A. Program MISSION Statement: What body of knowledge and/or what skills and qualities will graduates from this program possess upon completion of the degree?

The Department of Social Work is committed to the development of professional social workers who promote equality and justice and exemplify leadership, service, and respect for all people.

B. Does this program have any culminating experience or capstone course that would capture the cumulative knowledge and accomplishments of graduates of your program? If so, please describe the process by which faculty participate in the design and evaluation of the course and its products/experiences.

We have a Graduate Comprehensive Exam that consists of questions consistent with the Licensed Master of Social Work exam. Faculty reviewed sample exam questions from various study guides and choose ones for a "test pool" of questions from which each Comp Exam is selected. The content areas are consistent with those taught in the MSW program. Faculty implement Pre & Post tests of applicable questions in courses throughout the curriculum. Final scores of graduates are reported to faculty for subsequent revisions to the exam.

We also have an Integrative Paper that is required of students in the semester in which they are taking the Graduate Comprehensive Exam. The Integrative Paper requires students to reflect on content from across the curriculum and apply it to a selected case study. Two faculty read and score the papers. Scores of graduates are reported to faculty for consideration of any needed revisions to the curriculum.

In the attached pages, please provide the learning outcomes the faculty as a whole expects from graduates from the program. While you may choose as many outcomes as you wish, it is often a good strategy to focus on the most important goals for students in the first few years of your Student Assessment Program. For example, two or three of the most critical goals would be a good starting point. Please complete questions 1-6 for each Student Learning Outcome you are assessing or plan to evaluate in the next review period on the attached sheet.
STUDENT LEARNING OUTCOME #1

1. **STUDENT LEARNING OUTCOME (SLO):** Students will be able to apply **critical and independent analysis of practice situations** and **effectively communicate their judgments, reasoning, and decision-making processes.**

2. **LINKS TO CURRICULUM & PROGRAM FACULTY.**

   The following courses in the advanced MSW curriculum support the achievement of this SLO: SWK 505, 506, 507, 508, 509, 510, 590, 595, and three field internship semesters (SWK 555, 557, and 559).

   The faculty as a whole worked to develop learning outcomes consistent with CSWE’s Education and Policy Accreditation Standards (EPAS) which were revised in 2008. After developing the learning outcomes, faculty worked to identify which courses had content and activities that would support the achievement of each learning outcome (competency). All syllabi were revised to reflect specific course objectives and professional behaviors that would be addressed in each course.

   Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

3. **ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING.**

   Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

   **How will faculty observe the accomplishment of this outcome? Please provide specific descriptions for how, when, how often, what course(s), what student performances will be observed, collected and analyzed.**

   Student performance for each course is monitored individually throughout the semester via exams, assignments and class activities. In addition, many courses include a Pre and Post test using questions relevant to that course and consistent with corresponding Licensing Exam questions. A key measure of learning outcomes, competencies and professional behaviors are the Field Evaluations. Students complete three semesters of field internships, with a formal written evaluation and faculty visit at the agency at the end of each semester. The scores of the final field evaluation form is entered into the department’s evaluation database for analysis.

4. **CRITERIA FOR SUCCESS: MEASURES & TARGETS.**
1. Completion of SWK 595 Research Paper – students complete an applied research projected completed by the student at their Field Practicum site
   - 90% of graduates of SWK 595 will receive a score of 85 or higher on their Agency-Based Research Paper.
2. Field Evaluation – students are evaluated on a 5-point Likert scale on their competency in their field internship.
   - 100% of students completing their final Field Internship will have an overall rating of 3.75 (on a 5-point scale) which are indicative of critical thinking, analysis, and communication about professional judgments.
3. Comprehensive Exam: students must pass an objective multiple choice exam with that questions consistent with the Licensed Masters Social Work exam (LMSW).
   - 100% of students will pass the Comprehensive Exam with a score of 70% or higher
4. Comprehensive Integrative Paper - The Integrative Paper requires students to reflect on content from across the curriculum and apply it to a selected case study. Two faculty read and score the papers.
   - 100% of students will receive a score of 70% or higher by 2 readers on a Comprehensive Integrative paper that requires students

These two additional reports for questions 5&6 below will be due in May 11, 2012

5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc

Review and Approval Signatures & Date:
Program Coordinator if applicable ________________________________
Department Chair: ________________________________
Dean ________________________________
1. **STUDENT LEARNING OUTCOME (SLO):** Students will be able to demonstrate autonomy in dynamic practice activities (relationship-building, assessment, intervention, and evaluation) throughout the change process.

2. **LINKS TO CURRICULUM & PROGRAM FACULTY.**

The following courses in the advanced MSW curriculum support the achievement of this SLO: SWK 505, 506, 507, 508, 509, and three field internship semesters (SWK 555, 557, and 559).

The faculty as a whole worked to develop learning outcomes consistent with CSWE’s Education and Policy Accreditation Standards (EPAS) which were revised in 2008. After developing the learning outcomes, faculty worked to identify which courses had content and activities that would support the achievement of each learning outcome (competency). All syllabi were revised to reflect specific course objectives and professional behaviors that would be addressed in each course.

Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

3. **ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING.**

Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

Student performance for each course is monitored individually throughout the semester via exams, assignments and class activities. In addition, many courses include a Pre and Post test using questions relevant to that course and consistent with corresponding Licensing Exam questions. A key measure of learning outcomes, competencies and professional behaviors are the Field Evaluations. Students complete three semesters of field internships, with a formal written evaluation and faculty visit at the agency at the end of each semester. The scores of the final field evaluation form is entered into the department’s evaluation database for analysis.

4. **CRITERIA FOR SUCCESS: MEASURES & TARGETS.**

1. **Field Evaluation** – students are evaluated on a 5-point Likert scale on their competency in their field internship.
- 100% of students completing their final Field Internship will have an overall rating of 3.75 (on a 5-point scale) which are indicative of the ability for autonomous practice in change strategies with client systems.

2. Comprehensive Exam: students must pass an objective multiple choice exam with that questions consistent with the Licensed Masters Social Work exam (LMSW).

- 100% of students will pass the Comprehensive Exam with a score of 70% or higher

3. Comprehensive Integrative Paper - The Integrative Paper requires students to reflect on content from across the curriculum and apply it to a selected case study. Two faculty read and score the papers.

- 100% of students will receive a score of 70% or higher by 2 readers on a Comprehensive Integrative paper that requires students

These two additional reports for questions 5&6 below will be due in May 11, 2012

5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc.

Review and Approval Signatures & Date:
Program Coordinator if applicable______________________________________________
Department Chair: ____________________________________________________________
Dean _________________________________________________________________
STUDENT LEARNING OUTCOME #3

1. STUDENT LEARNING OUTCOME (SLO): Students will be able to exemplify and model professional social work standards and strive to enhance their professional growth and development as advanced generalist practitioners.

2. LINKS TO CURRICULUM & PROGRAM FACULTY.

The following courses in the advanced MSW curriculum support the achievement of this SLO: SWK 505, 506, 507, 508, 509, and three field internship semesters (SWK 555, 557, and 559).

The faculty as a whole worked to develop learning outcomes consistent with CSWE’s Education and Policy Accreditation Standards (EPAS) which were revised in 2008. After developing the learning outcomes, faculty worked to identify which courses had content and activities that would support the achievement of each learning outcome (competency). All syllabi were revised to reflect specific course objectives and professional behaviors that would be addressed in each course.

Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

3. ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING.

Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

Student performance for each course is monitored individually throughout the semester via exams, assignments, and class activities. In addition, many courses include a Pre and Post test using questions relevant to the course and consistent with corresponding Licensing Exam questions. A key measure of learning outcomes, competencies, and professional behaviors are the Field Evaluations. Students complete three semesters of field internships, with a formal written evaluation and faculty visit at the agency at the end of each semester. The scores of the final field evaluation form are entered into the department’s evaluation database for analysis.

4. CRITERIA FOR SUCCESS: MEASURES & TARGETS.
1. Field Evaluation – students are evaluated on a 5-point Likert scale on their competency in their field internship.

   - 100% of students completing their final Field Internship will have an overall rating of 3.75 (on a 5-point scale) which are indicative of the ability to exemplify and model professional social work standards of practice

2. Comprehensive Exam: students must pass an objective multiple choice exam with that questions consistent with the Licensed Masters Social Work exam (LMSW).

   - 100% of students will pass the Comprehensive Exam with a score of 70% or higher

3. Comprehensive Integrative Paper - The Integrative Paper requires students to reflect on content from across the curriculum and apply it to a selected case study. Two faculty read and score the papers.

   - 100% of students will receive a score of 70% or higher by 2 readers on a Comprehensive Integrative paper that requires students

These two additional reports for questions 5&6 below will be due in May 11, 2012

5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc

Review and Approval Signatures & Date:
Program Coordinator if applicable ______________________________________
Department Chair: __________________________________________________
Dean _____________________________________________________________