

Outcome Assessment Report, for academic year 2020-21
Facundo Valdez School of Social Work
Masters of Social Work 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. Our curriculum grounds students in core professional social work values, skills and ethical principles, and provides a focused awareness and respect for cultural differences and how poverty affects the well-being of people in the region.

Assessment Methods Overview:

For assessment of student learning outcomes during the 2020-21 school year, the School of Social Work continued with the same assessment processes established during our last assessment cycle, with some minor adjustments. Thus, for each of the nine social work competencies outlined by CSWE (ethical and professional behavior, engaging diversity, advancing rights and justice, etc.) the School identified one classroom-based assignment that was used to assess student learning in that area. Every student in every section of required courses, regardless of campus location or mode of delivery, was given the same instructions for these select assignments, and every instructor used a standardized rating scale targeted to the specified social work competency to rate the student's mastery, independent of the student's overall grade for the assignment. All instructors were trained on the use of these ratings scales by the lead instructor for the course. Each scale consisted of two questions that assessed specific dimensions of the competency, and each item was rated on the same ordinal scale, ranging from no competency to exceeds expectations for competency. For example, to assess the competency in social work research, instructors rated the extent to which students successfully used literature to inform a research question, and then, the extent to which they presented a maximally valid research plan to collect data, two dimensions of research competency. (Of note, students were also rated on the nine social work competencies by their supervisors in their field placement settings, based on their demonstration of the relevant knowledge and skills in practice.)

In order to assess general student learning outcomes for the University, the course-embedded rating scales for most of the nine selected assignments additionally prompted instructors to rate student mastery of one of the four NMHU traits. Thus, instructors administered a standardized assignment, and upon reviewing student work, completed a rating scale consisting of at least two questions tapping into a social work competency; and then, in most cases, they

also rated the student on an NMHU trait-specific question. The assessment of the student mastery of the social work competencies and the NMHU traits were thus integrated.

Below, please find summary tables documenting the courses and assignments used to assess both the nine social work competencies and the four NMHU traits at the first-year (generalist) level of the MSW program, and in each of the three second-year concentrations.

MSW 500-level (Generalist)

Competency	Course	Assignment	Supplemental Assessment of NMHU Trait
1) ethical, professional behavior	5330 Law & Ethics	Legal Research Assignment	
2) engage diversity	5460 Difference	Self-Interview	
3) advance rights & justice	5410 Policy	Advocacy letter	
4) research	5300 Evaluative Research	Research Proposal	Use of Technology
5) policy practice	5410 Policy	Policy Analysis	Critical Thinking
6) engage	5650 Practice 1	Role Play Interview	Communication
7) assess	5860 HBSE 2	Developmental/ACEs Assessment	
8) intervene	5660 Practice 2	Theory-Based Assessment	Content Knowledge
9) evaluate	5300 Evaluative Research	Program Evaluation Case Scenario	

MSW – Clinical

Competency	Course	Assignment	Supplemental Assessment of NMHU Trait
1) ethical, professional behavior	6010 DSM	Midterm Exam	Content Knowledge
2) engage diversity	6660 MC Practice 2	Midterm	
3) advance rights & justice	6520 Clinical Supervision	Supervision Planning Presentation	
4) research	6330 Clinical Research	Ethnography report	
5) policy practice	6520 Clinical Supervision	Supervision Planning Pres.	
6) engage	6650 MC Practice 1	Role Play Assignment	Communication
7) assess	6660 MC Practice 2	Role Play Assignment	Critical Thinking
8) intervene	6440 Group Work	Group Intervention Design	
9) evaluate	6330 Clinical Research	Single Case Design Report	Use of Technology

MSW – Bilingual Bicultural Clinical

Competency	Course	Assignment	Supplemental Assessment of NMHU Trait
1) ethical, professional behavior	6680 BLBC Practice 2	Case Consultation	Communication
2) engage diversity	6670 BLBC Practice 1	Diversity Practice Approach presentation	
3) advance rights & justice	5120 Immigrant Rights	Assignment 2 – Barriers to services	

4) research	6310 Research (6330, for 2020)	Ethnography Report	
5) policy practice	5120 Immigrant Rights	Research Paper on immigrant legal issue	
6) engage	6680 BLBC Practice 2	Role Play	Content Knowledge
7) assess	6020 DSM	Clinical & Cultural Case Formulation	Critical Thinking
8) intervene	6670 BLBC Practice 1	Role Play	
9) evaluate	6310 Research (633, for 2020 only)	Single Case Design	Use of Technology

MSW – Leadership & Administration

Competency	Course	Assignment	Supplemental Assessment of NMHU Trait
1) ethical, professional behavior	6640 Org Theory	Case Analysis	
2) engage diversity	6510 Leadership & Supervision	Case Analysis	
3) advance rights & justice	6420 Advanced Policy	Memo 2 (Root Cause Analysis)	Critical Thinking
4) research	6300 Agency Research	Secondary Data Analysis	Content Knowledge
5) policy practice	6420 Advanced Policy	Research Informed Advocacy Project	Communication
6) engage	6420 Advanced Policy	Oral Testimony on findings of Memo 1 (NM Legislative Proposal)	
7) assess	6250 Non-Profit Management	Exam Question	
8) intervene	6250 Non-Profit Management	Exam Question	
9) evaluate	6300 Agency Research	Survey Report	Use of Technology

The ratings scales used to assess the NMHU Traits are described below, along with a presentation of the results. Of note is that while we had full participation by instructors for the ratings of the social work competencies, we did have some missing data related to the NMHU traits, as some instructors overlooked the last question on the rating scale.

The full results, including a summary of outcomes data related to the social work competencies, appear in an appendix at the end of this report. What appears below is a summary of the results related to student mastery of the NMHU Traits, only.

Specific Measures of Learning Outcomes, with Results, Organized by NMHU Trait

NMHU Trait: Critical and Reflective Thinking

Assessment 1 (MSW First-Year, Foundation/Generalist Practice)

The Policy Analysis assignment, in SOWK 5410, was used to assess both the social work competency, **Policy Practice**, and the NMHU Trait, **Critical and Reflective Thinking**. For this assignment, students were asked to analyze a policy to promote social welfare or social justice, using primary sources of scholarly research, and applying specified analytic concepts and models. They concluded by making a research-informed recommendation for policy change.

Assessment 2 (MSW Second-Year, Clinical Concentration)

The Role Play assignment in SOWK 6660, was used to assess both the social work competency, **Assessment**, and the NMHU Trait, **Critical and Reflective Thinking**. For this assignment, students were asked to integrate theoretical knowledge, scholarly research findings, and knowledge of diverse client populations, into a comprehensive intervention plan and role play.

Assessment 3 (MSW Second-Year, Bilingual-Bicultural Concentration)

The Clinical and Cultural Case Assessment, in SOWK 6660, was used to assess both the social work competency, **Assessment**, and the NMHU Trait, **Critical and Reflective Thinking**. For this assignment, students were required to write a clinical & cultural case formulation in response to a comprehensive clinical evaluation report, critically applying clinical, cultural, and theoretical knowledge.

Assessment 4 (MSW Second-Year, Leadership & Administration Concentration)

The Root Cause Analysis, in SOWK 6420 was used to assess both the social work competency, **Advance Human Rights and Social Justice**, and the NMHU Trait, **Critical and Reflective Thinking**. For this assignment, students selected a social problem present in a population in New Mexico. They analyzed social indicator data and scholarly research to identify risk factors and to recommend evidence-based, preventive, macro-level policy intervention that targets those risk factors.

For each of the above measures, in addition to rating students on the varied social work competencies, instructors rated them on the **Critical and Reflective Thinking** trait by answering the following question:

How well did the student demonstrate critical and reflective thinking? (e.g., integrating and weighing multiple sources of information, grounding conclusions in evidence, providing rationale for conclusions)?

- 1 = Not at all (does not demonstrate this trait)
- 2 = Inadequately (some problems evident in demonstration of this trait)
- 3 = Adequately (demonstrates the trait, but falls short of full mastery)
- 4 = Well (demonstrates mastery of the trait appropriate for MSW level)
- 5 = Exceptionally well (exceeds expectations for mastery of the trait at MSW level)

The benchmark was set at 4, demonstrating mastery of the trait. Ratings of 1, 2, and 3 were

combined to indicate that the student did not demonstrate mastery, and ratings of 4 and 5 were combined to indicate that the student did demonstrate mastery. Descriptive statistics reveal the following rates of proficiency, or mastery, in the area of **Critical and Reflective Thinking**:

Assessment	N	% achieving benchmark
SOWK 5410, Policy Analysis	115	82.61%
SOWK 6660, Role Play Assignment	107	85.05%
SOWK 6020 Clinical/Cultural Case Assessment	13	84.62%
SOWK 6420 Root Cause Analysis	13	100%

Interpretation of Results

Well more than 4/5 of the students assessed achieved the benchmark for mastery on the NMHU Trait, **critical and reflective thinking**, across all four indicators. It is noteworthy that students achieved somewhat higher rates of mastery in their second-year courses, which could reflect progress or development in their critical thinking skills. Efforts should be made to support yet more students in building strength in this area. Luckily, critical thinking is incorporated into many, if not most, assignments, and thus skills are taught, reinforced, and practiced throughout the program.

NMHU Trait: Effective Use of Technology

Assessment 1 (MSW First-Year, Foundation/Generalist Practice)

The Research Proposal Assignment, in SOWK 5300, Evaluative Research, was used to assess both the social work competency, **Research**, and the NMHU Trait, **Effective Use of Technology**. For this assignment, students complete a critical review of scholarly research literature, which then serves as a foundation for the development of a research methodology for proposed research which could be used to inform social work practice, programming, and policy.

Assessment 2 (MSW Second-Year, Clinical Concentration)

Assessment 3 (MSW Second-Year, Bilingual-Bicultural Concentration)

The Single Case Design Report, in both SOWK 6330, Advanced Clinical Research, and SOWK 6310, Advanced Qualitative Research, was used to assess both the social work competency, **Evaluation**, and the NMHU Trait, **Effective Use of Technology**. For this assignment, students in both courses conducted a single case design experiment, for which they analyzed data to assess the effectiveness of an evidence-based self-care intervention to improve wellbeing.

Assessment 4 (MSW Second-Year, Leadership & Administration Concentration)

The Survey Report, in SOWK 6300, Advanced Agency Research, was used to assess both the social work competency, **Evaluation**, and the NMHU Trait, **Effective Use of Technology**. For this assignment, students worked in teams to develop an original survey instrument about the needs and concerns of social work students at the school. The students conducted descriptive statistical analyses and summarized the results, concluding by recommending program improvements.

For each of these measures, in addition to rating students on the varied social work competencies, instructors rated them on the **Use of Technology** trait by answering the following question:

How effectively did the student use technology (e.g., use of writing or presentation software, data management or analysis software, online research tools)?

- 1 = Not at all (does not demonstrate this trait)
- 2 = Inadequately (some problems evident in demonstration of this trait)
- 3 = Adequately (demonstrates the trait, but falls short of full mastery)
- 4 = Well (demonstrates mastery of the trait appropriate for MSW level)
- 5 = Exceptionally well (exceeds expectations for mastery of the trait at MSW level)

The benchmark was set at 4, demonstrating mastery of the trait. Ratings of 1, 2, and 3 were combined to indicate the student did not demonstrate mastery, and ratings of 4 and 5 were combined to indicate the student did demonstrate mastery. Descriptive statistics reveal the following rates of proficiency, or mastery, in the area of **Effective Use of Technology**:

Assessment	N	% achieving benchmark
SOWK 5300, Research Proposal	75	63.89%
SOWK 6330, Single Case Design	79	96.10%
SOWK 6310, Single Case Design	11	90.91%
SOWK 6300, Survey Report	12	100%

Interpretation of Results

About two thirds of the first year MSW students and well more than 90% of the second year-students who were assessed on the NMHU Trait, **Effective use of Technology**, were rated by their instructors as demonstrating mastery. This represents significant improvement from the first to second year. Throughout their MSW program, students must learn to be critical users of internet-based information, and they must learn to use software-based and web-based applications, such as Brightspace, Zoom, and the library’s databases. It is worth noting that during the 2020-21 school year, because of the COVID-19 pandemic, every class and all classwork were completed remotely, requiring students to use technology for all aspects of learning. Given that, this assessment represents only one tiny piece of a student’s demonstrated use of technology.

NMHU Trait: Effective Communication

Assessment 1 (MSW First-Year, Foundation/Generalist Practice)

The Role Play Interview in SOWK 5650, Social Work Practice 1, was used to assess both the social work competency, **Engagement**, and the NMHU Trait, **Effective Communication**. For this assignment, students created and conducted a role play interview, for which they needed to demonstrate effective engagement and rapport through empathy, unconditional positive regard, the use of closed and open-ended questions, and summarizing.

Assessment 2 (MSW Second-Year, Clinical Concentration)

The Case Consultation assignment, in SOWK 6650, Multicultural Practice 1, was used to assess both the social work competency, **Engagement**, and the NMHU Trait, **Effective Communication**. For this assignment, students were asked to research an evidence-based treatment approach and its associated skills, which they then demonstrated through a role play activity.

Assessment 3 (MSW Second-Year, Bilingual-Bicultural Concentration)

The Role Play Assignment in SOWK 6680, Bilingual Bicultural Practice 2, was used to assess both the social work competency, **Ethical and Professional Behavior**, as well as the NMHU Trait, **Effective Communication**. For this assignment, students prepared and presented to classmates an organized, synthesized, and focused case summary in Spanish, and posed consultation questions to their peers. They were then expected to reflect on and respond respectfully and thoughtfully to the group's input.

Assessment 4 (MSW Second-Year, Leadership & Administration Concentration)

The Research-Informed Advocacy Project in SOWK 6420, Advanced Social Policy, was used to assess both the social work competency, **Policy Practice**, as well as the NMHU Trait, **Effective Communication**. For this assignment, students were asked to develop a campaign strategy to persuade lawmakers and the public of the need for a policy action, outlining a plan for lobbying and for a campaign to generate the public support, (including identifying possible coalition partners, community outreach events, and messaging.)

For each of these measures, then, in addition to rating students on the social work competencies, instructors rated them on the **Effective Communication** trait by answering the following question:

How effectively did the student communicate, orally or in writing (e.g., how clearly, accurately, appropriately for the audience)?

- 1 = Not at all (does not demonstrate this trait)
- 2 = Inadequately (some problems evident in demonstration of this trait)

- 3 = Adequately (demonstrates the trait, but falls short of full mastery)
- 4 = Well (demonstrates mastery of the trait appropriate for MSW level)
- 5 = Exceptionally well (exceeds expectations for mastery of the trait at MSW level)

The benchmark was again set at 4, demonstrating mastery of the trait. Ratings of 1, 2, and 3 were combined to indicate the student did not demonstrate mastery, and ratings of 4 and 5 were combined to indicate the student did demonstrate mastery. Descriptive statistics reveal the following rates of proficiency, or mastery, in the area of communication:

Assessment	N	% achieving benchmark
SOWK 5650, Role Play Interview	109	90.83%
SOWK 6650, Role Play Assignment	108	73.15%
SOWK 6680, Case Consultation	11	90.91%
SOWK 6420, Advocacy Project	13	100%

Interpretation of Results:

The percentage achieving benchmark on the four indicators ranged from roughly 73% to 100%, with an average of 83% meeting the benchmark overall. Thus, the vast majority of students were rated by their instructors as demonstrating **effective communication**. Students who did not meet the benchmark would benefit from supplemental training and support to build these skills. Oral and written communication is a part of nearly all classroom activities and assignments in the MSW program, as well as all field placements, so students have many opportunities to get support and feedback from a diversity of instructors. Further, our faculty are interested in creating new, additional opportunities to support students in developing their written communication skills, in particular, as this is an area where many students continue to struggle.

NMHU Trait: Content Knowledge & Skills

Assessment 1 (MSW First-Year, Foundation/Generalist Practice)

The Theory-Based Case Assessment in SOWK 5660, Social Work Practice 2, was used to assess both the social work competency, **Intervention**, and the NMHU Trait, **Content Knowledge and Skills**. For this written assignment, students prepared a case assessment, a theory-based case analysis, and a treatment plan for a hypothetical case. They also critiqued a theoretical approach to this case, referencing the scholarly research.

Assessment 2 (MSW Second-Year, Clinical Concentration)

The Midterm Exam in SOWK 6010, DSM, was used to assess both the social work competency, **Ethical and Professional Behavior**, and the NMHU Trait, **Content Knowledge and Skills**. For this in-class exam, students were presented with a variety of multiple choice and short answer

questions in order to assess their knowledge relating to the use of the DSM-5 as one component of a comprehensive and culturally-appropriate assessment process.

Assessment 3 (MSW Second-Year, Bilingual-Bicultural Concentration)

The Role Play Assignment in SOWK 6680, Bilingual-Bicultural Practice 2, was used to assess both the social work competency, **Engagement**, and the NMHU Trait, **Content Knowledge and Skills**. For this assignment, students researched a theoretical practice approach and analyzed the extent to which could be implemented for a hypothetical client. Using what they learned, students prepared and conducted a role play presentation, and also prepared a written report outlining their plans for engagement, assessment, intervention, and evaluation.

Assessment 4 (MSW Second-Year, Leadership & Administration Concentration)

The Secondary Data Analysis in SOWK 6330, Advanced Agency Research, was used to assess both the social work competency, **Research**, and the NMHU Trait, **Content Knowledge and Skills**. For this assignment, students selected variables from a large, nationally representative dataset and conducted a bivariate statistical analysis. They then used peer-reviewed research to guide their interpretation of results and to consider the implications of the findings for social policy or social service programming.

Thus, for each of these measures, in addition to rating students on the social work competencies, instructors rated them on the **Content Knowledge and Skills** trait by answering the following question:

How well did the student demonstrate mastery of the relevant social work knowledge and skills (e.g., correct application of theory, terminology, or social work skills)?

- 1 = Not at all (does not demonstrate this trait)
- 2 = Inadequately (some problems evident in demonstration of this trait)
- 3 = Adequately (demonstrates the trait, but falls short of full mastery)
- 4 = Well (demonstrates mastery of the trait appropriate for MSW level)
- 5 = Exceptionally well (exceeds expectations for mastery of the trait at MSW level)

As with the other measures, the benchmark was set at 4, demonstrating mastery of the trait. Ratings of 1, 2, and 3 were combined to indicate the student did not demonstrate mastery, and ratings of 4 and 5 were combined to indicate the student did demonstrate mastery. Descriptive statistics reveal the following rates of mastery in the area of **content knowledge and skills**:

Assessment	N	% achieving benchmark
SOWK 5660, Theory-Based Case Assessment	118	84.75%
SOWK 6010, Midterm Exam	106	95.28%
SOWK 6680, Role Play	11	81.82%
SOWK 6300, Secondary Data Analysis	12	100%

Interpretation of Results:

Across varied assessment activities, students demonstrated a high level of achieving the benchmark for demonstration of the NMHU Trait, **Content Knowledge and Skills**, with a range from just over 80% to 100% on the four different indicators, and an average of roughly 90%. This represents significant demonstration of learning by our students. Further, as this NMHU Trait relates most directly to all nine social work competencies, it should be noted that our students demonstrated high levels of competence in most areas of the classroom-based assessments, including these, but even higher levels of social work skill-based competence in their field placements. Please see the summary table in the Appendix for more information.

Additional Information about the Context of these Results

This assessment took place during an academic year notable for adversity. Due to the COVID-19 pandemic, all classes were delivered online, predominantly synchronously, through Zoom, although there were a few asynchronous class sections, as well. Thus, all student learning took place remotely, which resulted in challenges for some students. Many students were previously unfamiliar with the online learning platforms and classroom environment and had a steep learning curve. Many students had distractions in their home learning environment, and others had insufficient or unstable internet access, while still others complained of “Zoom fatigue,” which interfered with their engagement with their learning. Additionally, many students experienced stress and/or hardship in their personal lives and their communities due to the economic, health, and interpersonal upheaval associated with the pandemic.

Remote education offered challenges for instructors, as well, as they were forced to adapt both their teaching and their assessment of student learning. For instance, role play assignments require simulated social work service delivery. The fact that students performed better at demonstrating social work skills and knowledge in their field practicum settings could indicate that students were unable to perform at their best in online classroom-based role play assessments.

In any case, while the above results certainly highlight areas to target with efforts to improve teaching and student support, we should also feel impressed and proud of our faculty and our students for their perseverance and for achieving the observed levels of student learning and mastery, despite these challenges.

Utilization of Results:

For each NMHU Trait indicator, we generated frequency data, as discussed above, and were able to determine where our students are in need of further support and development. Taking an average across indicators of each NMHU Trait, roughly 85% of students achieved the benchmark on the Critical and Reflective Thinking trait, roughly 82% on the Use of Technology Trait, 83% on the Effective Communication trait, and 90% on the Content Knowledge and Skills

Trait. It should be noted that we did have some missing data on some of the measures, and we also had some inconsistency in ratings performed by different instructors, indicating a need to further train them on the use of the measures. Given that caveat, we do have a clear majority of students who are rated highly by their instructors on the four NMHU traits. Even with this pattern of achievement, we can and should always be exploring pathways to better support our students' success.

Since our last assessment cycle, we have expanded some School-specific academic supports which should enhance mastery of the NMHU Traits. The School's online writing lab, staffed by a trained graduate student, has been made available to students at all campus locations through online technology. And our School's technology support program, also run by a trained graduate student, now offers one-on-one help to instructors and students, school-wide. Our social work-designated librarian also continues to be available to support students at all campus locations. We also have a new grant, our SWEEP grant, to help us retain and support students who are struggling academically or personally. Through this grant, staff and faculty have worked to improve communication with students and to make our advisement and academic support services easier to access. Our intent is for each of these student-focused resources and supports to be continued, expanded, and improved, with feedback and input from students, faculty, and staff.

This was the second wave of assessment reliant on this method of data collection, the use of Rating Scales to assess specific social work skills (the CSWE competencies), along with one of the four NMHU traits, as demonstrated through class assignments. While we had full participation by instructors implementing the social work competency Rating Scales, we did not have complete data for the Trait questions. These questions nearly always appeared on a second easy-to-miss page of a Word document that instructors used to guide their ratings, although the social work competency and NMHU Trait assessments were integrated on the Excel worksheets that instructors used for data entry. In the future, we should move towards electronic forms (such as Survey Monkey or Google Forms) to remove this barrier to full participation. This would also simplify data entry and data management. Of course, our faculty should also consider alternatives to basing our rating on existing classroom assignments. The School's Curriculum Committee is currently evaluating our assessment plan for next year, for both the social work competencies and the NMHU Traits. Ideally, we will continue to expand and improve our generation of usable data that can help inform programming.

Changes to the Program Based on Results:

While we are only just now reflecting on areas for improvement based on these data, some changes in curriculum and teaching changes are already in process. Based on findings from our last assessment cycle, as well as real-time feedback from students and instructors, we have begun to make programmatic changes, primarily targeting the social work competencies. We have made changes to our field supervisor trainings, to support them in creating opportunities for students to practice more of the social work competencies, particularly those related to research, evaluation, and policy practice. Adjustments have been made to readings and

assignments to help students achieve greater levels of skill at engaging diversity. Finally, the Law & Ethics course, focused as it was on law more than ethics, will be eliminated beginning in the 2022-23 school year, and content related to both ethics and professionalism will be infused throughout the rest of the curriculum, and emphasized in the Leadership & Supervision course for the Leadership & Administration concentration, and in the new Professional Development course for the Clinical and Bilingual-Bicultural Clinical concentrations.

Most importantly, we have expanded the role of our Lead Faculty member for each course in order to promote greater consistency between instructors and greater student success, overall. Lead Faculty members are asked to offer support to instructors more regularly throughout the semester, to provide more guidance on teaching of the course content, skills, and social work competencies, and to provide a “portfolio” of classroom and online activities that are targeted towards building these competencies. Going forward, lead faculty could additionally offer guidance and recommend teaching activities geared toward the NMHU Traits.

Based on results of student learning outcomes data from the 2020-21 school year, additional program improvements are being considered. In a meeting of the Curriculum Committee, a recommendation was put forth to insert more scaffolded assignments into our syllabi, allowing students to break down and build skills and knowledge, step-by-step. Related to field practicum, to enable the field learning experience to best complement the classroom learning experience, the field team is considering the development of a syllabus for field placements, that would include assignments specifically targeted to the social work competencies, including those with which students most struggle – research, evaluation, and policy practice. The field team is also working to bring more macro-social work practice content to the continuing education offered to field instructors, so that instructors can build their own competency, thus enabling them to better support students.

We may also consider making changes to our outcomes assessment procedures. Rather than using existing class assignments as the basis for the Rating Scales, lead faculty, together with other instructors, could work to reconceptualize and redevelop assignments with the social work competencies and NMHU traits, in mind. Thus, students would be intentionally taught the skills and content on which they will be assessed. Further, it was recommended that we explore the possibility of comprehensive, end-of-course assessment activities, when students have had the benefit of a full semester of instruction.

Retention Strategies:

The Facundo Valdez School of Social Work has very good retention and graduation rates. We presume this is due, in part, to our well-defined course sequence or program map, which provides students a clear pathway to degree completion. It is also likely due, in part, to the fact that we are teaching graduate students, who have already developed academic skills through their undergraduate education. That said, we can and do take steps to improve. Our primary efforts to improve retention have focused on improving our advisement structure and our student supports.

In terms of advisement, we do have a system in place to assure that 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. 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. New faculty advisors are paired with an experienced one, who provides consultation, mentorship, and help with problem-solving, and our MSW Program Coordinator is also available to clarify program requirements and guide advisors in supporting students.

Notably, during the 2021-22 school year, our student support and retention strategies have expanded significantly, in large part due to the resources made available through our SWEEP grant. We have expanded the role of our Student Support Specialists, available at all campus locations, who offer regular workshops, as well as individualized support, to help students navigate issues related to course selection and registration. Further, our SWEEP team has developed a host of resources to support both students and faculty alike, including a written Guide to Faculty Advisement, Course Planning Forms for use by students in charting their progress towards their degrees, and a Social Work Student Guide, which outlines available supports and offers guidance and on school policies and expectations. And we have a designated faculty member who can offer “enhanced advisement” to students facing unusual or steep personal and academic barriers to their success and program completion. We are hopeful that these and other academic and personal supports offered or guided by our SWEEP team will lead to even great retention and graduation success for our school, and greater mastery of the social work competencies and NMHU Traits.

Appendix: Summary Student Learning Outcomes Data, 2020-21

NMHU Trait Data – MSW Program

Trait	Measure	N	% achieving benchmark
Critical Thinking	5410 Policy Analysis	115	82.61%
	C - 6660 Role Play Assignment	107	85.05%
	BLBC – 6020 Clinical/Cultural Case	13	84.62%
	L&A – 6420 Root Cause Analysis	13	100%
Content Knowledge	5660 Theory-Based Case Ass't.	118	84.75%
	C- 6010 Midterm Exam	106	95.28%
	BLBC – 6680 Role Play	11	81.82%
	L&A – 6300 Secondary Data Analysis	12	100%
Communication	5650 Role Play Interview	109	90.83%
	C- 6650 Role Play Assignment	108	73.15%
	BLBC – 6680 Case Consultation	11	90.91%
	L&A – 6420 Advocacy Project	13	100%
Use of Technology	5300 Research Proposal	75	63.89%
	C - 6330 Single Case Design	79	96.10%
	BLBC – 6310 Single Case Design	11	90.91%
	L&A – 6300 Survey Report	12	100%

Social Work Competencies - MSW 5000-level Foundation Year

Competency	Measure	% achieving benchmark on their average rating	N	Average % achieving benchmark across the two measures
1 Ethics & Professionalism	5330 Legal Research Ass't	90.32%	124	92.85%
	Final field eval	95.37%	108	
2 Engaging diversity	5460 Self-Interview	92.73%	110	92.24%
	Final field eval	91.74%	109	
3 Advancing Rights & Justice	5410 Advocacy Letter	n/a	n/a	91.74%
	Final field eval	91.74%	109	
4 Research	5300 Research Proposal	62.28%	114	71.34%
	Final field eval	80.39%	102	
5 Policy Practice	5410 Policy Analysis	70.43%	115	81.05%
	Final field eval	91.67%	108	
6 Engagement	5650 Role Play Interview	82.57%	109	89.91%
	Final field eval	97.25%	109	
7 Assessment	5860 Developmental Ass't	69.17%	120	80.34%
	Final field eval	91.51%	106	
8 Intervention	5660 Theory-Based Case Ass't.	63.56%	118	79.03%
	Final field eval	94.50%	109	
9 Evaluation	5300 Program Eval. Case	52.21%	113	71.90%
	Final field eval	91.59%	107	

Social Work Competencies – Second Year (Clinical Concentration)

Competency	Measure	% achieving benchmark on their average rating	N	Average % achieving benchmark across the two measures
1 Ethics & Professionalism	6010 Midterm Exam	99.06%	106	96.12%
	Final field eval	93.18%	88	
2 Engaging diversity	6660 Midterm Exam	76.19%	106	85.26%
	Final field eval	94.32%	88	
3 Advancing Rights & Justice	6520 Supervision Planning	85.50%	131	91.05%
	Final field eval	96.59%	88	
4 Research	6330 Ethnography Report	66.67%	111	76.36%
	Final field eval	86.05%	86	
5 Policy Practice	6520 Supervision Planning	87.79%	131	87.02%
	Final field eval	86.25%	82	
6 Engagement	6650 Role Play	62.96%	108	79.74%
	Final field eval	96.55%	87	
7 Assessment	6660 Role Play	81.31%	107	85.36%
	Final field eval	89.41%	85	
8 Intervention	6440 Group Intervention	83.16%	95	90.43%
	Final field eval	97.70%	87	
9 Evaluation	6330 Single Case Design	90.09%	111	86.81%
	Final field eval	83.53%	86	

Social Work Competencies – Second Year (Bilingual-Bicultural Clinical Concentration)

Competency	Measure	% achieving benchmark on their average rating	N	Average % achieving benchmark across the two measures
1 Ethics & Professionalism	6680 Case Consultation	100%	11	90.91%
	Final field eval	81.82%	11	
2 Engaging diversity	6670 Diversity Practice Appr.	90.91%	11	95.45%
	Final field eval	100%	11	
3 Advancing Rights & Justice	5120 Barriers to Service Ass't.	82.05%	39	81.94%
	Final field eval	81.82%	11	
4 Research	6310 Ethnography Report	90.91%	11	90.91%
	Final field eval	90.91%	11	
5 Policy Practice	5120 Immigrant Legal Issue	70.0%	40	73.89%
	Final field eval	77.78%	9	
6 Engagement	6680 Role Play	100%	11	95.45%
	Final field eval	90.91%	11	
7 Assessment	6020 Clinical/Cultural Case	53.85%	13	72.38%
	Final field eval	90.91%	11	
8 Intervention	6670 Role Play	90.91%	11	90.91%
	Final field eval	90.91%	11	
9 Evaluation	6310 Single Case Design	63.64%	11	77.28%
	Final field eval	90.91%	11	

Social Work Competencies – Second Year (Leadership & Administration Concentration)

Competency	Measure	% achieving benchmark on their average rating	N	Average % achieving benchmark across the two measures
1 Ethics & Professionalism	6640 Case Analysis	100%	10	100%
	Final field eval	100%	5	
2 Engaging diversity	6510 Case Analysis	91.67%	12	95.84%
	Final field eval	100%	5	
3 Advancing Rights & Justice	6420 Root Cause Analysis	100%	13	90.0%
	Final field eval	80.0%	5	
4 Research	6300 Secondary Data Analysis	75.0%	12	87.5%
	Final field eval	100%	5	
5 Policy Practice	6420 Advocacy Project	100%	13	100%
	Final field eval	100%	5	
6 Engagement	6420 Oral Testimony	100%	10	80.0%
	Final field eval	60.0%	5	
7 Assessment	6250 Exam Q	13.33%	15	46.67%
	Final field eval	80.0%	5	
8 Intervention	6250 Exam Q	46.67%	15	73.34%
	Final field eval	100%	55	
9 Evaluation	6300 Survey Report	66.67%	12	83.34%
	Final field eval	100%	5	