

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

2018-19 Academic Year

University of Southern Maine

A. College, Department, Date

College College of Management and Human Service
Department School of Social Work
Date May 26, 2019

Contact Person for the Assessment Plan

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

Degree Program

Name of Degree Program Bachelor of Social Work (BSW)

B. Assessment of Student Learning: Program Assessment

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

a. Are your student learning outcomes published on your department's website?

YES

i. If yes, please provide the url:

This link brings you to our accreditation-required nine outcome competencies per the Council on Social Work Education (CSWE) and the findings from our assessment of student competency attainment. We are required to post this data publicly every two years at minimum:

<https://usm.maine.edu/sites/default/files/swo/BSW%20CAE%20Spring%202017%20Summary%20Table%20.pdf>

For more detailed information, this link brings you to the current CSWE Educational Policy and Accreditation Standards (EPAS). Here there are specific definitions of each of the nine competencies (p. 7-

9). The EPAS are infused into the course objectives through the entire curriculum, including fieldwork:

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

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?***

b. *Please identify **which of your student learning outcome(s) were assessed this past academic year.***

All of the nine competencies were assessed this past academic year.

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

We do not construct a matrix or curriculum map annually, but we do this as part of our accreditation self-study, every seven years (next self-study to be written in 2020). We do, however, assess learning outcomes in each course through graded assignments and we measure outcomes through a competency attainment tool we developed ourselves, the *Competency Attainment Evaluation (CAE)*. The CAE is essentially a comprehensive exam given to all students at the time of completion of fieldwork, just before graduation. At this time, they have completed all of the coursework required in the areas of social work practice, social welfare policy/history, human behavior theory, research, diversity and field, in addition to specialized electives. CAE questions are designed to assess student attainment of competencies through the course material in our six different curricular domains.

Step 2: Assessment Methods Selected and Implemented

a. *Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree. (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your*

Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

(1) The Competency Attainment Evaluation and (2) the Fieldwork Evaluation.

b. Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.

Each competency is assessed using two measures.

1. Competency Attainment Evaluation (CAE). This is a tool is now in its third year of use. 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 collection occurs at the end of the spring semester once all courses are completed. Students are asked to take the CAE without preparation. The CAE is delivered through a BlackBoard test site.
2. Fieldwork Evaluation. Student fieldwork is critical in the assessment of competency attainment. BSW 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. 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.

Step 3: Using the Assessment results to Improve Student Learning

a. Briefly describe your unit’s process of reviewing the program assessment results (for example, annual discussion by faculty committee, etc.).

The data tabulations are shared with faculty and discussed each fall in a faculty meeting. The faculty are asked to bring this data back to their course content committees for review, reflection and action on areas needing improvement. The course content committee for each curriculum domain reviews the findings for their particular areas and makes modifications to the curriculum accordingly to improve the course material and the teaching strategies toward the goal of improving student learning outcomes.

b. Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes

will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)

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

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

Our last self-study was in 2013—we will be writing the next self-study in 2020 for a 2021 CSWE site visit.

C. Other Assessment Activities: *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

Our faculty create their own assessment methods and rubrics tailored to their courses that assess both mastery of course content and competency attainment.

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.

All students are engaged in the community through fieldwork and they are evaluated using the EPAS competencies, as noted above. Students also engage in community projects and service learning, through different courses, such as Multicultural Social Work, Social Work Practice with Communities, Social Welfare Policy, Research and the capstone that is completed as part of the fieldwork requirement.

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.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
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 (e.g., advisory boards, committees, conference presentations)		O
Other activities (please list):	R	O

Notes:

*Student leadership, student-faculty community leadership, and interdisciplinary projects are often part of fieldwork, research, service learning or capstone. Students also participate in leadership through the SW student organization and may serve as a student representative at regular faculty meetings. They also participate in leadership activities through university or community organizations.

**Students are encouraged to participate in a study abroad program in social work (when an international course is offered) or other disciplines through the USM Office of International Programs, and some students take advantage of these opportunities.

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

Entry-level courses: _____ Mid-level courses: _____ Upper-level courses: _____

Entry-level courses: SWO 201

Mid-level courses: SWO 350, 365, 334, 393

Upper-level courses: SWO 403, 411, 412

Also, some electives

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Name and title

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Name of Degree Program Master of Social Work (MSW)

B. Assessment of Student Learning: Program Assessment

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

a. Are your student learning outcomes published on your department's website?

YES

i. If yes, please provide the url:

This link brings you to our accreditation-required nine outcome competencies per the Council on Social Work Education (CSWE) and a table presenting the findings from our assessment of student competency attainment. For the MSW program, students complete the assessment at the end of the foundation year, and a different version at the end of the final year. We are required to post this data publicly every two years at minimum.

MSW Foundation Year Outcomes:

<https://usm.maine.edu/sites/default/files/swo/MSW%20Foundation%20CAE%20Spring%202017%20Results%20Summary.pdf>

MSW Concentration (Final) Year Outcomes:

<https://usm.maine.edu/sites/default/files/swo/MSW%20Concentration%20CAE%20Summary%20Table%20Spring%202017.pdf>

For more detailed information, this link brings you to the current *CSWE Educational Policy and Accreditation Standards* (EPAS). Here there are specific definitions of each of the nine competencies (p. 7-9). The EPAS are infused into the course objectives throughout the curriculum, including fieldwork:

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

- 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?***
- b. *Please identify **which of your student learning outcome(s) were assessed this past academic year.***

All of the nine competencies were assessed this past academic year.

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

We do not construct a matrix or curriculum map annually, but we do this as part of our accreditation self-study, every seven years (next self-study to be written in 2020). We do, however, assess learning outcomes in each course through graded assignments and we measure outcomes through a competency attainment tool we developed ourselves, the *Competency Attainment Evaluation* (CAE). The CAE is essentially a comprehensive exam given to all students at the time of completion of foundation year and concentration year fieldwork. At this point, coursework is completed in all of the required in the areas of social work practice, social welfare policy/history, human behavior theory, research, diversity and field, in addition to specialized electives. CAE questions are designed to assess student attainment of competencies through the course material in our six

different curricular domains. The foundation year CAE assesses attainment at the 500-level; the concentration year CAE covers 600-level course material and is a critical program outcome measure.

Step 2: Assessment Methods Selected and Implemented

- a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

(1) The Competency Attainment Evaluation and (2) the Fieldwork Evaluation.

- b. *Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

In addition to the assessment of course assignments, each competency is assessed using two measures that are utilized as aggregate data for continuous program improvement.

1. Competency Attainment Evaluation (CAE). This is a tool is now in its third year of use. 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 for graduate students is set at 80% for each domain. Data collection occurs at the end of the spring semester once all courses are completed. Students are asked to take the CAE without preparation. The CAE is delivered through a BlackBoard test site.
2. Fieldwork Evaluation. Student fieldwork is critical in the assessment of competency attainment. MSW students engage in two year-long field placements under close supervision of a field instructors in the placement agency (480 hours of foundation year fieldwork; 600 hours for concentration year). 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. Scores are used to assess overall student performance to ensure they are meeting standards of practice. The fieldwork evaluation data is tabulated at the end of each academic year and utilized in our ongoing program assessment.

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (for example, annual discussion by faculty committee, etc.).*

The data tabulations are shared with faculty and discussed each fall in a faculty meeting. The faculty brings this data back to their course content committees for review, reflection and action on areas needing improvement. The course content committee for each curriculum domain reviews the findings for their particular areas and makes modifications to the curriculum accordingly to improve the course material and the teaching strategies toward the goal of improving student learning outcomes.

- b. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

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

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

Our last self-study was in 2013—we will be writing the next self-study in 2020 for a 2021 CSWE site visit.

- C. Other Assessment Activities:** *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

Our faculty create their own assessment methods and rubrics tailored to their courses that assess both mastery of course content and competency attainment.

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.*

All students are engaged in the community through fieldwork and they are evaluated using the EPAS competencies, as noted above. Students also engage in community projects and service learning, through different courses, such as Multicultural Social Work, Social Work Practice with Communities, Social Welfare Policy and Research.

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.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
*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 (e.g., advisory boards, committees, conference presentations)	O	
Other activities (please list):	R	O

Notes:

*Student leadership, student-faculty community leadership, and interdisciplinary projects are often part of fieldwork, research, service learning or capstone. Students also participate in leadership through the SW student organization and may serve as a student representative at regular faculty meetings. They also participate in leadership activities through university or community organizations. Also, through a limited number of funded Graduate Assistantships, select students work closely with faculty on their research and some students co-publish or present with faculty.

**Students are encouraged to participate in a study abroad program in social work (when an international course is offered) or other disciplines through the USM Office of International Programs, and some students take advantage of these opportunities.

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

Entry-level courses: _____ Mid-level courses: _____ Upper-level courses: _____

Graduate (MSW) courses that contain community engagement activity:

Foundation Year: SWO 501, Multicultural Social Work; SWO 553, Social Work Practice with Communities; SWO 504, Social Welfare Policy I; SWO 554/555, Fieldwork

Concentration year: SWO 604, Social Welfare Policy II; SWO 654/655, Fieldwork; SWO 605, Research I; SWO 652, Research II; SWO 695, Thesis.

Also, some elective courses require community-engaged activity.