

**DEPARTMENT OF SOCIAL WORK EDUCATION-BA PROGRAM**  
**College of Health and Human Services**

## **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 bachelor'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 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, Objectives, and Student Learning Outcomes**

- A. Goal: To educate beginning level generalist social work practitioners to serve the surrounding region of the university focusing primarily on the Central San Joaquin Valley.
1. Objective: Engage in social work practice with a commitment to social justice. The abilities noted below include skills in developing strategies to work against oppression and to promote social welfare for all.
    - a. Student Learning Outcome: Demonstrate the ability to analyze existing or proposed policies intended to address social problems and conditions.
    - b. Student Learning Outcome: Demonstrate the ability to recognize individual and institutionalized forms of oppression.
    - c. Student Learning Outcome: Demonstrate the willingness and ability to participate in social action to correct injustices.
- B. Goal: To educate generalist social work practitioners to practice within a commitment to social justice.
1. Objective: Engage in social work practice informed by an empowerment perspective
    - a. Student Learning Outcome: Exhibit professional practices that support active collaboration with all client systems in an atmosphere of equality and mutuality.
- C. Goal: To educate generalist social work practitioners to practice within diversity / cultural awareness and exhibit diversity / cultural awareness and competence.
1. Objective: Engage in social work practice guided by diversity awareness.
    - a. Student Learning Outcome: Demonstrate the ability to intervene with sensitivity to, and respect for, human differences drawing specifically upon his / her awareness of personal values and the understanding of the hierarchical power relationships that relate to these differences.
    - b. Student Learning Outcome: Understand his/ her personal values and biases and the impact of

these on social work practice.

D. Goal: To practice within an empowerment perspective.

1. Objective: Understand and be committed to the values and ethics of the social work profession.
  - a. Student Learning Outcome: Demonstrate the ability to critically examine values and ethical issues raised in practice/policies and develop a reasoned course of action.
  - b. Student Learning Outcome: Adhere to the social work professions code of ethics as articulated in the NASW Code of Ethics

E. Goal: To practice within supervised generalist social work practice.

1. Objective: Have sufficient conceptual knowledge in the foundation areas (social policy, human behavior and the social environment, social work practice, and field instructed practice) to engage in supervised generalist social work practice.
  - a. Student Learning Outcome: Demonstrate knowledge of human functioning in the family small groups and larger social systems.
  - b. Student Learning Outcome: Demonstrate knowledge of the processes and influences of socialization, individuation, culture and gender on human behavior.
  - c. Student Learning Outcome: Demonstrate an understanding of the dimensions of social welfare policy practice and its relevance to promoting social justice in society and empowerment among marginalized groups.
  - d. Student Learning Outcome: Demonstrate proficiency in social work practice processes, e.g., assessment, intervention, and evaluation of services, in work with various types and sizes of client systems.

F. Goal: To educate beginning social workers regarding basic research principles.

1. Objective: Have requisite foundation knowledge and skill in research to evaluate their own professional social work practice and, under supervision, to engage in program evaluation and social work research.
  - a. Student Learning Outcome: Demonstrate a basic understanding of qualitative and quantitative tools and techniques of the research process in order to interpret and evaluate research studies under supervision.
  - b. Student Learning Outcome: Conduct data analysis to answer discrete research questions arising from the evaluation of the students' practice and participation in program evaluation and social work research.
  - c. Student Learning Outcome: Prepare written reports that include the most appropriate method of graphic/tabular and/or narrative presentation considering the research question and type of data gathered.

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

See Table 1 for Curriculum Map

The primary goal of the undergraduate program is to prepare baccalaureate-level students for beginning generalist social work practice in public and private agencies. The curriculum prepares students for this experience by building on the liberal arts base of general education content required by California State University, Fresno. A sound liberal arts base is crucial to understanding and responding to the complex issues and dynamics of human need. 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.

The intent of the general education program at California State University, Fresno is to ensure, through a broad exposure to humanities and natural and social sciences that students acquire the knowledge perspectives, and values and abilities of liberally educated individuals. The undergraduate social work program interacts with and builds upon that strong liberal arts commitment.

Students must complete all of the following courses for a total of 42 units.

SOCIAL WORK MAJOR REQUIREMENTS

42 Units

Fall	Spring
<b>JUNIOR YEAR</b>	
SWRK 123 Social Welfare Policy	SWRK 136 Diversity
SWRK 135 Human Behavior/Social Environment	SWRK170 Quantitative Research
SWRK 160 Practice Processes 1	SWRK 161 Practice Processes 2
UDGE/Additional Major Requirements**	UDGE/Additional Major Requirements**
Econ 25/40/50* or HS 90*	Upper Division Writing Skills
12 - 15 units	12-15 units

Fall	Spring
<b>SENIOR YEAR</b>	
SWRK 181 Field 1	SWRK 182 Field 2
SWRK 180 Macro Practice	SWRK 183 Micro Practice
SWRK 171 Qualitative Research	UDGE/Additional Major Requirements
UDGE/Additional Major Requirements	SWRK Elective
12-15 units	12- 15 units

#### IV. Assessment Methods

##### A. Direct Measures

1. Undergraduate Field Placement Performance Evaluations (SWRK 181,182) – 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 Undergraduate Field Performance Learning Evaluation – SWRK 181);
2. Standard Assignment – SWRK 160 (Practice Processes 1) - Students are assigned a standard assignment (Self Understanding Paper). Measures of association are calculated and reported to the DSWE faculty yearly (Attachment B – Self Understanding Grading Rubric);
3. Standard Assignment – SWRK 161 (Practice Process 2) - Students are assigned a standard assignment (Group Project on Assessment). Measures of association are calculated and reported to the DSWE faculty yearly (Attachment C – Community Needs Assessment Grading Rubric);

##### 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 the 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 senior 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.)

Undergraduate Field Instructed Practice

Standard Assignment – SWRK 160

Standard Assignment – SWRD 161

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, a BA 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 BA Social Work Courses X Learning Outcomes

	<i>Social Work Courses</i>										
<i>Learning Outcomes</i>	20	123	135	136	160	161	170	171	180	181/182	183
A.1.a.	I	I		I	I	R			A	A	
A.1.b.	I	I		I					A	A	A
A.1.c.	I	I		I					A	A	
B.1.a.	I		I	I	R	R		R	A	A	
C.1.a.	I		I	I	R	R			A	A	A
C.1.b.	I		I	I	R	R			A	A	A
D.1.a.	I	I	I	I	R	R			A	A	A
D.1.b.	I	I			R	R	R	R	A	A	A
E.1.a.	I		I		R	R			A	A	A
E.1.b.	I		I	R	R	R				A	A
E.1.c.	I	I		I	R	R			A	A	
E.1.d.	I				R	R			A	A	A
F.1.a.	I						I/R	I/R	A	A	A
F.1.b.	I	I			R	R	I/R	I/R	A	A	A
F.1.c.	I				R	A	A	A	A	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>	Under-graduate Field Instructed Practice (SWRK 181, 182)	Standard Assignment SWRK160 (Self Understanding Paper)	Standard Assignment SWRK161 (Group Project on Assessment)	Student Surveys	Alumni Survey	Employer / Supervisor Survey
A.1.a.	X		X	X	X	X
A.1.b.				X	X	X
A.1.c.			X	X	X	X
B.1.a			X	X	X	X
C.1.a.	X	X		X	X	X
C.1.b.	X	X	X	X	X	X
D.1.a.	X			X		
D.1.b.	X			X	X	X
E.1.a	X	X	X	X	X	X
E.1.b		X		X	X	X
E.1.c.	X		X	X		
E.1.d.	X	X	X	X	X	X
F.1.a.	X		X	X	X	X
F.1.b.	X			X	X	X
F.1.c.	X			X	X	X

Attachment A

## Field Placement Performance Evaluation Grading Rubric – Fall Semester

### Rating Scale

- 1 – Excellent (Student accomplishes task above requirement)
- 2 – Above Average (Student accomplishes task somewhat above average)
- 3 – Average (Student accomplishes task)
- 4 – Below Average (Student accomplishes task somewhat below average)
- 5- Poor (Student does not accomplish task)

### Professional Identity:

1. Completed agency orientation and reviewed agency manuals covering: mission; goals; structure; and, roles of agency personnel. Presented understanding of these components to field instructor/agency supervisor in supervision.
2. Demonstrated appropriate professional boundary setting with colleagues and clients/consumers by observing staff during their contacts with clients and agency personnel and discussing observations in supervision with field instructor/agency supervisor.
3. Interviewed two (2) social workers/professional staff to gain information about their roles in the agency.
4. Student met with field instructor/agency supervisor for weekly supervision and prepared an agenda for supervision with a minimum of 2 items each week.
5. Met with faculty liaison to discuss learning progress in field placement.
6. Demonstrated professionalism in dress, attendance, and time management by completing monthly Internship Hours Log, providing notice for any absences or schedule adjustments, and discussing professionalism with field instructor/agency supervisor during weekly supervision.

### Professional Values and Ethics:

1. Read the NASW Code of Ethics and applied two of its principles to observations of an agency activity and discussed with the field instructor/agency supervisor in supervision.
2. Examined the value base of the agency culture and your own biases and personal values. Discussed findings in supervision with the field instructor/agency supervisor.
3. Identify a minimum of three state and/or federal guidelines associated with the field placement agency and discussed with field instructor/agency supervisor their impact upon service delivery for clients/consumers.

### Generalist Practice:

1. Demonstrated beginning ability to engage, establish rapport, listens, and develops a professional relationship with diverse clients/constituents and agency staff, including populations at risk, as observed by the field instructor and/or agency supervisor.
2. Utilized the problem solving model (assessment, planning, intervention, evaluation and termination) to address identified needs at the following systems levels: a minimum of 2



individuals (at least one culturally different from self), and one larger system (i.e. group, agency, community).

3. Utilized the social systems model to address an identified need in the placement agency and the community served by the agency.

4. Conducted an assessment of the field placement agency using information from SWrk 180 and shared it with the field instructor.

5. Made web-based contact outside the U.S. via the internet and/or the international chat room assignment in SWrk 180 and gathered information about an international agency and its delivery of services. Provided information to the same agency about the field placement setting based on the agency analysis. Discussed findings in supervision.

6. Attended a staff, community and/or a Board of Directors meeting related to the field placement agency and analyzed the group and decision-making processes utilizing guidelines from SWrk 180 and shared the final paper with the field instructor.

7. Observed and/or co-facilitated a task group: helped set the agenda or goals; kept the group focused; facilitated the input of group members, took minutes, and summarized the meeting.

8. Gathered information from the placement agency for the SWrk 180 grant proposal assignment: needs statement, project description, budget, etc.

9. Visited 2 agencies that provide services for the clients/consumers of the field placement agency and gathered information about those services and relevant contact persons.

10. Developed a community assets map for a community served by your field placement agency using information from SWrk 180.

11. Completed the following documentation requirements following agency standards: email; memo; minutes; assessment; etc.

#### Evaluation of Practice:

1. Analyzed administrative data to identify characteristics of the agency's service area and reported finding in supervision with the field instructor/agency supervisor.

2. Conducted a community/constituent needs assessment.

3. Developed and implemented a survey of constituent satisfaction.

4. Reflected on practice performance through the use of journal writing or recording (process, audio, video) and discussed in supervision with field instructor/agency supervisor.

5. Participated in the discussion and completion of the mid-semester and final semester performance evaluation for SWrk 181

Attachment B

Self-Understanding Paper Grading Rubric

<b>Task</b>	<b>Points</b>
Genogram	0-45
EcoMap	0-45
Organization and Presentation of Both Narratives	0-10
<i>Total</i>	<i>100 possible</i>

Attachment C

Group Project on Assessment Grading Rubric

Assignment Content	Excellent 90-100%	Competent 80-89%	Developing 70-79%	Poor Proficiency < 69%
<i>Client Group</i>				
The <i>basic facts</i> in the case (names, ages, relationship, education, employment, attitudes, etc.)	Discussion of the basic facts is comprehensive, clear, and coherent.	Discussion of the basic facts is clear, but could contain more detail.	Discussion of the basic facts is poorly organized, missing some information, or includes extra information not related to the question	Discussion is of the facts is poorly organized, missing a substantial amount of the information and contains extra information, but meaning can be determined
A description of the <i>incident</i> that has provoked the contact with social work services	Response is comprehensive, clear, and coherent.	Response is clear, but could contain more detail.	Response is poorly organized, missing some information, or includes extra information not related to question	Response is poorly organized, missing a substantial amount of information or contains extra information, but meaning can be determined
A description of the main concerns or issues and a recommendation about which one should be addressed first (prioritize)?	Response is comprehensive, clear, and coherent.	Response is clear, but could contain more detail.	Response is poorly organized, missing some information, or includes extra information not related to question	Response is poorly organized, missing a substantial amount of information or contains extra information, but meaning can be determined
A description of how the clients' cultural/ethnic	Response is comprehensive, clear, and	Response is clear, but could contain	Response is poorly organized,	Response is poorly organized,

identity come into play in the assessment	coherent.	more detail.	missing some information, or includes extra information not related to question	missing a substantial amount of information or contains extra information, but meaning can be determined
<b>Social Worker Group</b>	<b>Excellent</b>	<b>Good</b>	<b>Developing</b>	<b>Poor Proficiency</b>
An assessment of the situation that includes information about who should be included in the assessment.	Assessment is comprehensive, clear, and coherent.	Assessment is clear, but could contain more detail.	Assessment is poorly organized, missing some information, or includes extra information not related to the question	Assessment is poorly organized and difficult to understand; lacks most or all information needed for assessment.
Identification of the <i>needs or concerns which are creating difficulties</i> for the characters in this situation.	Response is comprehensive, clear, and coherent.	Response is clear, but could contain more detail.	Response is poorly organized, missing some information, or includes extra information not related to question	Response is poorly organized, missing a substantial amount of information or contains extra information, but meaning can be determined
A description of the main concerns or issues and a recommendation about which one should be addressed first (prioritize)?	Response is comprehensive, clear, and coherent.	Response is clear, but could contain more detail.	Response is poorly organized, missing some information, or includes extra information not related to question	Response is poorly organized, missing a substantial amount of information or contains extra information, but meaning can be determined

A description of how the clients' cultural/ethnic identity come into play in the assessment	Response is comprehensive, clear, and coherent.	Response is clear, but could contain more detail.	Response is poorly organized, missing some information, or includes extra information not related to question	Response is poorly organized, missing a substantial amount of information or contains extra information, but meaning can be determined
The plan identifies goals for the case.	Response is comprehensive, clear, and coherent.	Response is clear, but could contain more detail.	Response is poorly organized, missing some information, or includes extra information not related to question	Response is poorly organized, missing a substantial amount of information or contains extra information, but meaning can be determined
The plan identifies the focus or "units of attention and provides a reason for that focus.	Response is comprehensive, clear, and coherent.	Response is clear, but could contain more detail.	Response is poorly organized, missing some information, or includes extra information not related to question	Response is poorly organized, missing a substantial amount of information or contains extra information, but meaning can be determined
<b>Assignment Content</b>	<b>Excellent</b>	<b>Good</b>	<b>Developing</b>	<b>Poor Proficiency</b>
The plan identifies the steps to be followed in the case.	Response is comprehensive, clear, and coherent.	Response is clear, but could contain more detail.	Response is poorly organized, missing some information, or includes	Response is poorly organized, missing a substantial amount of information or contains extra

			extra information not related to question	information, but meaning can be determined
The plan includes an assessment as to the motivation level of the client.	Response is comprehensive, clear, and coherent.	Response is clear, but could contain more detail.	Response is poorly organized, missing some information, or includes extra information not related to question	Response is poorly organized, missing a substantial amount of information or contains extra information, but meaning can be determined

## 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

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: