



Social Work | 2016-2017 Assessment Plan

1. Please review last year’s assessment results (2015-2016) as well as the Academic Program Assessment Report with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

The Social Work faculty reviewed the 2015-2016 MSW assessment data at its annual August retreat. Benchmarks, in all three assessment dimensions, were met for the majority of the ten student learning outcomes (also known as the Council on Social Work Education competencies). The outcomes/competencies that did not meet their benchmarks were specific to student evaluations of a few courses at the foundation level and a few embedded assessment assignments within those courses. One embedded assessment assignment at the advanced level did not meet the benchmark. Because 2015-2016 was the first year of the independent MSW Program, which meant new courses, new assignments, and new instructors, the faculty agreed to make no changes to the assessment plan until at least one additional year of data is collected and analyzed.

2. Please review your program’s Learning Outcomes. Do any of them need to be updated or clarified?

The MSW learning outcomes are prescribed for us by the Council on Social Work Education. They are consistent across all accredited social work programs and, as such, leave room for change.

- a. Please provide brief indications of the kinds of assessment that might be used to assess each outcome.

The MSW Program’s assessment plan includes three separate measures for each learning outcome: a minimum of two embedded assessment assignments, final field evaluation ratings, and end-of-semester student evaluation of course outcomes (which are tied to the ten competencies).

- b. Please compare your Learning Outcomes to the University’s main learning objectives. Which programmatic outcomes match university mission outcomes?

UWGB Mission	Interdisciplinary	Problem-focused education	Critical thinking	Diversity	Environmental sustainability	Engaged citizenship
Social Work Learning Outcomes	7) Interdisciplinary Knowledge 10) Change Process	2) Standards and Ethics 6) Research	3) Critical Thinking 9) Service Delivery	4) Diversity		1) Professional Self 5) Social Justice 8) Social Policy

3. Which outcome will you assess this year (2016-2017)?

We are required, by CSWE, to assess and report on all ten learning outcomes/competencies every two years. The Social Work faculty has made this a yearly practice as it allows us to analyze the data with more consistency. Thus, all ten competencies will be measured in 2016-2017.

1. Professional Self: Identify as a professional social worker and conduct oneself accordingly.
2. Standards and Ethics: Apply social work ethical principles to guide professional practice.
3. Critical Thinking: Apply critical thinking to inform and communicate professional judgments.
4. Diversity: Engage diversity and difference in practice.
5. Social Justice: Advance human rights and social and economic justice.
6. Research: Engage in research-informed practice and practice-informed research.
7. Interdisciplinary Knowledge: Apply knowledge of human behavior and the social environment.
8. Social Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Service Delivery: Respond to contexts that shape practice.
10. Change Process: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

4. Which technique will you use to assess this outcome?

As stated above, the MSW Program's assessment plan includes three separate measures for each learning outcome: a minimum of two embedded assessment assignments, final field evaluation ratings, and end-of-semester student evaluation of course outcomes (which are linked to the ten competencies).

5. Which course or group of students will you assess on the outcome chosen above and when?

Every student is assessed according to the ten competencies and all core courses are included, in part or whole, in the assessment plan which is completed at the end of each academic year.