



Program Name	Date Completed
Master of Social Work	May 7 2025
Report Completed By	Report Contributors
Arlene Reilly-Sandoval	All full-time MSW faculty
Brief Statement of Program Mission and Goals	
Our mission at Colorado State University Pueblo Master of Social Work program is to prepare culturally competent and socially responsible generalist social work practitioners who are equipped with the knowledge, skills, and values to effectively serve diverse populations at all levels. Our approach is rooted in a strengths-based, anti-racist perspective, which promotes the inherent strengths and resilience of diverse individuals, families, and communities. The transformative educational experience develops leaders in the field of social work with knowledge based on scientific inquiry to address the complex challenges facing diverse local and global communities and to promote anti-racism, diversity, equity, and the enhancement of life for all.	

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)?
2023-2024, Summer semester of 2024



C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)

Last year, we planned no additional changes until our programs were aligned with the 2022 Educational Policy and Accreditation Standards (EPAS) from our accrediting body, which released the new standards in July 2022.

D. How were the recommendations for change acted upon?

Faculty worked hard to align our measurement instruments to the 2022 EPAS and were able to measure students on the new competencies for this academic year. It should be noted that our MSW program requires Fall, Spring, and Summer semesters, so students are measured in the Summer semester each year.

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

Our work to align our curriculum and measurement tools to the new 2022 EPAS appears to have gone well, as our students met the benchmark in all areas.

Enter Table I Closing the Loop Comments Below

Every other year, we must identify one area for change and one area for reaffirmation in our programs in order to meet accreditation requirements. As we did this in 2022 and in 2024, we are well-within our accreditation standards. Our MSW program learned in March 2023 that we were granted accreditation, which covers the candidacy period since February 2019. Work began in earnest in August 2023 to move our program into compliance with the 2022 EPAS, as we were required to stick with the 2015 EPAS until accreditation.



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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.
<p>Every year, the social work program assesses all students on all 9 competencies required for accreditation. Accreditation only requires these assessments every two years, but we have integrated our assessment activities into our regular routine and therefore assess every year. Every Fall semester, at our Social Work Retreat, faculty review the assessment data and identify one area for change and one area for reaffirmation.</p> <p>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</p>
B. Semester and year this SLO was reported on prior to this cycle.
Summer 2023.
C. Describe the assessment method for this SLO.
<p>Students in the 500-level courses took the faculty-developed assessment tool to measure their knowledge, values, and cognitive-affective processes in the 9 competencies. We are also required to measure skills in all 9 competencies in simulated or actual practice, so we use the final practicum evaluation for this measurement.</p> <p>Students in the 600-level courses complete a comprehensive assessment covering micro, mezzo, and macro practice, theoretical frameworks, and engagement, assessment,</p>



intervention, and evaluation. This measures their knowledge, values, and cognitive-affective processes. Students are also required to be measured in skill in simulated or actual practice, and we use the final practicum evaluation for this measurement.

D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.

All students in the program are measured every year. In Summer 2024, we assessed 14 students in the 500-level courses and 47 students in the 600-level courses.

E. Expected proficiency level and proportion of students who should reach this level.

Students in both course levels were expected to meet the benchmark of 80% of students will score 80% or higher inclusive of the two measures. The two measures are required by our accreditor.

F. Assessment results and number of students who met proficiency level.

500-Level students:

Competency 1: 87.20%

Competency 2: 88.69%

Competency 3: 89.29%

Competency 4: 80.61%

Competency 5: 86.90%

Competency 6: 87.70%

Competency 7: 84.82%

Competency 8: 91.96%

Competency 9: 88.84%

600-Level students:

Competency 1: 98.95%

Competency 2: 100%

Competency 3: 97.95%

Competency 4: 98.95%

Competency 5: 97.95%

Competency 6: 100%

Competency 7: 98.95%

Competency 8: 97.90%

Competency 9: 97.95%

G. Describe what results indicate about student performance.

Our benchmark scores well-exceeded expectations, therefore we chose to increase our benchmark for the program.

H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.

500 level courses: Add a research/stats course to reduce number of students needing leveling courses or failing to gain admission due to lack of the course; change the number of credit hours in seminar courses due to instructors reporting not enough time to address student questions and consultation needs; reaffirm the SW520 (Diversity) course due to student increase in competency scores.



600 level courses: Change benchmark from 80% of students will score 80% or higher, inclusive of two measures to 85% of students will score 80% or higher inclusive of two measures due to student success in meeting benchmark. Reaffirm the SW625 (Families and Children) course as separate from groups due to student scores in engagement, assessment, intervention, and evaluation with families.

Enter Table II AY 2025 Assessment Comments Below

We added SW585 to the Fall 2025 semester, which resulted in us being able to accept 52 total students into the Fall 2025 semester; we changed the seminar to a 2-credit hour course, providing faculty with more time to help students integrate knowledge with practice in the practicum.

We changed our benchmark for 2025 and will be assessing students with the new benchmark at the end of the Summer 2025 semester. Our curriculum revamp preserved the SW625 as a separate course.