

Department of Social Work-MSW Academic Program Assessment Plan

The Department of Social Work maintains a current assessment plan which is posted on our Departmental website each year, as per our accreditation requirement. The 2019-2020 AY plan is attached as Appendix A and the Curriculum Map is attached as Appendix B. The following summarizes our evaluation of the plan.

Mission

The MSW Program Mission is:

“The mission of the MSW Program at Colorado State University-Pueblo will be to prepare competent advanced social work practitioners with the knowledge, skills, values, and cognitive and affective processes required to serve diverse client populations in systems of all sizes” (Social Work Department Website, Master of Social Work, para. 1)

We believe this mission is appropriate and does not require updating at this time due to the alignment with the current University and College missions in the 2019-2020 Catalog. We are required by the Council on Social Work Education (CSWE) to align our program mission with that of the University and will re-evaluate our mission once the 2020-2021 catalog is released with any new mission for the University.

Goals

Our goals are derived from the nine competencies required by CSWE for accreditation. Each of the 9 competencies are required to be measured twice by our programs (BSW and MSW). One measure may be knowledge, values, or cognitive and affective processes, and the second measure must be a measure of student skills. The 9 competencies are:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Proficiency

Our standard definition is that 80% of our students will meet or exceed the benchmark for each measure. We use two measures for assessment in order to ensure we are aligned with the accreditation requirements to measure student’s knowledge, values, cognitive and affective

processes, and skills for each competency. Each competency must be measured twice, and one of the measurements must be a demonstration of skill.

Assessment Methods

Generalist Year

We chose to use selected assignments in the Generalist year of the program to measure knowledge, values, and cognitive and affective processes for students. We use our SW589 Final Field Evaluation as a measure of student skills since this evaluation requires field instructors to measure student skill on each competency in the field placement environment. The Final Field Evaluation is conducted in Summer for the SW589 course. The Final Field Evaluation is completed by the Field Instructor at the agency in which the student is placed.

Specialized Year

We chose to use the SW687 Capstone course assignment to measure knowledge, values, and cognitive and affective processes for students in the Specialized year. The assignment is an assessment, requiring students to utilize all of their social work knowledge, values, and cognitive and affective processes to effectively engage, assess, plan, intervene, evaluate, and terminate with a client(s) on the micro, mezzo, and macro levels. The SW687 Capstone assignment is conducted in the Summer. The SW689 Final Field Evaluation is used to measure student skill on each competency in the field placement environment. The Final Field Evaluation is conducted in the Spring for the SW689 course. The Final Field Evaluation is completed by the Field Instructor at the agency in which the student is placed.

Assessment Results

For the MSW program, only data from the Specialized Year students (2nd year of the program) are available because the Generalist Year (1st year of the program) students will not have a final evaluation until the end of the Summer semester. All of the MSW Specialized students scored 2 or higher on each competency, with no missing data. MSW students are not assigned to a site, so their data is aggregated as one site.

Item	Aggregate MSW of scores (n=25)
Competency	
Competency 1, Demonstrate ethical and professional behavior	100%
Competency 2, Engage diversity and difference in practice	100%
2.57Competency 3, Advance human rights and social, economic and environmental justice	100%
Competency 4, Engage in practice-informed research and research-informed practice	100%

Item	Aggregate MSW of scores (n=25)
Competency 5, Engage in policy practice	100%
Competency 6, Engage with individuals, families, groups, organizations, and communities	100%
Competency 7, Assess individuals, families, groups, organizations, and communities	100%
Competency 8, Intervene with individuals, families, groups, organizations, and communities	100%
Competency 9, Evaluate practice with individuals, families, groups, organizations, and communities	100%
Percent scoring at least 50% on every competency	100%

Overall, our students are meeting the benchmark for this competency, but this is only part of our total evaluation for Specialized students. The Specialized students are currently completing their Capstone assignment, and we will be able to assess this measure at the end of the Summer semester.

A Note on COVID-19 Disruptions

We experienced significant disruptions in field placements and completion of hours due to COVID-19 closing agencies or restricting on-site staff to paid or full-time employed staff only. Our Field Coordinator worked closely with agencies, field supervisors, field liaisons, and students to ensure students were able to complete direct client work during the first few weeks of the pandemic. This was complicated by CSWE direction that students must complete all of their hours as direct practice, then a revision about a week later allowing students to count assignments/training by their field agencies as direct practice, and then a further revision in the last few weeks, allowing students to complete only 85% of the required field hours if their agency is experiencing COVID-19 disruption. The Chair, Field Coordinator, and Field Liaisons conducted multiple Zoom meetings with students and engaged in countless phone calls and emails to ensure students were able to comply with agency directives and CSWE requirements in a changing environment.

Continuous Process

Each Fall semester, the Department conducts a retreat where the department chair brings all data to the attention of faculty and all reviews, evaluations, and changes to the curriculum or processes are discussed and approved by the faculty. No changes are made to the assessment process or curriculum without discussion and approval by the faculty. Copies of reports are made available to the faculty each Summer and Fall, with the expectation that they will read the

reports by the date of the retreat and be prepared to discuss any relevant changes. Additionally, the Department conducts two departmental meetings a month where faculty may suggest changes or bring observations regarding student proficiency. Departmental decisions result in the creation of a Decision Memo, which is posted on the University “I” drive and accessible to all faculty. Finally, assessment results are posted on the social work homepage each year.

Appendix A: 2019-2020 AY Assessment Plan

Academic Program Assessment Plan: Department of Social Work, Colorado State University-Pueblo

Identification:

The Department of Social Work maintains national accreditation through the Council on Social Work Education, Commission on Accreditation. The plan was prepared through departmental deliberations according to the new Educational and Policy Accreditation Statements effective in January, 2010. The primary contact for assessment questions or concerns is Dr. Arlene Reilly-Sandoval, Department Chair. She can be reached at 719-549-2691 or at

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Mission, Goals, and Student Learning Outcomes:

Colorado State System Mission Statement

Colorado State University was established by state law:

“There is hereby established a University at Pueblo, to be known as Colorado State University-Pueblo, which shall be a regional, comprehensive university with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The University shall also offer selected masters level graduate programs” (Colorado Statutes 23-55-101, as cited in Colorado State University-Pueblo Catalog, 2018-2019, p. 14).

Colorado State University-Pueblo Mission Statement

In April, 2005, the Board of Governors of the Colorado State University System adopted a complementary, focused mission statement for the University that stresses its distinctiveness and central commitments:

“Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity” (Colorado State University-Pueblo Catalog, 2018-2019, p. 14).

College of Humanities and Social Sciences Mission Statement

The college’s mission statement is:

“The mission of the College of Humanities and Social Sciences is to help students develop critical thinking skills, aesthetic awareness, and ethical perspectives, to provide them with the tools and expertise necessary to function as responsible citizens and professionals and to engage in intellectual and artistic pursuits. Faculty members are committed to high quality teaching, theoretical and applied research, scholarship, creativity, to effective service to the University, the profession, and the region, and to the innovative use of technology in these endeavors. The college strives to be a community of learners, teachers, and scholars responsive to the challenges of a diverse society, a vulnerable environment, and an increasingly technological and interdependent world “ (Colorado State University-Pueblo Catalog, 2018-2019, p. 159).

Department Mission Statement

The department mission statement is:

“As part of CSU-Pueblo, a regional comprehensive university, the social work program prepares students for beginning generalist practice with diverse client populations across systems of all sizes, including individuals, families, groups, organizations, and communities.” (Colorado State University-Pueblo Catalog, 2018-2019, p. 192).

Areas of commonality include professional preparation, acknowledgement of a diverse environment, and awareness of challenges within such an ever-changing environment. In addition, the department clearly situates itself within a regional, comprehensive university and a multi-faceted college.

The MSW program goals are:

1. Prepare advanced social work practitioners with the ethical consciousness, cultural competence, and desire to be lifelong learners who give back to the profession of social work and enhance the global community in which we live;
2. Provide students with the necessary advanced skills in engagement, assessment, intervention, and evaluation in order to competently serve diverse client populations at all levels of social work practice and across the lifespan utilizing the ecological perspective as a foundation; and
3. Prepare students to engage in policy practice, to advocate for social and economic justice, to engage in research in its many forms in order to better serve individuals, families, groups, organizations, and communities.

The new assessment standards are termed competencies and practice behaviors and have been established by the Council on Social Work Education, Commission on Accreditation. They apply to both the BSW and MSW programs. They are:

1. Demonstrate ethical and professional behavior;
2. Engage diversity and difference in practice;
3. Advance human rights, and social, economic, and environmental justice;
4. Engage in practice-informed research and research-informed practice;
5. Engage in policy practice;
6. Engage with individuals, families, groups, organizations, and communities;
7. Assess individuals, families, groups, organizations, and communities;
8. Intervene with individuals, families, groups, organizations, and communities; and
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Proficiency

The standard definition for the department of social work is that 80% of our students will meet or exceed the benchmark set for each measure. We use selected assignments from the Generalist year and the Capstone assignment for the Specialized year to measure knowledge, values, and

cognitive and affective processes. We use the Final Evaluation for SW589 and SW689 to measure student skills. Our benchmark goals are that 80% of students will score 80% or higher on the selected assignments in the Generalist year. Our benchmark for the Capstone assignment is that 80% of students will score “acceptable” or higher. The benchmark for Final Field evaluations is that 80% of our students will score “meets” or “exceeds” proficiency on the field evaluation.

Assessment Methods

The department of social work assesses nine competencies and accompanying 28 practice behaviors every year. Each behavior is measured at least twice, including one direct and one indirect measure, and summative assessments are conducted.

In the Generalist MSW year, we use selected assignments from each course in the curriculum to measure knowledge, values, and cognitive and affective processes across all competencies.

In the Specialized MSW year, there is a Capstone Project, designed to measure student knowledge, values, and cognitive and affective process across all competencies.

Assessment of competencies during field placement occurs during the final placement, SW 589 and SW689. This assessment will occur at the end of the spring semester session for SW689 and at the end of the summer semester session for SW589. Assessments are completed by the field site supervisor for each student. The SW489 final field evaluation serves as our benchmark evaluation.

While the MSW students attend courses at both sites, the entire cohort attends all courses together, so there is no difference in site attendance.

Assessment Results

Assessment results will be summarized by the department chair and presented to the faculty during department meetings. The fall department meetings will be the primary times during which discussion of assessment results will be discussed. They will be discussed early in the semester in case there is a need to make changes in the catalog or curriculum. The results are used for program planning and improvement, strategic planning, and identification of areas of growth.

Continuous Process

The process of assessment is guaranteed to be continuous because we have institutionalized the process and the measures. The department chair will bring all data to the attention of the faculty, and all reviews, evaluations, and changes will be approved by the department prior to any changes being made anywhere within the curriculum or the assessment procedures. Reports are provided to the faculty during the beginning weeks of every fall semester. Annual reports to the university will be made utilizing a process of selective reporting. We will not report on all nine competencies and attending practice behaviors. Instead we will choose an area where we need to experience growth or have seen a pattern that we need to address. Finally, assessment results are posted on the social work homepage.

Appendix B – MSW Curriculum Maps

GENERALIST PRACTICE CURRICULUM (1 st Year of MSW Program)									
I = Introduced R = Reinforced M = Mastered									
	Comp. 1: Demonstrate Ethical and Professional Behavior	Comp. 2: Engage Diversity and Difference in Practice	Comp. 3: Advance Human Rights and Social, Economic, and Environmental Justice	Comp. 4: Engage in Practice-Informed Research and Research-Informed Practice	Comp. 5: Engage in Policy Practice	Comp. 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Comp. 7: Assess Individuals, Families, Groups, Organizations, and Communities	Comp. 8: Intervene with Individuals, Families, Groups, Organizations and Communities	Comp. 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
SW 502 Ethics	I Readings Personal Ppr Case Exmpls Journals	R Case Exmpl	R Journal Ethical Dilem	R Readings Ethic Dilemma Case Examples	R Ethical Dilemma	R Readings	R Readings	R Readings	R Readings
SW 501 Holistic Human Behavior	R Assessments	I Readings Case Examples Assessments	R Case Examples	R Case Examples	R Case Examples		I Readings Case Examples Assessments Videos		
SW 550 Social Welfare Policy/ Practice	R Debate Readings Policy Explor Advocacy Ltr	R Debate Readings Policy Explor Advocacy Ltr	I Debate Readings Policy Explor Advocacy Ltr	I Debate Readings Policy Explor Advocacy Ltr	I Debate Readings Policy Explor Advocacy Ltr			R Debate Readings Policy Explor Advocacy Ltr	R Debate Readings Policy Explor Advocacy Ltr
SW 520 Divrsy. In the Human Expernc.	R Readings Group Work Self Reflect	I Readings Group Work Self Reflect Slavery/Nam	R Readings Group Work Self Reflect Slavery/Nam	R Readings Group Work Self Reflect Slavery/Nam	R Readings Group Work Self Reflect Slavery/Nam	R Readings Group Work Self Reflect Slavery/Nam	R Readings Group Work Self Reflect Slavery/Nam		
SW 522 Interv. With Inds.	R Role Plays Readings Exams Case Studies	R Role Plays Readings Exams Case Studies	R Role Plays Readings Exams Case Studies	R Role Plays Readings Exams Case Studies	R Role Plays Readings Exams Case Studies	I Role Plays Readings Exams Case Studies	R Role Plays Readings Exams Case Studies	I Role Plays Readings Exams Case Studies	I Role Plays Readings Exams Case Studies
SW 523 Interv. With Fams./ Grps.	R Readings	R Readings	R Readings	R Readings Theory Paper		I Readings Theory Paper Group Develop Family Paper	R Readings Theory Paper Group Develop Family Paper	I Readings Theory Paper Group Develop Family Paper	I Readings Theory Paper Group Develop Family Paper

GENERALIST PRACTICE CURRICULUM (1st Year of MSW Program)

I = Introduced R = Reinforced M = Mastered

SW 524 Interv. With Agcy/ Comm.	R Readings Case Studies Photo Voice	R Readings Case Studies Photo Voice	R Readings Case Studies Photo Voice		R Readings Case Studies Photo Voice	I Readings Case Studies Photo Voice Organ Assess	R Readings Case Studies Photo Voice Org Assess	I Readings Case Studies Photo Voice Org Assess	I Readings Case Studies Photo Voice Org Assess
SW 581 Prac. Sem. I	R Case Present Plnd Chnge Journal	R Case Present Plnd Chnge Journal	R Case Present Plnd Chnge	R Case Present Plnd Chnge	R Case Present Plnd Chnge	R Case Present Plnd Chnge	R Case Present Plnd Chnge	R Case Present Plnd Chnge	R Case Present Plnd Chnge
SW 582 Prac. Sem. II	R Case Journal Agency Pper Chnge Prop	R Case Journal Agency Pper Chnge Prop	R Case Journal Agency Pper Chnge Prop	R Case Journal Agency Pper Chnge Prop	R Case Journal Agency Pper Chnge Prop	R Case Journal Agency Pper Chnge Prop	R Case Journal Agency Pper Chnge Prop	R Case Journal Agency Pper Chnge Prop	R Case Journal Agency Pper Chnge Prop
SW 587 Found. Of Res.	R Readings Lit Review Methods Proposal	R Readings		R Readings Lit Review Methods Proposal					
SW 588 Prac. I	R Field Exp	R Field Exp	R Field Exp	R Field Exp	R Field Exp	R Field Exp	R Field Exp	R Field Exp	R Field Exp
SW 589 Prac. II	M Field Exp	M Field Exp	M Field Exp	M Field Exp	M Field Exp	M Field Exp	M Field Exp	M Field Exp	M Field Exp

SPECIALIZED GENERALIST PRACTICE CURRICULUM (2ND Year of MSW Program)

I = Introduced R = Reinforced M = Mastered

	Comp. 1: Demonstrate Ethical and Professional Behavior	Comp. 2: Engage Diversity and Difference in Practice	Comp. 3: Advance Human Rights and Social, Economic, and Environmental Justice	Comp. 4: Engage in Practice- Informed Research and Research- Informed Practice	Comp. 5: Engage in Policy Practice	Comp. 6: Engage with Individuals, Families, Groups, Organization s, and Communities	Comp. 7: Assess Individuals, Families, Groups, Organizations, and Communities	Comp. 8: Intervene with Individuals, Families, Groups, Organizations and Communities	Comp. 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
SW622 Assess/Interv ene with Individuals	I Readings Case Examples	I Readings Case Examples Theory Paper	R Readings	I Theory Paper Therapeutic Intervention Paper		I Theory Paper Readings Therapeutic Intervention	I Case Examples Theory Paper Therapeutic Paper	I Case Examples Theory Paper Therapeutic Paper Readings	I Case Examples Theory Paper Therapeutic Paper Readings

SPECIALIZED GENERALIST PRACTICE CURRICULUM (2ND Year of MSW Program)

I = Introduced R = Reinforced M = Mastered

SW682 Practicum Seminar IV	M Case Journal SSD	M Case Journal SSD	M Case Journal SSD	M Case Journal SSD	M Case Journal SSD	M Case Journal SSD	M Case Journal SSD	M Case Journal SSD	M Case Journal SSD
SW688 Practicum III	R Field Exp	R Field Exp	R Field Exp	R Field Exp	R Field Exp	R Field Exp	R Field Exp	R Field Exp	R Field Exp
SW689 Practicum IV	M Field Exp	M Field Exp	M Field Exp	M Field Exp	M Field Exp	M Field Exp	M Field Exp	M Field Exp	M Field Exp
SW685 Research I	R Readings Case Studies Problems Paper Hum Subj	R Readings Case Studies Problems Paper Hum Subj	R Readings Case Studies Problems Paper Hum Subj	R Readings Case Studies Problems Paper Hum Subj					R Readings Case Studies Problems Paper
SW696 Research II	R Hum Subj Exams Critical Rev Grant Mission St Prog Eval	R Hum Subj Exams Critical Rev Grant Mission St Prog Eval	R Hum Subj Exams Critical Rev Grant Mission St Prog Eval	R Hum Subj Exams Critical Rev Grant Mission St Prog Eval	R Hum Subj Exams Critical Rev Grant Mission St Prog Eval				R Exams Critical Rev Grant Prog Eval
SW687 Culminating Project	M Project and Presentation	M Project, Presentation	M Project, Presentation		M Project, Presentation	M Project, Presentation	M Project, Presentation	M Project, Presentation	M Project, Presentation