

**Assessment Data
SOCIAL WORK MAJOR**

PROGRAM LEARNING OUTCOMES #2

**The social work program learning outcome area #2 has four supporting goals 2A – 2D
This report is for outcomes 2B**

Learning Outcome # 2B

2B. Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice

Outcome Measure PLO #2B

PLO #2B Measures – Portfolio

Portfolio Item – reflective essay/ presentation

Portfolio - Field notes

PLO # 2B Criteria For Success

80% of students will score 75% or higher of available points for the reflective assignments within the portfolio. (essay / field logs in portfolio)

80% of students will score 75% or higher of available points on the faith and practice assignment. (75% was established as 3.0 on a 4.0 scale)

2B Data and Outcome

Portfolio- Faith and Profession Presentation

	Percentage of Class at 3.0 or Higher			
	2014*	2015** Average	% at or above 3.0	Outcome Met
<i>Oral Communication -</i>				
Organization	3.5	3.67	100%	Yes
Language	3.25	3.25	100%	Yes
Delivery	3.25	3.17	83%	Yes
Support Material (Biblical or Theological References)	3.5	3.5	100%	Yes
Central Message (Faith and Practice)	3.3	3.46	100%	Yes
Overall	3.3	3.41	100%	Yes

Portfolio - Field Notes- Faith Perspective

A minimum of four internship logs will demonstrate an awareness of the influence of faith on practice through completion of the praises, prayers and reflection sections of the weekly log.

Of the student portfolios available on June 1, 2015 75% contained a minimum of four references to faith and practice in the identified sections. An additional 25% of records are not yet received.

Final Field Evaluation – Portfolio

The 2015 review also considered the Faith and Practice domain (items 42 and 43) from Final Field Evaluation.

2B: Final Field Evaluation Faith Domain

Field Evaluation Item	43. Christians who are professional social workers are able to describe and model servant leadership	44. Students will articulate the relationship between two Wesleyan principles and core SWK values	PLNU Faith Domain
Domain and Item # CSWE Assessment	PLNU 2.1.11.1 Portfolio Item	PLNU 2.1.11.2 Portfolio Item	Domain 2.1.11
Mean Score	3.8	3.5	3.7
% students at or Above 3.0	100%	80%	80%

Conclusions from the Data

The outcome measure for PLO 2B measure #1 was achieved. The 2014 and 2015 scores not directly comparable because data sources and rubrics changed, however program goal remained consistent. The program achieved the benchmark for success each year.

Because integration of faith and profession is core to the department and program missions, data from additional measures that were readily available were used to supplement the assessment of Program Learning Outcome 2B related to faith and professional practice.

Data for the second measure, Field Notes, identified 75% of portfolios including a minimum of four weekly logs referencing faith and practice, therefore did not achieve the benchmark . It is noted, however that in excess of 25% of these records were not available for review at the time of this report.

Measure three, Final Field Evaluation also met the benchmark. The 80% benchmark was achieved with 80% or greater of the scores for the two items identified in the Final Field Evaluation to measure the Faith Domain meeting or exceeding a 3.0 on a 4.0 scale (75%).

Changes Made

During the 2015 review, it was noted that the outcome measure for the influence of Christian perspective on professional social work could also be assessed through an oral presentation addressing the integration of faith and professional practice. By amending this measure, the portfolio is better positioned to evaluate the core competency of oral communication as well as written communication. The AACU oral language rubric will be used for assessment which provides a consistent measure that can be used more systematically.

Conclusions Drawn from Data:

The instruments and measures previously used by the PLNU Social Work program required revision in order to meet the new CSWE standards referenced in program goals and learning outcomes.

In general, the program meets the established benchmarks, however not all data generated by external review bodies is available for consideration at the end of the academic year in May. As a result, some measures lack 2015 comparison data. The program assessment plan needs to be revised to reflect this challenge to a single complete annual assessment.

Rubrics and Instruments Used

AACU Oral Language Rubric amended for targeted presentation.

Final Field Evaluation items 42 and 43

Internship Log (awareness measure)

Presentation Rubric

Presentation 1: Professional Practice and Integration of Faith

You will share a 15 minute presentation (including a written outline or power point) with your colleagues. The presentation will integrate a core topic from social work practice and how faith helps to inform or shape your professional response to the struggles associated with the topic. You will select the topic no later than week 4 in order to ensure that a topic is not presented multiple times.

Rubric Used: AACU ORAL Communication – TARGETED CONTENT

	Capstone 4	Milestones 3 2		Benchmark 1
Extent of Information	Effectively defines and describes key concepts from both faith base and professional foundation. Provides biblical of theological references to support reflection or premise	Defines key concepts. Types of information (sources) selected relate to concepts or answer research question.	Information incomplete - parts are missing, remains too broad or too narrow, etc.). provides information from only one perspective (faith or profession).	. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or the assignment given.
Accesses references Source material clearly	Accesses information using effective, well-designed provides clear and appropriate information sources. Demonstrates ability to link sources to integrate faith and profession	Accesses information using variety sources with some relevant information sources.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information Critically	Systematically and methodically presents information and describes relevance the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Begins to identify some contexts or connections when presenting position on integration.

<p>Use Information Effectively to Accomplish Purpose of Assignment</p>	<p>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth</p>	<p>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.</p>	<p>Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.</p>	<p>Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.</p>
<p>Access and Use Information Ethically and Legally</p>	<p>Uses citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to assignment and context; distinguishing between common knowledge and ideas requiring attribution) and professional values, ethics, or understandings Gives credit for the use of published, confidential, and/or proprietary information.</p>	<p>Paraphrasing, summary, or quoting; using information in ways that are consistent with assignment and original context; distinguishing between common knowledge and ideas References sources information.</p>	<p>Paraphrasing, summary, or quoting; using information in ways that are consistent with assignment and original context; distinguishing between common knowledge and ideas. Incomplete references to sources.</p>	<p>Vague summary or references Insufficient citations or confuses protected and unprotected information, or violates rules of confidentiality or professional protocols.</p>
<p>OVERALL COMMENT</p>				

WEEKLY FIELD LOG

ID / Name	
Week of:	Number of Hours
ACTIVITIES	
OBSERVATIONS, REACTIONS, and CHALLENGES	
PERSONAL and PROFESSIONAL REFLECTION (references to faith and practice seen here)	
PRAISES (direct references to faith and practice seen here)	
PRAYERS (direct references to faith and practice seen here)	
FOLLOWUP REQUEST	

**FINAL FIELD EVALUATION
FAITH DOMAIN ITEMS**

Evaluation of Student Performance in Field Education

Directions: Please evaluate the student's performance based on an understanding of the student as a learner preparing for beginning generalist social work practice, who will be acquiring knowledge and developmental skills within a ethical professional framework. The student is to be rated in the context of assignments given and shall include input from all persons involved in the supervision process.

Rate student progress / performance on a 0-4 scale, with 4 as the highest rating, and scores indicating the following:

- "0" not demonstrated or unsatisfactory
- "1" weak or problematic
- "2" satisfactory
- "3" more than satisfactory
- "4" exemplary

You may use interim scores such as 2.5 to indicate a rating between points on the scale. Please place a score to the right of each item indicating your rating of the student's performance in that area. Please use an **NA** to identify any item which is not applicable in your setting or impossible to evaluate because of lack of opportunity to observe

Competency 11: Service as an Expression of Faith		
Program Objective	Measure	Score
Demonstrate a practical understanding of the integration of faith and profession.	42. Christians who are professional social workers are able to describe and model servant leadership.	
	43. Students will articulate the relationship between two Wesleyan principles and core SWK values.	

Activity Examples:

- Identify the agency's means for reflecting client's faith as: a component in the change process, a strength utilized in case planning, and what effect the client's faith has in regard to service delivery
- Explain how, if at all, your faith is in agreement or contradiction with the agency's mission statement
- Discuss a time when an assigned client task came into conflict with an aspect of your faith
- Discuss how you are able to integrate into your practice what you believe

Comments: _____
