

STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)

I. Mission Statement

The Department of Social Work Education is specifically committed to the education of social workers at the master's level who will provide social welfare services and leadership within the central San Joaquin Valley. Graduates intervene with individuals, families, groups and other small systems as well as with human service agencies, voluntary organizations, neighborhoods, and communities. The department is committed to enhancing the both the quality of life in the region and the capacity of citizens to identify and address their own social welfare and social justice concerns and needs.

To fulfill its mission in the region, the Department prepares social workers for agency and community-based practice and for informed, active participation as social workers and citizens who are compassionate and proactive in response to human needs.

II. Goals and Student Learning Outcomes

- A. Goal – To educate students in advanced, autonomous social work practice, using the multi-systems approach.
 - 1. Outcome – Use interviewing and engagement skills to establish relationship with clients for problem-solving. Skills include problem identification, assessment, goal setting, contracting, implementation, evaluation, and termination.
 - 2. Outcome - Successfully complete two, one-year field practicum experiences in which students learn to intervene with individuals, groups, families, formal organizations, and communities.
 - 3. Outcome – Prepare to engage in increasingly autonomous post-graduate practice.
- B. Goal – To educate students to conduct assessments of client/constituents problems.
 - 1. Outcome – Conduct assessments (using quantitative or qualitative methods that incorporate relevant theories of human behavior) of clients, constituent, or organizational problems. Select an intervention strategy consistent with the assessment findings and client needs.
- C. Goal – To educate students to utilize practice approaches that support social justice (equity and fairness in social policies, institutions, and resource distribution).
 - 1. Outcome – Write a policy brief that describes the impact of a policy in terms of social justice, cultural diversity, and the empowerment of oppressed groups.
 - 2. Outcome – Write a policy analysis that describes an in-depth understanding of a policy, including unintended consequences.

3. Outcome - Advocate for all clients at all system levels.
- D. Goal -- To educate students to utilize practice approaches that empowers clients/ constituents to take action to resolve individual social problems
1. Outcome – Empower both the client/constituent and the social worker by using a variety of practice approaches. Empowerment includes self-efficacy, self-advocacy, resource acquisition, and political power.
- E. Goal – To educate students to be culturally competent in practice with special populations and at-risk groups within our service region.
1. Outcome – Critically examine one’s own prejudices and beliefs, using the taping project in SWRK 213.
- F. Goal – Provide students with sufficient conceptual knowledge to evaluate social work practice and programs.
1. Outcome – Complete a comprehensive research project or thesis that includes a thorough literature review (theoretical and empirical) as well as data collection and analysis.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

See Table 1 for Curriculum Map

The primary goal of the graduate program is to prepare master’s-level students for an advanced generalist social work practice in public and private agencies. The curriculum prepares students for this experience by building on a Bachelor’s Degree from a variety of fields. This is especially important when working with vulnerable, oppressed and impoverished populations in Central California, whose circumstances are heavily influenced by sociopolitical and economic circumstances.

Students must complete all of the following courses for a total of 60 units.

SOCIAL WORK MAJOR REQUIREMENTS

60 Units

Fall	Spring
First Year	
SWRK 200 Social Welfare Policy I	SWRK 203 Social Welfare Policy II
SWRK 212 Human Behavior/Social Environment: A Multisystems Approach	SWRK213 Human Behavior / Social Environment – Cultural Diversity and Oppression
SWRK 220 Seminar in Foundations for Social Work Practice I	SWRK 221 Seminar in Foundations for Social Work Practice II
SWRK 260	SWRK 261

Quantitative Social Work Research	Qualitative Social Work Research
SWRK 280	SWRK 281
Foundation Field Instructed Practice I	Foundation Field Instructed Practice II
Fall	
Spring	
SECOND YEAR	
SWRK 224 Seminar in Advanced Practice with Individuals	SWRK 227 Seminar in Advanced Practice with Couples and Families
SWRK 225 Seminar in Advanced Social Work Practice with Task and Treatment Groups	SWRK 247 Seminar in Advanced Practice with Communities
SWRK 246 Seminar in Advanced Practice with Formal Organizations	SWRK 298/299 Project / Thesis
SWRK 292 Seminar in Project / Thesis	SWRK 283 Advanced Field Instructed Practice II
SWRK 282 Advanced Field Instructed Practice I	Elective
Elective	

IV. Assessment Methods

A. Direct Measures

1. Graduate Field Placement Learning Evaluations (Social280, 282) – Each student is evaluated using a Field Placement Learning Agreement which is assessed cooperatively by an agency based Field Instructor and a university based Faculty Liaison. For those faculty identified practice behaviors, measures of association and measures of dispersion are calculated and reported to the DSWE faculty yearly (Attachment A – Fall Semester Graduate Field Placement Learning Evaluation – SWRK 280);
2. Standard Assignment – SWRK 220 (Seminar in Foundations for Social Work Practice 1) – Students are assigned a standard assignment (Assessment Paper). Measures of association (grade %) are calculated and reported to the DSWE faculty yearly (Attachment B – Assessment Paper Grading Rubric);
3. Standard Assignment – SWRK 200 (Policy Making Process) – Students complete a standard assignment (Policy Brief). Measures of association (grade %) are calculated and reported to the DSWE faculty yearly. (Attachment C – Policy Making Process Grading Rubric).
4. Standard Assignment – SWRK 292 (Seminar in Thesis / Project) - Assessment of students' grades at the end of the Fall semester to assess the student's knowledge regarding the research process,

including problem formulation, a literature review, and methodology. To measure this outcome 80% of students will achieve a score of 80 or higher.

B. Indirect Measures

1. Alumni Survey – An Alumni Survey is completed by the Department of Social Work Education every three years (Attachment D – questions are identical to Employer/Supervisor survey).
2. Employer/Supervisor Survey –An Employer/Supervisor Survey is completed by the Department every three years (Attachment D – questions are identical to Alumni Survey).
3. End of Year Student Survey – Students are asked about their perceptions of the program, as a whole, at the close of their 2nd year (Attachment E).

V. Student Learning Outcomes X Assessment Methods Matrix

See Table 2 for Assessment Methods Matrix

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

Every Year (2012-2013, 2013-2014, etc.)

Graduate Field Instructed Practice

Standard Assignment – SWRK 220

Standard Assignment – SWRK 200

Standard Assignment – SWRK 292

End of Year Student Survey

Every 3 Years (2012-2013; 2015-2016; 2018-2019, etc.)

Alumni Survey

Employer/Supervisor Survey

VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

At the end of each Academic Year an MSW Program Assessment is completed by the Assessment Coordinator regarding the above activities. This report is reviewed by the DSWE Faculty who will carefully consider the data and provide insight into the strengths and weakness of student performance. Based on this process of careful consideration, appropriate action will be taken. These changes are included in the Provost Annual Report.

Table 1: Curriculum Map

Matrix of MSW Social Work Courses X Learning Outcomes

	<i>Social Work Courses</i>																		
<i>Learning Outcomes</i>	200	212	220	226	228	230	233	221	226	228	224	229	228	227	227	247	298/299	283	
A.1.	I		I		I			R/A		R	R/A	R/A	R/A	R/A	R/A	R/A	R/A	A	A
A.2.					I					R					R/A				A
A.3.	I		I	I	I			R	I	R	R/A	R/A		R/A	R/A	R/A		A	A
B.1.		I	I	I	I			R	I	R	R/A	R/A	R/A	R/A	R/A	R/A	R/A	A	A
C.1.	I					R													
C.2.	I					R						R/A					R/A		
C.3.	I	I			I	R	R			R			R/A		R/A		R/A		A
D.1.	I		I		I	R		R		R	R/A	R/A	R/A	R/A	R/A	R/A	R/A	A	A
E.1.		I	I		I		I/R	R	I/R	R	R/A	R/A		R/A	R/A	R/A		A	A
F.1.	I			I		R			I				R/A	R/A			R/A	A	

I-Introduced; R-Reinforced; A-Advanced

Table 2: Assessment Methods Matrix

Matrix of Student Learning Outcomes X Assessment Methods

<i>Learning Outcomes</i>	Graduate Field Instructed Practice (SWRK 280,282)	Standard Assignment – SWRK 220 (Assessment)	Standard Assignment – SWRK 200 – (Policy Making Process)	Standard Assignment SWRK 292 (Seminar in Thesis / Project)	Student Survey	Alumni Survey	Employer/ Supervisor Survey
A.1.	X	X			X	X	X
A.2.	X				X		
A.3.	X				X	X	X
B.1.	X	X			X	X	X
C.1.	X				X		
C.2.					X		
C.3.	X				X	X	X
D.1.	X				X	X	X
E.1.	X				X		
F.1.	X			X	X		

Attachment A

Field Placement Learning Evaluation Grading Rubric – Fall Semester

Rating Scale

- 1 – Unsatisfactory (Student is unable to complete the activity at a minimal level)
- 2 – Below Average (Student marginally performs activity requiring direction more typical of a BA student)
- 3 – Satisfactory (Student performance and need for direction consistent with beginning MSW student knowledge and skills)
- 4- Above Average (Student performance demonstrates above average integration of concepts and skills and independence in performance of learning activities)
- 5 – Exemplary (Student performance demonstrates advanced integration of concepts and skills and independence in performance of learning activities)

Professional Identity:

1. Participates actively and responsibly in weekly supervision and demonstrate ability to open to learning.
2. Demonstrates understanding of key social work roles and professional boundaries via a behavioral log for one month outlining social work roles in which you engaged in and boundary issues that arose.
3. Attended a local chapter meeting of NASW or other social work related professional organization and discussed observations in supervision.
4. Interview a minimum of three professional staff in the agency that are ethnically/culturally different from self to understand the influence of their cultural perspective on professional practice.
5. Conducted an ethics audit of the field placement agency based on Reamer’s model.

Multi Systems Social Work Practice

1. Completed a minimum of 2 bio psycho social assessments incorporating the strengths perspective, a developmental theory, and one alternative theory.
2. Completed a minimum of 2 culturally relevant service plans.
3. Completed 2 process recording to evaluate foundation helping skills and identify barriers at each system level.
4. Provided social work services to a minimum of 3 individual clients/consumers, at least one of whom is culturally different from self.
5. Constructed a family genogram for an individual client/consumer.
6. Completed an initial organizational description or assessment of the placement agency.
7. Conducted one ethnographic interview.
8. Observed the dynamics of a group meeting in the placement agency
9. Visited community agencies relevant to the internship setting.

10. Attend an interagency or external meeting in which the placement agency is linked to the larger community.

11. Completed at least one report writing assignment.

Evaluation of Practice

1. Conducted a review of the literature to identify at least 2 potential interventions for a problem/target issue including consideration of diversity/culture.

2. Using an ethnographic approach, explored the cultural meaning(s) that one client consumer brought to you.

3. Evaluated his/her practice in advocating for effective delivery of services to clients.

Attachment B

Standard Assignment (SWRK 220) – Assessment Paper – Grading Rubric

Quality of Answers

EXCELLENT 90-100%	PROFICIENT 70-89%	LIMITED PROFICIENCY <70%
<p>Response directly addresses the question.</p> <p>Response is comprehensive, clear, and coherent.</p> <p>Response explicates the writer’s source for the response.</p>	<p>Response addresses the question, but is poorly organized (e.g., more than one idea discussed in a single sentence or paragraph; writer includes extraneous information that does not contribute to understanding his or her response to the item/question).</p>	<p>Response is poorly organized and difficult to understand (i.e., reader cannot discern the meaning of the writer’s response).</p> <p>Response does not address the question.</p>

Quality of Writing

EXCELLENT 90-100%	PROFICIENT 70-89%	LIMITED PROFICIENCY <70%
<p>Form and presentation enhances readability (e.g., spacing, page numbering, and neatness).</p> <p>Adherence to APA Guidelines.</p> <p>Punctuation, spelling, capitalization, paragraphing, and grammar are correct.</p>	<p>Minor problems with form or presentation.</p> <p>Errors in adherence to APA Guidelines</p> <p>Errors occur in punctuation, spelling, capitalization, paragraphing or grammar.</p>	<p>Extensive problems with presentation and form that compromise readability and comprehension.</p> <p>Extensive errors in adherence to APA Guidelines</p> <p>Errors in punctuation, spelling, capitalization, paragraphing, and grammar inhibit readability and comprehension.</p>

Attachment C

Standard Assignment (SWRK 200) – Policy Making Process– Grading Rubric

	Excellent 90 – 100%	Competent 80-89%	Developing 70-79%	Poor Proficiency < 69%
Case Study	Case study is clearly described and comprehensive , includes the social problem, at-risk population and delivers important and relevant information necessary for full understanding.	Case study is clearly described and includes a social problem, at-risk population, but some minor information is missing or incomplete.	Case study is stated but the description leaves out important information, is ambiguous, or barely adequate.	Case study is poorly organized and difficult to understand (i.e., instructor cannot discern the problem or circumstances described in the case study).
The Policy-Making Process	All five elements of the policy making process are presented, clearly described and comprehensive for full understanding.	All five elements of the policy making process are presented and described but some minor information is missing or incomplete .	Three to four elements of the policy making process are presented and the elements presented leave out important information.	Two or less elements of the policy making process are presented, are poorly organized or difficult to understand
Role Play	Role play is in the allotted time excellent, execution, all three elements of the role play are presented, clearly	Role play is in the allotted time, execution is satisfactory, all three elements are presented and described, but	Role play is not within the allotted time, execution is clumsy and only two of the three elements are presented,	Role play is not within the allotted time, execution is poor or incomplete and zero to one of the three

	described and, comprehensive for full understanding	some minor information is missing or incomplete	and the elements presented leave out important information.	elements is presented, poorly organized and difficult to understand.
Individual Student Contribution to Assignment	Student was cooperative and contribution was excellent and above average. leadership skills were observed.	Student was cooperative and contribution was satisfactory, student was dependable.	Individual was cooperative, however contribution was barely satisfactory and student was at times undependable.	Student was uncooperative, no substantial contributions were made to the group, undependable.
Individual Presentation	Superior presence, excellent oral skills and command of the topic. Presentation very appealing	Good presence, good oral skills and satisfactory command of the topic. Presentation appealing at times	Lacks presence, but, oral presentation was satisfactory. Lacks command of the topic at times and little appeal.	Oral presentation was unsatisfactory, did not have a group role, absent.

Attachment D

Alumni Survey and Employer/Supervisor Questions

1. Identify as a professional social worker and conduct myself accordingly.
2. Apply social work ethical principles to guide my professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Understand how diversity and individual differences characterize and shape the human experience and are critical to the formation of identity.
5. Advance human rights, and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts (such as evolving organizational, community, and societal situations) that shape practice.
10. Engage individuals, families, groups, organizations, and communities.
11. Assess individuals, families, groups, organizations, and communities.
12. Intervene with individuals, families, groups, organizations, and communities.
13. Evaluate my practice with individuals, families, groups, organizations, and communities.
14. Practice generalist social work practice.
15. Work with populations-at-risk.
16. Use developmental theories.
17. Understand international social work and global issues.
18. Analyze existing or proposed policies designed to address social problems and conditions.
19. Recognize individual and institutionalized forms of oppression.
20. Willingness and ability to participate in social action to correct injustice.
21. Engage in social work practice informed by an empowerment perspective.
22. Participate in social work practices that collaborate with clients in an atmosphere of equality and mutuality.
23. Awareness of my personal values and biases and understand how they impact my practice.
24. Understand social work research tools and techniques in interpreting and evaluating research studies.
25. Use data analysis to answer specific research questions that arise from either my own social work practice or from evaluating a social program.
26. Prepare written reports that include graphic and/or narrative presentations appropriate to the research question or topic being considered.

Attachment E

End of Year Student Survey (end of 2nd year)

Q1 – What did you like about your academic studies in the Department of Social Work?

Q2 – What do you think could be improved in your academic studies in the Department of Social Work?

Q3 – Other Comments: