

Department of Social Work - BSW Academic Program Assessment Plan

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 2019-2020 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 BSW Program 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” (Social Work Department Website, About Social Work, para. 2)

Goals

Our goals are derived from the nine competencies required by CSWE for accreditation. Each of the 9 competencies are required to be measured twice by our programs. One measure may be knowledge, values, or cognitive and affective processes, and the second measure must be a measure of student skills. The 9 competencies 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
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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 Final Field Evaluation is conducted in Spring for SW489. The Final Field Evaluation is completed by the Field Instructor at the agency in which the student is placed. The SWEAP test is given each Spring for SW482. In 2020, CSWE exempted programs from conducting an evaluation of competencies due to COVID-19. CSWE requires social work faculty to administer the evaluation of students, and the SWEAP was unable to be administered by faculty due to distance education. We recently received information from CSWE that they plan to disallow the SWEAP sometime in the future due to social work faculty in other programs not administering the test to students. Therefore, we are in the process of creating our own evaluation to replace the SWEAP. Please note that CSU-Pueblo faculty have always administered the SWEAP, even when students take the assessment electronically.

Assessment Results

SWEAP

Because the SWEAP was unable to be administered by Social Work faculty in 2020, we are reporting the 2019 outcomes. In our latest assessment period in April 2019, 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=1752), 70% of students met or exceeded the competencies overall. 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 Competency	% scoring 50% or higher			
	CSU-P Overall	Pueblo	Colorado Springs	National
Competency 1, Demonstrate ethical and professional behavior	83%	73%	100%	77%
Competency 2, Engage diversity and difference in practice	91%	86%	100%	83%
Competency 3, Advance human rights and social, economic and environmental justice	89%	86%	100%	90%

Competency 4, Engage in practice-informed research and research-informed practice	49%	45%	54%	57%
Competency 5, Engage in policy practice	49%	36%	69%	60%
Competency 6, Engage with individuals, families, groups, organizations, and communities	74%	77%	69%	53%
Competency 7, Assess individuals, families, groups, organizations, and communities	80%	77%	85%	83%
Competency 8, Intervene with individuals, families, groups, organizations, and communities	91%	86%	100%	67%
Competency 9, Evaluate practice with individuals, families, groups, organizations, and communities	69%	68%	69%	53%

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 are currently working on our own assessment documents due to CSWE planning to disallow the SWEAP in future years. This document is scheduled to be completed no later than the end of the Fall 2020 semester and ready to be deployed in Spring 2021, which is our next assessment cycle.

Final Field Evaluations

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.”

While we are reporting Overall, Pueblo students, and Colorado Springs students, it should be noted that the lines between each site are being blurred. For example, this year we had 3 students who attended courses exclusively in Pueblo make a request to attend their seminar in Colorado Springs because the Field Seminar was at night. This made it easier for the students to manage their schedule and complete the required field hours. If this trend continues, it will no longer make sense to separate the Final Field Evaluation by site. All students scored at least a 2 on every competency, with one missing dataset. The one missing dataset was treated as not meeting competency.

Item Competency	Aggregate BSW of scores		
	Overall	Pueblo (n=22)	Colorado Springs (n=16)
Competency 1, Demonstrate ethical and professional behavior	98%	100%	94%
Competency 2, Engage diversity and difference in practice	98%	100%	94%
2.57Competency 3, Advance human rights and social, economic and environmental justice	98%	100%	94%
Competency 4, Engage in practice-informed research and research-informed practice	98%	100%	94%
Competency 5, Engage in policy practice	98%	100%	94%
Competency 6, Engage with individuals, families, groups, organizations, and communities	98%	100%	94%
Competency 7, Assess individuals, families, groups, organizations, and communities	98%	100%	94%
Competency 8, Intervene with individuals, families, groups, organizations, and communities	98%	100%	94%
Competency 9, Evaluate practice with individuals, families, groups, organizations, and communities	98%	100%	94%
Percent scoring at least 50% on every competency	98%	100%	94%

Overall, all students appear to be meeting competencies. Last year, we were missing 20% of the scores in Colorado Springs because the field liaison at that time signed off on final evaluations that were not completed correctly. Since we implemented the online field management system (Tevera) the Field Coordinator is better able to oversee the submission of final field evaluations and electronically reject incomplete evaluations for the field instructor's corrections. One student in Colorado Springs was not able to complete the field evaluation by the time of this report and that student has received an incomplete grade for the course until it is completed.

To align our field evaluation scores, changed 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.

A Note on COVID-19 Disruptions

We experienced significant disruptions in field placements and completion of hours due to COVID-19 closing agencies or restricting on-site staff to paid or full-time employed staff only. Our Field Coordinator worked closely with agencies, field supervisors, field liaisons, and students to ensure students were able to complete direct client work during the first few weeks of the pandemic. This was complicated by CSWE direction that students must complete all of their hours as direct practice, then a revision about a week later allowing students to count assignments/training by their field agencies as direct practice, and then a further revision in the last few weeks, allowing students to complete only 85% of the required field hours if their agency is experiencing COVID-19 disruption. The Chair, Field Coordinator, and Field Liaisons conducted multiple Zoom meetings with students and engaged in countless phone calls and emails to ensure students were able to comply with agency directives and CSWE requirements in a changing environment. This disruption did interfere with our ability to administer the SWEAP, but our Final Field Evaluations were still completed and serves as our program evaluation results for AY2019-2020.

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.

For 2020, we engaged in field instructor training to ensure agencies understood the research project and instructors were prepared to link the research project with student field placement. **However, there was an issue with the IRB allowing only 2 IRB proposals per faculty and**

students were required to publish or publicly present their projects. We had to adjust the project mid-stream to be a university-only poster presentation, and then again when COVID-19 social distancing limited the poster presentations. We ended up with one course presenting their projects via Zoom with the department faculty observing and asking questions and one course with students uploading their posters to a website for faculty and other students to comment.

Appendix A: 2019-2020 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.

BSW Program 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. In 2020, the Department will finalize an alternative assessment tool and implement its use in Spring 2021, our next assessment cycle. In the MSW program, there is a Culminating Project, designed to measure student knowledge, values, and cognitive and affective process across all competencies.

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. 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. The SW489 final field evaluation serves as our benchmark evaluation.

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. The BSW program provides the entire curriculum at two different sites and benchmark data are reported by site and in aggregate.

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.

