



Academic Program Assessment Report for AY 2022-2023

Program: Social Work, MSW program

(Due: **June 1, 2023**)

Date report completed: 05/18/2023

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Please describe the 2022-2023 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., B.A.S, M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Executive Director for Assessment as an email attachment by June 1, 2023. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals:

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2023-2024 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> reported on prior to this cycle? (Summer 2022)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N = 8 and N = 32).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
500-level students (N = 8)	Summer 2022	Faculty-developed assessment tool; 45	All students in 500-level courses in	80% of students will score 50% or higher	Percent meeting benchmark: 1. 63.09%	The department is required to submit a new site visit report to the	Only two faculty provided feedback on the assessment tool and one question was revised. In Fall 2023, faculty will

1. Demonstrate Ethical and Professional Behavior		question "exam"	Summer 2022		2. 73.80% 3. 71.42% 4. 48.98% 5. 80.95% 6. 84.13%	accrediting body in Fall 2023 so they felt editing the faculty-developed assessment tool would be appropriate.	review the assessment data from Summer 2023 and determine if there needs to be another change. No changes until after the program is aligned with the 2022 EPAS Standards (new accreditation standards).
2. Engage Diversity and Difference in Practice					7. 78.57% 8. 75% 9. 78.57%		
3. Advance Human Rights and Social, Economic, and Environmental Justice							
4. Engage In Practice-informed Research and Research-informed Practice							
5. Engage in Policy Practice							
6. Engage with Individuals,							

<p>Families, Groups, Organizations, and Communities</p>							
<p>7. Assess Individuals, Families, Groups, Organizations, and Communities</p>							
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p>							
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and</p>							

Communities							
All 9 SLOs, above	Summer 2022	Final field evaluation, SW589 field evaluation	All students enrolled in SW589 Spring 2022	80% will score 2 or higher on the final evaluation (meets expectations)	1. 100% 2. 100% 3. 100% 4. 100% 5. 87.5% 6. 100% 7. 100% 8. 100% 9. 100%	Almost all of the students are scoring well and are meeting the benchmark.	No changes until after the program is aligned with the 2022 EPAS Standards (new accreditation standards).
600-level students (N = 32) 1. Demonstrate Ethical and Professional Behavior 2. Engage Diversity and Difference in Practice 3. Advance Human Rights and Social, Economic, and	Summer 2022	SW687 Culminating Project Evaluation	All students enrolled in SW687 in Summer 2022.	80% will score at least a 2 (proficient).	1. 91.1% 2. 86.7% 3. 91.1% 4. 93.3% 5. 86.7% 6. 95.6% 7. 82.2% 8. 86.7% 9. 91.1%	All students are meeting the benchmark, but faculty are considering a portfolio assignment for the future.	No changes until after the program is aligned with the 2022 EPAS Standards (new accreditation standards).

<p>Environmental Justice</p> <p>4. Engage In Practice-informed Research and Research-informed Practice</p> <p>5. Engage in Policy Practice</p> <p>6. Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>7. Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>8. Intervene with</p>							
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<p>Individuals, Families, Groups, Organizations, and Communities</p> <p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>							
<p>All 9 SLOs, above</p>	<p>Spring 2022</p>	<p>Final field evaluation, SW589 field evaluation</p>	<p>All students enrolled in SW589 Spring 2022</p>	<p>80% will score 2 or higher on final evaluation (meets expectations)</p>	<p>1. 100% 2. 100% 3. 100% 4. 100% 5. 100% 6. 100% 7. 100% 8. 100% 9. 100%</p>	<p>All students are meeting the benchmark</p>	<p>Keep the field evaluation as is, since we will be moving to the 2022 EPAS in 2024. No changes until after the program is aligned with the 2022 EPAS Standards (new accreditation standards).</p>

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2022-2023 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
No changes for this academic year due to gearing up for the new accreditation standards.	SLOs are assessed yearly, each summer semester.	Recommendations were no changes until the program is off the letter of instruction for the last site visit. There is a site visit response due December 1 st and a determination will be made in February/March. If the determination is favorable, the program will move to the 2022 EPAS by the end of Summer 2024.	No changes due to two faculty leaving the department during the 2022-2023 academic year and the anticipation of moving to the 2022 EPAS standards.	N/A

Comments on part II: It was requested that we include our SW687 rubric in this assessment report.

SW687 Culminating Project Grading Rubric

Criteria	Unacceptable - 1	Acceptable - 2	Proficient - 3	Comments:
Demonstrate ethical and professional behavior	Paper is not in APA 7 th edition style or paper is in 7 th edition style with more than 6 types errors	Paper is in APA 7 th edition style with no more than 6 types of errors	Paper is in APA 7 th edition style with no more than 3 types of errors	
	No use of headers, or headers do not accurately summarize the information in each section	Student uses headers, but some may be too wordy or not concise	Student uses creative or relevant headers to organize information for the reader	
	More than 6 grammatical errors or misspellings	No more than 7 grammatical errors or misspellings	No more than 3 grammatical errors or misspellings	
	The majority of the writing style is rambling, with unnecessary words, imprecise language, and use of layperson's language throughout (ex., "client has a hard time with washing her face, brushing her teeth, and taking a shower." Instead of, "client experiences difficulty with hygiene tasks.")	Writing style is concise but up to 5 sentences are rambling or imprecise with use of layperson's terms instead of concise professional language in some areas	Writing style is clear and concise, utilizing professional language throughout	
	Most sentences and paragraphs do not have a smooth transition or relationship with each other	Student relies on headings to make paragraph transitions, but sentence transitions are smooth	Care has been taken to ensure each sentence or paragraph have a smooth transition to the next. Paragraphs leading to heading also contain a transition sentence	
	Student discusses NASW values in relation to case study	Student relates NASW values and principles, as well as one or two standards to case study	Student provides a thorough discussion of the NASW Code of Ethics and its application to the client,	

			social worker, constituents, and larger society	
	No discussion of the social worker's role and its relationship to interventions or resources	Some discussion of the social worker's role and how it relates to access to resources or guides possible interventions	Student thoroughly discusses the social worker's role, how this helps or hinders access to resources, and how the role limits or expands options for interventions	
	Little (superficial) or no discussion of use of self, self-regulation, and self-awareness	Substantial discussion of use of self, self-regulation, and self-awareness; Student demonstrates understanding of relevant policies, regulations, and laws the guide practice at all levels student applies the NASW Code of Ethics, policies, regulations, and laws to guide the intervention, discerning what is ethically sound practice; student addresses use of supervision for practice.	Substantial and significant discussion demonstrating student's self-awareness of their limitations and strengths, ability to self-regulate emotions and behaviors while managing personal values, and use of self in the client relationship and planned change process; Student integrates their understanding of relevant policies, regulations, and laws with the NASW Code of Ethics to arrive at ethically sound policy practice while describing use of supervision to ensure practices are ethical	
Engage in diversity and difference in practice	Diversity issues in the case assessment are mentioned in passing or in a discussion that these issues are important or student engages in a superficial discussion about diversity issues and the importance of	Diversity issues are addressed and supported by literature, with the student describing obvious diversity issues that service providers should keep in mind when working with this particular client(s) and addresses the	Diversity issues are addressed and supported by peer-reviewed literature; students shows insight or strong critical thinking skills regarding the relevance of the client(s) diversity and how it impacts service	

	taking them into consideration in practice.	person-in-environment perspective	delivery and the person-in-environment perspective	
	Self-reflection not present or superficial discussion of use of self	Student engages in self-reflection about diversity issues presented in the case study and demonstrates self-awareness of how their own diverse life experiences impact the helping relationship	Student shows insight and critical perspective regarding their own personal biases and values with diverse clients and constituencies and integrates their own life experiences into a critical self-awareness of how this impacts the helping relationship	
	Student uses terminology that does not respect client or based on medical model of problem-focused assessment	Student utilizes respectful and strength-based language in description of client and client behaviors	Student utilizes the NASW Press Guidelines in all language throughout the case assessment	
Advance human rights and social, economic, and environmental justice	Student engages in superficial discussion of a relevant policy/policies, describes how they are unfair to the client populations and suggests the policy needs to be changed somehow	Student describes several policies relevant to the client population and identifies service gaps; student describes advocacy interventions that can be utilized to reduce oppression	Student analyzes policy and policy implementation practices to reduce oppression and identify service gaps; student employs advocacy and interdisciplinary collaboration skills at all system levels to advance social, economic, and environmental justice	
Engage in practice-informed research and research-informed practice	Student has selected an appropriate theory and supported it with literature; an alternative theory is provided and supported with literature	Student has selected an appropriate theory and supported it with peer-reviewed literature; an alternative theory is provided and supported with peer reviewed literature	Student has selected an appropriate theory and supported it with peer-reviewed literature; an alternative theory is provided and supported with peer reviewed literature	

	a contraindicated theory is discussed and supported by the literature. Information is thin and commonplace or incorrect and does not have a connection with practice.	a contraindicated theory is discussed and supported by the literature. Information is thin and commonplace, with some critical thinking present.	a contraindicated theory is discussed and supported by the literature. The discussion of theory shows insight, creativity, and a strong understanding of theoretical concepts and their application to practice.	
Engage in policy practice	Student describes a particular policy that should be changed, adapted, or created in order to better serve client(s) in the case study provided	Student develops an action plan for policy practice that advances human rights, social, economic, and environmental justice	Student develops a detailed action plan for policy change, integrating evidence based practice and information on current policy proposals	
	Some or all student resources are web-based, non peer-reviewed sources	Student utilizes evidence-based practices in policy development.	student critiques the policy proposals for its ability to reduce oppression and promote social, economic, and environmental justice	
Engage with individuals, families, groups, organizations, and communities	Student describes specific questions or actions they may engage in to facilitate a therapeutic relationship with client(s) and constituencies.	Student applies advanced knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to effectively engage with clients and constituencies	Student applies and integrates advanced knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to effectively engage with clients and constituencies in alignment with the theories used	
	Description of student's own values and alignment with the Code of Ethics is thin and commonplace or only	Student demonstrates empathy through thoughtful language when describing client(s) and describes their	Student explicitly demonstrates use of empathy, self-reflection, and interpersonal skills to	

	address the NASW values and not the standards or principles	own values, its alignment with the Code and how this affects engagement with clients	effectively engage with client(s) and diverse systems of all sizes	
	No discussion of how clients is prepared for termination	Student states they would prepare client for termination	engagement clearly prepares client(s) and constituency for termination through a discussion of length of services and reasons for service termination	
Assess individuals, families, groups, organizations, and communities	Student does not address client(s) or constituency stated goals present in the case study provided	Student describes the importance of allowing client(s) or constituency to tell their own story and acknowledges the uniqueness of each client or constituent	Student demonstrates respectful understanding of the client(s) or constituency lived experiences through structuring information gathered in the assessment process; student uses specialized knowledge of the human condition and theoretical perspectives to assess the importance of information gained with clients and constituencies during the therapeutic processes of the relationship while respecting the uniqueness of each client or constituent	
	Language of the assessment is not strengths-based or respectful of the client(s) or constituency lived experiences	Some goals might be difficult for clients to achieve in the timeframe described or student may not have taken client(s) or constituency wishes into account when devising goals (ie., assigning	student describes assisting client(s) or constituencies in the selection and development of achievable goals and objectives by utilizing the strengths of the client(s) or	

		a goal for “safety” even though the client(s) or constituency demonstrated opposition in the case study)	constituents, while also addressing the needs and obstacles that have emerged in information-gathering	
Intervene with individuals, families, groups, organizations, and communities	Little or no suggested interventions or interventions bear little to no relation to student’s selected theory	Interventions are well-thought out and appropriate for the selected theory	Interventions are unique and creative, demonstrating an understanding of available resources for the issues at hand; interventions are clearly linked to the chosen theory	
	Student does not address client(s) or constituency strengths in the intervention	Interventions address most of the issues in the case study	Each issue in the case study is clearly and concisely addressed by the student	
	Student does not describe client(s) or constituency strength	Student describes client(s) or constituency strengths	Intervention utilizes client or constituency strengths	
	Student does not anticipate or plan for obstacles for goal attainment	Student identifies one or two obstacles for goal attainment	Student anticipates and plans for obstacles to goal attainment	
		Student utilizes supervision	Student utilizes collaboration with other professionals as needed	
	No preparation for termination is present	student mentions preparing client for termination	Student describes a clear plan to prepare client(s) or constituency for termination	
Evaluate practice with individuals, families, groups, organizations, and communities	Evaluation instrument is poorly designed or confusing	Student develops an evaluation instrument utilizing research procedures	Student develops a culturally relevant evaluation instrument for use with client(s) and constituents utilizing research procedures for practice evaluation	
	Theoretical approaches do not appear to be taken into	The evaluation instrument is appropriate for at least one of	student considers theoretical approach used in the	

	consideration in the development of the instrument	the theoretical approaches used by the student	engagement, assessment, and intervention in the development of an evaluation of outcomes	
	Student does not describe use of findings to improve future services	Student describes how finding can be used to improve service delivery in the future	Student describes plan for utilization of findings for improvement of future practice, programs, or program delivery	