



Program Name	Date Completed
Bachelor of Social Work	05/08/2025
Report Completed By	Report Contributors
Jamie Peralta	All BSW Faculty
Brief Statement of Program Mission and Goals	
<p>The Department of Social Work at CSU Pueblo prepares BSW generalist practitioners to engage in a global society across diverse systems of all sizes, including individuals, families, groups, organizations, and communities with interventions grounded in scientific inquiry. Students will utilize an anti-racist, anti-oppressive perspective to enhance life and dignity for all people in a rapidly changing world.</p> <p>The following goals further develop the mission of the bachelor of social work and provide ongoing linkage with college, university, and system mission statements:</p> <p>Goal 1 – Provide BSW students with a range of skills, attitudes, and knowledge grounded in social work values and ethics.</p> <p>Objectives:</p> <ul style="list-style-type: none">• 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. <p>Goal 2 – Develop culturally competent professionals who can intervene appropriately in systems of all sizes with emphasis on regional populations.</p> <p>Objectives:</p> <ul style="list-style-type: none">• 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. <p>Goal 3 – Develop the ability of BSW students to advocate for social and economic justice with systems of all sizes.</p> <p>Objective</p> <ul style="list-style-type: none">• 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. <p>Goal 4 – Engage BSW students in a process of practice-informed research and research-informed practice.</p> <p>Objective</p>	

- 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.

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.

A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.
Competency 1: Demonstrate Ethical and Professional Behavior Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Competency 5: Engage in Policy Practice Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?
Spring 2024
C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)
<ul style="list-style-type: none"> Increasing benchmark expectations from 80% to 85% of students will meet expectations. Reaffirmed course activities that promoted application of concepts in research course with hands-on and active learning exercises.
D. How were the recommendations for change acted upon?
<ul style="list-style-type: none"> Reaffirmation of course activities was information was communicated to faculty; students assessed in 2025 will be assessed using the new benchmark.



E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?

We are awaiting the Spring 25 assessment results and will discuss them at our department retreat in August

Enter Table I Closing the Loop Comments Below



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Competency 1: Demonstrate Ethical and Professional Behavior Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Competency 5: Engage in Policy Practice Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
B. Semester and year this SLO was reported on prior to this cycle.
Spring 2024
C. Describe the assessment method for this SLO.
<ul style="list-style-type: none">• Social Work Assessment Project Exam (SWEAP)• Final placement assessment, completed by the placement supervisor at the agency in which the student is placed. All students in SW488, the senior placement course (n = 23)• Our accreditor requires we report outcomes as an aggregate of these two assessment tools, as students must be measured on knowledge, values, and cognitive and affective processes (SWEAP) and skills in simulated or actual practice (placement evaluation).
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
<ul style="list-style-type: none">• All students in the senior seminar and placement courses (n=23)



E. Expected proficiency level and proportion of students who should reach this level.
80% of students will meet expectations, inclusive of all instruments
F. Assessment results and number of students who met proficiency level.
SWEAP and Final Placement Evaluation Competency: 1: 98% 2: 96.25% 3: 97.75% 4: 85.5% 5: 83.25% 6: 100% 7: 100% 8: 100% 9: 100%
G. Describe what results indicate about student performance.
Since the implementation of the nationally standardized assessment tool, students are scoring higher on the benchmarks.
H. Describe program level changes/improvements planned for AY 2025-2026 informed by this assessment.
We are awaiting the Spring 25 assessment results and will discuss them at our department retreat in August.

Enter Table II AY 2025 Assessment Comments Below