

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

2015-16 Academic Year

## A. College, Department, Date

*College: CMHS*

*Department: Social Work*

*Date: 7/13/16*

## B. Contact Person for the Assessment Plan

*Name and title: Jeanette Andonian, MSW, PhD, LCSW, Director of School of Social Work & MSW Program*

## C. Degree Program

*Name of Degree Program: Bachelor of Social Work (BSW)*

## D. Assessment of Student Learning: Program Assessment

### Step 1: Identify the Student Learning Outcomes (SLO's)

- a. *Do you have your student learning outcomes published on your department's website?*

*No, they are not published on the website, however, all social work programs in the U.S. share learning outcomes that are based on the Council on Social Work Education (CSWE)-defined competencies.*

- i. *If yes, please indicate the url: \_\_\_\_\_*
- ii. *If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?***

*The following lists the newly revised (2015) CSWE Educational Policy and Accreditation Standards (EPAS) along with the practice behaviors used to assess competency attainment. The practice behaviors are assessed in social work courses and most importantly in fieldwork. Acquisition of knowledge is foundational in social work and the emphasis in assessing student work and practice is on application of knowledge and skill development. Not all competencies are measured in every course. They are applied to the courses that teach the content that is aligned to the particular competency.*

*2015 EPAS Competencies & Practice Behaviors:*

*1. Demonstrate ethical and professional behavior*

- a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical
- b. decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- c. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- d. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- e. use technology ethically and appropriately to facilitate practice outcomes; and
- f. use supervision and consultation to guide professional judgment and behavior.

*2. Engage diversity and difference in practice*

- a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

3. *Advance human rights and social, economic & environmental justice*
  - a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
  - b. engage in practices that advance social, economic, and environmental justice
4. *Engage in practice-informed research and research-informed practice.*
  - a. use practice experience and theory to inform scientific inquiry and research;
  - b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
  - c. use and translate research evidence to inform and improve practice, policy, and service delivery.
5. *Engage in policy practice*
  - a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
  - b. assess how social welfare and economic policies impact the delivery of and access to social services;
  - c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. *Engage with individuals, families, groups, organizations & communities*
  - a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
  - b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. *Assess individuals, families, groups, organizations & communities*
  - a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
  - b. 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;

- c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
  - d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8. *Intervene with individuals, families, groups, organizations & communities*
- a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
  - b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical
  - c. frameworks in interventions with clients and constituencies;
  - d. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
  - e. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
  - f. facilitate effective transitions and endings that advance mutually agreed-on goals
9. *Evaluate practice with individuals, families, groups, organizations & communities*
- a. select and use appropriate methods for evaluation of outcomes;
  - b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
  - c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
  - d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

*These competencies/practice behaviors were developed by CSWE and published in the following document:*

***Council on Social Work Education (2015). Educational Policy and Accreditation Standards. Arlington, VA: CSWE Commission of Educational Policy and Accreditation Standards.***

- b. *Please identify **which of your student learning outcome(s) 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 above competencies are assessed each academic year.*

- c. *Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses?*

*No, but a report is completed each year and published on the website every two years, as required by CSWE. The 2015-16 Report is currently in progress.*

- i. *If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.*

### **Step 2: Assessment Methods Selected and Implemented**

- a. *Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.*

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 by faculty. Another assessment tool used each year is our final fieldwork evaluation. Student fieldwork is critical in the assessment of practice behaviors and competencies. The field evaluation tool is designed to rate student practice behavior attainment on a likert scale. The field evaluation scores are used to assess overall student performance to ensure they are meeting standards of practice. The final fieldwork evaluation data is tabulated at the end of each academic year and utilized in our ongoing program assessment.

- b. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

Competency attainment is measured at the end of each semester through coursework assignments and fieldwork evaluations.

**Step 3: Using the Assessment results to Improve Student Learning**

- a. Briefly describe your unit’s process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).

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.

- b. What changes have been or will be made to improve student learning, as a result of using the program assessment results?  
Faculty modify course assignments to improve competency achievement.
- c. Date of most recent program review/self-study?  
For reaccreditation in 2013—next reaccreditation in 2020.

**E..Course Assessment Activities:** *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

**F. Community Engagement Activities in your departmental curriculum:**

- a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.
- b. Please indicate what community engagement activities are included in your program’s curriculum, and whether 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)	<input checked="" type="checkbox"/>	R	O
Capstone Course (community-related project)	<input checked="" type="checkbox"/>	R	O
Service-Learning (course-based)	<input checked="" type="checkbox"/>	R	O
Study Abroad, or an International Program	<input checked="" type="checkbox"/>	R	O*
Interdisciplinary Collaborative Project (community related)	<input checked="" type="checkbox"/>	R	O
Student Leadership Activities (related to a team project)	<input checked="" type="checkbox"/>	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<input checked="" type="checkbox"/>	R	O
Other Activities (not mentioned above):			

***\*Study Abroad course in Costa Rica reinstated in May 2016—very successful—cross listed with another department and had good enrollment. We plan to continue offering this course.***

*c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.*

*Entry-level courses: SWO 201*

*Mid-level courses: SWO 365, 334, 393*

*Upper-level courses: SW) 403, 411, 412*