

MSW Program Assessment Plan

Learning Objectives

The Social Work MSW Program is accredited by the Council on Social Work Education (CSWE) and adheres to its accreditation standards that require each social work program to have an assessment plan and procedures through which to evaluate program outcomes. Each individual course contains student **learning objectives and outcomes** that link back to professional competencies and associated practice behaviors (see Tables 1 and 2 below). The Social Work program uses all assessment information to affirm or improve our course content in relation to our learning objectives.

Assessment Plan

The assessment plan utilizes two separate measures, each administered at multiple points. Per CSWE policy, the measures focus on the practice behaviors. The first measure is a student self-assessment (SSEA) conducted proximate to completion of the foundation (SSEA-F) and advanced curriculum (SSEA-A). The second measure is a field instructor assessment (PIESI) of student performance in the field practicum experience. This measure is also administered proximate to completion of the foundation and advanced field practicum experience. Each of these measures has a foundation (PIESI-F) and advanced version (PIESI-A) that directly evaluates a student's ability to perform the appropriate foundation and advanced practice behaviors. A summary description of these measures is provided below which indicates who is evaluated, what is being evaluated, when the evaluation occurs, how the evaluation is conducted, and the benchmarks associated with the measures.

Student Self-Assessment

Instruments. Foundation Student Self-Efficacy Assessment (SSEA-F), Advanced Student Self-Efficacy Assessment (SSEA-A).

Population. All MSW students completing the foundation or advanced segments of the curriculum.

When evaluated. Evaluation occurs at two time points: first, when a student completes the foundation curriculum including the foundation field practicum experience; second, when a student completes the advanced curriculum, including the advanced field practicum experience.

Who evaluates. Students assess themselves.

What is evaluated. Ability to perform the foundation and advanced practice behaviors associated with the core competencies.

How evaluated. Students complete the self-assessment online, typically at the end of the foundation and advanced field practicum experiences. Students assess their ability

to perform practice behaviors that demonstrate mastery of the core competencies. Ratings are based on a scale of 0 to 2 (where 0 = *not yet competent*, 1 = *competent*, and 2 = *highly competent*).

Benchmark. A student is considered competent on a core competency if she or he rates himself as *competent* or *highly competent* on each practice behavior associated with that particular competency. We consider ourselves as achieving our benchmark for each competency if, on average, at least 90% of the students rate themselves as *competent* or *highly competent* for all practice behaviors associated with a particular competency. An average below 90% for all combined practice behavior ratings for a given competency signals a concern. We also take note of any single practice behavior average that falls below 90%.

Field Instructor Assessment

Instruments. Foundation Practicum Instructor Evaluation of Student (PIESI-F), Advanced Practicum Instructor Evaluation of Student (PIESI-A).

Population. All MSW students completing the foundation or advanced field practicum experience.

When evaluated. Evaluation occurs twice: first, at the end of the student's foundation field practicum experience; second, at the end of the student's advanced field practicum experience.

Who evaluates. Field instructors evaluate the students they supervise.

What is evaluated. The ability to perform the foundation and advanced practice behaviors associated with the core competencies as applied in the context of the field practicum agency.

How evaluated. The PIESI-F and PIESI-A instruments are completed online. Field instructors complete these evaluations at the end of each semester's field practicum experience. The evaluation assesses the student's ability to perform practice behaviors that demonstrate mastery of the core competencies. Students are rated as *not yet competent*, *competent*, or *highly competent*. Instructors are encouraged to provide written comments in support of the ratings given to help add context for their ratings.

Benchmark. A student is considered competent on an individual core competency if she or he is rated as *competent* or *highly competent* on each practice behavior associated with that particular competency. We consider ourselves as achieving our benchmark for each competency if, on average, at least 90% of the students are rated as *competent* or *highly competent* for the practice behaviors associated with a particular competency. An average below 90% for all combined practice behavior ratings for a given competency signals a concern. We also take note of any single practice behavior average that falls below 90%.

Outcomes/Data 2015-2016

Table 1 below summarizes the assessment data and outcomes for each program competency, including the percentage of students achieving each competency benchmark. Table 2 provides an abbreviated summary of these outcomes. The data reported below represent the MSW student graduates in 2016. The N varies from foundation to advanced curriculum measures due to the addition of Advanced Standing students during the advanced year.

The program benchmark for Competency 1 (*Professional Identity*) was achieved as 99% of students were rated as being *highly competent* or *competent* for the aggregate of all practice behavior measures. No single measure fell below the 90% threshold.

The program benchmark for Competency 2 (*Ethical Behavior*) was achieved as 94% of students were rated as being *highly competent* or *competent* for the aggregate of practice behavior measures. Fewer than 90% of students were rated as *competent* or *highly competent* on the self-assessment instrument for foundation practice behaviors 2 (*Decisions*), 3 (*Tolerate*), and 4 (*Apply*).

The program benchmark for Competency 3 (*Critical Thinking*) was achieved as 98% of students were rated as being *highly competent* or *competent* for the aggregate of practice behavior measures. No single measure fell below the 90% threshold.

The program benchmark for Competency 4 (*Diversity*) was achieved as 98% of students were rated as being *highly competent* or *competent* for the aggregate of practice behavior measures. No single measure fell below the 90% threshold.

The program benchmark for Competency 5 (*Social Justice*) was achieved as 95% of students were rated as being *highly competent* or *competent* for the aggregate of practice behavior measures. Fewer than 90% of students were rated as *competent* or *highly competent* on the self-assessment instrument for foundation practice behaviors 2 (*Advocate*) and 3 (*Engage*).

The program benchmark for Competency 6 (*Research*) was achieved as 99% of students were rated as being *highly competent* or *competent* for the aggregate of practice behavior measures. No single measure fell below the 90% threshold.

The program benchmark for Competency 7 (*HBSE*) was achieved as 97% of students were rated as being *highly competent* or *competent* for the aggregate of practice behavior measures. Fewer than 90% of students were rated as *competent* or *highly competent* on the self-assessment instrument for foundation practice behavior 1 (*Use Conceptual Frameworks*).

The program benchmark for Competency 8 (*Policy*) was achieved as 92% of students were rated as being *highly competent* or *competent* for the aggregate of practice

behavior measures. Fewer than 90% of students were rated as *competent* or *highly competent* on the self-assessment instrument for foundation practice behaviors 1 (*Analyze, Formulate, Advocate*) and 2 (*Collaborate*).

The program benchmark for Competency 9 (*Respond to Contexts*) was achieved as 95% of students were rated as being *highly competent* or *competent* for the aggregate of practice behavior measures. Fewer than 90% of students were rated as *competent* or *highly competent* on the self-assessment instrument for foundation practice behavior 2 (*Provide Leadership*).

The program benchmark for Competency 10a (*Engage*) was met as 99% of students were rated as being *highly competent* or *competent* for the aggregate of practice behavior measures. No single measure fell below the 90% threshold.

The program benchmark for Competency 10b (*Assess*) was met as 96% of students were rated as being *highly competent* or *competent* for the aggregate of practice behavior measures. Fewer than 90% of students were rated as *competent* or *highly competent* on the self-assessment instrument for foundation practice behavior 4 (*Select Interventions*).

The program benchmark for Competency 10c (*Intervene*) was met as 97% of students were rated as being *highly competent* or *competent* for the aggregate of practice behavior measures. Fewer than 90% of students were rated as *competent* or *highly competent* on the self-assessment instrument for foundation practice behavior 1 (*Initiate Actions*).

The program benchmark for Competency 10d (*Evaluate*) was met as 94% of students were rated as being *highly competent* or *competent* for the aggregate of practice behavior measures. Fewer than 90% of students were rated as *competent* or *highly competent* on the self-assessment instrument for foundation practice behavior 1 (*Analyze, Monitor, and Evaluate Interventions*).

Assessment Outcomes Summary

Our assessment measures show that, overall, more than 90% of students achieved each of program benchmarks for the core competencies as operationalized through foundation and advanced practice behaviors. Our outcome measures rely on student and field supervisor ratings which can be prone to bias given the inherent incentives for each rater to select a *competent* score. Even so, we feel that these measures are adequate for identifying specific problem areas for individual students as well as the overall curriculum. Even though the program achieved the benchmark it set for each competency, fewer than 90% of students rated themselves as *not yet competent* on several of the practice behaviors assessed with the Student Self-Efficacy Assessment (SSEA) instrument. While these sub-par ratings did not prevent the program from reaching its competency benchmarks, we still take note and discuss the implications. In

the next section we discuss our process for using these results to guide program decision-making and continuous improvement efforts.

Table 1. Summary Data and Outcomes for Learning Objectives (Foundation & Advanced Practice Behaviors)

Competency	Competency Benchmark	Practice Behavior	Outcome Measure Benchmark	% Attaining Measure 1 & Measure 2	% Students Achieving Competency	Competency Attained?
1. Identify as a professional social worker and conduct oneself accordingly.	90% of students will demonstrate competency.	Advocate for client access to the services of social work	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1: (N=12): 92%	98.9%	Yes
			Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2: (N=20): 100%		
			Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1: (N=12): 100%		
			Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2: (N=20): 100%		
		Practice personal reflection and self-correction	Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1: (N=12): 100%		
			Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2: (N=20): 100%		
			Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1: (N=12): 100%		
			Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2: (N=20): 100%		
Attend to professional roles and boundaries	Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1: (N=12): 100%				
	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2: (N=20): 100%				
	Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1: (N=12): 100%				
	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2: (N=20): 100%				
Demonstrate professional demeanor in behavior, appearance, and communication	Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1: (N=12): 100%				
	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2: (N=20): 100%				

Engage in career-long learning	<i>Highly competent</i>	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 92%
		Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%
Use supervision and consultation		Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1 (N=12): 100%
		Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%

Advanced Practice Behavior

Demonstrate a clear commitment to professional self-improvement and self-care commensurate with advanced practice at all levels.		Measure 1 Advanced SSEA <i>Competent or Highly competent</i>	Measure 1 (N=27): 100%
		Measure 2 Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N= 27): 100%

2. Apply social work ethical principles to guide professional practice.

90% of students will demonstrate competency.

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

Measure 1 SSEA:
Competent or Highly competent

Measure 2
Foundation PIESI
Competent or Highly competent

Measure 1
(N=12): 92%

Measure 2
(N=20): 100%

94.0%

Yes

Make ethical decisions

Measure 1 SSEA:

Measure 1

by applying standards of the National Association of Social Workers Code of Ethics	Competent or <i>Highly competent</i>	(N=12): 83%
	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%
Tolerate ambiguity in resolving ethical conflicts	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 83%
	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%
Apply strategies of ethical reasoning to arrive at principled decisions	Measure 1 SSEA <i>Competent or Highly competent</i>	Measure 1 (N=12): 83%
	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%

Advanced Practice Behavior

Understand how to research relevant laws, professional standards and ethical guidelines and demonstrate consistent application of such to increasingly complex advanced practice situations.	Measure 1 Advanced SSEA <i>Competent or Highly competent</i>	Measure 1 (N=27): 100%
	Measure 2 Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N=27): 100%

3. Apply critical thinking to inform and communicate	90% of students will demonstrate competency.	Distinguish, appraise, and integrate multiple sources of knowledge, including research-	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 92%	98.4%	Yes
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professional judgments.

based-knowledge and practice wisdom	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%
Analyze models of assessment, prevention, intervention, and evaluation	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 92%
	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 100%
	Measure 2- Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%

Advanced Practice Behavior

Effectively apply critical thinking in increasingly independent practice, leadership, supervisory, and administrative roles and contexts	Measure 1 Advanced SSEA <i>Competent or Highly competent</i>	Measure 1 (N=27): 100%
	Measure 2- Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N=27): 100%

4. Engage diversity and difference in practice.

90% of students will demonstrate competency.	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 100%	97.9%	Yes
		Measure 2- Foundation PIESI (<i>Competent or</i>	Measure 2 (N=20): 100%		

Highly competent

Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 92%
	Measure 2 Foundation PIESI <i>(Competent or Highly competent)</i>	Measure 2 (N=20): 95%
Recognize and communicate their understanding of the importance of difference in shaping life experiences	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 100%
	Measure 2- Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%
View themselves as learners and engage those with whom they work as informants	Measure 1 <i>Competent or Highly competent</i>	Measure 1 (N=12): 92%
	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%

Advanced Practice Behavior

Work competently with diverse populations using culturally-relevant, strengths-based and empowering methods, programs, policies and services.	Measure 1 Advanced SSEA <i>Competent or Highly competent</i>	Measure 1 (N=27): 100%
	Measure 2 Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N=27): 100%

5. Advance	90% of students	Understand the forms	Measure 1 SSEA:	Measure 1	94.8%	Yes
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human rights and social and economic justice.

will demonstrate competency.

and mechanisms of oppression and discrimination

Competent or Highly competent

(N=12): 100%

Measure 2
Foundation PIESI
Competent or Highly competent

Measure 2
(N=20): 100%

Advocate for human rights and social and economic justice

Measure 1 SSEA:
Competent or Highly competent

Measure 1
(N=12): 83%

Measure 2
Foundation PIESI
Competent or Highly competent

Measure 2
(N=20): 100%

Engage in practices that advance social and economic justice

Measure 1 SSEA:
Competent or Highly competent

Measure 1
(N=12): 75%

Measure 2-
Foundation PIESI
Competent or Highly competent

Measure 2
(N=20): 100%

Advanced Practice Behavior

Demonstrate commitment to social and economic justice through leadership within agencies, communities, and state, national and international forums.

Measure 1
Advanced SSEA
Competent or Highly competent

Measure 1
(N=27): 100%

Measure 2
Advanced PIESI
Competent or Highly competent

Measure 2
(N=27): 100%

6. Engage in research-informed practice and

90% of students will demonstrate competency.

Use practice experience to inform scientific inquiry

Measure 1 SSEA:
Competent or Highly competent

Measure 1
(N=12): 100%

98.7%

Yes

practice-
informed
research.

Measure 2-
Foundation PIESI
*Competent or
Highly competent*

Measure 2
(N=20): 100%

Use research evidence
to inform practice

Measure 1 SSEA:
*Competent or
Highly competent*

Measure 1
(N=12): 92%

Measure 2-
Foundation PIESI
*Competent or
Highly competent*

Measure 2
(N=20): 100%

Advanced Practice Behavior

Monitor and evaluate
interventions at all levels
of practice through the
application of research
and program evaluation
knowledge and skills.

Measure 1
Advanced SSEA
*Competent or
Highly competent*

Measure 1
(N=27): 100%

Measure 2
Advanced PIESI
*Competent or
Highly competent*

Measure 2
(N=27): 100%

**7. Apply
knowledge of
human behavior
and the social
environment.**

90% of students
will
demonstrate
competency.

Use conceptual
frameworks to guide the
processes of
assessment, intervention,
and evaluation

Measure 1 SSEA:
*Competent or
Highly competent*

Measure 1
(N=12): 83%

97.2%

Yes

Measure 2-
Foundation PIESI
*Competent or
Highly competent*

Measure 2
(N=20): 100%

Critique and apply
knowledge to understand
person and environment

Measure 1 SSEA:
*Competent or
Highly competent*

Measure 1
(N=12): 100%

Measure 2
Foundation PIESI
Competent or

Measure 2
(N=20): 100%

Highly competent

Advanced Practice Behavior

Articulate a personal conceptual framework of practice to integrate and differentially apply theories of HBSE to guide practice at all levels.	Measure 1 Advanced SSEA <i>Competent or Highly competent</i>	Measure 1 (N=27): 100%
	Measure 2- Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N=27): 100%

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

90% of students will demonstrate competency.

Analyze, formulate, and advocate for policies that advance social well-being

Measure 1 SSEA:
Competent or Highly competent

Measure 1
(N=12): 75%

91.8%

Yes

Measure 2-
Foundation PIESI
Competent or Highly competent

Measure 2
(N=20): 100%

Collaborate with colleagues and clients for effective policy action

Measure 1 SSEA:
Competent or Highly competent

Measure 1
(N=12): 83%

Measure 2
Foundation PIESI
Competent or Highly competent

Measure 2
(N=20): 100%

Advanced Practice Behavior

Use policy as a leadership and practice method for effecting change at all levels of practice.

Measure 1 SSEA:
Competent or Highly competent

Measure 1
(N=27): 93%

Measure 2- PIESI:
Competent or Highly competent

Measure 2
(N=27): 100%

9. Respond to contexts that

90% of students will

Continuously discover, appraise, and attend to

Measure 1 SSEA:
Competent or

Measure 1
(N=12): 92%

94.7%

Yes

shape practice.	demonstrate competency	changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	<i>Highly competent</i>	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%		
		Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services		Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 83%		
				Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%		
Advanced Practice Behavior							
10a. Engage, with individuals, families, groups, organizations, and communities.	90% of students will demonstrate competency	Engage in leadership and administrative activities to evaluate key contextual issues and to respond to changing practice conditions.		Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=27): 93%		
				Measure 2 PIESI: <i>Competent or Highly competent</i>	Measure 2 (N=27): 100%		
		Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities		Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 92%	99.0%	Yes
		Use empathy and other interpersonal skills		Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%		
				Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 100%		
				Measure 2 Foundation PIESI	Measure 2 (N=20): 100%		

Competent or Highly competent

Develop a mutually agreed-on focus of work and desired outcomes

Measure 1 SSEA:
Competent or Highly competent

Measure 1
(N=12): 100%

Measure 2
Foundation PIESI
Competent or Highly competent

Measure 2
(N=20): 100%

Advanced Practice Behavior

Engage, assess and intervene in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional use of self.

Measure 1 SSEA:
Competent or Highly competent

Measure 1
(N=27): 100%

Measure 2 PIESI
Evaluation:
Competent or Highly competent

Measure 2
(N=27): 100%

10b. Assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

90% of students will demonstrate competency

Collect, organize, and interpret client data

Measure 1 SSEA:
Competent or Highly competent

Measure 1
(N=12): 92%

95.9%

Yes

Measure 2
Foundation PIESI
Competent or Highly competent

Measure 2
(N=20): 100%

Assess client strengths and limitations

Measure 1 SSEA:
Competent or Highly competent

Measure 1
(N=12): 92%

Measure 2
Foundation PIESI
Competent or Highly competent

Measure 2
(N=20): 100%

Develop mutually

Measure 1 SSEA:

Measure 1

agreed-on intervention goals and objectives	<i>Competent or Highly competent</i>	(N=12): 92%
	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%
Select appropriate intervention strategies	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 83%
	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%

Advanced Practice Behavior

Engage, <u>assess</u> and intervene in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional use of self.	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=27): 100%
	Measure 2 PIESI Evaluation: <i>Competent or Highly competent</i>	Measure 2 (N=27): 100%

10c. Intervene, and evaluate with individuals, families, groups, organizations, and communities.	90% of students will demonstrate competency	Initiate actions to achieve organizational goals	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 83%	96.6%	Yes
			Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%		
		Implement prevention interventions that enhance client capacities	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 92%		

	Measure 2 Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%
Help clients resolve problems	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 100%
	Measure 2- Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%
Negotiate, mediate, and advocate for clients	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 92%
	Measure 2- Foundation PIESI	Measure 2 (N=20): 100%
Facilitate transitions and endings	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=12): 92%
	Measure 2- Foundation PIESI <i>Competent or Highly competent</i>	Measure 2 (N=20): 100%

Advanced Practice Behavior

Engage, assess and <u>intervene</u> in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional use of self.	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=27): 100%
	Measure 2- PIESI: <i>Competent or Highly competent</i>	Measure 2 (N=27): 100%

10.d Evaluate

90% of students	Critically analyze,	Measure 1 SSEA:	Measure 1	93.5%	Yes
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**with individuals,
families, groups,
organizations,
and
communities.**

will
demonstrate
competency

monitor, and evaluate
interventions

*“Competent” or
“Highly competent”*

(N=12): 83%

Measure 2
Foundation PIESI
*Competent or
Highly competent*

Measure 2
(N=20): 100%

Advanced Practice Behavior

Monitor and evaluate
interventions at all levels
of practice through the
application of research
and program evaluation
knowledge and skills.

Measure 1 SSEA:
*Competent or
Highly competent*

Measure 1
(N=27): 91%

Measure 2 PIESI:
*Competent or
Highly competent*

Measure 2
(N=27): 100%

Table 2. Assessment of Student Learning Objectives, MSW Program July 1, 2016.

COMPETENCY	COMPETENCY BENCHMARK	% STUDENTS ACHIEVING BENCHMARK Advanced Generalist Concentration Graduating Class of 2016
-Identify as a Professional Social Worker	90% of Students will achieve each competency	98.9%
-Apply Ethical Principles	Competency is assessed by students and field instructors using a 3 point scale where 0=not yet competent, 1=competent, 2=highly competent	94.0%
-Apply Critical Thinking		98.4%
-Engage Diversity in Practice		97.9%
-Advance Human Rights/ Social and Economic Justice		94.8%
-Engage Research Informed Practice/ Practice Informed Research	Competencies are operationalized via foundation and advanced practice behaviors	98.7%
-Human Behavior Knowledge		97.5%
-Engage Policy Practice to Advance Well-Being and Deliver Services		91.8%
-Respond to Practice Contexts		94.7%
-Practice Engagement		99.0%
-Practice Assessment		95.9%
-Practice Intervention		96.6%
-Practice Evaluation		93.5%

Data-Based Decision Making

In an effort to continuously improve, assessment data and outcomes are discussed by the faculty and with other constituencies on an ongoing basis. Below are examples of how this is done.

Monthly Faculty Meetings and Semi-annual Retreats. Discussion of assessment results occurs on an ongoing basis at monthly faculty meetings, the annual fall faculty retreat, and the annual spring practicum faculty retreat. During these meetings faculty members discuss assessment outcomes and propose plans to remedy any issues determined to be problematic. We also discuss ways to share with our constituencies what we are doing and what changes we are considering. Student representatives are invited to these meetings when the agenda suggests their input is needed. As needed, we gather feedback from our constituencies regarding the change process. For example, recently we discussed ways to improve the professional seminars taught in conjunction with the field practicum experiences. We learned from the student self-assessment data collected over the past two years that students need more time to process their practicum experiences in ways that help them develop program competencies. We responded by adjusting the seminars to include more time for processing experiences and to connect those experiences with practice behaviors and competencies.

MSW Advisory Board. The MSW program receives regular feedback from its community Advisory Board. Program administrators meet with the Advisory Board annually. A segment of each meeting is devoted to an update on any curriculum changes. We also discuss assessment outcome data and other program initiatives. Advisory Board members provide feedback regarding assessment tools, learning contracts, and the curriculum.

Field Instructor Trainings. Field Instructor orientation/training occurs at the beginning of each fall semester to welcome field instructors to the new academic year and to familiarize them with the field experience requirements. Field instructors are provided with pertinent program assessment results, as well as information about student requirements for the year, and the faculty liaison with whom they will be working. During a recent field instructor training we discussed how the learning contracts are used to help students focus on practice behaviors and competencies they need to attend to during the field practicum experience. Field instructors provided feedback regarding the learning contracts, how the foundation-learning contract could be improved to help students focus on competencies about which they feel less confident; this feedback was used to redesign the foundation-learning contract.

Student Focus Groups. Program administrators meet with students near the conclusion of each academic year to gather feedback about the program and to share and discuss program information including assessment findings. Student input from these meetings is shared with all faculty and helps inform faculty discussions about assessment outcomes and their implications for program modifications. During a recent focus group, students shared ideas for improving the curriculum in relation to program competencies

which were then discussed during the spring practicum faculty retreat and incorporated into the redesign of the professional seminars to allow more time for processing agency experiences in ways that help develop competencies.

Annual Department Newsletter. Each year the Sociology, Social Work, and Anthropology Department (SSWA) newsletter provides information regarding assessment data, faculty hires, awards, retirements, scholarly presentations, workshops, student projects and accomplishments. This allows the department to update alumni, the community, and other constituencies regarding current events and changes that are made in connection with assessment outcomes. The newsletter is used to solicit feedback that is used to inform assessment-driven program changes.

Website Updates. Our social work webpage is another avenue we use to update our constituencies and solicit their feedback. It is updated regularly with current events, announcements, and news concerning the social work program. An assessment link on the website (<http://socialwork.usu.edu/ProgEvalOutcomes.aspx>) also provides contact information for program administrators and faculty.