

Assessment of Student Learning Plan (ASLP): School of Social Work

2014-15 Academic Year

A. College, Department/Program, Date

College: College of Management and Human Service

Department/Program: Social Work

Date: 6/2/15

Contact Person for the Assessment Plan

Name and title: Jeanette Andonian, MSW PhD, Interim Director, School of Social Work

B. Degree Program

Name of Degree Program: Bachelor of Social Work (BSW) & Master of Social Work (MSW)

C. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

- a. List 3-5 of the most important student learning outcomes for your program: **The SSW is accredited under the Council on Social Work Education (CSWE) that has rigorous outcome standards in the form of competencies. There are currently 10 competencies with 51 associated “practice behaviors” that are used for the SSW program assessments.**
- b. Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department’s CORE Course Blueprint(s). **All of the competencies and practice behaviors are assessed and tabulated each year (see Director’s Report for 2013-14—the 2014-15 report is forthcoming).**

Step 2: How and When were the Learning Outcomes assessed?

- a. Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.

In both the BSW & MSW programs, the assessment tools used included course assignments across the curriculum that are tied to particular competencies and practice behaviors. Each practice behavior is assessed by at least two assignment measures. The assignment scores are entered into a database at the end of each semester. Another assessment tool used each year is our final fieldwork evaluations. Student fieldwork is a substantial locale to measure practice behavior outcomes, and the evaluation tool itself is designed to rate each practice behavior. The final fieldwork evaluation data is tabulated at the end of each academic year.

- b. Briefly describe when and how you implemented the assessment activity.

Faculty members individually enter their own course assignment score data at the end of each semester. Fieldwork evaluation data is entered directly into a pre-configured excel database by the field instructors conducting the assessment of the student.

Step 3: Process of Using the Assessment results to Improve Student Learning

- a. Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.

The data compilation is shared with faculty and discussed each fall in a faculty meeting. Each course content committee reviews the findings for their particular areas and makes modifications to the curriculum to improve the course material and the teaching strategies.

D. Other Course Assessment Activities:

If your department/program is unable to complete any of the above steps, are you able to report any assessment-related activities at the Course-Level; for example: created grading rubrics to use in required courses, examined student progress in an entry-level course, developed a new course, redesigned a course to include community-based learning, etc.

Briefly explain. N/A

E. Are there “community engagement” activities integrated in your departmental curriculum?

a. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	<u>_X_</u>	R	O
Student-Faculty Community Research Project	<u>_X_</u>	R	O
Internship, or a Field Experience	<u>_X_</u>	R	O
Independent Study (community-related project)	<u>_X_</u>	R	O
Capstone Course (community-related project)	<u>_X_</u>	R	O BSW ONLY
Service-Learning (a component of a course)	<u>_X_</u>	R	O
Study Abroad, or an International Program	<u>___</u>	R	O Eliminated*
Interdisciplinary Collaborative Project (community related)	<u>_X_</u>	R	O
Student Leadership Activities (related to a team project)	<u>_X_</u>	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u>_X_</u>	R	O
Other Activities (not mentioned above):			
*Please note that the two international courses we had offered were discontinued due to funding issues and resulting low enrollment. However, some BSW students have done study abroad through other departments (eg, China, Sweden, etc)			

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

Entry-level courses:

BSW (undergrad): SWO 201

MSW (grad): SWO 501, 553, 554, 555

Mid-level courses:

BSW (undergrad): SWO 365, 334, 393

Upper-level courses:

BSW (undergrad): SWO 403, 411, 412

MSW (grad): SWO 605, 604, 652, 654,655