Outcome Assessment Report, 2017-2018
NMHU Masters of Social Work (MSW) Program

Program Mission:
Consistent with the Educational Policy and Accreditation Standards (EPAS) set forth by the Council on Social Work Education (CSWE), the Mission of the Facundo Valdez School of Social Work is to educate students to practice social work competently with the diverse, multicultural populations of New Mexico and the Southwest. This context of cultural and regional responsiveness informs the School's creation and implementation of all its educational programs. The School has a primary commitment to Hispanic and Native American people. The Social Work curriculum at NMHU strives to ground students in core professional social work values, skills and ethical principles, with a focus on promoting awareness and respect for cultural and gender differences and how poverty affects the well-being of people in the region.

Student Learning Outcome 1:

Assessment: Legal Research Assignment, SW533, Law & Ethics
For this assignment, students analyze the case of Tarasoff vs. University of California, Berkeley, et al. (1976). Applying of a model for legal analysis, students demonstrate understanding of values, ethical standards and relevant laws and regulations across the levels of professional practice (micro, mezzo, and macro practice). Additionally, they apply a model for ethical decision-making, the New Mexico Social Work Practice Act, and the NASW Code of Ethics in critically analyzing how the case has influenced New Mexico social workers and policy outcomes. Students also reflect on the role of supervision and inter-professional teamwork, as they practice professionalism in social work practice and in oral, written and electronic communications.

CSWE Competencies demonstrated in this assignment:
- CSWE Competency # 1: Demonstrate Ethical & Professional Behavior

NMHU Traits demonstrated in this assignment:
- Trait # 1: Use of Technology
- Trait # 2: Content Knowledge
- Trait # 3: Critical Thinking

Summary of Data:

Number of Students Assessed	101 (69% of all students enrolled)
Number of Students Meeting Benchmark	97 (96% of all students assessed)
Number of Students Not meeting the Benchmark	4 (4% of students assessed)

Interpretation of Results for Outcome 1:
Student performance on the Legal Research Assignment was determined to be proficient, or achieving benchmark, if a score of at least 80% was achieved. Of the 101, or 69%, of students for whom scores were provided, 97, or 96%, achieved this benchmark. Performance on this assignment was not used as an indicator of student

outcomes in previous years, so no trend data is available.

While this high level of student mastery of legal and ethical analytic skills may very well indicate real success in this course, it should be noted that the broad summary-scores granted for this assignment do not allow for a closer examination of where students need further development. That is, while social work competency in the area of ethical practice, and academic competency in the areas of critical thinking, use of technology, and content knowledge, were practiced in this assignment, we cannot determine from this data which skills need improvement. Further, with so many students achieving the benchmark, assignment grades are likely not a sensitive enough indicator of student learning needs. Thus, a lower benchmark may better identify directions for program improvement. It is worth noting the relatively low levels of participation by instructors at the Rio Rancho and Albuquerque Centers (around 62%) compared to the Las Vegas and Santa Fe Centers (over 90%), and the exclusion of data from Farmington, as SW533 is not offered during the same semester at that site. Despite all of these limitations, it does appear as if students are demonstrating a degree of success in their use of technology, critical thinking and content knowledge related to social work ethics, and in their practice of ethical and professional social work behavior.

Student Learning Outcome 2:

Assessment: Psychosocial Assessment, SW565, Social Work Practice 1
For this assignment, students review a client case scenario, and conduct and write up a bio-psycho-social-spiritual assessment, applying a number of social work theories and a multicultural lens.

CSWE Competencies demonstrated in this assignment:
- CSWE Competency # 7: Assess Individuals, Families, Groups, Organizations & Communities

NMHU Traits demonstrated in this assignment:
- Trait # 2: Content Knowledge
- Trait # 3: Critical Thinking

Summary of Data:

Number of Students Assessed	156 (100% of students enrolled)
Number of Students Meeting Benchmark	139 (89% of students assessed)
Number of Students Not meeting the Benchmark	17 (11% of students assessed)

Interpretation of Results for Outcome 2:
Student performance on the Bio-Psycho-Social-Spiritual Assessment was determined to be proficient, or achieving benchmark, if a score of at least 80% was achieved. Of the 156 students for whom scores were provided, 139, or 89%, achieved this benchmark. Note that of the 17 not achieving benchmark, 3 received a 0, and can be presumed not to have completed the assignment at all, and yet are counted here as not proficient. Note also that performance on this assignment was not used as an indicator of student

outcomes in previous years, so no trend data is available. We do have complete data on this indicator, with all instructors providing scores for all students.

While this high level of student mastery of social work practice assessment skills seems to indicate success in this course, as described above, we acknowledge that the broad summary-scores granted for this assignment do not allow for a closer examination of where students need further development. That is, while social work competency in the area of client assessment, and academic competency in the areas of content knowledge and critical thinking were practiced in this assignment, we cannot determine from this data which skills need further development. Unlike the previous indicator, we do have some students struggling with this assignment, over 11%, and thus, further attention to the particular dimensions where students struggle is warranted. The planned use of more targeted measures in future years will help identify these and will enable program improvements. That said, it does appear as if students are demonstrating some success in their critical thinking and application of assessment-related content knowledge, and in their practice of assessment at the individual client level.

Student Learning Outcome 3:

Assessment: Policy Analysis Assignment, SW541, Social Policy
For this assignment, students use peer-reviewed research journal articles, and government and non-partisan non-governmental research institute web sites to comprehensively examine a problematic social issue and to analyze a federal or state policy (a regulation and/or program established by law) targeting that issue. The final product is a written report, using APA style citations, that concludes with an evidence-informed recommendation for policy improvement or change.

CSWE Competencies demonstrated in this assignment:
- CSWE Competency # 3: Advance Human Rights and Social Justice
- CSWE Competency # 5: Engage in Policy Practice

NMHU Traits demonstrated in this assignment:
- Trait # 1: Use of Technology
- Trait # 2: Content Knowledge
- Trait # 3: Critical Thinking

Summary of Data:

Number of Students Assessed	122 (77% of all students enrolled)
Number of Students Meeting Benchmark	103 (84% of students assessed)
Number of Students Not meeting the Benchmark	19 (16% of students assessed)

Interpretation of Results for Outcome 3:
Student performance on the Policy Analysis Assignment was determined to be proficient, or achieving benchmark, if a score of at least 80% was achieved. Of the 122 students for whom scores were provided, 103, or 84%, achieved this benchmark. Note

that data was not provided for 23% of students, with the lowest compliance at the Albuquerque and Santa Fe Centers. Note also that performance on this assignment was not used as an indicator of student outcomes in previous years, so no trend data is available.

While this high level of student mastery of policy analysis skills seems to indicate success in this course, as described above, we acknowledge that the broad summary-scores granted for this assignment do not allow for a closer examination of where students need further development. That is, while social work competency in the area of policy practice, and academic competency in the areas of use of technology, content knowledge and critical thinking were practiced in this assignment, we cannot determine from this data which dimensions of the CSWE competencies and which NMHU traits need further development. We do have some students struggling with this assignment, close to 16%, and thus, further attention to the particular dimensions where students struggle is warranted. The planned use of more targeted measures in future years will help identify these and will enable curricular and/or instructional improvements. That said, it does appear as if students are demonstrating a degree of success in their critical thinking and application of policy-related content knowledge, and in advancing human rights through policy practice (policy analysis and political advocacy).

Student Learning Outcome 4

Assessment: Role Play Presentation, SW665, Multicultural Practice 1

For this assignment, students research evidence-based clinical treatment approaches, which they summarize in a written report. They then create a client case scenario, for which they develop and write up a treatment plan. The last step in the assignment is the demonstration of engagement and intervention skill through role play, presented before the class.

CSWE Competencies demonstrated in this assignment:
- CSWE Competency # 6: Engage Individuals, Families, Groups, Organizations & Communities
- CSWE Competency #8: Intervene with Individuals, Families, Groups, Organizations & Communities

NMHU Traits demonstrated in this assignment:
- Trait # 2: Content Knowledge
- Trait # 4: Effective Communication

Summary of Data:

Number of Students Assessed	117 (94% of all students enrolled)
Number of Students Meeting Benchmark	86 (74% of students assessed)
Number of Students Not meeting the Benchmark	31 (26% of students assessed)

Interpretation of Results for Outcome 4:
Student performance on the Role Play Presentation was determined to be proficient, or achieving benchmark, if a score of at least 80% was achieved. Of the 117 students for whom scores were provided, 86, or 74%, achieved this benchmark, and 26% did not, including two who received 0's and can be presumed to have not completed the assignment. This proficiency level is somewhat lower than the 83% achieving benchmark on this assignment in the previous academic year, possibly indicating lower rates of success in building student learning in this area, or greater rigor in scoring.

Participation rates can be considered satisfactory, with data provided on roughly 94% of students enrolled in this course. However, it should be noted that this measure excludes students who are in concentrations other than Clinical. Future efforts should be made to include students in the Leadership & Administration and Bilingual-Bicultural Clinical concentrations.

That said, 74% is a relatively high level of student mastery of social work engagement and intervention skills. While this seems to indicate success in this course, we recognize that the broad summary-scores granted for this assignment do not allow for a closer examination of where students need further development. That is, while social work competency in the areas of client engagement and intervention, and academic competency in the areas of content knowledge and oral and written communication were practiced in this assignment, we cannot determine from this data which specific skills need further development. We do know, however, that over one quarter of students struggled, and thus further attention to engagement and assessment is warranted. The planned use of more targeted measures in future years will help identify areas for curricular and/or instructional improvements.

Assessment of Center Students:
The assessment activities described apply to all sections of the above-named courses. The same syllabus, course objectives, assignments and scoring rubrics are used at all sites, including the Centers.

It should be acknowledged, however, that data collection for SW533 was conducted during the Fall of 2017, and Farmington does not offer that class during that semester. Unfortunately, no data was solicited in the Spring of 2018, when Farmington offered SW533.

Utilization of Results:
The data above is flawed, in that it suffers from inconsistent data reporting and does not include data from students in all concentrations within the program. More importantly, perhaps, it is flawed because summary assignment scores are not targeted either towards the social work competencies or the NMHU Traits. Each summary assignment score is derived from student demonstration of many different integrated skills. Thus, we cannot easily identify areas for curricular or instructional improvement or determine student competency on specific social work or academic behaviors.

In response to these identified weaknesses, a new data collection plan has been put in place for the 2018-2019 school year. The school's CSWE Work Group, together with the Lead Faculty for each core course, has identified assignments that tap into each of the nine social work competencies identified by CSWE. Standardized instructions were provided to all instructors and students at all centers for these identified assignments. Separate from the summary grades, new targeted measures, short surveys called Competency Rating Scales, were developed and will be administered to rate students completing specific assignments on particular behaviors associated with the CSWE competencies. Also, additional survey items were added to select Competency Rating Scales to assess student mastery of each of the NMHU Traits. These measures will help identify on which dimensions of which competencies and on which NMHU Traits our students struggle and succeed. These results will be shared with faculty, particularly the Lead Faculty and the Curriculum Committee, to help direct program improvements.

Because the above-described Competency Rating Scales are an integral part of the School's Self-Study, required for CSWE reaffirmation, a concerted effort is underway to assure consistent and complete data is collected. For the courses where assignments were selected as indicators of student learning outcome measurement, the CSWE Work Group and Lead Faculty have engaged in significant education and outreach to instructors to maximize data collection compliance and data quality.

Changes to Program Based on Results:
In all honesty, the data analysis presented above has not be used to inform curriculum or instructional improvements. Rather, it has informed what we hope will be significant improvements to data collection, described above and in our 2018-9 assessment plan, submitted separately. The MSW program is up for reaccreditation by the national Council on Social Work Education (CSWE) in 2020, and we are currently engaged in an extensive self-study, which includes course-based and field-based learning outcome assessments, as well as a full curriculum review. A faculty member has been relieved of some teaching responsibilities in order to coordinate these efforts, and a CSWE Work Group, which includes the Dean, the MSW Program Coordinator, the BSW Program Coordinator (who is also the Curriculum Committee Chair), the Field Director, the CSWE Coordinator just specified, and an additional faculty member, meets biweekly to fine-tune the assessment plans and guide our program review. Our goal is not only to use the new student learning data to document program impacts as required for reaccreditation, but also to identify the social work professional and academic skills with which our students struggle, and to determine how we can improve our teaching to better prepare our students for graduation and their social work careers.

Retention Strategies:
The Facundo Valdez School of Social Work actually has good retention and graduation rates, we presume, in part, because we have a well-defined course sequence or program map, providing students a clear pathway to degree completion. Of course, we can and do make steps to improve. Our primary efforts to improve retention have focused on improving our advisement structure. We now have a system in place to assure all students are assigned an advisor, and that both the student and faculty

member are informed of how to contact one another. These advisors are all full-time (contingent and tenured or tenure-track) faculty members, and all advisors are assigned both BSW and MSW advisees. Faculty advisors receive training and support on the course sequence and curriculum and on effective advisement strategies, including methods of outreach and use of Degree Audit. Further, our school holds regular faculty meetings to disseminate updates in both curriculum and advisement, and at these meetings, we also confer as a team to identify students academically at-risk, to problem-solve regarding these students, and to weigh options for intervention. In the future, the School of Social Work hopes to develop both a social work faculty handbook (on standards for teaching, advising and student support) and a social work student handbook (on available supports and guidance and on school policies and expectations).