

Social Work Program Assessment Plan

UCB has defined the assessment of a program or unit as the process of collecting information related to the responsibilities of students, faculty, staff or the institution. Information data can be quantitative or qualitative. The purpose of data collection is to improve the student learning.

As an academic component, assessment is seen as an integral and collaborative learning experience. Students learn best when their experiences in the program are not a collection of isolated courses. They need to perceive a connection between learning experiences for the outcomes to be profound and lasting. This requires a system of quality control in the process of teaching and learning.

As part of program assessment, each time the course is offered; professors must complete the form, Template for Course Assessment. In this form, professors must include the date, course objective, activities, assessment criteria and minimum execution percent.

Once a year the results of the assessment are presented to the students through the Association of Students of Social Work.

The assessment plan for the EPAS 2015 was organized by the faculty of the Program. The new assessment plan uses as references the nine competencies and dimensions proposed in the EPAS 2015, the results of the assessment process of the EPAS 2008 and the experiences of the faculty. The measures to be used in the assessment were proposed or reviewed by teachers who teach the courses. Also, needs related to education identified in the field practice were considered, with the students in the teaching-learning process of each course and the field practice.

The Assessment Plan was carried out simultaneously with the revision of the curriculum and in the process of recovering from the impact of Hurricanes Irma and María. The process officially started with the participation of the Full-time Faculty of the Reaffirmation Workshop in April 2018. After training, followed an agenda of periodic meetings in which they worked on the revision of the curriculum and the courses that comprised it. In addition, a series of workshops were organized to discuss the construction of rubrics, tests, and other measures to capture students' academic progress.

In the 2015 EPAS assessment plan, it is divided into two areas: the knowledge acquired in the classroom (measure 2) and the application of knowledge in the field practice or real scenario (measure 1). In practice, behaviours are also evaluated. Behaviours are included in the practice assessment. The table 1, presents a summary of the Assessment Plan. Table 2 provides a description of the assessment procedures that detail when, where, and how each competency is assessed. Table 3, 4 and 5 are used to compile the information.

Table 1: Assessment Plan Summary

Competency	DIMENSION(S) MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE				DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive affective reactions)		
	Behavior	Dimen.	Measures 1 & 2	Course	Measure 2	Dimen.	Corse
Competency 1: Demonstrate Ethical and Professional Behavior	Make ethical decisions by applying the standards of the NASW Code of Ethics, Relevant laws and regulations, models for ethical decision-making, ethical conduct of Research and additional codes of ethics as appropriate to context.	K,V,S,CA	Aggregate student scores on Field Evaluation Section 1.1 Items 1-5	TSOC 446 TSOC 447	Application activity of the Code of Ethics (Rubric)	K,V,S,CA	TSOC 215
	Use reflection and self-regulation to manage personal values and maintain Professionalism in practice situations.	V,CA					
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and Electronic communication.	V,S					
	Use technology ethically and appropriately to	V,S					

Competency	DIMENSION(S) MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE				DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive affective reactions)		
	Behavior	Dimen.	Measures 1 & 2	Course	Measure 2	Dimen.	Corse
	<p>facilitate practice outcomes; and</p> <p>Use supervision and consultation to guide professional judgment and behavior.</p>	V.CA					
Competency 2: Engage Diversity and Difference in Practice	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p> <p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>K,V,S,CA</p> <p>CA</p> <p>V,CA</p>	Aggregate student scores on Field Evaluation Section 1.2 Items 1-3	TSOC 446 TSOC 447	Educational video of a topic of interest (Rubric)	K,V,S,CA	TSOC 346

Competency	DIMENSION(S) MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE				DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive affective reactions)		
	Behavior	Dimen.	Measures 1 & 2	Course	Measure 2	Dimen.	Corse
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> <p>Engage in practices that advance social, economic, and environmental justice.</p>	<p>K,S, CA</p> <p>V,S</p>	<p>Aggregate student scores on Field Evaluation Section 1.3 Items 1-2</p>	<p>TSOC 446 TSOC 447</p>	<p>Interview with a legislator (Rubric)</p>	<p>K,V,S,CA</p>	<p>TSOC 316</p>
Competency 4: Engage In Practice-informed Research and Research-informed Practice	<p>Use practice experience and theory to inform scientific inquiry and research.</p> <p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p> <p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>K,S</p> <p>S,CA</p> <p>S,CA</p>	<p>Aggregate student scores on Field Evaluation Section 1.4 Items 1-3</p>	<p>TSOC 446 TSOC 447</p>	<p>Research proposal and oral presentation (Rubric)</p>	<p>K,V,S,CA</p>	<p>TSOC 320</p>

Competency	DIMENSION(S) MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE				DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive affective reactions)		
	Behavior	Dimen.	Measures 1 & 2	Course	Measure 2	Dimen.	Corse
Competency 5: Engage in Policy Practice	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p> <p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p> <p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>K,CA</p> <p>K,CA</p> <p>V,S,CA</p>	<p>Aggregate student scores on Field Evaluation Section 1.5 Items 1-3 and</p> <p>Policy seminar rubric</p>	<p>TSOC 446</p> <p>TSOC 447</p> <p>TSOC 449 (Seminar)</p>	<p>Rubric for policy analysis (Rubric)</p>	<p>K,V,S,CA</p>	<p>TSOC 316</p>
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>K,S</p>	<p>Aggregate student scores on Field Evaluation Section 1.6 Items 1-2</p>	<p>TSOC 446</p> <p>TSOC 447</p>	<p>Implementation of an intervention model and reflection for intervention with diversity (Rubric)</p>	<p>K,V,S,CA</p>	<p>TSOC 340</p>

Competency	DIMENSION(S) MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE				DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive affective reactions)		
	Behavior	Dimen.	Measures 1 & 2	Course	Measure 2	Dimen.	Corse
	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	S,V					
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<p>Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</p> <p>Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p> <p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients</p>	<p>S,CA</p> <p>K,S,CA</p> <p>K,S,CA</p>	Aggregate student scores on Field Evaluation Section 1.7 Items 1-4.	TSOC 446 TSOC 447	Community need assessment will be developed, considering the results student should make recommendations for the strengthening of the constituents of the community and social justice (Rubric)	K,V,S,CA	TSOC 360

Competency	DIMENSION(S) MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE				DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive affective reactions)		
	Behavior	Dimen.	Measures 1 & 2	Course	Measure 2	Dimen.	Corse
	and constituencies. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	S,CA					
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. Use inter-professional collaboration as appropriate to	S,CA K,V,S,CA V,S,CA	Aggregate student scores on Field Evaluation Section 1.8 Items 1-5.	TSOC 446 TSOC 447	Case study record (Rubric)	K,V,S,CA	TSOC 342

Competency	DIMENSION(S) MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE				DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive affective reactions)		
	Behavior	Dimen.	Measures 1 & 2	Course	Measure 2	Dimen.	Corse
	<p>achieve beneficial practice Outcomes.</p> <p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p> <p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>S,CA</p> <p>S,CA</p>					

Competency	DIMENSION(S) MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE				DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive affective reactions)		
	Behavior	Dimen.	Measures 1 & 2	Course	Measure 2	Dimen.	Corse
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Select and use appropriate methods for evaluation of outcomes.	S,CA	Aggregate student scores on Field Evaluation Section 1.9 Items 1-4	TSOC 446 TSOC 447	Libretto Sociodrama (Rubric)	K,V,S,CA	TSOC 341
	Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of Outcomes.	K,V,S,CA					
	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	V,S,CA					
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	S,CA					

Table 2: Assessment procedures

Identified Measures	Competencies Assessed	When Assessed	Where Assessed	How Assessed
Measure 1	Competency 1	Field Practice	TSOC 446 TSOC 447	Field Evaluation Section
Measure 2		Second Year	TSOC 215	Application activity of the Code of Ethics (Rubric)
Measure 1	Competency 2	Field Practice	TSOC 446 TSOC 447	Field Evaluation Section
Measure 2		Third Year	TSOC 346	Educational video of a topic of interest (Rubric)
Measure 1	Competency 3	Field Practice	TSOC 446 TSOC 447	Field Evaluation Section
Measure 2		Second Year	TSOC 316	Interview with a legislator (Rubric)
Measure 1	Competency 4	Field Practice	TSOC 446 TSOC 447	Field Evaluation Section
Measure 2		Second Year	TSOC 320	Research proposal and oral presentation (Rubric)
Measure 1	Competency 5	Field Practice	TSOC 446 TSOC 447 TSOC 449 (Seminar)	Field Evaluation Section Seminar presentation
Measure 2		Second Year	TSOC 316	Rubric for policy analysis (Rubric)
Measure 1	Competency 6	Field Practice	TSOC 446 TSOC 447	Field Evaluation Section
Measure 2		Third Year	TSOC 340	Implementation of an intervention model and reflection for intervention with diversity (Rubric)
Measure 1	Competency 7	Field Practice	TSOC 446 TSOC 447	Field Evaluation Section
Measure 2		Third Year	TSOC 360	Community need assessment will

Identified Measures	Competencies Assessed	When Assessed	Where Assessed	How Assessed
				be developed, considering the results student should make recommendations for the strengthening of the constituents of the community and social justice (Rubric)
Measure 1	Competency 8	Field Practice	TSOC 446 TSOC 447	Field Evaluation Section
Measure 2		Third Year	TSOC 342	Case study record (Rubric)
Measure 1	Competency 9	Field Practice	TSOC 446 TSOC 447	Field Evaluation Section
Measure 2		Third Year	TSOC 341	Sociodrama (Rubric)

Competency Benchmark % Rationale

The benchmark established in our Program is 75% in courses. In order to achieve this level of competence, the faculty has designed a curriculum in which a set of educational activities (for example, exhibitions, research, readings, seminars, volunteer experiences and field practice) that are organized through the years of study in order to promote comprehensive training that allows students to acquire knowledge, skills, values and cognitive processes, dimensions of professional competence.

The institution's evaluation plan guarantees that when the proposed benchmark is not reached in the activities of a course, you must first work on a process of retraining the material, to avoid as far as possible academic gaps in the students and the evaluation of the pedagogical strategies used.

Table 4: Course outcomes Form

**UCB BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
_____ ACADEMIC YEAR**

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
		Program Option #1 (Main campus/ On Campus method)	Aggregate of All Program Options
Competency 1: Demonstrate Ethical and Professional Behavior	75%		
Competency 2: Engage Diversity and Difference in Practice	75%		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75%		
Competency 4: Engage In Practice-informed Research and Research-informed Practice	75%		
Competency 5: Engage in Policy Practice	75%		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75%		

Table 5:

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining (N)	Percent Achieving Competency	Competency Benchmark Met?
Competency 1: Demonstrate Ethical and Professional Behavior	75 % of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3: Behavior 4: Behavior 5:		
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3: Behavior 4: Behavior 5:		
		Measure 3: Students must score a minimum of 36 out of 50 points.			
Competency 2: Engage Diversity and Difference in Practice	75 % of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3:		
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3:		
		Measure 3: Students must score a minimum of 56 out of 75 points.			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75 % of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2:		
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2:		
		Measure 3: Students must score a minimum of 53 out of 70 points.			

Competency 4: Engage In Practice-informed Research and Research- informed Practice	75 % of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3:		
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3:		
		Measure 3: Students must score a minimum of 53 out of 71 points.			
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 or more measures .	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3:		
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3:		
		Measure 3: Students must score a minimum of 33 out of 45 points.			
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2:		
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2:		
		Measure 3: Students must score a minimum of 71 out of 95points.			
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75 % of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3: Behavior 4:		
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3: Behavior 4:		
		Measure 3: Students must score a			

		minimum of 75 out of 100 points.			
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75 % of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3: Behavior 4: Behavior 5:		
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3: Behavior 4: Behavior 5:		
		Measure 3: Students must score a minimum of 75 out of 100 points.			
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organization, and Communities	75 % of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3: Behavior 4:		
		Measure 2: Students must score a minimum of 3 out of 4 points.	Behavior 1: Behavior 2: Behavior 3: Behavior 4:		
		Measure 3: Students must score a minimum of 36 out of 50 points.			