

Accreditation Standard B 3.3.2

This second progress report provides detail on the progress made to adhere to the CSWE mandated faculty to student ratio of 1:25 to achieve workload adequacy in adherence to the 2008 Accreditation Standard B 3.3.2. The new table below is revised per recommendations made by Ms. Anna Holster using the number of social work student majors only enrolled in social work major courses.

Additionally, as requested the program narrative includes information on the recently hired full-time faculty and two new adjunct faculty members and provides the curriculum vitae for the 2 new faculty members hired in Spring 2018. Their effective state date is Fall 2018- Spring 2019 academic year. Also attached is the newly COA revised (6/13/2016) Faculty Summary Form 2015 EPAS noting to include the new faculty members.

Table: CCSU Social Work Program Faculty/Student Ratios Fall 2015 to Spring 2018

Semester	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Enrollment (only SW major courses)	423	427	418	290	299	264
Faculty (full-time & part-time)	13	14	17	16	12	12
CSWE Required Faculty Ratio	1:25	1:25	1:25	1:25	1:25	1:25
Actual Faculty Ratio	1:33	1:31	1:24.5 √	1:18 √	1:25 √	1:22

Fall 2016 (√) - The social work program successfully achieved the 1:25 CSWE mandated ratio faculty to student ratios and it is projected that the ratios will be sustained in future semesters (√).

Table content:

- **Full-time faculty changes:** Summer 2017 - 1 full-time Associate Professor retired
- **Full-time faculty additions:** Fall 2017-Spring 2018- 2 full-time emergency professors hired
- **Full-time faculty projections:** Two new tenure track Assistant Professors were hired and will begin Fall 2018
- **Part-time faculty changes:** Spring 2017-1 unavailable to teach, Fall 2017- 1 resigned, Spring 2018-1 retired
- **Part-time faculty additions:** 2 – hired end of Spring 2018 academic year, Summer semester - enrollment not included in table, CSWE mandated ratios consistently met.

Summer semester – enrollment not included in table, CSWE mandated ratios consistently met.

The social work program has taken significant action steps to achieve and sustain faculty/student ratio compliance as mandated by CSWE. The action steps are noted next.

The social work program took the following action steps to adhere to the CSWE mandated student/faculty ratio:

- Pre-major social work students are sent to the advising staff in the School of Education & Professional Studies (SEPS) Advising Center for pre-major course advising
- Social work majors are advised by social work faculty
- Hired two new faculty starting Fall 2018- tenure track Assistant Professor Reinaldo Rojas, Ph.D., MSW and Timothy Scott, Ph.D., MSW.
- Hired 2 adjunct faculty members (May 2018)) for fall 2018-Spring 2019 academic year: Mitch Paige, MSW; Sonia Figueroa, MSW
- Established enrollment caps for all social work courses at 25 students per course section
- Enrollment is monitored to ensure adherence to student/faculty ratio
- Waitlist for SW courses are established as needed
- Additional sections are opened to meet enrollment demand as needed for each course section
- Spring 2017, SW100 was *restricted to social work pre-major students only* and not available as general education course. The course change for SW 100 approved by SEPS & university curriculum committee and faculty senate in Spring 2016. This course was cancelled in Fall 2017 due to low enrollment.

The action steps outlined in this document will ensure that the faculty student ratios, faculty instruction and student demonstrated learning outcomes will continue to be achieved and sustained as mandated by COA and CSWE in the future.



Submission Guidelines for **INTERIM** Assessment Reports (assessment results from AY 2016-17)

Guidelines:

- 1) *Submission deadline: **October 2, 2017**, early submissions are encouraged*
- 2) *Submit electronically to Yvonne Kirby (Director of OIRA) as an email attachment (ykirby@ccsu.edu)*
- 3) *Provide a SEPARATE REPORT for each academic program. All certificate and degree programs are required to be assessed per NEASC. Check the reporting calendar to see which certificate programs are considered embedded in a degree program as these programs do not need to be reported on separately.*
- 4) *An Interim report consists of the completed Overview report for the academic program and General Education Overview, if appropriate.*
 - a. *If your department contributes to the General Education (GE) curriculum and has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7 in the GE report).*

Reminder: Assessment reporting is on a five-year cycle, consisting of a full report in year one followed by interim reports for three years and then a summary report is due in the fifth year. The assessment cycle is aligned with the Program Review Cycle such that the full assessment report is due the year prior to the year that the department will submit their program review report. Departments are not required to submit an assessment report for a program in the year the department is scheduled to begin writing the Program Review self-study (see [Program Review Policy](#) and [Assessment Calendar](#)). For example, if your program is scheduled for program review in Spring 2017 or Fall 2017 then only a Summary assessment report will be due for that program in Fall 2017 (report covering AY 2016-17 activities); this is necessary to comply with BOR requirements. Departments that are accredited by an outside agency, and thus exempt from the Program Review Policy, should follow the guidelines for assessment reporting as described in this document and follow the Assessment Calendar. Where possible, the assessment cycle will be aligned with the accreditation cycle and a Summary report will be due in the year the self-study is due to the accrediting body.

Interim reports: complete ONLY the Overview for the program, complete with contribution to general education.

URL to Assessment website resources: http://web.ccsu.edu/oira/assessment/assessment_aap.asp

Overview: The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee. These questions must be completed annually for all academic programs as well as all departments offering courses in general education. Submit a separate table for each program and for each general education learning outcome the department teaches.

- You are encouraged to address the questions using bullet statements rather than paragraph form —full details should be included within the text of the full report when it is due, not in the Overview.
- **Interim reports:** the Overview should append clearly labeled data tables as appropriate - for both the academic program as well as general education. [Overview](#)

Department: ___Social Work

Report Preparer: ___Joanne León, Department Chair

Program Name and Level: ___Social Work Undergraduate-Bachelor of Arts Degree (BA)

Program Assessment Question	Response
<p>URL: Provide the URL where the learning outcomes (LO) can be viewed.</p>	<p>URL: https://www.taskstream.com/ts/horton102/SocialWorkAssessmentReports</p>
<p>LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.</p>	<p>USA- CSWE Social Work Council on Social Work Education Learning outcomes are changed to 2015 accreditation requirements established by the Council on Accreditation (COA) at CSWE</p>
<p>Strengths: What about your assessment process is working well?</p>	<p><input type="checkbox"/> TASKSTREAM launched for the 2015-2016 academic year-reports provide in-depth analysis</p>
<p>Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan can be reported here)</p>	<ul style="list-style-type: none"> • Continue to assess reports to ensure appropriate focus: Still monitoring and assessing effectiveness • Assessing rubrics to ensure each is focused on appropriate student level of learning and CSWE competencies and correctly measuring the learning outcomes
<p>For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit them to five.</p> <p>LO 1. _____</p>	
<p>1.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<ul style="list-style-type: none"> • GPA 2.5 • Identified 9-key assignments to assess learning outcomes in pre-major, major and senior courses • 70-hour Volunteer field experience evaluations • 400-hour academic year- Senior Internship Field Experience evaluations
<p>1.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).</p>	<p><input type="checkbox"/> Department Chair</p>
<p>1.3) Results: Since the most recent full report, list: a. The conclusion(s) drawn</p>	<p>Conclusion: Learning outcome benchmarks of 80 met in all 9-competencies as mandated by CSWE</p> <p>Changes: No Changes will be made at this time</p>

b. The changes that were or will be made as a result of those conclusion(s)

Assessment Report Fall 2016-Spring 2017

Achieving 80% Benchmark CSWE Competencies & Learning Outcomes based on SW Key Core Course Assignments

Competency 1 – Demonstrate Ethical and Professional Behavior	Practice Behavior Student Learning Outcome Fall 2016 & Spring 2017 =3.08/4 (77.05%)
	<i>1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, regulations, models for ethical decision-making, ethical conduct of research, and ethics as appropriate to context</i>
	<i>1.2 Use reflection and self-regulation to manage personal values and maintain professional practice situations</i>
	<i>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</i>
	<i>1.4 Use technology ethically and appropriately to facilitate practice outcomes</i>
	<i>1.5 Use supervision and consultation to guide professional judgment and behavior</i>
Competency 2 – Engage Diversity and Difference in Practice	Practice Behavior Learning Outcome Fall 2016 & Spring 2017 =3.29/4 (82.22%)
	<i>2.1 Apply and communicate understanding of the importance of diversity and differences in experiences in practice at the micro, mezzo, and macro levels</i>
	<i>2.2 Present themselves as learners and engage clients and constituencies as experts in their own experiences</i>
	<i>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases when working with diverse clients and constituencies</i>
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice	Practice Behavior Learning Outcome Fall 2016 & Spring 2017 =3.23/4 (80.74%)
	<i>3.1 Apply their understanding of social, economic, and environmental justice to advance human rights at the individual and system levels</i>
	<i>3.2 Engage in practices that advance social, economic, and environmental justice</i>
Competency 4 – Engage in Practice-informed Research and Research-informed Practice	Practice Behavior Learning Outcome Fall 2016 & Spring 2017 =3.34/4 (83.38)
	<i>4.1 Use practice experience and theory to inform scientific inquiry and research</i>
	<i>4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research findings</i>
	<i>4.3 Use and translate research evidence to inform and improve practice, policy, and research</i>
Competency 5 – Engage in Policy Practice	Practice Behavior Learning Outcome Fall 2016 & Spring 2017 =3.24/4 (80.98%)
	<i>5.1 Identify social policy at the local, state, and federal level that impacts well-being and access to social services</i>
	<i>5.2 Assess how social welfare and economic policies impact the delivery of and access to social services</i>
	<i>5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human and social, economic, and environmental justice</i>

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome Fall 2016 & Spring 2017 =3.45/4 (86.36%)
	6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and multidisciplinary theoretical frameworks to engage with clients and constituencies
	6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome Fall 2016 & Spring 2017 =3.41/4 (85.31%)
	7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
	7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and multidisciplinary theoretical frameworks in analysis of assessment data from clients and constituencies
	7.3 Develop mutually agreed-on intervention goals and objectives based on the client's strengths, needs, and challenges within clients and constituencies
	7.4 Select appropriate intervention strategies based on the assessment, research, and preferences of clients and constituencies

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome Fall 2016 & Spring 2017 =3.54/4 (88.43%)
	8.1 Critically choose and implement interventions to achieve practice goals and objectives for clients and constituencies
	8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and multidisciplinary theoretical frameworks in interventions with clients and constituencies
	8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes for clients and constituencies
	8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
	8.5 Facilitate effective transitions and endings that advance mutually agreed-upon goals and objectives for clients and constituencies

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome Fall 2016 & Spring 2017 =3.52/4 (87.90%)
	9.1 Select and use appropriate methods for evaluation of outcomes
	9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and multidisciplinary theoretical frameworks in the evaluation of outcomes
	9.3 Critically analyze, monitor, and evaluate intervention and program processes
	9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Joanne León, Chair Department of Social Work- Reference: Council on Social Work Education (CSWE, 2015)

Department of Social Work Plan of Action:

Competency 1 Learning outcome is below the required CSWE 80% benchmark.

Four social work courses will be assessed by faculty to improve student learning outcomes. This competency benchmark was below standard in Major courses SW 360, SW 374, SW 426, and SW 453 where students are making the transition from the classroom to applying these key learning outcomes in the field as demonstrated in the course assignments. Specifically the rubrics will be reviewed to ensure that the required learning outcomes are targeted at the required student level learning.

I. Assessments—service learning field education student outcomes based on 9 ---CSWE 2015 mandated social work professional competencies

- 70- hours Volunteer field experience evaluations per semester rated on 4-point Likert scale assessing frequency student demonstrates required 2015 CSWE-9 competencies: **Almost Never (1); Sometimes (2); Almost Always (3); Always (4)**
 - Fall 2016 & Spring 2017 semester- 118 field supervisor respondents rated Pre-Major at benchmark 4.0- mean 89.3%
 - Fall 2016 & Spring 2017 semester- 127 field supervisor respondents rated Major at benchmark 4.0- mean 90.2% on CSWE Competencies

- 400- hour Senior Internship field experience evaluations for full academic year Fall 2016 – Spring 2017 Senior students rated on 4-point Likert scale: **Deficient (1); Developing (2); Good (3); Exceptional (4)**. The scale assess student consistent movement of demonstration of professional learning outcome as mandated by CSWE 2015 Competencies. Learning outcome benchmark is 3.0 by the end of academic year with completion of 400-hour of field internship.
 - Fall 2016- Spring 2017- 138 field education instructors rated senior students a mean of 92.03% in achieving benchmark 3.3 for the academic year.