

Degree/Certificate: Master of Social Work (MSW)
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Part I – Program SLO Assessment Report for Academic Year 2013-2014

The EWU Masters of Social Work program is accredited by the Council of Social Work Education (CSWE) and adheres by CSWE accreditation guidelines and standards. CSWE has emphasized competency based education and requires all accredited schools of social work to adopt a competency-based educational approach. CSWE has identified 10 core competencies in social work education and identified measurable practice behaviors associated with each core competency. These competencies are dimensions of social work practice which all social work students are expected to become competent in during their professional training. A measurement benchmark is set by the social work program for each competency which is comprised of several practice behaviors. An assessment score at or above that benchmark is considered by the program to represent competency of that particular core competency.

The MSW program utilizes the 10 CSWE competencies and 41 associated foundation generalist practice behaviors (first half of the program). See **Table 1**. The MSW program has identified 13 advanced practice behaviors as learning outcomes for the advanced curriculum (second half of the program). See **Table 2**. These social work competencies and associated practice behaviors are the student learning outcomes.

MSW Program Assessment Strategies and Methods

The MSW program takes a three-pronged approach to program assessment.

1. First, students complete a self-assessment survey regarding their perceived level of competency with each practice behavior. Students complete this survey at the end of their foundation year regarding the foundation practice behaviors, and at the end of their advanced year to measure both foundation practice behaviors and advanced practice behaviors.
2. The second assessment approach is practicum rating scores. These data are the evaluations of students by their Agency Field Instructor (AFI) who is the supervisor of the student in his/her practicum in the community. This also occurs at the end of the foundation and advanced curriculum and utilizes a rubric based on the generalist and advanced practice behaviors.
3. The third assessment approach is course rubric scores utilizing generalist or advanced generalist practice behaviors. Each required MSW course is assigned to measure certain generalist practice behaviors, for foundation courses, or advanced practice behaviors, for advanced courses. Each of these practice behaviors are measured by the instructor utilizing a 5 point rubric scale. These rubrics include operational definitions of specific outcomes for each of the five points of the rubric.

MSW Program Competency Benchmarks

The competency benchmark for student self-report surveys and practicum/field is a score of 3 or higher out of 5 indicating moderately to highly competent. Thus, the average scores in **Table 1** and **Table 2** indicate the percentage of students with scores 3 out of 5 or higher on the survey and field (practicum).

The competency benchmark for course rubrics was set at 4 or higher out of 5. This higher rubric score was established and approved by the faculty as 4/5 was 80% and may be tied to assignment scores. Faculty felt that 80% was a reasonable competency standard for coursework and that 3/5 or 60% was too low of a standard for the classroom. Thus, the average scores in **Table 1** indicate the percentage of students with scores 4 out of 5 or higher on the course rubric.

2013-14 Program Data and Response Rates

For academic year 13-14, foundation data included self-assessment, practicum/field ratings, and course rubric scores (see **Table 1**). The advanced year data only included student self-report (see **Table 2**). For academic year 2014-2015, both foundation and advanced curriculum will have data for the three program assessment approaches.

Response rates for academic year 2013-14 data:

1. Student self-report surveys: there were 45 (48.9%) student respondents to the MSW Foundation self-report survey and 59 (51.3%) student self-report respondents to the MSW Advanced survey.
2. Field/Practicum rating scores included 100% of all MSW students who completed the foundation curriculum. Practicum rating data will be obtained for both foundation and advanced practicums for academic year 2014-15.
3. Course rubric rating scores were obtained for 80% of all foundation curriculum required courses and at least one section of each required course was reported. Course rubric data will be obtained for both the foundation and advanced curriculum for academic year 2014-15.

Table 1: Foundation Student Learning Outcomes and Average at or Above Benchmarks

Practice Behavior	Assessment Method			Avg
	Survey	Field	Rubric	
Sample Size	45	51		
<i>Identify as a professional social worker and conduct oneself accordingly</i>	97.4	99.7	89.0	95.3
Advocate for client access to the services of social work	88.9	100.0	86.5	
Practice personal reflection and self-correction to assure continual professional development	100.0	100.0	85.7	
Attend to professional roles and boundaries	100.0	98.0	94.6	
Demonstrate professional demeanor in behavior, appearance, and communication	97.8	100.0	72.5	
Engage in career-long learning	100.0	100.0	94.6	
Use supervision and consultation	97.8	100.0	100.0	
<i>Apply social work ethical principles to guide professional practice</i>	95.6	100.0	81.3	92.3
Resolve ethical dilemmas using the Code of Ethics	97.8	100.0	82.1	
Tolerate ambiguity in resolving ethical conflicts	93.3	100.0	96.4	
Apply a strategy of ethical reasoning to arrive at principled decisions	95.6	100.0	62.5	
Recognize and manage personal values in a way that allows professional values to guide my practice		100.0	83.9	
<i>Apply critical thinking to inform and communicate professional judgments</i>	96.5	100.0	90.7	95.8
Evaluate and integrate multiple sources of knowledge, including research knowledge, and practice wisdom	100.0	100.0	83.9	
Analyze models of assessment, prevention, intervention, and evaluation	93.3	100.0	90.2	
Demonstrate effective oral and written communication in working with individuals, families, groups and colleagues	96.3	100.0	98.0	
<i>Engage diversity and difference in practice</i>	100.0	100.0	95.3	98.4
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	100.0	100.0	81.0	
Gain sufficient self-awareness to manage the influence of personal biases and values in working with diverse groups	100.0	100.0	100.0	
Recognize and communicate your understanding of the importance of difference in shaping life experiences	100.0	100.0	100.0	
View yourself as a learner and engage those with whom you work as informants	100.0	100.0	100.0	
<i>Advance human rights and social and economic justice</i>	92.6	100.0	81.8	91.5
Understand the forms and mechanism of oppression and discrimination	95.6	100.0	81.8	
Advocate for human rights and social and economic justice	91.1	100.0	81.8	
Engage in practices that advance social and economic justice	91.1	100.0	96.4	
<i>Engage in research-informed practice and practice-informed research</i>	96.7	99.0	100.0	98.6
Use practice experience and context to inform scientific inquiry	95.6	98.0	100.0	
Use research evidence to inform practice	97.8	100.0	100.0	
<i>Apply knowledge of human behavior and the social environment</i>	96.7	100.0	99.0	98.6
Utilize theoretical or conceptual frameworks to guide the processes of assessment, intervention, and evaluation	95.6	100.0	100.0	
Critique and apply knowledge to understand persons in their environment	97.8	100.0	98.0	
<i>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</i>	73.3	100.0	94.5	89.3
Analyze and formulate policies that advance social well-being	68.9	100.0	94.5	
Collaborate with colleagues and clients for effective policy action/advocacy	77.8	100.0	94.5	
<i>Respond to contexts that shape practice</i>	89.6	100.0	81.7	90.4
Continuously identify and assess micro, mezzo and macro systemic information to provide relevant services	95.5	100.0	82.7	
Be an agent of change in promoting sustainable changes in service delivery and practice to improve the quality	83.7	100.0	80.8	

of social services				
<i>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</i>				
Engagement	98.5	100.0	95.1	97.9
Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities	100.0	100.0	100.0	
Use empathy and other interpersonal skills	100.0	100.0	100.0	
Develop a mutually agreed-on focus of work and desired outcomes	95.6	100.0	85.2	
Assessment	94.4	100.0	83.3	92.6
Collect, organize, and interpret client data	97.8	100.0	76.9	
Assess client strengths and limitations	100.0	100.0	88.9	
Develop mutually agreed-on intervention goals and objectives	91.1	100.0	88.9	
Select appropriate intervention strategies	88.9	100.0	78.4	
Intervention	92.0	100.0	82.3	91.4
Initiate actions to achieve organizational goals	95.6	100.0	72.5	
Implement prevention interventions that enhance client capacities	91.1	100.0	70.6	
Help clients resolve problems	95.6	100.0	100.0	
Negotiate, mediate, and advocate for clients	91.1	100.0	100.0	
Facilitate transitions and endings	86.7		68.4	
Evaluation	81.8	100.0	74.5	85.4
Critically analyze, monitor, and evaluate interventions	81.8	100.0	74.5	

Table 2: Advanced Student Learning Outcomes and Average at or Above Benchmark

Practice Behavior	Assessment Method
	Survey
Sample Size	59
<i>Identify as a professional social worker and conduct oneself accordingly</i>	98.0
Generalist Practice Behaviors	
Advocate for client access to the services of social work	98.3
Practice personal reflection and self-correction to assure continual professional development	98.3
Attend to professional roles and boundaries	98.3
Demonstrate professional demeanor in behavior, appearance, and communication	98.3
Engage in career-long learning	98.3
Use supervision and consultation	96.6
Advanced Generalist Practice Behaviors	
Seek and demonstrate openness and responsiveness to feedback and criticism from multiple sources	98.3
<i>Apply social work ethical principles to guide professional practice</i>	98.3
Generalist Practice Behaviors	
Resolve ethical dilemmas using the Code of Ethics	98.3
Tolerate ambiguity in resolving ethical conflicts	98.3
Apply a strategy of ethical reasoning to arrive at principled decisions	98.3
Recognize and manage personal values in a way that allows professional values to guide my practice	
Advanced Generalist Practice Behaviors	

Employ a critical analysis of various options, including power differentials to guide and inform ethical practice	98.3
<i>Apply critical thinking to inform and communicate professional judgments</i>	97.7
<i>Generalist Practice Behaviors</i>	
Evaluate and integrate multiple sources of knowledge, including research knowledge, and practice wisdom	98.3
Analyze models of assessment, prevention, intervention, and evaluation	96.6
Demonstrate effective oral and written communication in working with individuals, families, groups and colleagues	98.3
<i>Advanced Generalist Practice Behaviors</i>	
Distinguish, appraise, and integrate evidence-based knowledge into Advanced Generalist Practice	98.3
<i>Engage diversity and difference in practice</i>	98.3
<i>Generalist Practice Behaviors</i>	
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	98.3
Gain sufficient self-awareness to manage the influence of personal biases and values in working with diverse groups	98.3
Recognize and communicate your understanding of the importance of difference in shaping life experiences	98.3
View yourself as a learner and engage those with whom you work as informants	98.3
<i>Advanced Generalist Practice Behaviors</i>	
Use diversity to inform evidence-based practice	98.3
<i>Advance human rights and social and economic justice</i>	98.3
<i>Generalist Practice Behaviors</i>	
Understand the forms and mechanism of oppression and discrimination	98.3
Advocate for human rights and social and economic justice	98.3
Engage in practices that advance social and economic justice	98.3
<i>Advanced Generalist Practice Behaviors</i>	
Use knowledge of the effects of oppression, discrimination, and historical trauma to guide practice	98.3
<i>Engage in research-informed practice and practice-informed research</i>	98.3
<i>Generalist Practice Behaviors</i>	
Use practice experience and context to inform scientific inquiry	98.3
Use research evidence to inform practice	98.3
<i>Advanced Generalist Practice Behaviors</i>	
Use evaluation methods to measure client and/or program outcomes to inform practice	98.3
<i>Apply knowledge of human behavior and the social environment</i>	95.8
<i>Generalist Practice Behaviors</i>	
Utilize theoretical or conceptual frameworks to guide the processes of assessment, intervention, and evaluation	93.2
Critique and apply knowledge to understand persons in their environment	98.3
<i>Advanced Generalist Practice Behaviors</i>	
Apply knowledge of strengths, risk factors, vulnerabilities, and resiliencies of clients and/or larger systems to advanced generalist practice	98.3
<i>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</i>	95.8
<i>Generalist Practice Behaviors</i>	
Analyze and formulate policies that advance social well-being	93.2
Collaborate with colleagues and clients for effective policy action/advocacy	98.3
<i>Advanced Generalist Practice Behaviors</i>	
Use evidence-based practice and practice-based evidence to promote policies that advance social and economic well-being	96.6

<i>Respond to contexts that shape practice</i>	97.4
<i>Generalist Practice Behaviors</i>	
Continuously identify and assess micro, mezzo and macro systemic information to provide relevant services	98.3
Be an agent of change in promoting sustainable changes in service delivery and practice to improve the quality of social services	96.6
<i>Advanced Generalist Practice Behaviors</i>	
Demonstrate effective leadership, informed by context and setting, to empower individuals, organizations, and communities	96.6
<i>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</i>	
<i>Engagement</i>	98.3
<i>Generalist Practice Behaviors</i>	
Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities	98.3
Use empathy and other interpersonal skills	98.2
Develop a mutually agreed-on focus of work and desired outcomes	98.3
<i>Advanced Generalist Practice Behaviors</i>	
Demonstrate an applied understanding of interpersonal, relational, and systemic factors when engaging individuals, families, groups, organizations, and communities	98.2
<i>Assessment</i>	97.4
<i>Generalist Practice Behaviors</i>	
Collect, organize, and interpret client data	94.8
Assess client strengths and limitations	98.3
Develop mutually agree-on intervention goals and objectives	98.3
Select appropriate intervention strategies	98.3
<i>Advanced Generalist Practice Behaviors</i>	
Critically choose and apply relevant assessment methods	94.6
<i>Intervention</i>	97.6
<i>Generalist Practice Behaviors</i>	
Initiate actions to achieve organizational goals	96.6
Implement prevention interventions that enhance client capacities	98.3
Help clients resolve problems	98.3
Negotiate, mediate, and advocate for clients	98.3
Facilitate transitions and endings	96.4
<i>Advanced Generalist Practice Behaviors</i>	
Implement collaborative, client-centered, and research informed interventions	96.4
<i>Evaluation</i>	96.5
<i>Generalist Practice Behaviors</i>	
Critically analyze, monitor, and evaluate interventions	96.5
<i>Advanced Generalist Practice Behaviors</i>	
Utilize a structured process to evaluate practice and promote change	96.4

EWU MSW Program Assessment Data Review Process

The MSW program gathers data annually on the CSWE competencies in order to identify and address areas of strength and weakness. These data are gathered and analyzed by the School of Social Work Evaluation coordinator and the MSW program director during summer quarter. A brief report of the findings is written up. In the annual fall meeting with all social work faculty, the report is discussed and reviewed in a facilitated discussion by the MSW director and/or evaluation coordinator. Areas below the 87% threshold are discussed along with any other areas of faculty concern or discrepancy. Notes are taken of the meeting and these areas of concern become agenda items for the Graduate Committee which meets at least monthly during the academic year.

The MSW program has set a program goal of 87% of students scoring at or above the benchmark for each of the 10 CSWE competencies as a criterion for program success. This percentage correlates with the average threshold GPA (3.0 or 85-87%) required to maintain good standing in the MSW program.

Strategies Implemented to Address 2012-13 Data

Student self-report survey data on the competencies from AY 2012-13 were all well above the 87% benchmark. In the 2012-13 survey, 93% of students were above the benchmark on competency 8 on Policy and 100% were above the benchmark for competency 10d Evaluation. Policy and research tend to be areas in which students rate themselves as less competent and are areas of continued vigilance by the graduate committee.

In 2012-13 we also realized that we could strengthen our data by utilizing multiple measures and began the process to establish practicum/field and coursework rubrics as data sources. The field office and committee began to develop rubrics for each practice behavior and the graduate committee assigned each generalist and advanced generalist practice behavior to a required course. Rubric structures were established with faculty and reporting mechanisms constructed.

Overall Evaluation of Progress on AY 2013-14 Outcomes

One competency in the foundation data scored below this threshold at 85.4%. Competency 10d Evaluation: critically analyze, monitor, and evaluate interventions. Other areas of lower scores include: Foundation Competency 8: Engage in Policy Practice (89.3%). All other Foundation and Advanced Student scores were above 90%.

In summary, 9 of 10 foundation student learning outcomes (competencies) were met, and 10 of 10 advanced student learning outcomes (competencies) were met.

Analysis of Findings

Academic year 2013-14 is the first year that the MSW program has data from three sources based on the CSWE competencies. The program has always gathered data (including 3 years of self-report student survey data on the competencies), however, as the program has changed from a content based curriculum to a competency based curriculum, what is being measured has also changed. As AY 2013-14 is the first year in which there is survey data, field data, and course rubric data, restraint and caution are needed in interpreting the findings as there are no historical trends and new measures always have validity and reliability concerns. It is likely that instructors

are still in the process of adding content in required courses to address the required competencies and associated practice behaviors. Instructors are also likely revising and tweaking course rubrics to better measure what they intend to measure.

Competency 8 Engage in Policy had lower foundation student self-report scores which contributed to the lower benchmark percentage. 68.9% of students reported above the benchmark for the practice behavior of analyze policies, and 77.8% of students reported above benchmark for the practice behavior of collaborate for effective policy action. These percentages were in stark contrast to the field benchmarks (100%) and course rubric benchmarks (94.5%). It seems that foundation students perceive themselves as less competent in policy than they actually may be as shown by the field and rubric data. However, 95.6% of the advanced students reported at or above the benchmark in the policy competency in the self-report survey.

Competency 10d Evaluation had both low foundation student self-report survey scores (81.8%) and course rubric scores (74.5%). Field rubric scores were high at 100%. The single practice behavior measured in the competency is to “Critically analyze, monitor, and evaluate interventions.” This practice behavior is measured in the foundation course SOWK 553 Intervention and Evaluation. However, 96.5% of the advanced students reported at or above the benchmark in competency 10d in the self-report survey.

Program Changes Based on Assessment Results to Close the Loop

In addition to faculty discussions at the fall retreat regarding Competency 8 and 10d, the Graduate Committee has discussed these competencies and associated practice behaviors.

Competency 8 Engage in Policy Practice

In discussions with faculty who teach this content, it seems there is not an agreed upon policy analysis framework. In October 2014, the graduate committee reviewed and discussed the different policy analysis frameworks used and selected one to be the primary one taught in policy courses. A handout with the model and references is currently being formatted for distribution to faculty. The graduate director will follow-up with faculty who teach policy to ensure implementation and address any questions which may arise. Based on self-report data of advanced-year students, they report much higher levels of policy competency (95.6%) so it may be that policy content takes time to sink in and/or is better covered in advanced year courses. It may also be the case that practicum settings focus on policy content in the advanced practicum and spend most of the foundation practicum on basic skills and orientation to the setting and role tasks.

Competency 10d Evaluation: Critically analyze, monitor, and evaluate interventions

This competency is measured in foundation course 553 intervention and evaluation, which is taught in the quarter in which students begin their practicum. Students are anxious to know what to do with clients and what interventions would be most appropriate. Because of this timing, students may be less focused on evaluating their practice and more focused on understanding what to do with clients first (interventions). This is also course which has a lot of content and it may be that evaluation is an area that does not receive the amount of attention needed to cover effectively. The graduate director will begin conversations with faculty who teach this course in Winter-Spring 2015 to better assess their interpretation of what is occurring. This is also not a

trend based on previous student self-report surveys. Advanced year student self-report surveys show that they feel comfortable in evaluating interventions with 96.5% achieving benchmark competency. This may also be another area in which the practicum settings focus on evaluation of practice in the advanced practicum and spend most of the foundation practicum on basic skills and orientation to the setting and role tasks.

In summary, the EWU MSW program has implemented a three-pronged program assessment approach measured annually to evaluate program outcomes. Just like in social work practice, it is essential that the MSW program review, and evaluate outcomes and then implement informed changes in order to best serve students, people in the need of services, and the larger community.