Academic Program Assessment Plan Assessment Report
Department of Social Work

The Department of Social Work maintains a current assessment plan which is posted on our Departmental website each year, as per our accreditation requirement. The 2018-2019 AY plan is attached as Appendix A and the Curriculum Map is attached as Appendix B. The following summarizes our evaluation of the plan.

Mission
The Departmental Mission is:

"As part of CSU-Pueblo, a regional comprehensive university, the social work program prepares students for beginning generalist practice with diverse client populations across systems of all sizes, including individuals, families, groups, organizations, and communities." (Colorado State University-Pueblo Catalog, 2018-2019, p. 192)."

We believe this mission is appropriate and does not require updating at this time due to the alignment with the current University and College missions in the 2018-2019 Catalog. We are required by the Council on Social Work Education (CSWE) to align our program mission with that of the University, and will re-evaluate our mission once the 2019-2020 catalog is released with any new mission for the University.

Goals
Our goals are derived from the nine competencies required by CSWE for accreditation. Each of the nine Departmental goals are directly from the CSWE competencies and each of our objectives are directly from the practice behaviors associated with each competency by CSWE. As a result, our Departmental goals and objectives are appropriate and do not require re-evaluation until CSWE develops new competencies and practice behaviors in the Educational Policy and Accreditation Standards (EPAS) in the future.

Proficiency
Our standard definition is that 80% of our students will meet or exceed the benchmark for each measure. We use two measures for assessment in order to ensure we are aligned with the accreditation requirements to measure student's knowledge, values, cognitive and affective processes, and skills for each competency. Each competency must be measured twice, and one of the measurements must be a demonstration of skill.

Assessment Methods
We chose the Social Work Education Assessment Project (SWEAP) test because it aligned more closely to the 2015 EPAS as compared to the Area Concentration Achievement Test (ACAT) that we had used in the past. The SWEAP measures knowledge, values, cognitive and affective processes, and skills, but does not require a demonstration of skills. Therefore, we also use our SW489 Final Field Evaluation as a measure of student skills since this evaluation requires field instructors to measure student skill on each competency in the field placement environment. The SWEAP test is given each Spring in SW482 Field Seminar II. The Final Field Evaluation is also

conducted in Spring, in SW489 Field Placement II and is completed by the Field Instructor at the agency in which the student is placed..

Assessment Results

In our latest assessment period 86% of our students met or exceeded the overall competencies on the SWEAP and our students appeared to perform better than the national average. Nationally (n=5546), students correctly answered 60.48% of questions correctly while CSU-Pueblo students (n=35) answered 61.29% of questions correctly. Our standard deviation was 11.08 versus the national average of 14.81. The SWEAP test allows us to break down each competency score and compare across sites to ensure equity in modality. Our scores show that 100% of students in the alternate site in Colorado Springs met or exceeded the competencies as a whole, while 77% of the students in Pueblo met or exceeded the competencies. Overall, our students met or exceeded each competency as follows:

Item	% scoring 50% or higher		
Competency	**Overall**	**Pueblo**	**Colorado Springs**
Competency 1, Demonstrate ethical and professional behavior	83%	73%	100%
Competency 2, Engage diversity and difference in practice	91%	86%	100%
Competency 3, Advance human rights and social, economic and environmental justice	89%	86%	100%
Competency 4, Engage in practice-informed research and research-informed practice	49%	45%	54%
Competency 5, Engage in policy practice	49%	36%	69%
Competency 6, Engage with individuals, families, groups, organizations, and communities	74%	77%	69%
Competency 7, Assess individuals, families, groups, organizations, and communities	80%	77%	85%
Competency 8, Intervene with individuals, families, groups, organizations, and communities	91%	86%	100%
Competency 9, Evaluate practice with individuals, families, groups, organizations, and communities	69%	68%	69%

Historically, the Department has been concerned with our student performance in competency 4, 5, 6, and 9. Student performance this year on competency 6 demonstrates an upward trend on this competency. In 2018, overall, 56% of students met or exceeded performance on this competency. The 74% of students who met or exceeded performance on this competency in 2018 reflects positively on the program, but indicates that there is still more work to do to reach the 80% goal.

For competency 5, in 2018, 50% of students met or exceeded performance in this competency, and the current score of 49% indicates our students are still performing about the same. Policy practice is difficult for most BSW students, with the SWEAP reporting that our students are

actually exceeding the national average of 48.18%. However, more work needs to be done in this area and faculty will address this issue in the Fall semester, since policy is taught in the Spring.

Competencies 4 and 9 are loosely related to our SW492 Research course, but also encompass all of our practice courses. In 2018, the SWEAP indicated 61% of our students met or exceed competency 4 and 67% of students met or exceeded competency 9. As we have been aware that these two competencies were deficient, we created a SW499 Capstone course, focusing exclusively on implementation of research and aligned with the field placement. This year, 8 students were required to take the course and the instructor has reported that students were ill-prepared for the course. Part of the issue was misadvising of students into the SW492 course too soon, resulting in half of the students not taking SW492 with their field placement. In Spring 2019, the Department discussed this course and agreed to more closely align assignments in SW492 to the SW499 assignments, ensure no student enters SW492 without concurrent enrollment in field placement, and to continue the SW499 for another and reassess its usefulness in Fall 2020.

We believe the standard that 80% of our students will meet or exceed the 50th percentile for each competency is not appropriate, as the SWEAP does not provide benchmarks for scores. Instead, the SWEAP documents that answering 50% of questions correctly meets or exceeds the competency. Therefore, we will change our standard to 80% of students will meet or exceed competencies in the SWEAP in future years.

In the SW489 Final Field Evaluations, the results indicated that overall our students meet the practice competencies. Our students are rated on a scale of 1-3, with 1=does not meet competency, 2=meets competency, and 3=exceeds competency. For evaluation purposes, 1=0%, 2=70%, and 3=100% There were three evaluations missing in Colorado Springs, and they were coded as "1, Does not meet expectations."

Item	Aggregate of scores		
Competency	Overall	Pueblo	Colorado Springs
Competency 1, Demonstrate ethical and professional behavior	85.43%	92.17%	72.50%
Competency 2, Engage diversity and difference in practice	83.71%	90.87%	70%
2.57Competency 3, Advance human rights and social, economic and environmental justice	83.71%	90.87%	70%
Competency 4, Engage in practice-informed research and research-informed practice	83.71%	92.17%	67.5%
Competency 5, Engage in policy practice	82.86%	90.87%	67.5%
Competency 6, Engage with individuals, families, groups, organizations, and communities	85.43%	92.17%	72.5%
Competency 7, Assess individuals, families, groups, organizations, and communities	81.14%	86.96%	70%

Item	Aggregate of scores		
Competency 8, Intervene with individuals, families, groups, organizations, and communities	82.86%	90.87%	67.50%
Competency 9, Evaluate practice with individuals, families, groups, organizations, and communities	82.86%	92.17	65%
Percent scoring at least 50% on every competency	91.4%	100%	75%

Overall, all students appear to be meeting competencies, but the missing scores in Colorado Springs brought the overall percentage meeting expectations to below 80% (n=12). We have instituted a new online field management system (Tevera), which allows Field Liaisons and the Field Coordinator to track student and Field Instructor completion of timesheets, learning plans, and field evaluations in real time. Fall 2018 and Spring 2019 was a challenging academic year for the field series of courses as this was when we implemented the Tevera system. Students, Field Instructors, Faculty Liaisons, and the Field Coordinator had to learn how to use the system as well as report any "bugs" that were found in the system which stymied the progress of paperwork. We are confident that this system will result in 100% completion of all required field forms in the future. In Spring 2019, the Field Coordinator conducted a Field Instructor/Field Liaison training on Tevera and the expectations for SW492 and SW499. We will conduct another training in the Fall, during Convocation Week to maximize the number of students, faculty, and Field Instructors who understand how to use the Tevera system and understand the expectations of SW492 and SW499.

To align our field evaluation scores, we will also change our assessment of the Final Field Evaluation to 80% of students will "meet or exceed competencies" instead of 80% of students will score 50% or higher.

Continuous Process
Each Fall semester, the Department conducts a retreat where the department chair brings all data to the attention of faculty and all reviews, evaluations, and changes to the curriculum or processes are discussed and approved by the faculty. No changes are made to the assessment process or curriculum without discussion and approval by the faculty. Copies of reports are made available to the faculty each summer, with the expectation that they will read the reports by the date of the retreat and be prepared to discuss any relevant changes. Additionally, the Department conducts two departmental meetings a month where faculty may suggest changes or bring observations regarding student proficiency. Departmental decisions result in the creation of a Decision Memo, which is posted on the University "I" drive and accessible to all faculty. Finally, assessment results are posted on the social work homepage each year.

Appendix A: 2018-2019 AY Assessment Plan

Academic Program Assessment Plan: Department of Social Work, Colorado State University-Pueblo

Identification:
The Department of Social Work maintains national accreditation through the Council on Social Work Education, Commission on Accreditation. The plan was prepared through departmental deliberations according to the new Educational and Policy Accreditation Statements effective in January, 2010. The primary contact for assessment questions or concerns is Dr. Arlene Reilly-Sandoval, Department Chair. She can be reached at 719-549-2691 or at a.reillysandoval@csupueblo.edu

Mission, Goals, and Student Learning Outcomes:

Colorado State System Mission Statement
Colorado State University was established by state law:
"There is hereby established a University at Pueblo, to be known as Colorado State University-Pueblo, which shall be a regional, comprehensive university with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The University shall also offer selected masters level graduate programs" (Colorado Statutes 23-55-101, as cited in Colorado State University-Pueblo Catalog, 2018-2019, p. 14).

Colorado State University-Pueblo Mission Statement
In April, 2005, the Board of Governors of the Colorado State University System adopted a complementary, focused mission statement for the University that stresses its distinctiveness and central commitments:
"Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity" (Colorado State University-Pueblo Catalog, 2018-2019, p. 14).

College of Humanities and Social Sciences Mission Statement
The college's mission statement is:
"The mission of the College of Humanities and Social Sciences is to help students develop critical thinking skills, aesthetic awareness, and ethical perspectives, to provide them with the tools and expertise necessary to function as responsible citizens and professionals and to engage in intellectual and artistic pursuits. Faculty members are committed to high quality teaching, theoretical and applied research, scholarship, creativity, to effective service to the University, the profession, and the region, and to the innovative use of technology in these endeavors. The college strives to be a community of learners, teachers, and scholars responsive to the challenges of a diverse society, a vulnerable environment, and an increasingly technological and interdependent world " (Colorado State University-Pueblo Catalog, 2018-2019, p. 159).

Department Mission Statement
The department mission statement is:
"As part of CSU-Pueblo, a regional comprehensive university, the social work program prepares students for beginning generalist practice with diverse client populations across systems of all sizes, including individuals, families, groups, organizations, and communities." (Colorado State University-Pueblo Catalog, 2018-2019, p. 192).

Areas of commonality include professional preparation, acknowledgement of a diverse environment, and awareness of challenges within such an ever-changing environment. In addition, the department clearly situates itself within a regional, comprehensive university and a multi-faceted college.

Department Goals
The following goals further develop the mission of the department of social work and provide ongoing linkage with college, university, and system mission statements:

Goal 1 – Provide BSW students with a range of skills, attitudes, and knowledge grounded in social work values and ethics.
> Objectives:
> - Students will understand social work values and ethics as they apply to social work practice with diverse systems.
> - Students will be able to evaluate the professional use of self in interactions with diverse systems.

Goal 2 – Develop culturally competent professionals who can intervene appropriately in systems of all sizes with emphasis on regional populations.
> Objectives:
> - Students will develop culturally competent knowledge, values and skills for beginning level social work practice with diverse systems.
> - Students will demonstrate the ability to practice with diverse populations in a multicultural environment including Chicanos, Mexican, and First Nations.

Goal 3 – Develop the ability of BSW students to advocate for social and economic justice with systems of all sizes.
> Objective
> - Students will be able to identify factors which impact the attainment of social and economic justice for diverse systems.
> - Students will be able to select and apply appropriate intervention methods to develop and enhance social and economic justice across diverse systems.

Goal 4 – Engage BSW students in a process of practice-informed research and research-informed practice.
> Objective

- Students will use critical thinking skills to develop knowledge and understanding of research relevant to beginning social work practice with diverse systems.
- Students will be able to interpret, evaluate, and implement relevant research, linking theory to practice, as they engage in beginning level social work practice with diverse systems.

The new assessment standards are termed competencies and practice behaviors and have been established by the Council on Social Work Education, Commission on Accreditation. They are:

1. Demonstrate ethical and professional behavior;
2. Engage diversity and difference in practice;
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, families, groups, organizations, and communities;
7. Assess individuals, families, groups, organizations, and communities;
8. Intervene with individuals, families, groups, organizations, and communities; and
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Proficiency
The standard definition for the department of social work is that 80% of our students will meet or exceed the benchmark set for each measure. We use the Social Work Educational Assessment Project (SWEAP) data, which is reported in aggregate form. We say that 80% of our students should score at or above the 50th percentile. The aggregate benchmark is that each content area should be at or above the 50th percentile. Likewise, 80% of our students will score "meets" or "exceeds" proficiency on the field evaluation.

Assessment Methods
The department of social work assesses nine competencies and accompanying 28 practice behaviors every year. Each behavior is measured at least twice, including one direct and one indirect measure, and summative assessments are conducted.

The department will utilize a standardized test of content area knowledge called the Social Work Educational Assessment Project (SWEAP). This test is administered at the end of the second seminar and field experience, SW 482 and SW 489. They are given in the seminar, SW 482. This typically occurs every spring.

Assessment of competencies during field placement will occur at two intervals: during the first semester in SW 481/488 and during the final placement, SW 482/489 (Appendix C). This assessment will occur at the end of the fall semester session and again at the end of the spring semester session. Assessments are completed by the field site supervisor for each student.

We have a senior capstone that will be a comprehensive assessment measure. Since one of our requirements is to prove comparability across site and modality, we utilize common syllabi and texts, as well as common assignments and accompanying rubrics.

Assessment Results
Assessment results will be summarized by the department chair and presented to the faculty during department meetings. The fall department meetings will be the primary times during which discussion of assessment results will be discussed. They will be discussed early in the semester in case there is a need to make changes in the catalog or curriculum. The results are used for program planning and improvement, strategic planning, and identification of areas of growth.

Continuous Process
The process of assessment is guaranteed to be continuous because we have institutionalized the process and the measures. The department chair will bring all data to the attention of the faculty, and all reviews, evaluations, and changes will be approved by the department prior to any changes being made anywhere within the curriculum or the assessment procedures. Reports are provided to the faculty during the beginning weeks of every fall semester. Annual reports to the university will be made utilizing a process of selective reporting. We will not report on all nine competencies and attending practice behaviors. Instead we will choose an area where we need to experience growth or have seen a pattern that we need to address. Finally, assessment results are posted on the social work homepage.

Appendix B – BSW Curriculum Map

BSW CURRICULUM								
I = Introduced R = Reinforced M = Mastered								
	Comp. 1: Demonstrate Ethical and Professional Behavior	Comp. 2: Engage Diversity and Difference in Practice	Comp. 3: Advance Human Rights and Social, Economic, and Environmental Justice	Comp. 4: Engage in Practice-Informed Research and Research-Informed Practice	Comp. 5: Engage in Policy Practice	Comp. 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Comp. 7: Assess Individuals, Families, Groups, Organizations, and Communities	Comp. 8: Intervene with Individuals, Families, Groups, Organizations and Communities	Comp. 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
SW100 Introduction to SW	I - micro, mezzo, macro	I - micro, mezzo, macro	I – micro, mezzo, macro						
SW201 HBSE I	I - micro, mezzo, macro	I - micro, mezzo, macro	I - micro, mezzo, macro	I - micro, mezzo, macro		I - micro, mezzo, macro	I - micro, mezzo, macro		
SW202 HBSE II	I - micro, mezzo, macro	I - micro, mezzo, macro	I - micro, mezzo, macro	I - micro, mezzo, macro	I - micro, mezzo, macro	I - micro, mezzo, macro	I - micro, mezzo, macro		
SW205 History of SW in US	I - micro, mezzo, macro	I - micro, mezzo	I - micro, mezzo, macro	I - micro, mezzo	I - micro, mezzo, macro	I - micro, mezzo	I - micro		
SW225 SW Policies and Procedures	I - micro, mezzo, macro								
SW301 Professional Writing	R – micro, mezzo, macro			R – micro, mezzo, macro					
SW310 Social Work Theory	R – micro, mezzo, macro	R – micro, mezzo, macro		R – micro, mezzo, macro		R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro
SW320 Human Diversity in Practice	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro				
SW322 Intervention I	R – micro, mezzo	R – micro	R – micro, mezzo	R - micro		R – micro	R – micro, mezzo	R – micro, mezzo	R-micro
SW323 Intervention II	R – mezzo	R – mezzo	R – mezzo	R – mezzo			R – mezzo	R – mezzo	R – mezzo
SW324 Intervention III	R – mezzo/macro	R – mezzo/macro	R – mezzo/macro	R - mezzo	R – mezzo, macro	R - mezzo	R – mezzo, macro	R- mezzo, macro	R - mezzo
SW350 Social Policy	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro	R – mezzo, macro	R – micro, mezzo, macro			R – micro, mezzo, macro
SW492 Research	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro	R – micro, mezzo, macro
SW481/488	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro

	BSW CURRICULUM								
	I = Introduced R = Reinforced M = Mastered								
	Comp. 1: Demonstrate Ethical and Professional Behavior	**Comp. 2: Engage Diversity and Difference in Practice**	**Comp. 3: Advance Human Rights and Social, Economic, and Environmental Justice**	**Comp. 4: Engage in Practice-Informed Research and Research-Informed Practice**	**Comp. 5: Engage in Policy Practice**	**Comp. 6: Engage with Individuals, Families, Groups, Organizations, and Communities**	**Comp. 7: Assess Individuals, Families, Groups, Organizations, and Communities**	**Comp. 8: Intervene with Individuals, Families, Groups, Organizations and Communities**	**Comp. 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**
SW482/489	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro	M – micro, mezzo, macro