



Master of Social Work | 2016-2017 Assessment Report

1. Please give a brief overview of the assessment data you collected this year.

The Master of Social Work Program measures and reports student learning outcomes in relation to the ten competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. The MSW program sets measurement benchmarks for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency. Three separate measures are used to assess each of the ten competencies: embedded assessment assignments, end-of-semester course evaluations, and end-of-year field evaluations. The following table reflects the results for 2016-2017.

	Embedded Assessment Assignments Benchmark: Earn 83% on identified assignments		Field Evaluations Benchmark: Earn 3.0 on each item (1=Significantly below expectations, 2=Somewhat below expectations, 3=Met expectations, 4=Somewhat above expectations, 5=Excellent)		End-of-Semester Course Evaluations Benchmark: 3.0 mean across courses (1=Poor, 2=Below average, 3=Average, 4=Above average)	
COMPETENCY	Average Score and Percentage of Foundation Students Achieving Benchmark	Average Score and Percentage of Advanced Students Achieving Benchmark	Average Score and Percentage of Foundation Students Achieving Benchmark	Average Score and Percentage of Advanced Students Achieving Benchmark	Average Score and Percentage of Foundation Students Achieving Benchmark	Average Score and Percentage of Advanced Students Achieving Benchmark
1. Professional Self: Identify as a professional social worker and conduct oneself accordingly	95.9 6.1%	97.7 98.9%	4.4 100%	4.4 100%	3.72 100%	3.67 100%

2. Standards and Ethics: Apply social work ethical principles to guide professional practice	92.4 92.6%	95.5 94.5%	4.2 100%	4.2 100%	3.68 100%	3.57 100%
3. Critical Thinking: Apply critical thinking to inform and communicate professional judgments	96 91.4%	93.9 89.9%	4.4 100%	4.2 100%	3.76 100%	3.31 100%
4. Diversity: Engage diversity and difference in practice	95.9 96.7%	92.1 89.4%	4.4 100%	4.4 100%	3.68 100%	3.63 100%
5. Social Justice: Advance human rights and social and economic justice	90.5 87.5%	96.8 100%	4.1 100%	4.0 100%	3.59 100%	3.63 100%
6. Research: Engage in research-informed practice and practice-informed research	97.3 99%	96.8 100%	4.2 100%	4.0 100%	3.35 100%	3.6 100%
7. Interdisciplinary Knowledge: Apply knowledge of human behavior and the social environment	97.8 99.5%	99.1 100%	4.2 96%	4.2 100%	3.63 100%	3.62 100%
8. Social Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services	91.3 84.7%	97.5 79%	4.2 100%	3.8 100%	3.73 100%	3.6 100%
9. Service Delivery: Respond to contexts that shape practice	92.4 88.5%	96.1 94.8%	4.2 100%	4.1 100%	3.75 100%	3.59 100%
10. Change Process: Engage, assess, intervene, and evaluate with individuals, families,	93 80.5%	98 97.4%	4.3 100%	4.2 100%	3.68 100%	3.55 100%

groups, organizations, and communities						
--	--	--	--	--	--	--

2. How will you use what you've learned from the data that was collected?

The Social Work faculty meets in August of each year for a daylong retreat. A significant portion of the retreat is dedicated to review and analysis of learning outcomes and other programmatic data.

As this is only the second year of our independent MSW Program, faculty will discuss the data with special attention to new courses and/or delivery format rather than intense scrutiny of alignment with learning outcomes. In addition to the fact that our program is new, the Council on Social Work Education has developed new competencies (learning outcomes) which will be implemented in our MSW Program in 2018-2019. Therefore, we are putting energy into assessment strategies that have more long-term implications. In this process, we will pay particular attention to the competencies that did not meet benchmarks for the embedded assessment assignments in 2016-2017. These include competency ten (change process) for foundation students, and competency eight (social policy) for advanced students.