Assessment of Student Learning Plan (ASLP): Social Work

2017-18 Academic Year

University of Southern Maine

A. College, Department, Date

College   CMHS
Department   Social Work
Date   5/30/18

B. Contact Person for the Assessment Plan
Name and title   Jeanette Andonian, MSW, PhD, LCSW, Director, School of Social Work

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?*

Yes, our program assessment data, based on our outcomes is on our website and updated annually. Our learning outcomes are based on our Council on Social Work Education (CSWE) defined competencies or our accreditation.

i. ***What will students know by the end of your program?***
The following lists the (2015) CSWE Educational Policy and Accreditation Standards (EPAS) along with the practice behaviors used to assess competency attainment. The competencies are assessed in social work courses and the corresponding practice behaviors are assessed in fieldwork (students complete 480 hours of fieldwork in senior year). 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. We also include

material and assignments in courses reflecting 4 domains:
Knowledge, values, skills and cognitive/affective processes.

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 were assessed this past year.

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

All course syllabi identify which competencies are assessed. The competencies are listed next to course objectives. We do not have a matrix or curriculum map at this time—we will be developing this for our next re-accreditation self-study which is coming due in Dec. 2020.

> 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

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

Each competency (defined above) is assessed using two measures:

1. **Competency Attainment Evaluation (CAE).** This is a tool that was employed in the SSW for the first time in May 2017. The CAE is a 60 question multiple choice exit "test" that students are required to take before graduating. There are nine domains of questions (for each of the 9 CSWE competencies) to assess student attainment of competencies through coursework. The benchmark of competency attainment is set at 70% for each domain. Data are gathered during the early weeks of May each year and analysis is completed over the summer and posted on our website.

2. **Fieldwork Evaluation**. Student fieldwork is critical in the assessment of competency attainment. Students engage in a year-long senior field placement under close supervision of a field instructors in the placement agency (480 hours of fieldwork split over two semesters). The field evaluation tool is designed for field instructors to rate student performance on a likert scale for behaviors that represent each of the 9 competencies. The field evaluation scores are used to assess overall student performance to ensure they are meeting learning objectives. The final fieldwork evaluation data is tabulated at the end of each academic year and utilized in our ongoing program assessment.

e. *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 evaluation is administered on at the end of senior year; the field evaluation is administered twice per year by field instructors during the students' internship year, at the end of senior year fall semester and again at the end of spring semester.

> Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the ___course. Case studies were graded on a rubric by two faculty members.
> Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

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 analysis is shared with faculty in report form 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 specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*

Faculty modify course delivery techniques, content or assignments to improve outcomes.

c. *Date of most recent program review/self-study?*

Continuous each year. Most recent formal and extensive self-study for re-accreditation,

2013—next in 2020. This is when we conduct a complete program review.

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.*

Because courses vary widely, faculty develop their own course assessment strategies and some use rubrics. The CAE tool was designed to make our assessment of student competency attainment more uniform to reflect the domains of knowledge, values, skills and cognitive/affective processes (also required by CSWE).

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.

Yes, all students in fieldwork (as explained above) are engaged in the community. This is a critical to our student learning outcomes. In addition, our students engage in research often in collaboration with community agencies—all students are required to complete a research project that is assessed in the context of the research curriculum (SWO 333 & 334). Service learning is embedded in several courses (SWO 201, SWO 365 & SWO 393). However, SWO 393 is the signature service-learning course and is required of all students to prepare them for the fieldwork experience in the following semester. All assessment of this work occurs in the context of the courses and the assignments tied to the service learning experiences.

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.
Note: Items in bold below are required. All others are optional. See other notes below table.

Community Engagement Activity	Required/Optional	
Student Research (related to a community-based problem)	**R**	
*Student-Faculty Community Research Project		O
Internship, or a Field Experience	**R**	
Independent Study (community-related project)		O
***Capstone Course (community-related project)**	**R**	
Service-Learning (course-based)	**R**	

**Study Abroad, or an International Program	O
*Interdisciplinary Collaborative Project (community related)	O
*Student Leadership Activities (related to a team project)	O
*Students/Faculty Community Leadership	O
(advisory boards, committees, conference presentations)	

Other Activities (not mentioned above): Opportunity for participation in annual Social Work Advocacy Day at the Statehouse—all students encouraged to participate for extra credit—participation varies from year to year but was strong in March 2017 with 55+ USM SW students in attendance.

Notes:

*Student leadership, student-faculty community leadership, and interdisciplinary projects are listed as optional but they often part of fieldwork, research service learning or capstone. Note that all students are mentored by faculty during their research projects. Most students present their work at Thinking Matters and some even publish with faculty.

** Study Abroad course in Costs Rica cross-listed undergrad-grad also with REC and ran successfully during winter session 2018. Students are not required to take an international course because of the costs, though we encourage students to take a study abroad opportunity if feasible. In this coming summer, and interdisciplinary course, including social work, in Iceland, funded by MEIF is open to students.

***The Capstone project is embedded in the fieldwork experience and completed/assessed during the final semester of senior year in the context of the field seminar (SWO 411/412).

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 350, 365, 334, 393
> Upper-level courses: SWO 403, 411, 412
> Also, some electives: Cross listed Community Practice course with art and social work; cross listed course with food studies in Spring 2017, "Poverty and Hunger", had a community engagement component.