

**SJSU Annual Program Assessment Form
Academic Year 2017-2018**

Department: School of Social Work
Program: Bachelors of Arts in Social Work (BASW) and Master's in Social Work (MSW)
College: Applied Sciences and Arts (CASA)
Program Website: www.sjsu.edu/socialwork
Link to Program Learning Outcomes (PLOs) on program website: http://www.sjsu.edu/socialwork/accreditation/
Program Accreditation (if any): BASW and MSW Programs Accredited by the Council on Social Work Education (CSWE)
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Part A

1. List of Program Learning Outcomes (PLOs)

The curriculum for the School of Social Work is guided by nine core competency areas, which are defined by the Council on Social Work Education (CSWE) and are reflective of the program mission and goals. Each competency area is operationalized by practice behaviors: specific knowledge, values, and skills needed for generalist practice (BASW) or applied in advanced practice with additional specialized knowledge and skills (MSW). For the purpose of accreditation, both BASW and MSW Programs use the same competencies and practice behaviors as they appear in the 2015 Educational Policy and Accreditation Standards (EPAS), which has 9 core competencies and 31 behaviors.

BASW and MSW^a Program PLOs 2015 CSWE core competencies:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social and Economic Justice
- Competency 4: Engage in Practice-informed Research and Research-Informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

[Note: ^a The advanced year practice behaviors build on the competencies acquired in the foundation year, demonstrating greater independence and specificity in the context of a field of practice.]

2. Map of PLOs to University Learning Goals (ULGs)

Table 1. BASW & MSW Programs and Map of PLOs to ULG s

ULG	SSW Program Outcomes
1 – Specialized Knowledge	CSWE Accreditation (based on program outcomes)
2a. Mastery in each step of an investigative, creative or practical project (e.g. brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing and communicating).	SSW PLO #4, 6, 7, 8, 9
2b. An understanding of the implications of results or findings from a particular work in a societal context (e.g. social or economic implications of a scientific finding).	SSW PLO #3, 4, 5
3a. Fluency in the use of specific theories, tools, technology and graphical representation.	SSW PLO #4, 6, 7, 8, 9
3b. Skills and abilities necessary for lifelong learning: critical and creative thinking, effective communication, conscientious information gathering and processing, mastery of quantitative methodologies and the ability to engage effectively in collaborative activities.	SSW PLO #1, 2, 4, 6, 7, 8, 9
4a. The ability to integrate theory, practice and problem solving to address practical issues.	SSW PLO #1, 2, 4, 6, 7, 8, 9
4b. The ability to apply their knowledge and skills to new settings or in addressing complex problems.	SSW PLO #1, 2, 6, 7, 8, 9
4c. The ability to work productively as individuals and in groups.	SSW PLO #1, 2, 6, 7, 8, 9
5a. The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities.	SSW PLO #2, 3, 5
5b. Diverse and global perspectives through engagement with the multidimensional SJSU community.	SSW PLO #2, 6

3. Alignment – Matrix of PLOs to Courses

Table 2 shows where the matrix of PLOs of BASW and MSW Programs to courses based on the 2015 CSWE core competencies (9 competencies). This provides an overview of how each competency is realized through the BASW and MSW curricula.

Table 2. The Matrix of PLOs of BASW and MSW Programs to Courses

SSW PLOs (2015 CSWE Competencies)	BASW Curricular	MSW Curricular
	Courses covering PLO	Courses covering PLO
1. Demonstrate Ethical and Professional Behavior	SW110, SW111, SW112, SW120, SW140, SW175	SW202, SW204, SW212, SW214, SW220, SW221, SW222, SW223, SW260, SW263, SW272
2. Engage Diversity and Difference in Practice	SW110, SW111, SW112, SW120, SW140, SW141, SW170, SW175	SW202, SW204, SW212, SW214, SW220, SW221, SW222, SW223, SW263, SW272
3. Advance Human Rights and Social and Economic Justice	SW110, SW120, SW121, SW140, SW141, SW175	SW202, SW204, SW220, SW221, SW222, SW223, SW250, SW260, SW263
4. Engage in Practice-informed Research and Research-Informed Practice	SW141, SW170, SW175	SW204, SW220, SW221, SW240, SW242, SW245, SW250, SW298
5. Engage in Policy Practice	SW120, SW141, SW141, SW175	SW202, SW204, SW220, SW221, SW250, SW260, SW263
6. Engage with Individuals, Families, Groups, Organizations, and Communities	SW110, SW111, SW112, SW140, SW141, SW175	SW212, SW214, SW220, SW221, SW222, SW223
7. Assess Individuals, Families, Groups, Organizations, and Communities	SW110, SW111, SW112, SW141, SW175	SW212, SW214, SW220, SW221, SW222, SW223, SW272
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	SW111, SW112, SW141, SW175	SW204, SW212, SW214, SW220, SW221, SW222, SW223, SW250, SW272
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SW141	SW220, SW221, SW222, SW223, SW240, SW242, SW298

4. **Planning – Assessment Schedule**

Table 3. Assessment Schedule Proposed

SSW SLOs (2015 CSWE Core Competencies)	AY 17	AY 18	AY 19	AY 20	AY 21
	C = data Collected D = results Discussed I= changes (if any) Implemented P=Plan				
BASW PROGRAM					
1. Demonstrate Ethical and Professional Behavior	C** D	I C** D	I C** D	C** D	C** D
2. Engage Diversity and Difference in Practice	C** D	I C** D	I C** D	C** D	C** D
3. Advance Human Rights and Social and Economic Justice	C** D	I C** D	I C** D	C** D	C** D
4. Engage in Practice-informed Research and Research-Informed Practice	P* C** D	I C** D	I C** D	C** D	C** D
5. Engage in Policy Practice	P* C** D	I C** D	I C** D	C** D	C** D
6. Engage with Individuals, Families, Groups, Organizations, and Communities	C** D	I C** D	I C** D	C** D	C** D
7. Assess Individuals, Families, Groups, Organizations, and Communities	C** D	I C** D	I C** D	C** D	C** D
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	C** D	I C** D	I C** D	C** D	C** D
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	P* C** D	I C** D	I C** D	C** D	C** D
MSW PROGRAM					
1. Demonstrate Ethical and Professional Behavior	C** D	I C** D	I C** D	C** D	C** D
2. Engage Diversity and Difference in Practice	C** D	I C** D	I C** D	C** D	C** D
3. Advance Human Rights and Social and Economic Justice	C** D	I C** D	I C** D	C** D	C** D
4. Engage in Practice-informed Research and Research-Informed Practice	P* C** D	I C** D	I C** D	C** D	C** D
5. Engage in Policy Practice	P* C** D	I C** D	I C** D	C** D	C** D
6. Engage with Individuals, Families, Groups, Organizations, and Communities	C** D	I C** D	I C** D	C** D	C** D
7. Assess Individuals, Families, Groups, Organizations, and Communities	C** D	I C** D	I C** D	C** D	C** D
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	C** D	I C** D	I C** D	C** D	C** D
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	C** D	I C** D	I C** D	C** D	C** D

* Planning – Development of new learning objectives, revised course syllabi, and assessment tools based on CSWE-revised Educational Policy and Accreditation Standards (EPAS) that includes core competencies and corresponding practice behaviors. The new planning cycle began in AY 16-17.

** Collection of assessment data for revised learning objectives. All program objectives to be assessed over a two-year time frame (as two years of data are required for reaccreditation, scheduled for 2022).

5. Student Experience

a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

- PLOs and ULGs are posted at the School's website:
<http://www.sjsu.edu/socialwork/accreditation/>
- We have continued our work in engaging with students as we have taken their feedback into consideration to identify opportunities for curriculum and program improvements. Each syllabus has clearly stated PLOs, student learning objectives that are aligned with PLOs, and how each PLO is being assessed through various assignments and learning experiences.

Both PLOs and the ULGs are listed on our school website and at the incoming student orientation offered by each program. Further, each syllabus identifies the specific PLOs that the course covers.

b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

Yes, our students have several opportunities to provide feedback regarding our PLOs and the assessment process. Below are the key methods we utilize in our department:

- Students have had direct input into curricular and programmatic development. Students are represented in the General Faculty Assembly and in the Faculty Retreat, in which major curricular decisions are discussed and approved.
- Student input is also obtained annually through Online/Hybrid surveys (i.e., Qualtrics) and/or town hall meetings with students. Information gathered through these channels is shared with the faculty and discussed in BASW and MSW curriculum committee meetings.

Part B

6. Assessment Data and Results

All graduating students in the BASW Program and in the advanced year of the MSW Programs (both On-campus and Online/Hybrid) are assessed on their mastery of the competencies, the PLOs, that comprise the accreditation standards of the CSWE. Each competency/PLO was measured using field instructor(FI)'s evaluation of each student's performance in field internship, the signature pedagogy in our profession.

An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency/PLO along with behaviors of each competency. Table below provides a summary of mean scores of each competency (and corresponding behaviors) and benchmarks.

Please note the following three points:

1. FI Evaluation of the student was rated by using a 4-point likert scale, where 0 =Area of future growth; 1 = Demonstrates Emerging Skill; 2 = Demonstrates Skill Consistently; 3 =Demonstrates Advance Accomplishment.
2. Benchmark is set up for mean of 2.0 or higher and minimum of 80%
3. Both BASW and MSW On-Campus students were assessed at the final semester in their final year; MSW Online/ Hybrid students were assessed at the end of the first year, the first cohort.

Table 4. Mean scores of each PLO/competency behavior and benchmarks.

Competences		BASW (N=68)	MSW ON- CAMPUS (N= 85)	MSW ONLINE /HYBRID (N=51)
Competency 1: Demonstrate Ethical and Professional Behavior	MEAN SCORE	2.57	2.63	2.58
	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	95.5%	93.9%	94.1%
Competency 2: Engage Diversity and Difference in Practice	MEAN SCORE	2.48	2.59	2.51
	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	95.6%	90.6%	94.1%
Competency 3: Advance Human Rights and Social and Economic Justice	MEAN SCORE	2.19	2.48	2.37
	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	85.1%	90.5%	92.0%
Competency 4: Engage in Practice-informed Research and Research-Informed Practice	MEAN SCORE	2.01	2.32	2.01
	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	74.6%	82.4%	75.0%
Competency 5: Engage in Policy Practice	MEAN SCORE	2.09	2.41	2.23
	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	76.1%	87.3%	76.6%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	MEAN SCORE	2.60	2.67	2.59
	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	95.6%	94.0%	96.0%

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	MEAN SCORE	2.30	2.48	2.49
	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	85.9%	89.2%	90.2%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	MEAN SCORE	2.35	2.54	2.42
	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	84.6%	91.4%	91.8%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	MEAN SCORE	2.17	2.39	2.28
	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	78.5	86.6%	82.2%

7. Analysis

Based on the evaluation of students' competencies, as shown in the above table (Table 4), BASW Program: 6 out of 9 competencies/PLOs met or exceeded the benchmark of 80% of graduating students categorized as "2 = Demonstrates Skill Consistently" or "3 = Demonstrates Advance Accomplishment".

On-Campus MSW Program: All 9 competencies/PLOs met or exceeded the benchmark of 80% of graduating students categorized as "2 = Demonstrates Skill Consistently" or "3 = Demonstrates Advance Accomplishment".

Online/Hybrid MSW Program: 7 out of 9 competencies/PLOs met or exceeded the benchmark of 80% of graduating students categorized as "2 = Demonstrates Skill Consistently" or "3 = Demonstrates Advance Accomplishment".

8. Proposed changes and goals (if any)

Although data affirm that students are mastering competencies upon graduation in both the BASW and MSW Programs, our faculty continues to identify opportunities to update the curriculum to better address specific competencies. Data from assessment and other process evaluation feedback (e.g., through student surveys or town hall meetings) are discussed in BASW and MSW curriculum committee meetings. Curriculum changes are proposed in the respective programs and approved in the larger monthly faculty meeting. We use assessment data, student feedback, and feedback from partners in the field to improve each of the programs. Specific changes implemented over the last academic year (and slated for continued development in the coming AY) include the following:

On-Campus MSW PROGRAM:

- Although benchmarks were met in relation to our PLOs, the on-campus MSW curriculum committee has continued to identify strategies for strengthening the curriculum in this area. The curriculum committee has already implemented changes to allow advanced students to take additional elective courses that provide learning opportunities in multi-systems and advanced generalist practice (advanced practice at individual, organizational, and community levels).
- Change in GVAR courses (mentioned previously)

Online/Hybrid MSW PROGRAM:

- The results were shared with faculty members and program committee associated with the Online/Hybrid MSW Program, and we identified specific courses where student learning related to evidence-based practice will be integrated into syllabi (foundation practice, foundation research, and advance practice courses). As part of this initiative, research faculty are offering longer synchronous sessions and planning development of modules that may be used across sections of the foundation course to facilitate consistency in student learning. These efforts will be evaluated over the next academic years.

BASW PROGRAM:

- In response to the revised CSWE core competencies, the BASW Program is in the stage of reviewing and revising assignments of BASW courses to capture student learning outcomes and competencies, especially to enhance student's capacity to engage theory, research, policy, and practice.
- The BASW program has been promoting the communications among faculty and field instructors to review student progress and devise success strategies in a streamlined manner.
- The BASW Program also began to incorporate *SJS4* into ScWk 140: Introduction to Introduction to Field Practicum. This is a service learning course including a 72-hour volunteer social work experience. *SJS4* is a database administered by SJSU's Center for Community Learning and Leadership (<http://www.sjsu.edu/ccl/>) and efficiently manages student placement, learning sites, risk management, and reporting.

Part C**9. Program Learning Outcomes**

What are your proposed closing-the-loop action items and completion dates?

Proposed Changes and Goals	Status Update (what's being done and results observed)	Date reported
Assess linkages between academic program and field practicum (internships), monitor mechanisms for improvement and re-thinking Fields of Practice.	The Exit Surveys and Field Instructor Evaluations have been used to assess this. The feedback was incorporated into Orientation of new field instructors and the continuing education program for field instructors to get them on board with our academic program.	Ongoing
Need for continued work to better align classes, activities to competencies (including preparing for adoption, use, evaluation of new 2015 CSWE competencies)	We continue revising syllabi based on the 2015 CSWE competencies based on data from the students' Exit Surveys and Field Evaluations. The last year survey results were shared with faculty and led to the development of changes to the research course content.	Ongoing
Need of support for student writing skills and commitment to maintaining student success	Continued efforts to find resources and strategies to support student writing: As stated in our previous report, for the MSW Program, the graduate writing requirement (GWAR) was moved from the foundation research courses (SW240/SW242) to the foundation theory courses (SW212/SW214) in AY16-17. This was done because the first-year part-time MSW students were not being officially assessed for writing in their first year since they took the research class in their second year of the part-time program sequence. With this move, students requiring writing support can now be identified early on and can be provided with the needed support and guidance in a timely fashion. We are in the process of creating a free standing GWAR totally new course so that writing in the context of Social Work can be taught and assessed better. In this effort we are partnering with the Department of Language and Linguistic Development.	Partially Completed and On-going

	We have also procured a scholarship to hire qualified advanced students to serve as writing tutors for the incoming MSW student cohort.	
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Describe the progressive changes and the status in the table below.

Proposed changes and goals in this section are based on the School's Program Planning Report in February, 2017. The School continues to extend and expand activities in alignment with College and University plans in terms of student success and learning experiences. The SSW faculty retreat on 1/23/2018 focused on our school's strategic planning that encompasses 1) Effective governance, 2) Strategic collaboration, 3) Curriculum alignment, 4) Student success, 5) Adequate financial resources, and 6) strategic, accountable operations.

10. Program planning action items

What is the direct web link to the program's latest action plan?

<http://www.sjsu.edu/gup/ugs/faculty/programrecords/CASA/Socialwork/index.html>

Describe the action items and the status in the table below.

The School continues to extend and expand activities in alignment with College and University plans in terms of student success and learning experiences. Specific future directions include the following:

- Efforts to more comprehensively restructure course offerings organized by the 2015 CSWE competencies.
- The implementation of an Advanced Standing (AS) option has been approved in the School's strategic plan, and is going through the university's curricular process. The AS program allows qualified students who have earned a bachelor's degree in social work from an accredited institution to forgo the foundation year in the Master's of Social Work program and enter into the advanced final year of study.
- Strengthen NASW, Social Work Alumni Association, SWGSA, USWA, and School collaboration.
- Implement BASW Mental Health Training Grant and MSW Integrated Behavioral Health Training Grant.
- Offering additional diversity training to enhance our mission focus on the Transcultural Perspective.