**2018-2019 Annual Program Assessment Report Guide**

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by **September 30, 2019**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name.**

**College: Social and Behavioral Science**

**Department: Social Work**

**Program: Masters of Social Work**

**Assessment liaison: Hyun-Sun Park**

1. **Please check off whichever is applicable:**

**A. \_\_\_\_x\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_x\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Focused exclusively on the direct assessment measurement of General Education Arts and Humanities student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:
* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments
1. **Preview of planned assessment activities for 2019-20.** Include a brief description as reflective of a continuous program of ongoing assessment.

**Overview of Annual Assessment Project(s)**

The Master of Social Work (MSW) program assessment follows the guidelines of the Council on Social Work Education (CSWE), the accrediting institution of social work programs. As CSWE requires all accredited programs to conduct a competency-based assessment, the MSW program assessment pursues an outcome performance approach based on competency measurement. Competency is conceptualized as “holistic values, critical thinking, affective reactions, and exercise of judgement that inform performance” and involves both knowledge and performance (CSWE, 2015). The MSW program operationalizes competencies by measuring corresponding practice behaviors described by CSWE.

The goal of the MSW program assessment is to evaluate the students’ attainment of the nine competencies prescribed by CSWE. To this end, the following assessment activities were implemented in AY 2018-2019:

1. CSWE requires ongoing assessment of student outcomes for nine competencies in the generalist and specialized levels of practice. The MSW program had measured student performance of competencies only in the generalist level until AY 2017-2018. In response to CSWE requirements, the program developed specialized level of practice competencies in the beginning of AY 2018-2019 and incorporated them into our assessment starting AY 2018-2019. A course grid for each required course continues to be used in AY 2018-2019, but the course grids for specialized curriculum were revised to incorporate specialized level of practice competencies. Therefore, grids for the foundation courses (500-level courses) assessed competencies at the generalist level and the specialized curriculum (600-level courses) measured specialized competencies.
2. CSWE requires at least two measures to assess each competency, and one of the assessment measures should be based on demonstration of the competency in real or simulated practice situations. Therefore, the MSW program revised the 9-item grid that was previously used for both field seminar courses (SWRK 522/523 & SWRK 622/623) in order to assess student demonstration of the competency in real or simulated practice situations. The 9-item grid was expanded to a 31-item grid for SWRK 522/523 to measure generalist level of practice competencies and a 26-item grid for SWRK 622/623 to measure specialized level of practice competencies.
3. CSWE requires benchmarks for each competency, a description of how it is determined that students’ performance meets the benchmark, and an explanation of how the program determines the percentage of students achieving the benchmark. Starting AY 2018-2019, the MSW program added a percentage-based competency benchmark (80%) to the previously used score-based competency benchmark (4.0 out of 5.0) for each outcome measure at both generalist and specialized levels of practice. Therefore, we used the following procedures to aggregate the percentage of students that met the benchmarks for each outcome measure in order to determine whether the competency benchmark was achieved: (a) the percentage of students who attained 4.0 out of 5.0 was calculated for each outcome measure; (b) the percentage of students demonstrating competence was calculated by obtaining the average of the percentages together; and (c) it was determined whether this percentage was 80% or greater.
4. CSWE requires assessment of implicit curriculum which may include diversity, student development, faculty, administrative and governance structures, and resources. In response, the MSW program uses the Student Exit Survey to measure implicit curriculum.

**Program SLO**

The MSW program uses “competency” as a term for SLO in order to be consistent with the Educational Policy and Accreditation Standards (EPAS) developed by CSWE. During 2018-2019, nine competencies from the 2015 EPAS were measured by all course grids and the MSW survey.

The nine competencies (CSWE 2015) are:

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

**Assessment Measures**

The following direct and indirect measurement instruments were used in the assessment of the MSW program:

1. Grids for Field Seminar Courses: SWRK 522/523 and SWRK 622/623

The grid for the foundation field seminar courses (SWRK 522/523) is a 31-item, 5-point Likert scale (0 = very weak, 1 = weak, 2 = average, 3 = strong, and 4 = very strong) to measure student demonstration of generalist practice competencies in real or simulated practice situations. The grid for advanced field seminar courses (SWRK 622/623) is a 26-item, 5-point Likert scale (0 = very weak, 1 = weak, 2 = average, 3 = strong, and 4 = very strong) to measure student demonstration of specialized practice competencies in real or simulated practice situations. Field faculty completes a course grid for each student in the field seminar to evaluate the student’s demonstration of the nine Social Work competencies.

1. Grids for Other Required Courses

In addition to the field seminar courses, there are fifteen other required courses in the MSW program, and each course uses a grid to assess students’ performance on a common assignment that is shared across different sections of each required course. Each course grid consists of 6-11 items and has a 5-point Likert scale (1 = very weak, 2 = weak, 3 = average, 4 = strong, and 5 = very strong). Faculty completes a course grid for each student to assess the student’s competencies associated with the common assignment.

1. Student Exit Survey

The purpose of Student Exit Survey is to assess implicit curriculum. Specifically, it measures three aspects of implicit curriculum: the program’s commitment to student development, the program’s commitment to diversity and intersectionality, and the approachability of faculty and staff. The measure includes 29 items with a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = somewhat agree, 4 = agree, and 5 = strongly agree).

**Assessment Results**

The MSW program uses a percentage-based competency benchmark (80%) and a score-based competency benchmark (4 out of 5 points). This means that our program strives to have a minimum of 80% of students demonstrate competence by meeting a minimum of 4 out of 5 points on each outcome measure in both generalist and specialized levels of practice. Once the program gathers assessment data, the following three steps are used to determine whether the competency benchmark is achieved: (1) the percent of students who attain 4.0 out of 5.0 is calculated for each outcome measure; (2) the percentage of students demonstrating competence is calculated by obtaining the average of the percentages together; and (3) we determine whether this percentage is 80% or greater.

The assessment results of nine competencies are summarized as follows:

1. Competency 1 - Demonstrate Ethical and Professional Behavior
* Generalist level: 92.92% of students achieved competency
* Specialized level: 91.16% of students achieved competency
1. Competency 2 - Engage Diversity and Difference in Practice
* Generalist level: 90.95% of students achieved competency
* Specialized level: 93.54% of students achieved competency
1. Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice
* Generalist level: 87.83% of students achieved competency
* Specialized level: 90.83% of students achieved competency
1. Competency 4 - Engage in Practice-informed Research and Research-informed Practice
* Generalist level: 75.92% of students achieved competency
* Specialized level: 90.75% of students achieved competency
1. Competency 5 - Engage in Policy Practice
* Generalist level: 76.39% of students achieved competency
* Specialized level: 80.5% of students achieved competency
1. Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities
* Generalist level: 84.75% of students achieved competency
* Specialized level: 93.25% of students achieved competency
1. Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities
* Generalist level: 84.53% of students achieved competency
* Specialized level: 92.57% of students achieved competency
1. Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities
* Generalist level: 67.75% of students achieved competency
* Specialized level: 91.7% of students achieved competency
1. Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
* Generalist level: 92.92% of students achieved competency
* Specialized level: 89.84% of students achieved competency

These results will be reported to the MSW faculty during a faculty meeting in December 2019. Then, the faculty will meet sequentially (practice, research, policy, HBSE, and field practicum) to discuss possible ways to improve student learning and curriculum effectiveness based on the assessment data. Any changes resulting from the discussion will be incorporated into assessment activities for the next academic year.

**Preview of planned assessment activities for next year**

The assessment activities of the MSW program were updated during AY 2018-2019 to comprehensively meet the guidelines of CSWE. Therefore, the program anticipates maintaining the current assessment activities for next year. Also, any change efforts based on assessment results will be considered in planning assessment activities for next year.