**COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(M)**

**NEW MEXICO STATE UNIVERSITY SCHOOL OF SOCIAL WORK MASTER’S SOCIAL WORK PROGRAM**

**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**Form AS 4(M)** A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

**Summary of the Program’s Assessment Plan | BSW Program**

**2022-2023 Report for NMSU SSW Website**

All Bachelors of Social Work (BSW) students at New Mexico State University (NMSU) are assessed using two measures of their mastery for the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education. The first of these is the Senior Field Evaluations and the second is the Senior Case Study. The Outcome Measure Benchmark for both assignments have been set at 80% for each competency. This indicates that minimum achievement for students is considered to be 80% The Competency Benchmark for all competencies, for both assignments, has been set at 80%, indicating that the Program expects 80% of students to achieve this minimum score. The following is a summarization of NMSU School of Social Work’s competency-based assessment plan for the BSW Program.

**Assessment Measure #1: Senior Field Evaluation**

All Bachelor of Social Work (BSW) students at New Mexico State University (NMSU) are assessed using two measures of their mastery for the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education. The first of these is the Senior Field Evaluation and the second is the Senior Case Study.

The Senior Field Evaluations are completed for each student by the Field Instructor responsible for overseeing their internship. Field Instructors are directed to rank the level of student competence for all practice behaviors under each competency, based on the student’s performance in internship. This measure provides demonstration of competency for a “real practice situation” as mandated by CSWE. Student competence is ranked on a Likert scale from 1-5 (1 = Unacceptable Progress, 2 = Insufficient Progress, 3 = Satisfactory Progress, 4 = Emerging Competence, and 5 = Competent). It is important to note here that the term “Emerging Competence” may be misunderstood to signify subpar professional development. However, the BSW scale for competence has been constructed to align with the School’s MSW scale for competence (which places “Emerging Competence” at the level of 3, followed by “Competence” and “Advanced Competence”). This trajectory offers a continuum of learning wherein the BSW program is at the generalist level and MSW goes on to be advanced generalist. For the BSW Senior Field Evaluations, “Emerging Competence” is defined when the student “Consistently shows expected development of and application of the skill or knowledge area in moderately difficult situations with less supervision and support.”

The Field Evaluations take place over the course of the BSW students’ final semester of internship. Field Instructors submit these assessments electronically to the School of Social Work through Tevera. Tevera is a software program that manages student data, related to internship. A copy of the Senior Field Evaluations can be reviewed in the Appendix. The year 2021 was the first round of students to utilize Tevera in our School and some BSW Field Instructors did not input data correctly. Therefore, the number (n) of Field Evaluations is somewhat lower than those for the second measure (Senior Case Study) which was comprehensive of the entire graduating cohort. For the Field Evaluations, the number of students (33) is an average of the number of evaluations submitted for all of the Competencies which ranged from 31-35. The issues faced by Field Instructors with Tevera have since been remedied.

**Assessment Measure #2: Senior Case Study** The second measure of assessment for BSW students is the Senior Case Study. This assignment is in the form of a large paper, assigned to all seniors at midterm during their final semester in the Professionalism Course (SOWK 418). Students are provided a case study, assignment description and grading rubric (see Appendix).

For the Senior Case Study, each set of questions is associated with one of the Council on Social Work Education’s (CSWE) nine Core Competencies. All competencies are measured in this paper and the grading rubric mirrors CSWE language closely (See Appendix). Responses demonstrate level of mastery for each competency and multiple related dimensions. For example, to address Competency #5, students are asked to: 1) Describe the history and current social policies and services that have impacted the delivery of and access to social services for the client(s); and 2) Suggest policy development or changes for the given case.

Student competence, as displayed in the Senior Case Study paper, is assessed by the Program’s Assessment Coordinator. Students receive a score of 1 – 5, for each of the nine competencies, rating their level of development, as displayed through their written work. 1 = Unacceptable Progress, 2 = Insufficient Progress, 3 = Satisfactory Competence, 4 = Emerging Competence, and 5 = Competent. An additional five points are assigned for spelling, grammar and APA format, as well as overall organization and professionalism of the paper, making the overall assignment worth 50 points total.

**Benchmark**

The benchmark percentage for each competency has been set at 80%. This means that at least 80% of the students must score 4 or 5 on a five-point scale. The percentage of students who achieve benchmark for all nine competencies is reported, for both measures (and averaged). The assessment data table has been altered so that it accurately reflects that there is just one BSW program for which the School of Social Work is reporting data.

**Assessment Data Collected during the Academic Year (2022-2023)**

**SENIORS FINAL FIELD EVALUATION and SENIOR CASE STUDY**

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| Competencies | Measure of Competency Senior Case Study  (n = 35 – 37)  Class Avg / % Reaching Benchmark | Measure of Competency Senior Practicum Evaluation  (n = 36)  Class Avg / % Reaching Benchmark | Average of Coursework and Practicum Instructor Measures |
| 1 – Demonstrate Ethical and Professional Behavior | 4.8 / 97% | 4.91 / 100% | 4.86 / 99% |
| 2 – Engage Diversity and Difference in Practice | 4.46 / 86% | 4.87 / 100% | 4.67 / 93% |
| 3 – Advance Human Rights and Social, Economic, and Environmental Justice | 4.4 / 89% | 4.82 / 100% | 4.61 / 95% |
| 4 – Engage in Practice Informed Research and Research Informed Practice | 3.8 / 74% | 4.60 / 100% | 4.20 / 87% |
| 5 – Engage in Policy Practice | 4 / 70% | 4.73 / 100% | 4.37 / 85% |
| 6 – Engage with Individuals, Families, Groups, Organizations and Communities | 4.29 / 83% | 4.89 / 100% | 4.59 / 92% |
| 7 – Assess with Individuals, Families, Groups, Organizations and Communities | 4.06 / 74% | 4.81 / 100% | 4.44 / 87% |
| 8 – Intervene with Individuals, Families, Groups, Organizations and Communities | 4.24 / 82% | 4.76 / 100% | 4.50 / 91% |
| 9 – Evaluate with Individuals, Families, Groups, Organizations and Communities | 4.21 / 82% | 4.70 / 100% | 4.46 / 91% |
|  | 4.25 / 82% | 4.79 / 100% | 4.52 / 91% |