

# Annual Report on Program Student Learning Outcomes Assessment

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Program: Master's in Social Work

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## 1. List the learning outcomes for the program (if you are new to program assessment, you might want to begin with 3-5 primary outcomes):

### Learning Outcomes

We measure the following competencies suggested by the Council on Social Work Education (CSWE, the accrediting organization for social work programs throughout the nation) for the MSW students:

- 1) Identify as a Professional Social Worker
- 2) Apply ethical principles
- 3) Apply critical thinking
- 4) Engage diversity in practice
- 5) Advance human rights/social and economic justice
- 6) Engage in research-informed practice/practice-informed research
- 7) Apply human behavior knowledge
- 8) Engage policy practice to advance well-being and delivery of services
- 9) Respond to practice contexts
- 10) Practice engagement, assessment, intervention, and evaluation

These competencies are embedded into specific course assignments and required field education evaluations.

#### (1) Embedded Course Assignments

- 26 assignments from 13 courses
- Oral and written presentations, self-reflection papers, biopsychosocial assessments, community assessments, policy recommendations, class debates, agency audits, self-care plans and an ethics course quiz.
- Students are graded on a standard 4-point grading scale. For each assignment, the percentage of students who received our benchmark score or above is calculated. The student mastery level is set at B (3.0) or better.

#### (2) Field Course Evaluations

Students complete field placements during both the Foundation and Advanced years, and field instructors evaluate their students in a final evaluation at the end of their placements. (A mid-year assessment is considered to be a formative evaluation.) Instructors use this tool to assess the level of competency achieved by the students according to the following rating scale:

- Pre Competence (PC): Does not or rarely demonstrates and integrates values, knowledge and skills; needs constant supervision; quality of work uneven; tasks not completed in reasonable time; knowledge/skills not transferred from one assignment to another; progress uncertain
- Emerging Competence (EC): Beginning to demonstrate values, knowledge and skills; integrates and applies learning from one activity to another inconsistently or inappropriately some of the time; requires regular supervision; progress is evident; learning is becoming more efficient; quality of work uneven, but moving in a positive direction
- Competence (C): Usually demonstrates and integrates values, knowledge and skills with sufficient mastery and independence; uses supervision for consultation appropriately; appropriately applies learning from one activity to another; uses time well to accomplish tasks and assignments; ready to move to Advanced placement or beginning practitioner level
- Advanced Competence (AC): Consistently demonstrates, integrates and applies values, knowledge and skills in all activities independently and expertly; uses consultation appropriately; performs activities in a timely and efficient manner; able to teach others