

ANNUAL PROGRAM ASSESSMENT PLAN

SOCIAL WORK PROGRAM

AY 2021 – 2022



**Prepared by the Social Work Program Assessment Committee
Department of Sociology, Social Work & Criminal Justice**

I. Program Information

Program/Department: *Bachelor of Science in Social Work (BSSW) Program / Department of Sociology, Social Work, & Criminal Justice*

Department Chair: *Dr. John Kraybill-Greggo*

Program Director: *Dr. John Kraybill-Greggo*

Social Work Program Assessment Committee: *Dr. John Kraybill-Greggo, Dr. Chin Hu, and Dr. Michelle DiLauro*

Timeframe: *2021-2022 Academic Year*

II. Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During Each Academic Year

List ALL Program-Specific SLOs first, their direct alignment to University SLOs, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

The Social Work Program utilizes the Council on Social Work Education (CSWE) Core Competencies/Practice Behaviors as its Student Learning Outcomes (SLO's).

Council on Social Work Education (CSWE) Core Competencies

The Social Work Program utilizes the 31 Practice Behaviors (PB) associated with the 9 Core Competencies outlined in the 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (pp. 7-9) to measure attainment of the competencies.

<p align="center">Program SLO (CSWE Competencies and Practice Behaviors)</p>	<p align="center">UNIVERSITY SLO</p>	<p align="center">TIMELINE for ASSESSMENT (annual, semester, bi-annual, etc.)</p>
<p>Competency 1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p> <ul style="list-style-type: none"> • <i>make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</i> • <i>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</i> • <i>demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</i> • <i>use technology ethically and appropriately to facilitate practice outcomes;</i> • <i>use supervision and consultation to guide professional judgment and behavior.</i> 	<ul style="list-style-type: none"> ▪ Communicate orally, in writing, and through other formats. ▪ Utilize critical thinking skills. 	<p>Annual</p>

<p>Competency 2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p> <ul style="list-style-type: none"> • <i>apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</i> • <i>present themselves as learners and engage clients and constituencies as experts of their own experiences;</i> • <i>apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</i> 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of their role as citizens of a diverse, global society. ▪ Utilize critical thinking skills. ▪ Communicate orally, in writing, and through other formats. 	Annual
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<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</p> <ul style="list-style-type: none"> • <i>apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</i> • <i>engage in practices that advance social, economic, and environmental justice.</i> 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of their role as citizens of a diverse, global society. ▪ Utilize critical thinking skills. ▪ Communicate orally, in writing, and through other formats. 	<p>Annual</p>
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<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:</p> <ul style="list-style-type: none"> • <i>use practice experience and theory to inform scientific inquiry and research;</i> • <i>apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</i> • <i>use and translate research evidence to inform and improve practice, policy, and service delivery.</i> 	<ul style="list-style-type: none"> ▪ Apply scientific reasoning to solve problems. ▪ Utilize critical thinking skills. ▪ Communicate orally, in writing, and through other formats. ▪ Demonstrate information literacy and technological skills. 	<p>Annual</p>
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<p>Competency 5: Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:</p> <ul style="list-style-type: none"> • <i>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</i> • <i>assess how social welfare and economic policies impact the delivery of and access to social services;</i> • <i>apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i> 	<ul style="list-style-type: none"> ▪ Apply scientific reasoning to solve problems. ▪ Demonstrate an understanding of their role as citizens of a diverse, global society. ▪ Utilize critical thinking skills. ▪ Communicate orally, in writing, and through other formats. 	<p>Annual</p>
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<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p> <ul style="list-style-type: none"> • <i>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</i> • <i>use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i> 	<ul style="list-style-type: none"> ▪ Utilize critical thinking skills. ▪ Communicate orally, in writing, and through other formats. ▪ Understand various models for health development of the whole person. 	<p>Annual</p>
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<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:</p> <ul style="list-style-type: none"> • <i>collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i> • <i>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</i> • <i>develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</i> • <i>select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</i> 	<ul style="list-style-type: none"> ▪ Utilize critical thinking skills. ▪ Communicate orally, in writing, and through other formats. ▪ Understand various models for health development of the whole person. 	<p>Annual</p>
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<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:</p> <ul style="list-style-type: none"> • <i>critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i> • <i>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</i> • <i>use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i> • <i>negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</i> • <i>facilitate effective transitions and endings that advance mutually agreed-on goals.</i> 	<ul style="list-style-type: none"> ▪ Utilize critical thinking skills. ▪ Apply scientific reasoning to solve problems. ▪ Communicate orally, in writing, and through other formats. ▪ Understand various models for health development of the whole person. 	<p>Annual</p>
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<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</p> <ul style="list-style-type: none"> • <i>select and use appropriate methods for evaluation of outcomes;</i> • <i>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</i> • <i>critically analyze, monitor, and evaluate intervention and program processes and outcomes;</i> • <i>apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro level.</i> 	<ul style="list-style-type: none"> ▪ Utilize critical thinking skills. ▪ Apply scientific reasoning to solve problems. ▪ Communicate orally, in writing, and through other formats. ▪ Understand various models for health development of the whole person. 	<p>Annual</p>
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III. Direct and Indirect Measures Used

There are two **direct** measures—the *Field Education Evaluation Form*, and the *Capstone Paper Grading Rubric*. In both undergraduate and graduate social work education, field education is considered by CSWE to be the “*signature pedagogy*” enabling the close linkage of the classroom and field placement within a highly supervised and carefully monitored learning environment. Additionally, there is one indirect measure—the *Senior Exit Survey* to assess what CSWE refers to as the *implicit curriculum*, or learning milieu established by the program.

1. **Field Education Evaluation Form**

The Field Evaluation Form is designed for use by field supervisors in evaluating social work student performance/attainment of the nine (9) CSWE Competencies as operationalized holistically by the thirty-one (31) practice behaviors. This objective direct measure is used twice during each individual field students' senior-year field placement: at mid placement (i.e. formative measure on progress), and again near the end of the field placement (i.e. summative measure on competency attainment). An overall benchmark of 85% of students achieving successful attainment of each competency in the program has been established. This direct measure provides useful information and feedback in regard to students' learning and potential shortcomings in attaining competence and meeting the outlined student learning objectives.

2. **Capstone Paper**

The Capstone Paper Grading Rubric assesses students' completion of the *Capstone Paper* in seven (7) sections leading to a final submission during the final course in the BSSW Program, SOSW 484—Social Work Practice & Skills II. Students submit the Capstone in sections across the span of their final semester, as outlined in the course syllabus, and are provided feedback by their course instructors/field seminar facilitator. At the conclusion of the course, the final Capstone Paper is submitted and evaluated for competency attainment within the knowledge dimension per the *Capstone Paper Grading Rubric*. This outcome measure has 37 indicators of knowledge for the nine (9) competencies as identified on the rubric.

Calculating the Benchmark for Each Competency

The Social Work Program has scaled both the *Field Evaluation* and *Capstone Paper Grading Rubric* for each individual measure of the practice behaviors along five points in order to assess whether a competency has been attained. The weighting strategy assumes that each practice behavior contributes equally to attainment of the related competency. A benchmark for each competency has been established at 4.0 for each *individual* score on the *Field Evaluation* and the *Capstone Paper Grading Rubric*. A mean of the scores for each practice behavior associated with a competency is calculated to determine whether the competency being measured has been attained by the individual student at the 4.0 or higher level for the *Field Evaluation* and 4.0 for the *Capstone Paper Grading Rubric*. The program then determines the percentage of students that meet or exceed the benchmark for each competency. As stated, this is determined by calculating a mean for the practice behaviors for each competency of each student being assessed, thus enabling the program to report the percentage of students that meet or exceed the benchmark for that competency. Again, an overall benchmark of 85% is the percentage of students achieving successful attainment of each competency in the program that has been established. This reflects that the BSSW program has established a benchmark that (minimally) 85% of students in the program will attain each competency as presented below in following Summary Table 1. The results are reviewed and discussed by social work program faculty.

Summary Table 1

Competencies	Practice Behaviors	Outcome Measures	Measurement Procedures	Competency Benchmark	Program Benchmark (% attaining)
1-9	Practice Behaviors 1 through 31	Field Evaluation & Capstone Paper Grading Rubric	1. Final Field Evaluation (end of senior year field placement) ¹ 2. Capstone Paper (Completed in SOSW 484 at end of senior year) ²	4.0 out of 5.0 on a Likert Scale on Final Field Evaluation 4.0 out of 5.0 on Likert Scale on Capstone Paper Grading Rubric	85% (for each Competency)
<p>¹ The Field Evaluation is administered at mid-placement (during the Senior year), and again as a Final placement summative evaluation near the conclusion of the placement (also during the Senior year).</p> <p>² The Capstone Paper is completed in SOSW 484 at the end of the Senior year.</p>					

Indirect Measure (Senior Exit Survey)

The BSSW Program administers a *Senior Exit Survey* to graduating students during the last month of their senior year. The survey is administered during the SOSW 484 course at one of the final class meetings so that students can reflect on the breadth of their experiences in the BSSW Program. The results are reviewed and discussed by social work program faculty.

Table of Direct Measures Used (Field Evaluation)

Dept. SLO # (CSWE Core Competencies)	Direct Assessment Measure(s) Used	Assessment description	Assessment completed by	When assessment was administered in student program	To which students were assessments administered
#1 through #9 (CSWE Competencies)	Social Work Field Evaluation	The Field Evaluation Form is designed for use by field supervisors (in consultation with social work faculty) evaluating social work student attainment of the nine (9) CSWE Competencies. This objective measure is used twice during each students' senior-year field placement: at mid-placement (i.e. formative measure on progress), and again near the end of the field placement (i.e. summative measure on competency attainment).	Field Supervisor in Consultation with Social Work Faculty Liaison	4 th year	All Senior BSSW students in the required field placement.

Table of Direct Measures Used (Capstone Paper)

Dept. SLO # (CSWE Core Competencies)	Direct Assessment Measure(s) Used	Assessment description	Assessment completed by	When assessment was administered in student program	To which students were assessments administered
#1 through #9 (CSWE Competencies)	Capstone Paper	At the conclusion of the SOSW 484 course, the final Capstone Paper is submitted and evaluated for CSWE competency attainment within the knowledge dimension per the <i>Capstone Paper Grading Rubric</i> . This outcome measure has 37 indicators of knowledge for the nine (9) competencies as identified on the rubric.	Faculty	4 th year	All Senior BSSW students in the required field placement and completing SOSW 484

Table of Indirect Measures Used (Senior Exit Survey)

Dept. SLO # (CSWE Core Competencies)	Indirect Assessment Measure(s) Used	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	Assessment completed by (student, supervisor, faculty, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
CSWE Implicit Curriculum	Senior Exit Survey	The Exit Survey is designed for students to evaluate their own experience with what CSWE refers to as the “implicit curriculum” of the BSSW Program, or the educational milieu provided by the program related to the CSWE standards of diversity, student development, and faculty.	Student	End of 4 th year	All BSSW students preparing to exit the program upon graduation.