

Outcome Assessment Report, for academic year 2022-23
Facundo Valdez School of Social Work
Bachelor 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 2022-23 school year, the School of Social Work continued with the same assessment processes established previously, 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 certain required courses, regardless of campus location or mode of delivery, was given the same instructions for these select assignments, and every instructor was to use 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 to be guided in the use of these Ratings Scales by the lead instructor (or Lead Faculty member) 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 demonstrated 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, a short survey 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.

A summary table documenting the courses and assignments used to assess both the nine social work competencies and the four NMHU Traits at the BSW level appears below. You'll note that efforts were made to select courses at both the junior and senior levels.

Competency	Social Work Course	Assignment	Supplemental Assessment of NMHU Trait
1) Ethical, Professional Behavior	3310 Law & Ethics	Case Study Paper	Critical thinking
2) Engage Diversity	3830 Diversity	Critical Self-Reflection	
3) Advance Rights & Justice	4660 Practice 4	Community Intervention	Content Knowledge
4) Research	4300 Research 2	IRB Proposal	Use of Technology
5) Policy Practice	3410 Policy	Action Plan	Communication
6) Engage	3660 Practice 1	Life Span Role Play	Communication
7) Assess	4680 Theory	Theory-Based Assessment	Content Knowledge
8) Intervene	4650 Practice 3	Family Assessment	Critical Thinking
9) Evaluate			

The ratings scales used to assess the NMHU Traits are described below, along with a presentation of the results. Of note is that we did suffer some non-participation by instructors during the 2022-23 school year, largely related to limited oversight, as will be discussed later in this report. We thus have low response rates for some of our social work competency and trait data.

The full results, including a summary of outcomes data related to the social work competencies, appear in an appendix on page 13, 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

CSWE Competency 1: Demonstrate Ethical & Professional Behavior

The **Case Study Paper** in SOWK 3310 Law & Ethics, was used to assess student demonstration of **Ethical and Professional Behavior**. For this assignment, each student analyzed the same case example, related to an unhoused family that declines the offer of a shelter placement. Students

were instructed to apply the NASW Code of Ethics, as well as statute related to child abuse reporting. After identifying and weighing ethical and value dilemmas, students were asked to propose a case plan for the family members. This assignment was also used to assess the student on the NMHU Trait, **Critical and Reflective Thinking**.

Assessment 2

CSWE Competencies 8 & 9: Intervention and Evaluation of Practice

The **Family Assessment** assignment in SOWK 4650 Generalist Practice 3, was used to assess student’s competency at both **Intervention Planning** and **Evaluation**. For this assignment, students were asked to conduct an assessment based on a family narrative from an assigned film. Students were asked to demonstrate a person-in-environment perspective in identifying strengths, needs, and diversity and social justice issues. They then wrote an assessment and made a treatment plan that incorporated evidence-based interventions, evaluating their strengths and weaknesses. Again, this assignment was also used to assess the student on the NMHU Trait, **Critical and Reflective Thinking**.

Thus, for each of these measures, in addition to rating students on the 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 BSW level)
- 5 = Exceptionally well (exceeds expectations for mastery of the trait at BSW 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**:

<i>Assessment 1, SOWK 3310 Case Study Paper</i>	
Number of students assessed	59
Percentage of students meeting benchmark	55.93%
<i>Assessment 2, SOWK 4650, Family Assessment</i>	
Number of students assessed	62
Percentage of students meeting benchmark	88.71%

Interpretation of Results

Just 55.93% of the 59 students who were assessed on this trait in SOWK 3310 were rated by their instructors as demonstrating proficiency in Critical and Reflective thinking at the BSW-level. In SOWK 4650, an advanced course, 88.71% of 62 students were rated as demonstrating proficiency in this area. This improvement from students' first semester in the program (SOWK 3310) to the Fall of their second year (SOWK 4650) is encouraging. However, even in the advanced course, roughly 11% showed less than full mastery and therefore would benefit from supplemental education and support to help them further build these skills. Luckily, critical thinking is incorporated into many, if not most, assignments in both the junior and senior year of the BSW program, and thus skills are taught, reinforced, and practiced throughout the program.

NMHU Trait: Effective Use of Technology

Assessment 1

CSWE Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

The **IRB Proposal** in SOWK 4300, Research Methods 2, was used to indicate student competency in understanding and demonstrating **Research** knowledge and skills. In this assignment, students were asked to select a topic related to social work practice and the populations served and to read peer-reviewed research journal articles on the topic. They then used the findings of this literature review, their own practice experience, and their knowledge of ethical and maximally valid research practices to craft a research question and methodology. They then communicated this planned research methodology by completing a research proposal for the NMHU Institutional Review Board (IRB). This assignment was also used to assess students on the NMHU Trait, **Effective Use of Technology**.

Thus, in addition to rating the students on dimensions of research, instructors rated them on the 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 BSW level)
- 5 = Exceptionally well (exceeds expectations for mastery of the trait at BSW level)

Note that the IRB Proposal in SOWK 4300 was the only measure of the NMHU Trait, **Effective Use of Technology**, at the BSW level. Thus, below, we present the descriptive statistics for this measure only. Again, 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**:

<i>Assessment 1, SOWK 4300 IRB Proposal</i>	
Number of students assessed	56
Number of students meeting benchmark	87.50%

Interpretation of Results

Seven eighths, 87.50%, of the 56 students who were assessed on this trait were rated by their instructors as demonstrating **effective use of technology**, appropriate for the BSW-level. One eighth showed less than full mastery of this trait and will therefore benefit from supplemental support and training to build their technology skills. Throughout their BSW 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, the library's databases, and the Microsoft Office Suite of programs. It is worth noting that, during the 2022-23 school year, every section of SOWK 4300 involved distance learning, and thus, students were required 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

CSWE Competency 5: Engage in Policy Practice

The **Action Plan** assignment in SOWK 3410, Social Policy and Services, was used to indicate student competency in **Engaging in Policy Practice**. For this research-informed advocacy assignment, students created an action plan to promote a policy identified through earlier research. Students were required to summarize the core arguments in favor and against the policy, identify stakeholders and other partners for collaboration, craft messages for the public and decision-makers, and identify ways to disseminate this message through media and community events. This assignment was also used to assess students on the NMHU Trait, **Effective Communication**.

Assessment 2

CSWE Competency 6: Engage with Individuals, Families, Groups, Organizations & Communities

The **Life Span Role Play Assignment** in SOWK 3660, Generalist Practice 2, was used to indicate student competency in understanding and demonstrating **Engagement** knowledge and skills. In this assignment, students were asked to demonstrate basic social work interviewing and communication skills appropriate to the developmental life stage of a client system through a role play activity. Further, they developed and wrote a client scenario which described the client's situation, strengths, limitations, and current goals and objectives. They also wrote a

summary of the characteristics of the assigned developmental stage and discussed how it would influence their approach to interviewing the client system. This assignment was also used to assess the student on the NMHU Trait, **Effective Communication**.

Thus, for each of these measures, 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 BSW level)
- 5 = Exceptionally well (exceeds expectations for mastery of the trait at BSW level)

Again, 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 communication:

<i>Assessment 1, SOWK 3410 Action Plan</i>	
Number of students assessed	48
Percentage of students meeting benchmark	83.33%
<i>Assessment 2, SOWK 3660, Life Span Role Play Assignment</i>	
Number of students assessed	20
Percentage of students meeting benchmark	100%

Interpretation of Results:

In SOWK 3410, more than 83% of the 48 students who were assessed on this trait were rated by their instructors as demonstrating **effective communication**, appropriate for the BSW-level. In SOWK 3660, all students (100%) were rated as meeting the benchmark. However, it is worth noting that instructors for only 2 of 5 class sections of SOWK 3660 submitted Rating Scale data. (Additionally, only 3 of 4 instructors for SOWK 3410 submitted data for this measure.) Thus, we must interpret these results with caution, due to the large volume of missing data, particularly in SOWK 3660. Given that qualification, the fact that the rate of demonstration of communication skills increased from a first semester course, SOWK 3410, to a second semester course, SOWK 3660 is promising. That said, all students would benefit from continued and directed training and support to build these skills. As communication is central to the effective practice of social work, oral and written communication are a part of nearly all classroom activities and assignments in the BSW program and all field placements, so students have many opportunities to get support and feedback from a diversity of instructors. Our faculty are

interested in creating new, additional opportunities to support students in developing their written communication skills, as this is an area where some students continue to struggle.

NMHU Trait: Content Knowledge & Skills

Assessment 1

CSWE Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

The **Community Intervention Assignment** in SOWK 4660, Generalist Social Work Practice 4, was used to indicate student competency in **Advancing Rights and Justice**. For this written assignment, students outlined a plan to advocate for a specific human right within a specific community. Students identified a social problem and a population affected and applied their social work knowledge to guide the development of strategies and tactics to ameliorate the social problem and thereby enhance human rights. This assignment was also used to assess students on the NMHU Trait, **Content Knowledge and Skills**.

Assessment 2

CSWE Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

The **Theory-Based Assessment Assignment** in SOWK 4680, Theories of Social Work Practice, was used to indicate student competency in understanding and demonstrating **Assessment** knowledge and skills. For this assignment, students were asked to complete a bio-psychosocial-spiritual assessment of and apply theoretical paradigms to a sample case. They also were asked to describe how they would build and use self-awareness in serving such a client. This assignment was also used to assess students on the NMHU Trait, **Content Knowledge and Skills**.

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 BSW level)
- 5 = Exceptionally well (exceeds expectations for mastery of the trait at BSW 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**:

<i>Assessment 1, SOWK 4660, Community Intervention Assignment</i>	
Number of students assessed	38
Percentage of students meeting benchmark	81.58%
<i>Assessment 2, SOWK 4680, Theory-Based Assessment</i>	
Number of students assessed	59
Percentage of students meeting benchmark	84.75%

Interpretation of Results:

Over four fifths, or 81.58% of 38 students who were assessed on this trait in SOWK 4660 were rated by their instructors as demonstrating **content knowledge and skills**, appropriate for the BSW-level. Close to one fifth did not demonstrate content knowledge and skills. However, only 3 of 5 instructors completed the Rating Scale, so we do have significant missing data and results should be interpreted with caution. A slightly higher rate of meeting the benchmark for this NMHU trait, 84.75%, was observed on the assignment in SOWK 4680. The “content” in these two cases related to advocacy strategies and to bio-psychosocial-spiritual assessment skills and the applications of social work theories of practice. Attention is needed to determine how we can support more students in achieving the benchmark for content knowledge. As this NMHU Trait relates most directly to all nine social work competencies, it should be noted here 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

2022-23 was the first year, post-pandemic shutdown, that the School of Social Work returned to offering in-person classes. Specifically, the BSW program was operating in (and continues to operate in) a blended model – with roughly half of the classes taught in-person at one of our campus locations, and roughly half following a hybrid model that includes both online synchronous learning (Zoom) and added asynchronous learning activities. Thus, it was a transition year for both students and faculty, as they recovered from the hardships of the COVID-19 pandemic and as they adjusted to this blended approach. Of note is that the School of Social Work decided to continue to allow this degree of remote learning, post-pandemic shutdown, based on student feedback which indicated that they appreciated the flexibility allowed by online learning, but also the opportunity to practice social work skills, tied as they are to relationship-building, in an in-person setting. Faculty, throughout 2022-23, were thus required to adapt both their instruction and assessment of student learning to this emerging blended modality.

The above results certainly highlight areas to target our efforts to improve teaching and student support, notably the social work competencies related to **Research** and to **Ethics and Professionalism**, and the NMHU Trait related to **Critical and Reflective Thinking**. This Trait and these social work competencies each had less than 80% of students meeting the benchmark, on

average. That said, we should also feel impressed and proud of our faculty and our students for achieving the observed levels of student learning and mastery, despite the challenges and changes described above.

Utilization of Results:

For each NMHU Trait indicator, we generated frequency data, as discussed above and as illustrated in the appendix. Using these results, we were able to determine where our students are succeeding and where they are struggling. Averaging both indicators of each trait, where there are two, roughly 7/8 of all students were rated as achieving the benchmarks on **Content Knowledge** (87.11%), **Communication**, (91.67%) and **Use of Technology** (87.50%). However, only about three quarters (73.32%, on average), achieved the benchmark on **Critical and Reflective Thinking**. While it is a clear that a majority were rated highly by their instructors on all four NMHU traits, we can and should always be exploring pathways to better support our students' success, especially in the area of Critical Thinking. Notably, students were rated as struggling with Critical Thinking in their first semester in the BSW program but did perform significantly better in their second year. Thus, these results suggest we should explore how to build and strengthen these skills from the moment students enter our program.

Since our last assessment cycle, we have continued to expand School-specific academic supports, which should enhance mastery of the NMHU Traits. We have a Peer Writing Tutor, a trained graduate student, whose services are available to students at all campus locations via Zoom and email. And our social work-designated librarian also continues to be available to support students, school-wide. Further, our SWEEP-Raíces team has assisted the School of Social Work in developing significant activities and services to help support students who are struggling academically or personally. Through this grant, we have expanded training to faculty on advisement and instruction. We have created a system of "Enhanced Advisement" to support students who have external demands that impinge on their academic success. Enhanced Advisement helps struggling students with their "soft-skills", such as time management, organization, and help-seeking. We have additionally offered regular workshops and drop-in sessions on writing skills, study skills, self-care, and more. Going forward, assessment of student learning outcomes can help us target these workshops and supportive activities to areas where students struggle.

This was the third 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 the four NMHU traits, as demonstrated through class assignments. During this most recent assessment cycle, we did have several instructors who did not participate, impacting the validity of our data due to non-response. It is our belief that this missing data is attributable to insufficient coordination and oversight. The person normally tasked with closely overseeing outcomes assessment was only minimally available during the 2022-23 academic year because of competing responsibilities. Thus, going forward, for the next academic year, we will have a new CSWE Coordinator, with reduced teaching load (a course release), dedicated in large part to outcomes assessment. And the Coordinator will also have the support of a graduate assistant. It

is hoped that, together, they better train and support instructors and coordinate and oversee the administration of the Rating Scales. Also, in 2022-23, we continued to use Word documents for the Rating Scale surveys and Excel worksheets for data entry, which are cumbersome, and which may have limited participation by instructors. Thus, the CSWE Coordinator can create online forms to ease data entry and enable improved participation for more dependable results. Online forms, such as Microsoft or Google Forms or Survey Monkey, will have the added benefit of easing data management and analysis, in addition to easier data entry. Our goal is to expand and improve our generation of usable data related both the Social Work Competencies and the NMHU Traits, so as to better inform program improvement

Changes to the Program Based on Results:

The Curriculum Committee, which supports curriculum development and improvement, and all Lead Faculty members, who support the development and improvement of individual courses, have had the opportunity to review and reflect on our student learning outcomes results. We recently convened a retreat of faculty members focused on updating courses and syllabi to best align with recent revisions to the Council on Social Work Education's competencies. At this retreat, we emphasized the need to explicitly clarify and refine learning objectives for both students and instructors, highlighting the competencies and traits targeted by our courses, helping students and instructors, alike, to prioritize their efforts. We further recommended that Lead Faculty members create directed learning activities focused on building the competencies and Traits, and that Lead Faculty members offer guidance to instructors in teaching them. This could include the expanded use of Instructor Guides (portfolios of teaching resources and learning activities), shared teaching modules, and more regular convening of instructors to share teaching strategies. While most of our plans involve strengthening teaching of the social work competencies, Lead Faculty should additionally offer guidance and recommend teaching activities geared toward the NMHU Traits.

Based on the results of student learning outcomes data from the 2022-23 school year, additional program improvements are in development. We have recently refined expectations for, and guidance provided to, Lead Faculty members. And we additionally plan to develop guidance for and offer training to Faculty Mentors, whose efforts are less geared toward course content and more to effective teaching, including student engagement and assessment. It is our hope to create a mentorship structure that actively supports all of our instructors, both part-time and full-time, and new and experienced. By strengthening the capacities of instructors, we hope to see continued improvements in and consistency of student learning outcomes across the program.

Additionally, as students have had lower rates of achieving the benchmark in the **Ethics and Professionalism** social work competency, we recently developed a guide to social work student Standards of Professionalism. This guide lays out expectations for professional conduct and communication in the classroom, the field, and all school spaces and communications. It is hoped that support for this dimension of professionalism can be reinforced program-wide, across our curriculum and through our co-curricular activities.

We are also excited to share that, because students demonstrated lower rates of success on the **Research** competency, the SWEEP-Raíces program is developing a Peer Research Tutor program. These Peer Research Tutors, trained graduate assistants, will support students enrolled in SOWK 4300, Research Methods 2, both in and outside of class, offering guidance, tutoring, and support. It is in SOWK 4300 where students are assessed on their mastery of the research competency, so this is a very targeted effort. The Peer Research Tutor program will launch in the Fall of 2024.

In future outcomes assessment cycles, we may evaluate whether to make changes to our methodology. For instance, 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 and teaching methods with the social work competencies and NMHU Traits, in mind. Thus, students would be intentionally and explicitly taught the skills and content on which they will be assessed.

One key takeaway from this year's outcomes assessment results is that our procedures for gathering outcomes data are flawed, contributing to missing data and possible inconsistency in instructor measurement. The Curriculum Committee generated a list of suggestions to strengthen the validity and reliability of our results. These suggestions included returning to the practice of preparing brief videos to train instructors on the use of the measures and designating a Coordinator to support instructors in implementing them. Thus, as noted above, we plan to strengthen training and coordination. The Curriculum Committee also suggested we more explicitly teach to the competencies and traits, as noted above, through the work of Lead Faculty. The Curriculum Committee also suggested consideration of more individualized measures, rather than a standardized Rating Scale template used in all classes, as well as measurement later in a student's program. Finally, the Committee also suggested controlling for teaching modality (online synchronous (Zoom) and in-person). Faculty will thus continue to explore assessment options, going forward.

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 only teach juniors and seniors, who may have already developed their academic readiness and skills. And of course, we also offer small classes and individualized instruction, and have experienced and skilled social work educators teaching our classes. That said, we can and do take steps to improve. Our primary efforts to improve retention have focused on improving our advisement structure and supports offered to students.

In terms of advisement, we have a system in place to assure that all students are assigned an advisor, and that both the student and faculty member are informed on how to contact one another. These advisors are all full-time 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, a Faculty Mentor, who provides consultation, guidance, and help with problem-solving, and our BSW Program Coordinator is also available to clarify program requirements and guide advisors in supporting students.

Notably, our student support and retention strategies have expanded significantly over the last several years, in large part due to the resources made available through our SWEEP-Raíces 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 course selection and registration, as well as to facilitate linkages to university and School resources and supports. Further, our SWEEP-Raíces team has developed a host of resources to support both students and faculty alike, including a written Guide to Advisement, Course Planning Forms for use by students in charting their progress towards their degrees, and a Social Work Student Resource Page, which outlines available supports and offers guidance on school policies and expectations. Further, as noted above, 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. Also, as noted above, we have initiated a Student Success Series, workshops focused on academic skills like writing and library research, and soft-skills, like time management and the protection of work-life balance. We are hopeful that these and other academic and personal supports offered or guided by our SWEEP-Raíces team will lead to even greater retention and graduation success for our school, and greater mastery of the social work competencies and NMHU Traits.

See Appendix, next page.

Appendix: Summary Student Learning Outcomes Data, 2022-23

BSW Social Work Competency Outcomes Data

Social Work Competency	Measure	% achieving benchmark on their average rating	N	Unweighted average % achieving benchmark on the competency
1 Ethics & Professionalism	3331 Case Study Paper	57.63%	59	75.18%
	Final field eval	92.73%	55	
2 Engaging diversity	3830 Critical Self-Reflection	89.09%	55	91.82%
	Final field eval	94.55%	55	
3 Advancing Rights and Justice	4660 Community Intervention	81.58%	38	88.07%
	Final field eval	94.55%	55	
4 Research	4300 IRB Proposal	71.43%	56	74.81%
	Final field eval	78.18%	55	
5 Policy Practice	3410 Action Plan	83.33%	48	85.30%
	Final field eval	87.27%	55	
6 Engagement	3660 Life Span Role Play	100%	20	98.18%
	Final field eval	96.36%	55	
7 Assessment	4680 Theory-based Assessment	81.36%	59	87.05%
	Final field eval	92.73%	55	
8 Intervention	4650 Family Assessment	88.71%	62	91.63%
	Final field eval	94.55%	55	
9 Evaluation	4650 Family Assessment	88.71%	62	90.72%
	Final field eval	92.73%	55	

BSW-level NMHU Trait Data

Trait	Measure	N	% achieving benchmark	Unweighted average of % achieving benchmark on each trait
Critical Thinking	3310 Case Study Paper	59	55.93%	73.32%
	4650 Family Assessment	62	88.71%	
Content Knowledge	4660 Community Intervention	38	89.47%	87.11%
	4680 Theory Based Assessment	59	84.75%	
Communication	3410 Action Plan	48	83.33%	91.67%
	3660 Life Span Role Play	20	100%	
Use of Technology	4300 IRB Proposal	56	87.50%	87.50%