**COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(B) NEW MEXICO STATE UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES**

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

**Summary of the Program’s Assessment Plan | MSW 1st Year (Generalist)**

**2023-2024 Report for NMSU SSW Website**

The following is a description of the two assessment measures that take place in the first year for MSW students. A separate AS-4(M) form has been created for the additional two assessments that take place in the final year for all MSW students. All first year Master’s of Social Work (MSW) 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 Year One Practicum Evaluation and the second is the Year One 5170 Assignment. The Outcome Measure Benchmark for both assignments is 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 students in Year One of the MSW Program.

**Assessment Measure #1: Year One Practicum Evaluation**

In their first year of the Master of Social Work (MSW) program, all 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 Year One Practicum Evaluation and the second is the Year One 5170 Assignment.

The first measure of assessment for MSW students is the Year One Practicum Evaluation. This Evaluation is completed for each student by the Practicum 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 = Emerging Competence, 4 = Competence, and 5 = Advanced Competence). This assessment takes place at the conclusion of the students’ second semester in the first year of their internship. Practicum 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.

**Assessment Measure #2: Year One 5170 Assignment**

The second measure of assessment for MSW students in the second semester of their first year in the program is the Year One 5170 Assignment. All MSW students must complete this assignment as one of the requirements for the 5170 course. All competencies are present and measured in the assignment, in which students are asked to write a paper in which they answer questions derived from each of the nine competencies. They are directed to apply responses towards a client case provided to them, to demonstrate specific knowledge and ability.

For the Year One 5170 Assignment, 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 presentation 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 #1, students are given the following prompt:

*After reading the case provided, you will identify and describe a clear role for social work involvement in the case. Because this is a complex case with multiple potential “clients” across the range of practice levels (micro, mezzo and macro), you should clearly identify a hypothetical role that you might play as a social worker in this case and which individual(s) might be your primary client in that role. Some examples might include medical social work (Octavio), school social work (Abraham), work in a housing agency (Celina and/or the whole family), work in an immigration-related role (the whole family) or work for a healthcare or immigration advocacy organization. In this section you should clearly describe your   
hypothetical role as a social worker and the hypothetical manner in which you came into contact with the family member/family. You should then provide a brief case summary from your perspective in this role. What are the primary presenting issues that you might address? What are they key challenges you would address in this case and what key strengths that you would utilize in working on this case?*

Competency, as displayed through the Year One 5170 Assignment, is evaluated by ranking on a scale from 1 – 10. This is done by the MSW Program Coordinator. <2 = Unacceptable, 4 = Insufficient, 6 = Emerging Competence, 8 = Competence, and 10 = Advanced Competence.

**Benchmark**

The benchmark percentage for each competency has been set at 80%. The percentage of students who achieve benchmark for all nine competencies is reported, for both measures (and averaged). The program has calculated the percentage of students achieving each competency benchmark, inclusive of both measures for both of the MSW programs (On Campus and Global). Finally, an average of each program is offered, to provide an indication of the overall measure of students achieving benchmark.

**MSW 1st Year (Generalist) Competency Measures 2024**

Competencies for the Final Assignment – Coursework are measured on a scale of 0 – 10. Items below 8.0 (80%) are indicated in red font. This is the benchmark cutoff.

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| Competencies | Measure of Competency  1st Year Assignment  ONLINE  (n = 25)  Class Avg / % Reaching Benchmark | Measure of Competency  1st Year Assignment  IN PERSON  (n = 12)  Class Avg / % Reaching Benchmark | Measure of Competency  1st Year Assignment  COMBINED  (n = 37)  Class Avg / % Reaching Benchmark |
| 1 – Demonstrate Ethical and Professional Behavior | 9.56 / 100% | 9.50 / 100% | 9.50 / 100% |
| 2 – Engage Diversity and Difference in Practice | 9.32 / 88% | 9.33 / 83% | 9.32 / 86% |
| 3 – Advance Human Rights and Social, Economic, and Environmental Justice | 9.19 / 92% | 9.17 / 92% | 9.18 / 92% |
| 4 – Engage in Practice Informed Research and Research Informed Practice | 9.00 / 84% | 9.67 / 92% | 9.22 / 86% |
| 5 – Engage in Policy Practice | 9.28 / 88% | 8.83 / 92% | 9.14 / 89% |
| 6 – Engage with Individuals, Families, Groups, Organizations and Communities | 9.40 / 96% | 9.50 / 100% | 9.43 / 97% |
| 7 – Assess with Individuals, Families, Groups, Organizations and Communities | 9.27 / 88% | 9.83 / 100% | 9.45 / 92% |
| 8 – Intervene with Individuals, Families, Groups, Organizations and Communities | 8.88 / 76% | 9.83 / 100% | 9.19 / 84% |
| 9 – Evaluate with Individuals, Families, Groups, Organizations and Communities | 9.12 / 88% | 9.33 / 100% | 9.19 / 92% |