

**CHICO STATE UNIVERSITY**  
**ASSESSMENT SUMMARY UPDATE**

PROGRAM: BSW in Social Work

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2012 - 2013	1) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge; 2) Demonstrate effective written communication	Agency Internship Instructor Evaluation on Final Field Evaluation	Benchmark: 80% of student score "3" (Progressing in Demonstration of Knowledge or Skill Development) or above. SLO 1 – 77% SLO 2 – 82 %	The score on the first SLO did not meet the benchmark. In response, the faculty looked at where this material was being covered in the curriculum and voted to add a module in the policy course covering appraising and integrating knowledge. We also added an assignment in the same course requiring students to practice and be evaluated on this.  In terms of writing, though the score is above the benchmark, it is not as high as we would like it to be. We added spontaneous writing assignments in our Field Seminar classes to inform us which students are having challenges. We offer these students extra assistance, including encouragement to get

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
				help at the Campus Writing Center.
2013-2014	Use research evidence to inform practice	1) Agency Internship Instructor Evaluation on Final Field Evaluation 2) Faculty rubric-based assessment of literature review assignment	Benchmark: 80% of student score "3" (Progressing in Demonstration of Knowledge or Skill Development) or above. Field evaluation: 79% Faculty evaluation: 76%	Both scores were below the benchmark. The Research Curriculum Committee proposed adding a one-unit research lab to our research courses to better support understanding and application of material. The faculty approved this and we began offering the additional labs.
2014-2015	Demonstrate effective oral communication	1) Agency Internship Instructor Evaluation on Final Field Evaluation 2) Faculty rubric-based assessment of case presentation for Field Seminar Classes	Benchmark: 80% of student score "3" (Progressing in Demonstration of Knowledge or Skill Development) or above. Field evaluation: 91% Faculty evaluation: 86%	The faculty was happy with the scores on this measure. Our students seem to have stronger oral than written communication skills. We continue to discuss opportunities for them to practice speaking, including opportunities to engage in campus-wide presentation events.
2015 - 2016	Demonstrate effective written communication	1) Agency Internship Instructor Evaluation on Final Field Evaluation	Benchmark: 80% of student score "3" (Progressing in Demonstration of Knowledge or Skill Development) or above.	Writing scores have increased and we are pleased with that. We do, however, continue to explore new ways to support students with writing challenges. We recently began a writing tutoring

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
		2) Faculty rubric-based assessment of final writing project	Field evaluation: 86% Faculty evaluation: 88%	program that we are encouraging students to utilize and evaluate.
2016-2017	1) Understand the forms and mechanisms of oppression and discrimination 2) Demonstrate the ability to engage in practice that advances social and/or economic justice	Agency Internship Instructor Evaluation on Final Field Evaluation	Benchmark: 80% of student score "3" (Progressing in Demonstration of Knowledge or Skill Development) or above. SLO 1 Field Evaluation: 92% SLO 2 Field Evaluation: 81%	The evaluation scores suggest that students understand oppression and discrimination, but are less effective at applying it in the field. It was unclear whether this was a lack of opportunity in the agency or a lack of skill on the student's part. We conducted focus groups with graduating students and determined that the majority of the problem is a lack of opportunity during the internship. We added material on creating opportunities to our field orientation and are supporting faculty field liaisons to discuss involvement in justice issues during mandatory field visits.