Submission Guidelines for INTERIM Assessment Reports (assessment results from AY 2015-16)

Guidelines:

1) *Submission deadline: **September 30, 2016**, 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: __Delia J. González Sanders, __Department Chair

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

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	**URL:** https://www.taskstream.com/ts/horton102/SocialWorkAssessmentReports **Password:** CSWE
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.	USA – CSWE Social Work Council on Social Work Education Learning outcomes are changed to adhere to the new 2015 accreditation requirements established by the Council on Accreditation (COA) at CSWE
Strengths: What about your assessment process is working well?	• TASKSTREAM launched for 2015-2016 academic year – reports provide indepth analysis of learning outcomes
Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan can be reported here)	• Launched TASKSTREAM for 2015-2016 academic year – need to asses reports to ensure appropriate focus: still monitoring and assessing new electronic system • Assessing rubrics to ensure each is focused on appropriate student level of learning and is targeting required CSWE competencies and correctly measureing the learning outcomes
For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five. **LO 1._____**	
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.)	• GPA 2.5 • Identified 9-key assignments to assess learning outcomes in pre-major, major and senior social work core courses • 70-hour Volunteer field experience evaluations • 400 hour academic year - Senior Internship field experience evaluations
1.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	• Department Chair
1.3) **Results**: Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: Learning outcome benchmarks of 80% met in all 9 - competency areas mandated by CSWE Changes: No changes will be made at this time

Assessment Report Fall 2015-Spring 2016 CCSU 82.87 % Social Work Students
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 80.6
73.73	*1.1* 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
76.69	*1.2* Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
72.62	*1.3* Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
83.71	*1.4* Use technology ethically and appropriately to facilitate practice outcomes
96.43	*1.5* Use supervision and consultation to guide professional judgment and behavior

Competency 2 – Engage Diversity and Difference in Practice	Practice Behavior Learning Outcome 82.1
76.90	*2.1* Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
98.08	*2.2* Present themselves as learners and engage clients and constituencies as experts of their own experiences
71.34	*2.3* Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice	Practice Behavior Learning Outcome 66.2
60.44	*3.1* Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
72.09	*3.2* Engage in practices that advance social, economic, and environmental justice

Competency 4 – Engage in Practice-informed Research and Research-informed Practice	Practice Behavior Learning Outcome 83.6
86.48	*4.1* Use practice experience and theory to inform scientific inquiry and research
79.37	*4.2* Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
84.96	*4.3* Use and translate research evidence to inform and improve practice, policy, and service delivery

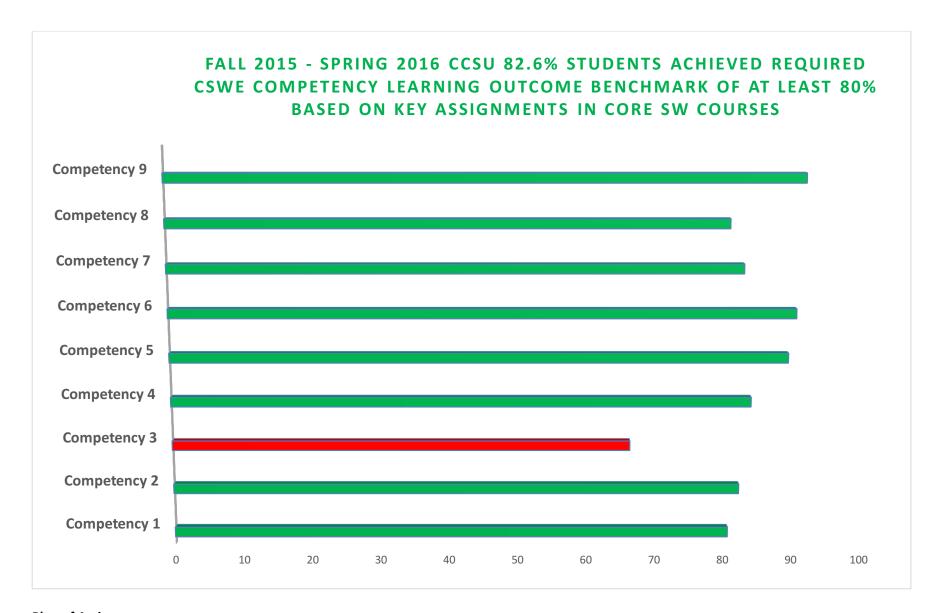| Competency 5 – Engage in Policy Practice	Practice Behavior Learning Outcome 88.8
82.20	**5.1** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
95.27	**5.2** Assess how social welfare and economic policies impact the delivery of and access to social services
89.14	**5.3** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome 89.8
89.87	**6.1** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
89.79	**6.2** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituents

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome – Field Seminar 82.2
83.59	**7.1** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
82.45	**7.2** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in analysis of assessment data from clients and constituencies
76.71	**7.3** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
86.15	**7.4** Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome 80.1
83.40	**8.1** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
76.95	**8.2** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
	8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
	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-on goals

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome - Field Seminar 90.7
76.98	*9.1* Select and use appropriate methods for evaluation of outcomes
93.77	*9.2* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
96.41	*9.3* Critically analyze, monitor, and evaluate intervention and program processes and outcomes
95.82	*9.4* Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Delia J. González Sanders, Chair Department of Social Work - *Reference: Council on Social Work Education (CSWE, 2015)*

FALL 2015 - SPRING 2016 CCSU 82.6% STUDENTS ACHIEVED REQUIRED CSWE COMPETENCY LEARNING OUTCOME BENCHMARK OF AT LEAST 80% BASED ON KEY ASSIGNMENTS IN CORE SW COURSES

Plan of Action:

Competency 3 learning outcome is below the required CSWE 80% benchmark.

Two social work courses will be assessed by faculty to improve student learning outcomes: Premajor course SW 225 and Senior course SW 362. Specifically the rubrics will be reviewed to ensure that the required learning outcomes are targeted at the required student level of learning.

Assessments – service Learning field education student outcomes based on 9 - CSWE 2015 mandated social work professional competencies

- 70 - hour 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 2015 semester - 146 field supervisor respondents rated Pre-Majors & Majors (combined) at benchmark 4.0 –mean 85.5% on CSWE competencies
    - Spring 2016 semester – 134 field supervisor respondents rated Pre-Majors & Majors (combined) at benchmark 4.0 – mean 84.1 on CSWE competencies

- 400 - hour Senior Internship field experience evaluations for full academic senior year Fall 2015 – Spring 2016
Senior tudents rated on 4-point likert scale: **Deficient (1); Developing (2); Good (3); Exceptional (4**). The scale assesses student consistent forward movement of demonstration of professional learning outcome as mandated by CSWE 2015 Competencies. Learning outcome benchmark is 3.0 by end of academic year with completion of 400- hours of internship.

    - Fall 2015 – Spring 2016 - 122 field education instructors rated senior students a mean of 89.34 in achieving benchmark 3.4 for the academic year.