Academic Assessment Report - AY 2012-2013

College, School/Department, Name of Program: Nathan Weiss Graduate College MSW program

Program SLOs:

SLO #1 Identify as a professional social worker and conduct oneself appropriately
SLO #2 Apply social work ethical principles to guide professional practice
SLO #3 Apply critical thinking to inform and communicate
SLO #4 Engage diversity and difference in practice
SLO #5 Intervene with individuals, families, groups, organizations and communities

Program Level Student Learning Outcomes	Assessment Measure(s)	Assessment Criteria	Results of Assessment	Action Taken
SLO #1 Identify as a professional social worker and conduct oneself appropriately	Direct: Foundation and advanced classes Evaluation of SLO in multiple classes in MSW program that target specific assignments in each class.

Evaluation of SLO during internship by field supervisors in work with individuals, families, groups, communities and organization | Data is collected using Qualtrics and is an evaluation of the individual student's performance on identified assignments during semester

Data is collected using student evaluations of internship performance relevant to acquisition of SLO | See attached reports in Appendix I | Other assessment data is available to the MSW program including admissions evaluation and future directions for the MSW program.

Propose to continue with established SLO's

Evidence suggests that we need to strengthen social work agency-university partnership for MSW program development but these resources are not yet available. These developments include continuing education, alumni employment, grants and student education |
| | Indirect: A rubric that identifies specific performance items for each assignment

Curriculum content targets the development of the SLO and effectiveness is evaluated based on the | Faculty are engaged in ongoing quality improvement that evaluates the MSW curriculum content using the criteria identified | Included in each curriculum | |

	following a. knowledge, skills and values supporting the development of SLO b. Relevance of in-class, between class and evaluative assignments to development of SLO c. Relevance of literature to development of SLO d. Relevance of weekly content to SLO Learning contract in internship that identifies assignment relevant to acquisition of SLO		Faculty have identified specific knowledge skills, values and ethics supporting the development of SLO See attached examples in Appendix II	
SLO #2 Apply social work ethical principles to guide professional practice	Direct: Foundation and advanced classes Evaluation of SLO in multiple classes in MSW program that target specific assignments in each class. Evaluation of SLO during internship by field supervisors in work with individuals, families, groups, communities and organization	Data is collected using Qualtrics and is an evaluation of the individual student's performance on identified assignments during semester Data is collected using student evaluations of internship performance relevant to acquisition of SLO	See attached reports in Appendix I	Other assessment data is available to the MSW program including admissions evaluation and future directions for the MSW program. Propose to continue with established SLO's Evidence suggests that we need to strengthen social work agency-university partnership for MSW program development but these resources are not yet available. These developments include continuing education, alumni employment, grants and student education
	Indirect: A rubric that identifies specific performance items for each assignment		Included in each curriculum	

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SLO #3 Apply critical thinking to inform and communicate	Direct: Foundation and advanced classes Evaluation of SLO in multiple classes in MSW program that target specific assignments in each class. Evaluation of SLO during internship by field supervisors in work with individuals, families, groups, communities and organization	Data is collected using Qualtrics and is an evaluation of the individual student's performance on identified assignments during semester Data is collected using student evaluations of internship performance relevant to acquisition of SLO	See attached reports in Appendix I	Other assessment data is available to the MSW program including admissions evaluation and future directions for the MSW program. Propose to continue with established SLO's Evidence suggests that we need to strengthen social work agency-university partnership for MSW program development but these resources are not yet available. These developments include continuing education, alumni employment, grants and student education

	Indirect:
	A rubric that identifies specific performance items for each assignment
	
	Curriculum content targets the development of the SLO and effectiveness is evaluated based on the following
	
	   a. knowledge, skills and values supporting the development of SLO
	   b. Relevance of in-class, between class and evaluative assignments to development of SLO
	   c. Relevance of literature to development of SLO
	   d. Relevance of weekly content to SLO
	Learning contract in internship that identifies assignment relevant to acquisition of SLO
		Faculty are engaged in ongoing quality improvement that evaluates the MSW curriculum content using the criteria identified	Included in each curriculum
			
			Faculty have identified specific knowledge skills, values and ethics supporting the development of SLO
			
			See attached examples in Appendix II	

SLO #4 **Engage diversity and difference in practice**	Direct: Foundation and advanced classes Evaluation of SLO in multiple classes in MSW program that target specific assignments in each class. Evaluation of SLO during internship by field supervisors in work with	Data is collected using Qualtrics and is an evaluation of the individual student's performance on identified assignments during semester Data is collected using student evaluations of internship performance	See attached reports in Appendix I	Other assessment data is available to the MSW program including admissions evaluation and future directions for the MSW program. Propose to continue with established SLO's Evidence suggests that we need to strengthen social work agency-university partnership for MSW program development but these

	individuals, families, groups, communities and organization	relevant to acquisition of SLO		resources are not yet available. These developments include continuing education, alumni employment, grants and student education
	Indirect: A rubric that identifies specific performance items for each assignment Curriculum content targets the development of the SLO and effectiveness is evaluated based on the following a. knowledge, skills and values supporting the development of SLO b. Relevance of in-class, between class and evaluative assignments to development of SLO c. Relevance of literature to development of SLO d. Relevance of weekly content to SLO Learning contract in internship that identifies assignment relevant to acquisition of SLO	Faculty are engaged in ongoing quality improvement that evaluates the MSW curriculum content using the criteria identified	Included in each curriculum Faculty have identified specific knowledge skills, values and ethics supporting the development of SLO See attached examples in Appendix II	
SLO #5 Intervene with individuals, families, groups, organizations	Direct: Foundation and advanced classes Evaluation of SLO in multiple classes in MSW program that target specific assignments in each class. Evaluation of SLO during	Data is collected using Qualtrics and is an evaluation of the individual student's performance on identified assignments during semester Data is collected using	See attached reports in Appendix I	Other assessment data is available to the MSW program including admissions evaluation and future directions for the MSW program. Propose to continue with established SLO's Evidence suggests that we need to strengthen social work agency-

internship by field supervisors in work with individuals, families, groups, communities and organization	student evaluations of internship performance relevant to acquisition of SLO		university partnership for MSW program development but these resources are not yet available. These developments include continuing education, alumni employment, grants and student education
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Appendix I
Evaluation of Student Learning Outcomes
Introduction

This is a series of graphs showing the Student Learning Outcome in the MSW program. The evaluation of student's performance in their social work internship, a joint enterprise between student and their field supervisor, provided data for this assessment. Other data is based on faculty evaluation of SLO's at the completion of each semester.

Each of the SLO's uses established social work competencies supported by behavioral indicators of practice
The scoring system uses a five-point scale with higher scores representing increased acquisition of a particular competency. Generally, the established benchmark for specific competencies is 80% or 3.
Student identifies with social work profession and conducts oneself accordingly
Graph of Student Learning Outcomes (SLO) -Internship evaluation-Spring 2013
Legend

Sample professional practice behaviors used in evaluation student and field supervisor

Advocate for client access to the services of social work

Practice personal reflection and self-correction to assure continual professional development

Engage in career-long learning

Use supervision and consultation

Scoring

1=Student does not demonstrate ability to identify as a professional social worker and conduct her or himself accordingly
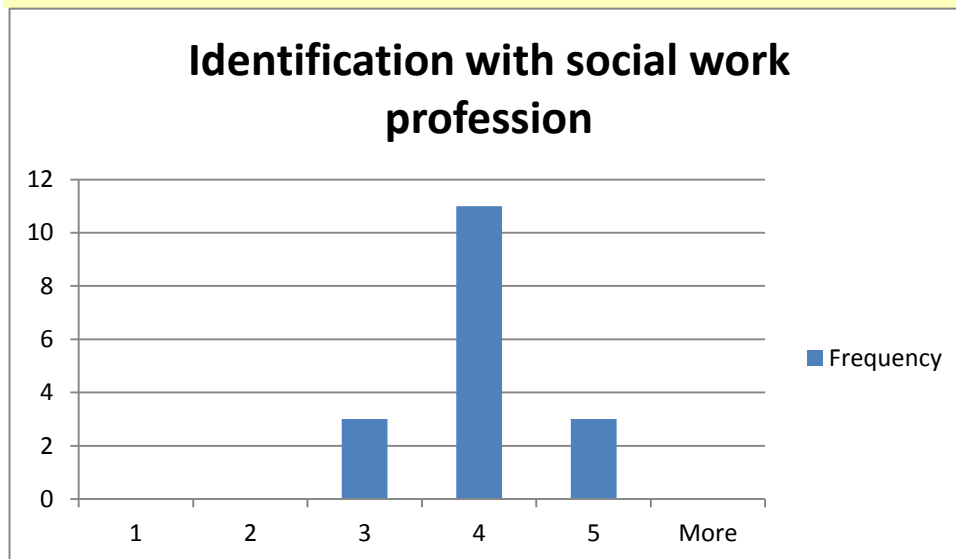2=Student rarely demonstrates ability to identify as a professional social worker and conduct her or himself accordingly
3=Student sometimes demonstrates ability to identify as a professional social worker and conduct her or himself accordingly
4=Student often demonstrates ability to identify as a professional social worker and conduct her or himself accordingly
5=Student consistently demonstrates ability to identify as a professional social worker and conduct her or himself accordingly

Sample size 32

Evaluation of SLO#1 in class
Student identifies with social work profession and conducts oneself accordingly Graph of Student Learning Outcomes (SLO) – Class evaluation-Generalist Practice Fall, 2012

Sample professional practice behaviors used in evaluation by faculty member teaching class

Advocate for client access to the services of social work

Practice personal reflection and self-correction to assure continual professional development

Engage in career-long learning

Use supervision and consultation

Scoring

1=Student does not demonstrate ability to identify as a professional social worker and conduct her or himself accordingly
2=Student rarely demonstrates ability to identify as a professional social worker and conduct her or himself accordingly
3=Student sometimes demonstrates ability to identify as a professional social worker and conduct her or himself accordingly
4=Student often demonstrates ability to identify as a professional social worker and conduct her or himself accordingly
5=Student consistently demonstrates ability to identify as a professional social worker and conduct her or himself accordingly

Sample size 21

Note: These two charts illustrate the development of this particular SLO between the Fall, 2012 semester and Spring, 2013 semester and its application to social work practice internship.

SLO#2 Applies ethical social work principles to guide professional practice
Graph of Student Learning Outcomes (SLO) -Internship evaluation- Fall 2012

Student applies social work ethical principles to guide professional practice

Evaluation of SLO#1 in class

Applies ethical principles to guide professional practice Graph of Student Learning Outcomes (SLO) – Class evaluation-Generalist Practice Fall, 2012

Student applies social work ethical principles to guide professional practice

Sample professional practice behaviors used by faculty in evaluation

Recognize and manage personal values in a way that allows professional values to guide practice

Make ethical decisions by applying standards of National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics and Social Work Statement of Principles

Apply strategies of ethical reasoning to arrive at principled decisions

Scoring

1=Student does not demonstrate ability to apply social work ethical principles to guide professional practice
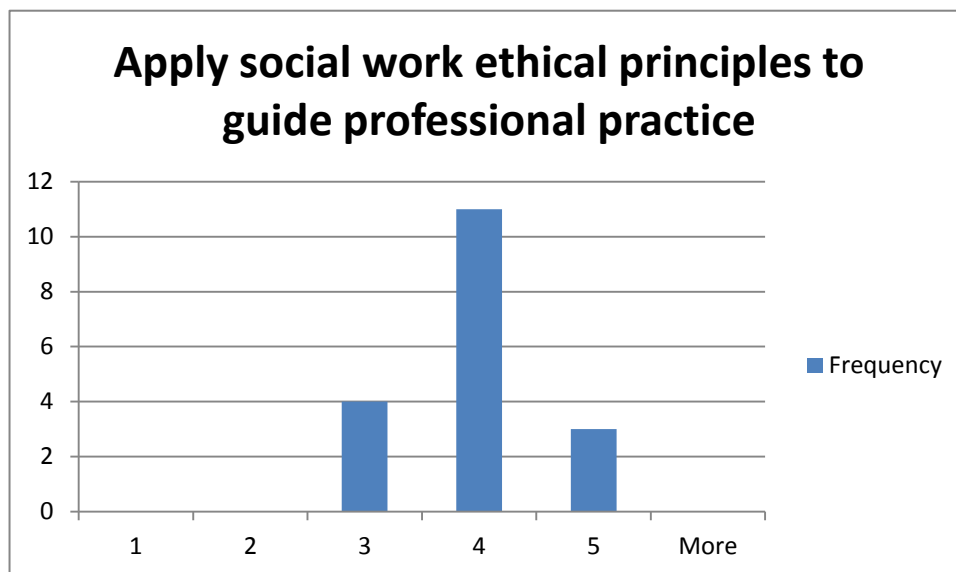2=Student rarely demonstrates ability to apply social work ethical principles to guide professional practice
3=Student sometimes demonstrates ability to apply social work ethical principles to guide professional practice
4=Student often demonstrates ability to apply social work ethical principles to guide professional practice
5=Student consistently demonstrates ability to apply social work ethical principles to guide professional practice

Sample size 18

Apply social work ethical principles to guide professional practice

Notes: All the students are not yet applying the ethical principles developed in class (all have attained baseline performance of 3) to their work in internship.

SLO#3 Apply critical thinking to inform and communicate professional judgment
Graph of Student Learning Outcomes (SLO) –Internship evaluation Spring, 2013

Sample professional practice behavior used by student and field supervisor in evaluation

Analyze models of assessment, prevention, intervention and evaluation

Scoring

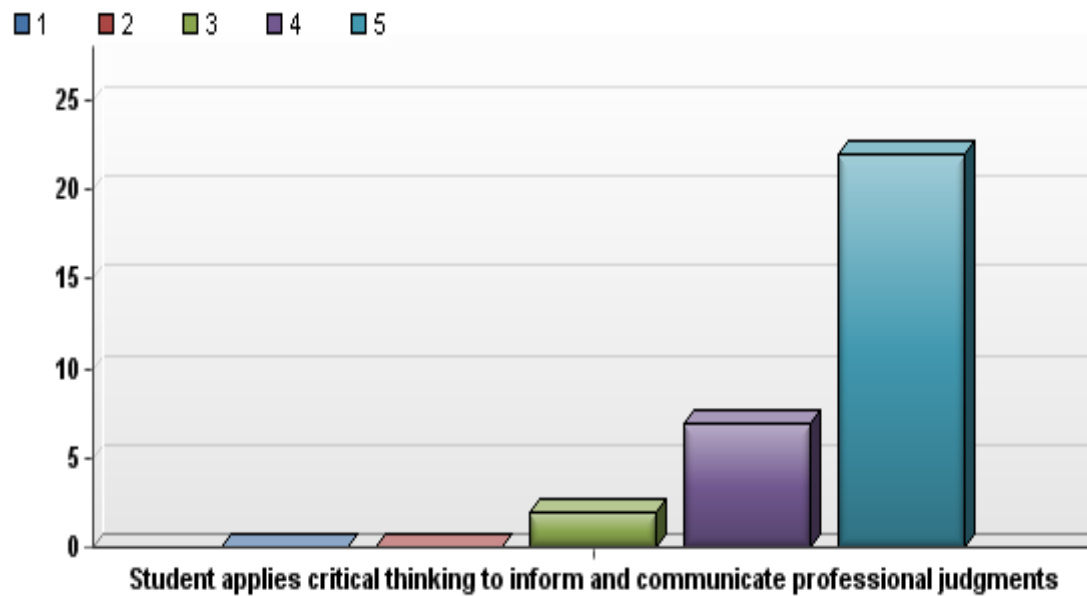**1=Student does not demonstrate ability to apply critical thinking to inform and communicate professional judgments**
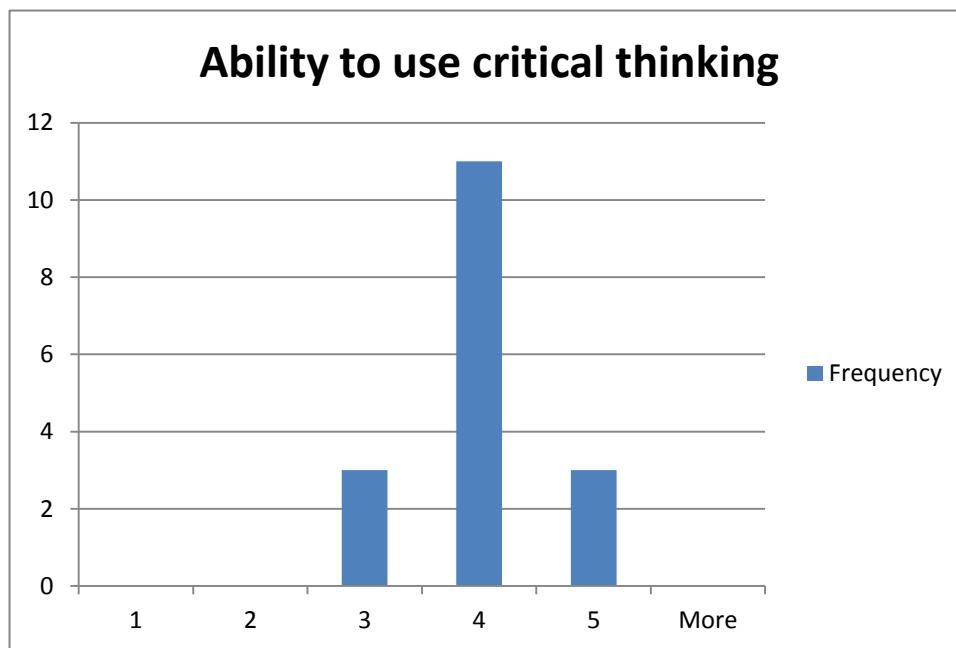**2=Student rarely demonstrates ability to apply critical thinking to inform and communicate professional judgments**
3=Student sometimes demonstrates ability to apply critical thinking to inform and communicate professional judgments
4=Student often demonstrates ability to apply critical thinking to inform and communicate professional judgments
5=Student consistently demonstrates ability to apply critical thinking to inform and communicate professional judgments

Sample size 31

SLO#3 Apply critical thinking to inform and communicate professional judgment
Graph of Student Learning Outcomes (SLO) –Generalist Practice 1 Fall 2012

Ability to use critical thinking

Notes: In comparing the two graphs for SLO#3, it is evident that students are applying the skills learnt in the Fall 2012 semester class successfully in their Spring, 2013 internship.

SLO#4 Student engages diversity and difference in practice
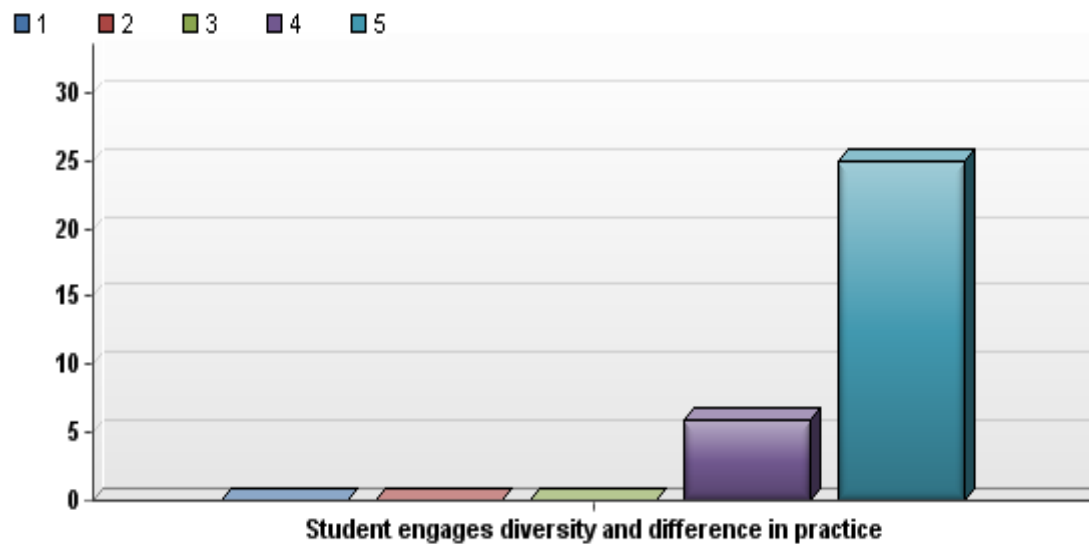**Graph of Student Learning Outcomes (SLO) -Internship evaluation Spring, 2013**

SLO#4 Student engages diversity and difference in practice
Graph of Student Learning Outcomes (SLO) – Generalist Practice I Fall, 2012

Sample size 17
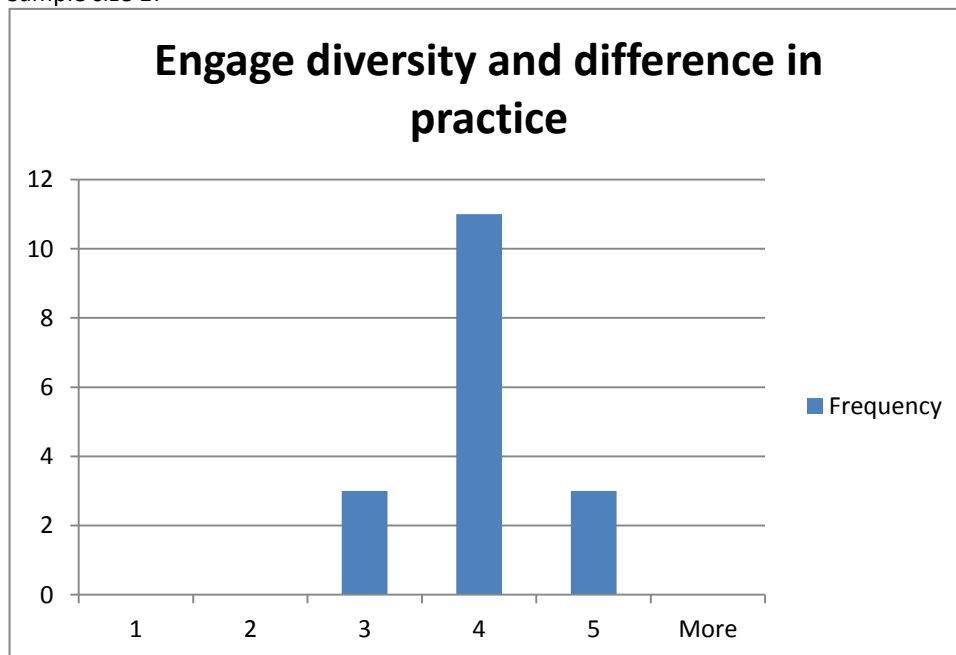

Engage diversity and difference in practice

Notes-this SLO shows the ability to enact both the mission of the university and the MSW program in the practice with clients in the community at a commendable level.

SLO#5 Intervene with individuals, families, groups, organizations and communities
Graph of Student Learning Outcomes (SLO) –Advanced Practice Internship evaluation Spring, 2013

Sample professional practice behaviors used by student and field supervisor in evaluation

Demonstrate an understanding of the advanced generalist roles as an administrator, manager, and supervisor

Demonstrate leadership as an advanced generalist practice practitioner in the development and implementation of existing social work programs

Scoring

1=Student does not demonstrate ability to utilize appropriate intervention strategies
2=Student rarely demonstrates ability to utilize appropriate intervention strategies
3=Student sometimes demonstrates ability to utilize appropriate intervention strategies
4=Student often demonstrates ability to utilize appropriate intervention strategies
5=Student consistently demonstrates ability to utilize appropriate intervention strategies

Sample 47

SLO#5 Intervene with individuals, families, groups, organizations and communities
Graph of Student Learning Outcomes (SLO) –Advanced Generalist Practice 1 evaluation Fall, 2013

Sample professional practice behaviors used by faculty members in evaluation

Demonstrate an understanding of the advanced generalist roles as an administrator, manager, and supervisor

Demonstrate leadership as an advanced generalist practice practitioner in the development and implementation of existing social work programs

Scoring

1=Student does not demonstrate ability to utilize appropriate intervention strategies
2=Student rarely demonstrates ability to utilize appropriate intervention strategies
3=Student sometimes demonstrates ability to utilize appropriate intervention strategies
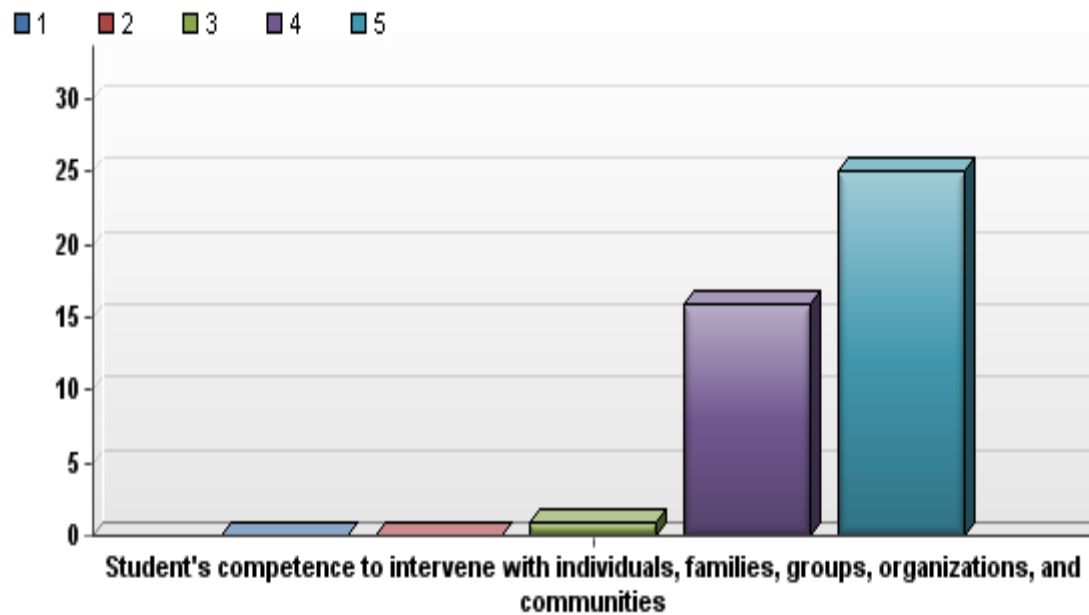4=Student often demonstrates ability to utilize appropriate intervention strategies
5=Student consistently demonstrates ability to utilize appropriate intervention strategies

Sample size 29

Intervene with individuals, families, groups and communities
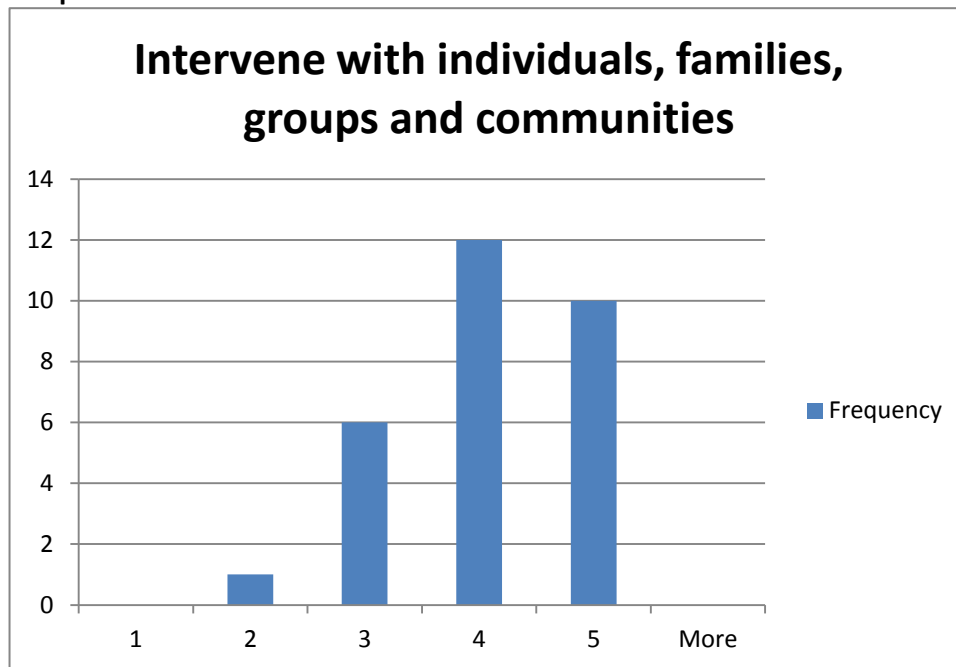
Notes-In this evaluation we can observe how students are applying the SLO's established in class in the final internship semester.

Appendix II

Relationship between curriculum content and Student Learning Outcomes

Introduction
These tables illustrate the underpinnings (practice and operational behaviors) of Student Learning Outcome (SLO) in the foundation and concentration curriculum in the MSW program.

Foundation Level

Identify as a professional social worker and conduct oneself accordingly: Social workers serve as representatives of the profession, its mission, and its core values. Social workers commit themselves to their own professional conduct and development and to the enhancement of the profession through advocacy.		
Practice Behavior	**Operational Behaviors**	**Courses**
Advocate for client access to the services of social work	Contact welfare office for client who was denied benefits	Field II
Practice personal reflection and self-correction to assure continual professional development	Write about a time when you compromised one of your core values	GP I
Attend to professional roles and boundaries	State the difference between friendship and the social work relationship	IS I
Demonstrate professional demeanor in behavior, appearance, and communication	Adhere to the dress code of the field placement	Field I
Engage in career-long learning	Seek out additional readings to enhance understanding of clients	AS – GP
Use supervision and consultation	Prepare process recordings for supervision	Field 1

Concentration Level

Practice Behavior	Operational Behaviors	Courses
Identify as a professional social worker and conduct oneself accordingly: Social workers are representatives of the profession, its mission, core values and demonstrate this through their professional conduct, development, and advocacy in enhancing the profession.		
Practice Behavior	**Operational Behaviors**	**Courses**
Conduct supervision and consultation as an advanced generalist practitioner	Write a supervisory evaluation on a group member	AGP II
Apply professional use of self as an advanced generalist practitioner	Present an in-service training at your agency	Field IV

This table is an example of assignments used to support and evaluate the development of a Student Learning Outcome (SLO)

Foundation Curriculum Matrix

EP 2.1.1	Practice Behavior	Courses	Course Units	Assignments
Identify as a professional social worker and conduct oneself accordingly	Advocate for services	GP II IS II Field II AS – GP	7, 10 1 1 2	Paper Class discussion Process Recording Paper
	Practice personal reflection and self-correction to assure continual professional development	GP I IS I Field II	3 1 1	Paper Process Recording Process Recording
	Attend to professional roles and boundaries	IS I Field I	1 1	Role play Process Recording
	Demonstrate professional demeanor in behavior, appearance, and communication	Field I IS I	1 1	Process Recording Class Presentation
	Engage in career-long learning	GP II Field II AS – GP	13 1 1, 11	Class Discussion Learning Contract Paper
	Use supervision and consultation	IS 1 Field 1	1 1	Agenda Agenda

Summary:
Following the assessment of students' learning outcomes and upon analyzing the results, a survey of agencies in the community was undertaken. This survey aimed to understand the needs of the community so that the program could better prepare students to meet present and future needs. Approximately, 30 agencies received surveys and the findings provided insightful data about future trends in the social service delivery system that make MSW curriculum more relevant to the needs of the community and social service agencies. In addition, the findings will be instrumental in formalizing continuing education that will benefit professionals in the field of social work. In moving forward, the program developed a schema (attached) that demonstrates the use of data to inform future decisions for the program. Already, this year's screening of applications employed a revised criteria informed by our data.

A schema for students & program outcomes assessment in the Social Work Program

Process

CSWE Educational Standards: SLO Competencies & Practice Behaviors
Teaching: knowledge, values, skills-field & class
Monitor/evaluate Progress: Learning groups exams, written & oral presentations.

Input

Student Factors: Screening of applicants for better preparation, motivation, commitment & goodness of fit to field agencies.
Teaching Factors: Revise syllabi, teaching approaches, assignments

Output

Performance Evaluation:
i.   Surveys of classroom & field students' learning outcomes
ii. Surveys of community/agency needs
iii. Alumni survey

Feedback

i.   Consider clinical concentration
ii. Improved writing skills
iii. Offer continuing Education
iv. Review quality of agencies & students in program