**2015-16 Annual Assessment Report**

**Department of Social Work Education: MSW PROGRAM**

1. **What learning outcome(s) did you assess this year?**

*Be sure to list the student learning outcome(s) assessed, not simply the activity or assignment evaluated.  Note: these should be program level outcomes, not general education outcomes - the GE committee will issue a separate call for GE assessment reports.*

**MSW PROGRAM LEARNING OUTCOMES**

The Department of Social Work assessed 55 learning outcomes (practice behaviors) for MSW program including those outlined in the Student Outcomes Assessment Plan (SOAP). These outcomes are driven by the Council on Social Work Education’s (CSWE) accreditation standard for 13 practice competencies.

Included in this report are the following 10 outcomes:

1. Use intervening and engagement skills to establish relationship with clients for problem-solving. Skills include problem identification, assessment, goal setting, contracting, implementation, evaluation and termination.

2. Successfully complete two, one-year field practicum experiences in which students learn to intervene with individuals, groups, families, formal organizations, and communities.

3. Prepare to engage in increasingly autonomous post-graduate practice.

4. Conduct assessments (using quantitative or qualitative methods that incorporate relevant theories of human behavior) of clients, constituent, or organizational problems. Select an intervention strategy consistent with the assessment findings and client needs.

5. Write a policy brief that describes the impact of a policy in terms of social justice, cultural diversity, and the empowerment of oppressed groups.

6. Write a policy analysis that describes an in-depth understanding of a policy, including unintended consequences.

7. Advocate for all clients at all system levels.

8. Empower both the client/constituent and the social worker by using a variety of practice approaches. Empowerment includes self-efficacy, self-advocacy, resource acquisition, and political power.

9. Critically examine one’s own prejudices and beliefs, using the taping project in SWRK 213.

10. Complete a comprehensive research project or thesis that includes a thorough literature review (theoretical and empirical) as well as data collection and analysis.

**2.  What instruments did you use to assess them?**

*If this does not align with the outcomes and activities detailed in the timeline of the SOAP, please provide an explanation of this discrepancy.  If the standards for student performance are not included in your SOAP, you should include them here.  For example, "On outcome 2.3, 80% of students will score an average of 3.5 out of 5 on the attached rubric.”*

**MSW Program Direct Measures**

The Department of Social Work Education uses 19 Standard Assignments (in classroom) and 42 Field Practicum Assignments to assess the 55 student learning outcomes for the MSW program.

The instruments used to assess the 10 learning outcomes included in this report were the following:

1. SWRK 200 Standard Assignment - Policy Making Process
2. SWRK 220 Standard Assignment – Assessment Assignment
3. SWRK 298/99 Standard Assignment – Seminar in Thesis / Project
4. SWRK 280 (fall) Foundation Field Practice Performance Evaluation
5. SWRK 282 (fall) Advanced Field Practice Performance Evaluation

*Note*: The Department of Social Work Education refers to Standard Assignments as “Common Assignments” as required by our national accrediting body—Council on Social Work Education (CSWE).

**Indirect Measures**

1. End of Year Student Survey

An end of year student survey was completed by 35 graduating 43 graduating MSW students during class in the latter part of the semester.

**3.  What did you discover from these data?**

*Provide a discussion of student performance in relation to your standards of performance.  Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).*

**MSW Program Direct Measures**

The analyses of the outcome data indicate that student performance exceeded the MSW program benchmark of 90% on each of the learning outcomes:

1. SWRK 200 Standard Assignment (Policy Making Process)

A total of 54 students were assessed on this standard assignment with 74% earning an A (40) and 26% earning B (14). Therefore 100% of the students met the program benchmark of B or higher.

1. SWRK 220 Standard Assignment (Assessment Assignment)

A total of 60 students were assessed on this standard assignment with 60% earning an A (36), 32% earning a B (19) and 8% earned a C (5). This outcome indicates that 92% met the program benchmark of B or higher.

1. SWRK 298/299 Standard Assignment (Seminar in Thesis/Project)

A total of 29 student assignments were assessed, of which 69% earned an A (20) and 31% earned a B (9). This data indicates that 100% of graduating MSW students met the program benchmark for this assignment.

1. SWRK 280 (fall) Foundation Field Practice Performance Evaluation

Each semester student performance in field practicum is evaluated using specific behavioral anchors as assessment criteria and using a standardized rating scale. The possible scores on the scale range from 1 to 5 (1= Poor, 2=Below Average, 3=Average, 4=Above Average, 5=Excellent). For the fall 2015 cohort, a total of 60 performance evaluations were assessed, and 99.8% received above average (3 or above) on this measure. This outcome indicates that students performed at a high level in their field placements, and exceeded the program benchmark of 90%.

1. SWRK 282 (fall) Advanced Field Practice Performance Evaluation

Each semester student performance in field practicum is evaluated using specific behavioral anchors as assessment criteria and using a standardized rating scale. The possible scores on the scale range from 1 to 5 (1= Poor, 2=Below Average, 3=Average, 4=Above Average, 5=Excellent). For the fall 2015 cohort, a total of 57 performance evaluations were assessed, and 99.8% received above average (3 or above) on this measure. This outcome indicates that students performed at a high level in their field placements, and exceeded the program benchmark of 90%.

**Indirect Measure: End of Year Survey**

**MSW PROGRAM**

An end of year student survey was distributed to graduating MSW students during class. There were 43 responses. The responses indicate the following themes:

|  |  |
| --- | --- |
| **What I Found Useful** | **What I Did Not Find Useful** |
| Professors were welcoming, caring | Child welfare class could include more case examples, e.g. burnout. |
| Diversity and opportunity to learn |  |
| Comradery among students | Some professors were authoritative, unfair, despot |
| Small class size, intimate social relation | Mandatory internship, how administrators treat students |
| Broad knowledge base and practical skills | Department’s communication not enough, efficient |
| Internship experience | More support needed for project/thesis |

Overall, students viewed their professors as caring and committed to student success, they liked the diversity of people and views. Faculty expertise, small class size, internship training were viewed as the strength of the MSW program. Areas of improvement included improvement in some faculty’s attitude/behaviors, better communication between department and students, more support for thesis/projects.

**4.  What changes did you make as a result of the findings?**

*Describe what action was taken based on the analysis of the assessment data.*

**DIRECT MEASURES**

The findings in the previous year indicated strong student learning outcomes for MSW program. We continue to build on that success as a foundation to strive for better. No fundamental changes were made in the program based on the findings in the previous year.

Department of Social Work Education (DSWE) is in the process of streamlining and standardizing the assessment system. In the past year, the department reviewed all the direct measures, discussed them in the faculty meetings and faculty retreats. We are currently on the process of developing methods to test the validity and reliability of the instruments used to collect the data, and the outcome data.

**5. What assessment activities will you be conducting in the 2016-17 academic year?**  
*Briefly list the outcomes to be assessed and how you will measure them. This should align with the activities provided in your SOAP.*

We will continue to assess the outcomes listed under questions #1 above and we will use the measures listed under questions #2, also above.

**6.  What progress have you made on items from your last program review action plan?**

*Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state "no progress."*

Overall, we find that student learning outcomes exceed our program benchmark for all of the CSWE competencies for MSW Program. In general, our measures appeared to be valid and reliable, with some variations across faculty indicating issues with inter-rater reliability, and other data slightly skewed towards higher scores indicating scaling issue. We have made following specific changes based on the results of the student outcome data:

* Increased the rigor for assignments for which outcomes were very high (>98%).
* Instituted languages in the assignments to directly respond to the practice behaviors, and thereby strengthen the validity of the measures.
* Standardized inter-rater reliability for direct measure 1 (Common Assignment) by requiring each faculty use rubric consistently. We will revisit the measures we currently use when we adopt the new EPAS 2015 in a few years from the current 2008 EPAS.
* Adjusted rating scale for direct measure 2 (Field Practicum) to accurately capture the variation in student level competencies.