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| **College of Health and Human Services**  **Department of Social Work, MSW Program** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| Grounded in the liberal arts and guided by a person-in-environment framework, we prepare diverse MSW students for culturally responsive, advanced multisystemic practice and leadership in the Central Valley, the state, and globally, enabling them to ethically, proactively, and effectively dismantle systemic oppression through service, relationship building, dialogue, advocacy, critical knowledge, diversity, and empowered collective action. |

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| Goals and Student Learning Outcomes |
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| |  | | --- | | **Goal 1: Knowledge and Skills**  Students will acquire skills in social work, which integrates course content in practice, policy, research, and human behavior into field experiences using a multi systems framework.  **Student Learning Outcomes:** | | 1.1. Identify as a professional social worker and conduct oneself accordingly: Demonstrate professional use of self in specific multi systems level interventions (SWRK 283 – Professional Use of Self).  1.2. Apply social work ethical principles to guide professional practice: Demonstrate the ability to make sound ethical decisions, using professional and peer consultation if needed. (SWRK 248 – Exploring ethical Dilemmas from Field Internship).  1.3. Identify as a professional social worker and conduct oneself accordingly: Use supervision and consultation to guide professional judgment and behavior. (SWRK 211 – Peer Consultation)  1.4. Engage in practice-informed research and research-informed practice - Use and translate research evidence to inform and improve practice, policy and service delivery (SWRK 262 – Project Proposal)  1.5. Apply knowledge of human behavior and the social environment: Synthesize and differentially apply theories of human behavior and the social environment to guide practice at multi systems levels (SWRK 282 – Theoretical Framework)  1.6. Engage in policy practice to advance social and economic well-being and to deliver effective social work services: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice. (SWRK 222 – Social Justice Policy Brief)  1.7. Engage with Individuals, Families, Groups, Organizations, and Communities. Engage with Diverse Clients and Constituencies utilizing core social work values to build rapport and trust and enhance motivation. (SWRK 223 – Application of Advanced Social Work Knowledge, Values, and skills to Planned Change Process)  1.8. Assess Individuals, Families, Groups, Organizations, and Communities. Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. (SWRK 220 – Theoretical Applications to a Culturally Sensitive Practice Situation)  1.9. Intervene with Individuals, Families, Groups, Organizations, and Communities. Critically chose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (SWRK 221 – Oral and Written Case Presentation)  1.10. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Critically analyze, monitor, and evaluate intervention and program processes and outcomes (SWRK 263 – Evaluation Assignment)  **Goal 2: Competency in Multi-systems**   |  | | --- | | Students will develop competency as autonomous social work practitioners to work from a multi systems perspective with increasingly culturally, racially, socially and gender diverse communities.  **Student Learning Outcomes:** | | 2.1. Engage diversity and difference in practice: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels. (SWRK 212 – Traumatic Life Event Assignment)  2.2. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Conduct formal and informal evaluations of their practice at multiple system levels. (SWRK 265/275/288 Evaluation of Practice: End of Year Report) |   **Goal 3: Competency in Social Justice**  Students will develop competency as autonomous social work practitioners to advocate for an inclusive and just society.  **Student Learning Outcomes:**  3.1 Advance Human Rights and Social, Economic and Environmental Justice: Understand the impact of unjust distribution of resources on the social, political, environmental, and economic conditions in their communities (SWRK 264/274/278 – Policy Analysis and Advocacy Paper) | |

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| Curriculum Map (Matrix of Courses X Learning Outcomes) |
| **I = Introduced R = Reinforced (Emphasized) A = Advanced (Mastered)**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | SLO  1.1. | SLO 1.2. | SLO 1.3. | SLO 1.4. | SLO 1.5. | SLO 1.6. | SLO 1.7. | SLO 1.8. | SLO 1.9. | SLO 1.10. | SLO 2.1. | SLO 2.2. | SLO 3.1. | | SWRK 200 | I | I | I |  |  | I | I | I |  |  |  | I | I | | SWRK 212 |  |  |  |  |  |  | I |  | I |  | I | I | I | | SWRK 220 | I |  | I |  |  |  | I | I | I | I |  |  |  | | SWRK 262 |  |  | I | I |  |  |  |  |  | I |  |  |  | | SWRK 280 | I | I | I | I |  |  | I | I | I |  |  |  |  | | SWRK 211 |  |  | R |  | I | R | R | R |  | R |  |  |  | | SWRK 213 |  |  | R |  | R |  | R |  | I/R |  | I/R | I/R | I/R | | SWRK 221 | R/A |  | R |  |  |  |  | R | R |  |  |  |  | | SWRK 263 |  |  | I | I |  |  |  |  | I/R | I |  |  |  | | SWRK 281 | R | R | R | R |  |  | R | R | R |  |  |  |  | | SWRK 223 | R/A |  | R/A | R/A |  |  | R | R/A | R/A | R |  |  |  | | SWRK 264/274/278 | R/A |  |  | R/A |  | R/A | R/A | R/A |  | R/A | R/A | R/A | R/A | | SWRK 292 | R/A |  | R/A | R/A | R |  |  | R/A | R/A | R/A | R/A | R/A | R/A | | SWRK 282 | R/A | R/A | R/A | R/A | A |  | R/A | R/A | R/A |  |  |  |  | | SWRK 248 | R/A |  | R/A | R/A |  |  |  | R/A | R/A |  | A |  |  | | SWRK 265/275/288 | R/A |  |  | R/A |  | R/A | R/A | R/A |  | R/A |  |  |  | | SWRK 298/299 | A |  | A | A | A |  |  | A | A | A | A | A | A | | SWRK 283 | A | A | A | A | A |  | A | A | A |  | A | A | A | |
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| Assessment Methods |
| * 1. **Direct Measures:** |
| **Outcomes 1.1. – 3.1** |
| **Method 1. SWRK 248 – Exploring ethical Dilemmas from Field Internship:**  In this assignment, all students write individualized papers that identifies a macro level case scenario from their field placement with ethical implications. They apply it using a social justice lens and advanced multisystem thinking to effectively address identified concerns.  For each outcome evaluated on an assessment rubric, a score of 3.0 on a scale of 4.0 will define having met the learning outcome. The department expects that 90% of students must score a minimum of 3.0 on a scale of 0-4.0 |
| **Method 2. SWRK 211 – Peer Consultation:**  In this four-part assignment, all students write a paper that summarizes an ethical dilemma, identify the ethical decision-making framework they used to guide a consultation interview, reflect on the benefits of the consultations and describe how they plan on using the information gathered.  For each outcome evaluated on an assessment rubric, a score of 3.0 on a scale of 4.0 will define having met the learning outcome. The department expects that 85% of students must score a minimum of 3.0 on a scale of 0-4.0 |
| **Method 3. SWRK 223 – Application of Advanced Social Work Knowledge, Values, and skills to Planned Change Process:**  In this three-part assignment, all students develop client vignettes, conduct role plays with a classmate using the vignettes developed and write a paper on the application of the Planned Change Process in the role play. Additionally, they focus on the engagement and assessment process as well as their use of advanced social work values, knowledge and skills based on the client vignette.  For each outcome evaluated on an assessment rubric, a score of 3.0 on a scale of 4.0 will define having met the learning outcome. The department expects that 90% of students must score a minimum of 3.0 on a scale of 0-4.0 |
| **Method 4. SWRK 222 – Social Justice Policy Brief:**  In this assignment, all students write a paper about a social policy that impacts their practice or field placement. They include an executive summary of the policy and a brief description of the problem the policy is designed to address. They explain the strengths of the policy and make a social justice-based advocacy case for this policy. They provide recommendations for future directions and a conclusion. Afterwards, they provide a self-reflection about the process to include reflecting on what they learned from their social justice brief and reflecting on how they might use these in their own social work policy/justice advocacy.  For each outcome evaluated on an assessment rubric, a score of 3.0 on a scale of 4.0 will define having met the learning outcome. The department expects that 85% of students must score a minimum of 3.0 on a scale of 0-4.0 |
| **Method 5. SWRK 221 – Oral and Written Case Presentation:**  In this assignment, all students provide background case information, discuss the referral or presenting problem for this case, outline the assessment process that was used to assess this case, and present an intervention/treatment plan designed for this case. Specific focus is placed on potential relationship challenges, supervision issues, and intervention and techniques used.  For each outcome evaluated on an assessment rubric, a score of 3.0 on a scale of 4.0 will define having met the learning outcome. The department expects that 85% of students must score a minimum of 3.0 on a scale of 0-4.0 |
| **Other direct measures used in the DSW Assessment include:** |
| Method 6. SWRK 283 – Professional Use of Self |
| Method 7. SWRK 282 – Ethical Dilemma |
| Method 8. SWRK 220 – Theoretical Applications to a Culturally Sensitive Practice Situation |
| Method 9. SWRK 282 – Theoretical Framework |
| Method 10. SWRK 265/275/288 Evaluation of Practice: End of Year Report |
| Method 11. SWRK 213 - Book report |
| Method 12. SWRK 262 – Project Proposal |
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| * 1. **Indirect Measure(s): (Departments are required to have one indirect measure. Examples of indirect measures are senior exit surveys, a focus group, written reflections by students, and of course alumni surveys which departments may choose to conduct.)** |
| **End of Year Student Survey (end of 2nd year):**  This annual survey is administered to students in all sections of the SWRK 248 course at the end of their 2nd year. This survey has two primary questions and an option for comments that are designed to gather information about students’ experiences in the MSW program:  Q1 – What areas of the MSW program best prepared you for professional practice?  Q2 – What areas of the MSW program could be improved to better prepare you for professional practice?  Q3 – Other Comments.  The survey provides important feedback from the students about their experiences of the program. The survey is administered both in the classroom and online depending on the availability faculty and students. The data gathered is analyzed to assess the program’s strength and identify areas for improvement. |

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| Student Learning Outcomes X Assessment Methods Matrix |
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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations** |
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| Process for Closing the Loop |
| The Department of Social Work has an MSW Committee and five curriculum sub-committees (a.k.a sequence committees) responsible for monitoring the MSW program, which advise on curriculum and other catalog changes.  The assessment coordinator, the members of the MSW Committee and curriculum sub-committees are responsible for designing and carrying out assessment activities with the support of the entire faculty. The program coordinator analyzes the outcome data and suggests changes to the program as necessary, and presents the findings at the faculty meetings and at an annual faculty retreat for discussion and decisions. |