Social Work| 2015-2016 Assessment Plan

1. Which outcome will you assess this year (2015-2016)?

   The Council on Social Work Education requires accredited social work programs to measure the following 10 learning outcomes, referred to as competencies:
   1. Identify as a professional social worker and conduct oneself accordingly.
   2. Apply social work ethical principles to guide professional practice.
   3. Apply critical thinking to inform and communicate professional judgments.
   4. Engage diversity and difference in practice.
   5. Advance human rights and social and economic justice.
   6. Engage in research-informed practice and practice-informed research.
   7. Apply knowledge of human behavior and the social environment.
   8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
   9. Respond to contexts that shape practice.
   10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

   All learning outcomes are measured through the following three methods: Identified course assignments, end-of-semester course evaluations, field practicum ratings.

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

   Outcome data is collected at the end of each semester and reported in aggregate format, according to cohort. This is completed for both the foundation and advanced MSW cohorts.

4. Who will do the assessment and coordinate the data collection and reporting?

   Individual course instructors collect data from identified assignments in identified courses, including field practicum ratings. End-of-semester course evaluations are coordinated by the program's ADA. The MSW program chair coordinates data collection and reports the data to a variety of constituents including: The Council on Social Work Education, Program Advisory Council, Faculty, and Students. Data is reviewed by Social Work faculty at the end of each academic year and is used to inform discussions concerning programmatic or curricular changes, as appropriate.