

**Outcome Assessment Report, for academic year 2022-23**  
**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 2022-23 school year, the School of Social Work continued with the same assessment processes established previously, with minor adjustments to accommodate changes in curriculum. 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 at each program level, (5000-level foundation (generalist) year and 6000-level concentration year,) to be 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 assess student learning using a standardized survey called a Rating Scale, with questions targeted the specified social work competency, 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 Rating 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 critically appraised literature to inform a research question, and then, the extent to which they proposed a maximally valid research methodology to answer that question, 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 many 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 many 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 social work concentrations.

### MSW 5000-level - Generalist

Competency	Course	Assignment	Supplemental Q re NMHU Trait
1) ethical, professional behavior	SOWK 5510 Field Seminar	Activity logs	
2) engage diversity	SOWK 5460 Understanding Difference	Self-Interview	
3) advance rights & justice	SOWK 5410 Social Policy	Advocacy letter	
4) research	SOWK 5300 Evaluative Research	Research Proposal	Use of Technology
5) policy practice	SOWK 5410 Policy	Policy Analysis	Critical Thinking
6) engage	SOWK 5650 SW Practice 1	Role Play Interview	Communication
7) assess	SOWK 5860 HBSE 2	Developmental/ACEs Assessment	
8) intervene	SOWK 5660 Social Work Practice 2	Theory-Based Case Assessment	Content Knowledge
9) evaluate	SOWK 5300 Evaluative Research	Research Team Assignment	

### MSW 6000-level - Clinical

Competency	Course	Assignment	Supplemental Q re NMHU Trait
1) ethical, professional behavior	SOWK 6560 Professional Development	Ethical Case Analysis	
2) engage diversity	SOWK 6660 Multicultural Practice 2	Midterm Exam	
3) advance rights & justice	SOWK 6440 Group Work	Theoretical/Critical Analysis Assignment	
4) research	SOWK 6330 Clinical Research	Ethnography report	
5) policy practice	SOWK 6560 Professional Development	Ethical Case Analysis	
6) engage	SOWK 6650 Multicultural Practice 1	Role Play Assignment	Communication
7) assess	SOWK 6010 DSM	Cultural Formulation Assessment	Critical Thinking
8) intervene	SOWK 6440 Group Work	Group Intervention Plan	Content Knowledge
9) evaluate	SOWK 6330 Clinical Research	Single Case Design Report	Use of Technology

### MSW 6000-level - Bilingual Bicultural Clinical

Competency	Course	Assignment	Supplemental Q re NMHU Trait
1) ethical, professional behavior	SOWK 6560 Professional Development	Ethical case analysis	
2) engage diversity	SOWK 6670 Bilingual Bicultural Clinical Practice 1	Diversity Practice Approach Presentation	
3) advance rights & justice	SOWK 6440 Group Work	Theoretical/Critical Analysis	
4) research	SOWK 6330 Clinical Research	Ethnography Report	
5) policy practice	SOWK 6560 Professional Development	Ethical Case Analysis	
6) engage	SOWK 6680 Bilingual Bicultural Clinical Practice 2	Role Play	Content Knowledge
7) assess	SOWK 6020 Bilingual Bicultural DSM	Clinical & Cultural Case Formulation	Critical Thinking
8) intervene	SOWK 6670 Bilingual Bicultural Clinical Practice 1	Role Play	Communication
9) evaluate	SOWK 6330 Clinical Research	Single Case Design	Use of Technology

### MSW 6000-level - Leadership & Administration

Competency	Course	Assignment	Supplemental Q re NMHU Trait
1) ethical, professional behavior	SOWK 6640 Organizational Theory	Case Analysis	
2) engage diversity	SOWK 6510 Leadership & Supervision	Research Paper	
3) advance rights & justice	SOWK 6420 Advanced Social Policy	Memo 2 (Root Cause Analysis)	Critical Thinking
4) research	SOWK 6300 Agency Agency Research	Secondary Data Analysis	Content Knowledge
5) policy practice	SOWK 6420 Advanced Social Policy	Research Informed Advocacy Project	Communication
6) engage	SOWK 6420 Advanced Social Policy	Oral Testimony on findings of Memo 1 (NM Legislative Proposal)	
7) assess	SOWK 6250 Non-Profit Management	Non-Profit Analysis (Final Presentation)	
8) intervene	SOWK 6250 Non-Profit Management	Exam Question	
9) evaluate	SOWK 6300 Advanced 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. Please note that we did suffer non-participation by some instructors during the 2022-23 school year, due in large part to limited oversight, as will be discussed later in this report. We additionally had some missing data related to the NMHU Traits, as some instructors overlooked the last question on the rating scale which targeted a Trait. 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 at the end of this report, beginning on page 17. What appears below is a summary of the results related to student mastery of the four 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, Social Policy, 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. Of note, we do have some missing data on this Trait. While all but one instructor submitted Rating Scale data for both the competency and Trait, a few instructors rated only on the competency, and not the Trait.

#### *Assessment 2 (MSW Second-Year, Clinical Concentration)*

The Cultural Formulation Interview Assignment in SOWK 6010, DSM, 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 apply a Cultural Formulation Interview model in conducting an assessment of a classmate performing as a client. Students were instructed to critically apply the DSM through a cultural lens, while assessing the client's presenting difficulties, coping strategies, strengths, and social contexts. Rating Scales were administered in all but one class section.

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

The Clinical and Cultural Case Formulation in SOWK 6020, DSM (Bilingual), 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 write a clinical and cultural case formulation in response to a comprehensive clinical evaluation report provided by the instructor, applying a cultural lens in the critical application of the DSM.

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

The Root Cause Analysis in SOWK 6420, Advanced Social Policy, was intended 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 an evidence-based, preventive, macro-level

policy intervention that targets those risk factors. The instructor for the single section of this course missed the third item on the Rating Scale, and only assessed students for the social work competency, not the NMHU Trait, Critical and Reflective Thinking.

Thus, with the exception of Assessment 4, 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	Unweighted average of % achieving benchmark on each trait
SOWK 5410, Policy Analysis	64	85.71%	93.41%
SOWK 6660, Role Play Assignment	128	94.53%	
SOWK 6020 Clinical/Cultural Case Assessment	15	100.00%	
SOWK 6420 Root Cause Analysis	0	Missing data	

### *Interpretation of Results*

The vast majority of students assessed, 93.41%, as per the unweighted average, achieved the benchmark for mastery of the NMHU Trait, **critical and reflective thinking**, across the three indicators for which we have data. 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 thus be made to support yet more students in building strength in this area, beginning in their very first semester. Luckily, critical thinking is incorporated into most graduate-level 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 use the library's research journal databases to 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. Of note, data was unfortunately collected in less than half of all class sections.

### *Assessment 2 (MSW Second-Year, Clinical Concentration)*

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

We had planned that the Single Case Design Report in SOWK 6330, Advanced Clinical Research, taken in 2022-23 by students in both the Clinical and Bilingual-Bicultural Clinical concentrations, would be used to assess both the social work competency, **Evaluation**, and the NMHU Trait, **Effective Use of Technology**. However, we did have significant missing data on the competency questions, and *no* data submitted on the Trait question. 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 and administer an original survey instrument about the needs and concerns of social work students at the school. The students then conducted descriptive statistical analyses and summarized the results, concluding by recommending program improvements.

Thus, for Assessment 1 and 4, 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	Unweighted average of % achieving benchmark on each trait
SOWK 5300, Research Proposal	53	97.50%	98.75%
SOWK 6330, Single Case Design	0	Missing data	
SOWK 6300, Survey Report	17	100%	

### *Interpretation of Results*

Nearly all of first year MSW students who were assessed on the NMHU Trait, **Effective Use of Technology**, and all Leadership & Administration students in SOWK 6300, were rated by their instructors as demonstrating mastery. However, due to the significant missing data, these findings should be taken with caution. That is, we cannot assume generalizability of these results, and efforts should be made to gather more complete data in our next wave of student learning outcomes assessment. That said, 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, the library’s databases, and the Microsoft Office Suite of programs, such as Excel. It is worth noting that, during the 2022-23 school year, every section of the above-named MSW-level research classes were remote (Zoom or asynchronous), 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 (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. Unfortunately, outcomes data was not received from two of ten sections of the course for the 2022-23 school year.

#### *Assessment 2 (MSW Second-Year, Clinical Concentration)*

The Role Play 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. Unfortunately, outcomes data was, again, not received from two of ten sections of the course during the 2022-23 school year.

*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, **Intervention**, 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**. 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.) It was intended that this assignment would be used to additionally assess the NMHU Trait, **Effective Communication**. However, the instructor mistakenly skipped the Trait question on the Rating Scale, and we therefore did not rate this cohort of students on Effective Communication.

Thus, for Assessments 1, 2 and 3, 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	Unweighted average of % achieving benchmark on each trait
SOWK 5650, Role Play Interview	96	85.42%	90.22%
SOWK 6650, Role Play Assignment	122	85.25%	
SOWK 6680, Role Play Assignment	14	100.00%	
SOWK 6420, Advocacy Project	0	Missing data	

*Interpretation of Results:*

The percentage of studnets achieving benchmark on the three indicators for which we have data ranged from roughly 85% to 100%, with an unweighted average of 90% meeting the benchmark overall. Thus, the 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. Communication is central to effective social work practice, and thus, oral and written communication are a part of nearly all classroom activities and assignments in the MSW program, as well as all field placements. Thus, students have many opportunities to get support and feedback from a diversity of instructors. Further, our faculty are always interested in creating new, additional opportunities to support students in developing their written communication skills, in particular, as this is an area where some 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 an assessment, a theory- analysis, and a treatment plan for a hypothetical case. They also critically appraised a theoretical approach for this case, referencing the scholarly research. Unfortunately, instructors for less than half of all sections of this course completed a Rating Scale, another incident of missing data.

*Assessment 2 (MSW Second-Year, Clinical Concentration)*

The Group Intervention Plan in SOWK 6440, Group Work, was used to assess both the social work competency, **Ethical and Professional Behavior**, and the NMHU Trait, **Content Knowledge and Skills**. For this assignment, students were asked to identify a marginalized population group and a social problem it experiences at high rates. Students then were instructed to design a ten-session, culturally-sensitive, theoretically-grounded group intervention plan, applying group work knowledge, practice, skills, and theory. Unfortunately, we have data from only 4 of 12

class sections for the social work competency, and *no* data for the NMHU Trait, and thus, this represents a limitation on our conclusions from these results.

*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 6300, 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 measures 1, 3, and 4, 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** (on the following page):

Assessment	N	% achieving benchmark	Unweighted average of % achieving benchmark on each trait
SOWK 5660, Theory-Based Case Assessment	62	79.03%	88.67%
SOWK 6440, Group Intervention Plan	0	missing data	
SOWK 6680, Role Play	14	92.86%	
SOWK 6300, Secondary Data Analysis	17	94.12%	

*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 roughly 79% to 94% on the four different indicators, and an unweighted average of 88.67%. This may represent significant demonstration of learning by our students. However, as noted above, the results do not include all students, and thus conclusions should be drawn with caution. Luckily, The NMHU Trait, Content Knowledge and Skills, relates directly to all nine social work competencies, and thus, it should be noted that our students demonstrated high levels of competence in most areas of the classroom-based competency 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, our campus-based MSW 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. Further, this was only the second year of our Online MSW Program, and we were still working to develop and improve our communication with and support to both students and instructors. Thus, 2022-23 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 new modalities of teaching and learning, and new program structures. Of note is that for our campus-based programs, 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 students appreciated the flexibility allowed by online learning, but also the opportunity to practice social work skills 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. While the above results certainly highlight areas to target our efforts to improve teaching and student support, such as in the areas of effective communication and critical thinking, we should also feel impressed and

proud of our faculty and 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 all available indicators for each trait, a minimum of 7/8 of the MSW students who were assessed achieved the benchmark for each of the NMHU Traits. Using an unweighted average, roughly 93% met the benchmark for Critical and Reflective Thinking. Close to 89% met the benchmark for Content Knowledge and Skills. Over 90% met the benchmark for Communication. And close to 99% met the benchmark for Use of Technology. While it is a clear that a majority of those for whom we have data 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. It is worth highlighting that, on all indicators, students performed better on the Traits in their second-year courses than in their first year. Thus, these results do suggest that 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 assist students in navigating academic resources, school-wide. Further, our SWEEP-Raíces team has assisted the School of Social Work in developing significant activities and services to help and 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. For instance, we might focus a workshop on professional communication or critical and analytic thinking.

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 had a level of missing data that is problematic. We had some instructors who did not participate, or who did not participate fully by completing all three questions on the Rating Scales, limiting the strength 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, having been temporarily reassigned to

serve as Interim Dean. And the Graduate Assistant hired to support outcomes assessment efforts was reassigned at the last moment by the previous dean. The effect of this lack of oversight is that, without regular support and guidance from a Coordinator, some Lead Faculty members failed to communicate with instructors about outcomes assessment responsibilities and failed to distribute Rating Scales. Specifically, some Lead Faculty members of 5000-level and Clinical courses failed to solicit Rating Scale data from instructors in the Online MSW Program. This is because, until the implementation of our Online Program, required courses were offered only once a year. Lead Faculty were therefore not in the habit of managing outcomes assessment in both Fall and Spring, when Online courses are scheduled. A final difficulty that complicated outcomes assessment during the 2022-23 school year is that a number of our Lead Faculty members were new to the data collection process and their role in supporting it. Thus, without sufficient oversight and coordination of student learning outcomes assessment activities, the School of Social Work suffered a combination of challenges which resulted in a pattern of missing data. For all of these reasons, any utilization of outcomes data should be initiated with caution, as appropriate for the limited sample.

One beneficial outcome of our flawed data collection is that beginning in the next academic year, we will have a new CSWE Coordinator who will have a reduced teaching load (a course release), and whose efforts will be dedicated in large part to outcomes assessment. The Coordinator will also have the support of a Graduate Assistant. It is hoped that, together, they will 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 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 strategies, including those related to 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, to help students continue to meet the benchmark on 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 historically demonstrated lower rates of success on the **Research** competency, the SWEEP-Raíces program is developing a Peer Research Tutor program. While MSW students actually performed well on the Research and Evaluation competencies in 2022-23, some of greatest rates of missing data occurred in the Research classes, and we must acknowledge the limitations of this result. We can further evaluate these results in the context of longitudinal and anecdotal data which reveal that students struggle with research. Thus, beginning in the 2024-25 academic year, these Peer Research Tutors, trained graduate assistants, will support students enrolled in undergraduate research in the Fall and likely SOWK 5300, Evaluative Research, in the Spring. It is in these courses where students are assessed on their mastery of the research competency, and where they have, historically had lower rates of achieving the benchmark on the research and evaluation competencies, so this is a very targeted effort. Peer Research Tutors will offer guidance, tutoring, and support both in the classroom and outside of it.

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 graduate students 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 of 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 MSW 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

### NMHU Trait Data – MSW Program

Trait	Measure	N	% achieving benchmark	Unweighted average of % achieving benchmark on each trait
Critical Thinking	5410 Policy Analysis	64	85.71%	93.41%
	C – 6010 Cultural Formulation	128	94.53%	
	BLBC – 6020 Clin-Cultural Case Form.	15	100.00%	
	L&A – 6420 Root Cause Analysis	0	(missing data)	
Content Knowledge	5660 Theory-Based Case Assessment	62	79.03%	88.67%
	C- 6640 Group Intervention Plan	0	(missing data)	
	BLBC – 6680 Role Play	14	92.86%	
	L&A – 6300 Secondary Data Analysis	14	94.12%	
Communication	5650 Role Play Interview	96	85.42%	90.22%
	C- 6650 Role Play Assignment	122	85.25%	
	BLBC – 6670 Role Play	14	100.00%	
	L&A – 6420 Advocacy Project	0	(missing data)	
Use of Technology	5300 Research Proposal	53	97.50%	98.75%
	C & BLBC - 6330 Single Case Design	0	(missing data)	
	L&A – 6300 Survey Report	17	100%	

Note: “C” represents the Clinical concentration, “BLBC” represents the Bilingual-Bicultural Clinical concentration, and “L&A” represents the Leadership & Administration concentration.

### Social Work Competencies - MSW 5000-level Foundation Year

Competency	Measure	% achieving benchmark on their average rating	N	Unweighted Average % achieving benchmark across the two measures
1 Ethics & Professionalism	5510 Activity Logs	72.73%	22	83.47%
	Final field eval	94.21%	121	
2 Engaging diversity	5460 Self-Interview	77.78%	81	86.83%
	Final field eval	95.87%	121	
3 Advancing Rights & Justice	5410 Advocacy Letter	90.48%	105	93.54%
	Final field eval	92.56%	121	
4 Research	5300 Research Proposal	85.00%	40	85.89%
	Final field eval	86.78%	121	
5 Policy Practice	5410 Policy Analysis	90.24%	105	88.51%
	Final field eval	86.78%	121	
6 Engagement	5650 Role Play Interview	70.83%	96	82.94%
	Final field eval	95.04%	121	
7 Assessment	5860 Developmental Assess.	80.77%	52	86.26%
	Final field eval	91.74%	121	
8 Intervention	5660 Theory-Based Case Assess.	72.58%	62	82.16%
	Final field eval	91.74%	121	
9 Evaluation	5300 Research Team Assignm’t	missing data	0	87.60%
	Final field eval	87.60%	121	

### Social Work Competencies – Second Year (Clinical Concentration)

Competency	Measure	% achieving benchmark on their average rating	N	Unweighted Average % achieving benchmark across the two measures
1 Ethics & Professionalism	6560 Ethical Case Analysis	80.36%	112*	89.34%
	Final field eval	98.31%	117	
2 Engaging diversity	6660 Midterm Exam	69.66%	89	84.41%
	Final field eval	99.15%	117	
3 Advancing Rights & Justice	6440 Theoretical Analysis	78.57%	14*	88.86%
	Final field eval	99.15%	117	
4 Research	6330 Ethnography Report	93.55%	62*	93.81%
	Final field eval	94.07%	117	
5 Policy Practice	6560 Ethical Case Analysis	96.94%	98*	94.66%
	Final field eval	92.37%	117	
6 Engagement	6650 Role Play Assignment	73.77%	122	86.46%
	Final field eval	99.15%	117	
7 Assessment	6010 Cultural Form. Assignment	92.19%	128	91.86%
	Final field eval	91.53%	117	
8 Intervention	6440 Group Intervention	88.89%	36*	94.02%
	Final field eval	99.15%	117	
9 Evaluation	6330 Single Case Design	79.31%	58*	85.62%
	Final field eval	91.53%	117	

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

Competency	Measure	% achieving benchmark on their average rating	N	Unweighted Average % achieving benchmark across the two measures
1 Ethics & Professionalism	6560 Ethical Case Analysis	80.36%	112*	90.18%
	Final field eval	100.00%	16	
2 Engaging diversity	6670 Diversity Practice Appr.	100.00%	14	100%
	Final field eval	100.00%	16	
3 Advancing Rights & Justice	6440 Theoretical Analysis	78.57%	14 *	89.29%
	Final field eval	100.00%	16	
4 Research	6330 Ethnography Report	93.55%	62*	96.78%
	Final field eval	100.00%	16	
5 Policy Practice	6560 Ethical Case Analysis	96.94%	98*	95.35%
	Final field eval	93.75%	16	
6 Engagement	6680 Role Play Assignment	92.86%	14	96.43%
	Final field eval	100.00%	16	
7 Assessment	6020 Clinical Case Formulation	100.00%	15	96.88%
	Final field eval	93.75%	16	
8 Intervention	6670 Role Play Assignment	85.71%	14	92.86%
	Final field eval	100.00%	16	
9 Evaluation	6330 Single Case Design	79.31%	58*	86.53%
	Final field eval	93.75%	16	

\* Sample sizes marked by an asterisk include students from both the Clinical and BLBC concentrations. Further, measures tied to SOWK 6440 and SOWK 6330 are additionally noteworthy for significant missing data.

### 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	73.33%	15	86.68%
	Final field eval	100.00%	20	
2 Engaging diversity	6510 Research Paper	83.33%	18	89.17%
	Final field eval	95.00%	20	
3 Advancing Rights & Justice	6420 Root Cause Analysis	88.89%	18	91.95%
	Final field eval	95.00%	20	
4 Research	6300 Secondary Data Analysis	94.12%	17	94.56%
	Final field eval	95.00%	20	
5 Policy Practice	6420 Advocacy Project	83.33%	18	91.67%
	Final field eval	100.00%	20	
6 Engagement	6420 Oral Testimony	88.89%	18	94.45%
	Final field eval	100.00%	20	
7 Assessment	6250 Non-Profit Analysis	61.11%	18	78.06%
	Final field eval	95.00%	20	
8 Intervention	6250 Exam Question	61.11%	18	73.06%
	Final field eval	85.00%	20	
9 Evaluation	6300 Survey Report	70.59%	17	85.30%
	Final field eval	100.00%	20	