: 94.1% Behavior 4.2: 93.7% Mean = 93.9%	93.9%	Yes
Competency 5: Engage in Policy Practice	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 5.1: 94.1% Behavior 5.2: 88.2% Behavior 5.3: 86.7% Mean = 89.67%	89.67%	Yes
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 6.1: 94.1% Behavior 6.2: 94.1% Behavior 6.3: 94.1% Mean = 94.1%	94.1%	Yes

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 7.1: 100% Behavior 7.2: 94.1% Behavior 7.3: 100% Behavior 7.4: 78.6 Behavior 7.5: 100% Mean = 94.54%	94.54%	Yes
Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score Measure 2:	Behavior 8.1: 94.1% Behavior 8.2: 94.1% Behavior 8.3: 94.1% Behavior 8.4: 87.5% Behavior 8.5: 100% Mean = 93.96%	93.96% & Yes	Yes
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	80%	Measure 1: Students receive at least a 3 out of 5 Field Evaluation Score	Behavior 9.1: 93.7% Behavior 9.2: 100% Behavior 9.3: 100% Mean = 97.9%	97.9%	Yes

			Behavior 10.1: 75% Behavior 10.2: 75%	75%	
Competency 10: Leadership	80%				
			Mean = 75%		No

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.

ASSESSMENT OF STUDENT LEARNING OUTCOMES
CSUS MASTER OF SOCIAL WORK PROGRAM
LAST COMPLETED ON (May 2016)

Form XXXX-Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing *Accreditation Standards* below.

_____

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated 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 each benchmark.

4.0.4: The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to 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 which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which 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	PERCENT OF STUDENTS ACHIEVING BENCHMARK		
		Behavioral Health	Children & Families	Health & Aging
Identify as a Professional Social Worker	3	100.00%	97.20%	100.0%
Apply Ethical Principles	3	100.00%	97.20%	94.40%

Apply Critical Thinking	3	96.70%	100.0%	100.0%
Engage Diversity In Practice	3	97.80%	98.10%	94.10%
Advance Human Rights/ Social and Economic Justice	3	84.50%	91.60%	88.20%
Engage Research Informed Practice/ Practice Informed Research	3	94.55%	95.65%	93.90%
Human Behavior Knowledge	3	92.90%	97.00%	94.10%
Engage Policy Practice to Advance Well-Being and Deliver Services	3	87.10%	95.65%	89.67%
Respond to Practice Contexts	3	92.60%	92.17%	94.10%
Practice Engagement	3	96.43%	95.10%	94.10%
Practice Assessment	3	94.26%	92.46%	94.54%
Practice Intervention	3	96.68%	92.86%	93.96%
Practice Evaluation	3	95.43%	100.0%	97.90%

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 competencies are administered 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

Specialized Practice Year Data Addendum

This is written to advise reviewers that the additional data and analysis of the specialized practice year competencies will be sent in an addendum in June 2017 following the close of the academic semester. The MSW program received a delay of one year for this self-study because the program was engaged in major structural change from an advanced generalist program to a

specialized practice program. This was also happening at the same time that the 2015 EPAS standards were being made available. We had a consultation visit from our accreditation liaison at that time. We were about to launch our first year, the current year, of the specialized practice program but if we were to report one full year it would have been on the older model. The advice from our liaison was to report the data woe could collect from the first semester and to offer an addendum after the close of the semester. This is what we have done in the paged that follow. Our advanced specialized practice student performance is assessed in the Field Evaluations that are specialized (see Learning Agreements in the Field Section of this report.) They are different and reflect the specialized practice competencies described in this document. That measure represents the holistic, multidimensional assessment. The knowledge-based assessment will be provided from the course embedded assessments which will be available after one full year of delivery of the specialized practice curriculum. We will submit these matrices with the additional course embedded assessments for each of these competencies by June 15th of 2017.

In all of the specialized practice competencies for each of the specialized practice areas we meet or exceed our benchmarks. The single exception is for the Health and Aging Specialized Practice area our students' performance yielded a mean score of 75% which is 5% lower than the 80% benchmark. Leadership is a new competency for us that we value and have many opportunities to grow and develop as a faculty in teaching leadership skills and behaviors to students such that they improve in leadership performance. Of import is that such a deficiency only was apparent in the Health and Aging Specialized practice area. Once data is collected and analyzed from the second semester we may see an overall change in that competency score.

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.

The CSUS Implicit Curriculum evaluation plan includes a series of annual focus groups with stakeholders who have a demonstrated investment in the success of the social work program. A total of 5 focus groups were held with the following stakeholders; BSW students, MSW students, Field Instructors, faculty and staff. A total of 85 individuals were present in these 5 groups. The groups ranged in size from 15 to 24 members.

Each group was asked the same series of questions about the implicit curriculum in the following areas; diversity, administration and governance, resources and growth and improvement. The Field Instructor group was also asked about each 2015 EPAS competency and Division of Social Work performance relative to that competency. Additionally, the Division Chair, acting as Chief Program Officer was interviewed to collect data on his point of view of the strengths, challenges, opportunities and threats facing the Division of Social Work and its current programs. We plan to engage I this level of Implicit Curriculum analysis every other year going forward.

Diversity

Most stakeholders indicated there has been an increase in "students of color" (ethnic diversity) over the last 5 years, especially in the BSW program. There was an appreciation of being able to have bilingual students: Spanish, Hmong, Romanian, Russian, Ukranian. There was consensus on the following:

- There is a strong effort in achieving diversity among students

- Growing population of Hispanic students

- Lack of black males

- Lack of males

- Efforts are made to have diversity with faculty and staff

There was repeated mention of there not being enough male students (especially for sites that focus on children). There has been an increase in students who appear to have their own mental health problems, so much so that it is observed (or it "shows up") in the classroom, in campus common areas and at field sites. Some students lack emotional boundaries, even for a bachelor level student. There was discussion about how much more preoccupied and anxious the students are because they are fulfilling too many roles (especially being full or part time employees in addition to being an intern).

Solutions:

As a result of receiving this information the Division plans to place more emphasis discussing self-regulation in practice classes.

Several stakeholders indicated that students don't seem to have an understanding of economic diversity (poverty and homelessness) and how this impacts one's ability to regulate.

Solution: Improve in teaching all students about how poverty impacts one's emotions.

Several stakeholders indicated that many students seem to still have a lack of deep knowledge about LGBTQ considerations.

Solution: Emphasize more throughout the curriculum on LGBTQ issues and not just in the diversity courses.

<u>Administration and Governance</u>

There were several comments and concerns raised by students regarding communication with the social work administration. Students would like more and regular communication via emails and social media. They seek more opportunities to connect with each other and receive information from the Division. Several stakeholder's indicated that office staff seem overburdened. They indicated that they we cordial but had too any demands.

Solution: Advocate for a Student Support Services employee and utilize her to triage easier and more complex administrative questions raised by students.

Solution: Engage in an active social media presence for the Division's accounts. Send regular, at least weekly, emails advising of events and deadlines.

There were several concerns about communication and resources raised. They may be summarized in the comments below.

- Communication challenging, does not flow and updates missed

- Getting information and guidance varies from Directors

- Governance needs improvement

- There are challenges with policy implementation

- Job descriptions need to be accurate within governance and administration and followed

- Improvement needed in supporting staff workload issues

- Consistent information needs to be shared and uniform.

- Strengthening of leadership needed

- Empowerment of staff to set boundaries with faculty is needed

- Staff shouldn't be expected to drop a task to meet a crisis of a faculty; planning is needed

- Resources are improving

- Computer equipment still outdated

- Need correct equipment and software for jobs

There was consensus that:

- Field liaison support is needed

- Teaching across the curriculum is positive

- We need accountability for faculty teaching across the board to provide the most optimal outcomes for students

- Need adequate, efficient and valid methods to measure student learning and assimilation of content

- Need improvement in tracking data and measuring progress

- Title IV-E model is a strength

- Hiring adjuncts to spend time with students in the field

- S4 is a strength, students don't slip through the cracks

Resources

There was widespread consensus that the very large CSUS BSW and MSW programs are lack sufficient resources. Faculty indicated that they have been doing things with so little for so long that they would really need to step back to access what is necessary for healthy growth and development and which resources would actually provide this.

Solution: Facilitate a faculty retreat to explore adequacy and new directions for resources within the Division.

Growth and Improvement

There was wide scale agreement that a student "growth and development" was largely connected to the student's relationships with instructors across the curriculum.

There was general agreement that Sac State is doing a good job in this area. A medical site Field Instructor said "I have students from other BSW and MSW programs and the Sac State student is often at the top of this group."

Consensus in this was that:

- The number of staff needs to coincide with growth of student body

- Students are exposed to different aspects of social work and given opportunities to enhance learning in both micro and macro practice

- Emphasis on self-reflection is needed with students

- Improve students understanding with the broad scope of social work; all areas of practice

- Enhanced learning through growing field program, technology & pedagogy

There was general agreement that students have poor writing skills.

Solution: Explore the influence of the new GRE requirement and if the Division has seen stronger writers as a result. There were questions about the purpose of the GRE if it wasn't used as a way to screen out students with low writing scores.

There was discussion about the increase in the last 5 years of students having a "feed me" attitude. There is "less curiosity" and "more demand" in the students about what needs to be presented to them in the BSW and MSW experience.

Solution: Set reasonable expectations and boundaries in foundation class to address these issues.

There was some discussion about how students aren't "culturally competent" in their skills. While they may have knowledge of cultural difference, they don't know how to work with it or apply skills.

Solution: Teach with more practice vignettes and activities for skill building (using cultural difference as a theme). Teach to solutions to cultural challenges in classes and not identifying the issues.

Division Challenges and Remedies

The following challenges were identified by the Division Director:

1. The undergraduate program has doubled in size over the last 6 years without corresponding increases in resources;

2. Currently CSU-Sacramento is the ninth largest combined program in the country.

3. University officials have decided not to allow any more programs to become impacted at the BS/BA level so we are left without an application process at the BSW level.

4. There are nine CSU campuses that offer an undergraduate degree in Social Work, CSU-Sacramento is the only one that currently has no impaction process.

5. The enrollment demands on the undergraduate program has forced the Division to take in fewer Master's program students.

6. The biggest hurdle to expanding the undergraduate program to meet demand is not enough Field Internships, currently between Undergraduate and Graduate programs there are more than 450 students in field internships.

7. There has been a significant investment of human resources in switching from a Generalist Practitioner model to a program that has three specializations during the MSW II advanced practice year.

The solutions currently being implemented or attempted include:

1. Hiring of a 12 month, full time SSP (Student Services Professional), to handle a great deal of undergraduate and graduate advising. (New Position)

2. Hiring of a full time 12 month Social Work Division receptionist. (New Position)

3. Offering for the first time a Summer Intensive Program where students can take their required internship and companion practice classes during 12 weeks of summer.

4. Seventeen community partners (internship agencies) have agreed to take up to 40 students in this pilot program.

5. If successful the Division plans on expanding the number of internships and class sections in future summers.

6. Hiring a full time Undergraduate Field Coordinator (9 Month position)

7. Hiring two new tenure track faculty every year for the foreseeable future.