Social Work - MSW
2014 - 2015 Assessment Plan

I. ANNUAL REPORT FOR YEARS 2013 - 2014

Mission Statement
The mission of the MSW program in the College of Social Work is to prepare graduates to work effectively, ethically, and collaboratively in diverse settings, including public and private venues, where they will serve primarily those vulnerable populations who experience problems related to economic and social deprivation and the consequences of institutionalized discrimination and oppression.

Goal 1.
The program produces social workers who act in accordance with the ethical mandates of the profession.

Curriculum
Content on ethics and social work values is infused into all courses, per Council on Social Work Education requirements.

Learning Outcome 1.
Learning Outcome 1 (Foundation Year Program Objective 1):
Students will pass the values and ethics of the social work profession as acquired through classroom and field instruction, and practiced within supervised field placement.

Measures and Criteria
Ninety percent or more of students must score at level three (acceptable) or above on the field instructor's evaluation of demonstration of competency in the field setting. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey. Foundation Field Competency 2 (“Student demonstrates a developing professional identity, including adherence to the values and ethical bases of social work practice and the demonstration of professional behaviors”) is designed to measure this learning outcome.

The following Foundation Field Competency Indicators are used to document students’ achievement of this competency:

- 13. Avoids unwarrented negative criticism of, and demeaning comments about others
- 19. Maintains confidentiality of all agency, collegial, and client information
- 20. Identifies ethical dilemmas in the practice setting
- 51. Identifies dual relationship and handles them professionally

Foundation year Student Self-Assessments of Learning

- Students are asked to rate their perception of personal achievement of Learning Outcome 1.

Methods
Please see attached methods.
Results
Total N = 138
The program benchmark was met or exceeded in each of the program locations: Columbia, Charleston, and Greenville. See attachment for details.

2014 MSW Program results
Use of Results
We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body’s (CSWE) most recent Educational and Policy Standards (EPAS) and to meet the changing needs of the profession.

Learning Outcome 2.
Learning Outcome 2 (Advanced Practice with Individuals, Families, and Groups, Program Objective 3):
Students will be able to make informed decisions regarding ethical and values dilemmas as they present themselves in practice and assist client systems in ethical decision making.

Measures and Criteria
Ninety percent or more of students must score at level three (acceptable) or above on the field instructor’s evaluation of demonstration of competency in the field setting, except that less than 90% is acceptable for indicators 13 and 51 related to lack of opportunity. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

IFG Field Competency 3 (Students will make informed decisions regarding ethical and values dilemmas as they present themselves in practice and assist client systems in ethical decision making) is designed to measure this learning outcome.

The following IFG Field Competency Indicators are used to document students’ achievement of this competency:

- 13. Handles conflicts with colleagues discreetly and respectfully
- 45. Maintains confidentiality of all agency, collegial, and client information
- 46. Identifies ethical dilemmas in the practice setting and brings them to field instructor for discussion
- 47. Makes decisions and acts in accordance with the standards and principles outlined in NASW Code of Ethics
- 51. Identifies dual relationship and handles them professionally

Advanced year IFG Student Self-Assessment of Learning

- Students are asked to rate their perception of personal achievement of this Learning Outcome.

Methods
Please see attached Methods.
Results
Total N = 144
Most program benchmarks were met or exceeded in each of the program locations: Columbia, Charleston, and Greenville. Exceptions included Item 13 (“Handles conflicts with colleagues discreetly and respectfully” because for some students there were no notable conflicts and Item 51 “Identifies dual relationship and handles them professionally” again because it did not apply to several students.

See attachment for details.

2014 MSW Program results
Use of Results
We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body’s (CSWE) most recent Educational and Policy Standards (EPAS) and to meet the changing needs of the profession.

Learning Outcome 3.
Learning Outcome 3 (Advanced Practice with Organizations and Communities, Program Objective 1):
Students will demonstrate knowledge and skill to address ethical issues in macro social work practice.

Measures and Criteria
Ninety percent or more of students must score at level three (acceptable) or above on the field instructor’s evaluation of demonstration of competency in the field setting, except that less than 90% is acceptable for indicator 56 when there is lack of opportunity. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

OC Field Competency 6 (Students will demonstrate knowledge and skill to address ethical issues in macro social work practice) is designed to measure this learning outcome.

The following OC Field Competency Indicators are used to document students’ achievement of this competency:

- 50. Practice in accordance with the NASW Code of Ethics
- 52. Demonstrates non-judgmental attitude and respect for individual and group differences
- 53. Demonstrates self-awareness of own prejudices and privileges
- 54. Maintains confidentiality of agency, collegial, and client information
- 56. Manages conflicts with co-workers discreetly and respectfully
- 57. Evaluates ethical dilemmas and brings them to the field instructor for discussion

Advanced year OC Student Self-Assessment of Learning

- Students are asked to rate their perception of personal achievement of this Learning Outcome.

Methods
Please see attached methods.
Academic Assessment Plan: Plan View http://assessmentplan.ipr.sc.edu/AssessmentPlanView.asp?PlanID=2688

Goal 2.
The program produces social workers who possess a strong professional identity, including the internalization of professional values and the commitment and ability to promote social and economic justice through policy and societal change.

Curriculum
Social work values are integrated into all foundation courses. Advocacy skills are addressed in SOWK 742, which includes a required policy advocacy project. Social work values are integrated into all IFG and OC courses. Social work values are reviewed and applied in "decision cases" in SOWK 718.

Learning Outcome 1.
Students will demonstrate the values of the social work profession as acquired through classroom and field instruction and practiced within supervised field placements.

Measures and Criteria
Ninety percent or more of students must score at level three (acceptable) or above on the field instructor's evaluation of demonstration of competency in the field setting. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

Evaluation of performance in foundation field placement
Foundation Field Competency 2 ([Students demonstrate a developing professional identity, including adherence to the values and ethical bases of social work practice and the demonstration of professional behavior(s)] is designed to measure this learning outcome.

The following Foundation Field Competency Indicators are used to document students' achievement of this competency:
- 14. Demonstrates respect for others in both verbal and nonverbal communication. Treats others in a caring and respectful fashion
- 16. Respects each client's dignity and right to self-determination
- 17. Demonstrates respect for and appreciation of individual, family, and group diversity
- 18. Demonstrates a commitment to, and advocates for, human rights and social and economic justice
- 56. Advocate for client or client groups across system levels

Foundation year learning Student Self-Assessment of Learning
- Students are asked to rate their perception of personal achievement of this Learning Outcome.

Methods
Please see attached Methods.

Results
Total N = 128

The program benchmark was met or exceeded in each of the program locations: Columbia, Charleston, and Greenville. See attachment for details.

2014 MSW Program Results
Use of Results
We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body's (CSWE) most recent Educational and Policy Standards (EPAS) and to meet the changing needs of the profession.

Learning Outcome 2.
Learning Outcome 2 (IFG Program Objective 4)
[Students will be able to, within an organizational context, effectively practice with diverse and at-risk individuals, families and groups integrating best practice approaches and skills grounded in: research and practice wisdom, ethical decision-making, cultural competency skills, use of self, and a commitment to the promotion of social justice]

Measures and Criteria
Ninety percent or more of students must score at level three (acceptable) or above on the field instructor's evaluation of demonstration of competency in the field setting. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

Evaluation of performance in foundation field placement
IFG Field Competency 4 ([Students will] within an organizational context, effectively practice with diverse and at-risk individuals, families and groups integrating best practice approaches and skills grounded in: research and practice wisdom, ethical decision-making, cultural competency skills, use of self, and a commitment to the promotion of social justice)

The following IFG Field Competency Indicators are used to document students' achievement of this competency:
- 58. Advocates for client or client group across system levels
- 80. Demonstrates a commitment to human rights and social and economic justice

Advanced year IFG Student Self-Assessment of Learning
Ninety percent or more of students must score at level 3 or above on the related Program Objective on the Student Self-Assessment Survey.
- Students are asked to rate their perception of personal achievement of this Learning Outcome.

Methods
Please see attached Methods.

Results
Total N = 144

The program benchmark was met or exceeded in each of the program locations: Columbia, Charleston, and Greenville. See attachment for details.

2014 MSW Program Results
Use of Results
We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body's (CSWE) most recent Educational and Policy Standards (EPAS) and to meet the changing needs of the profession.

Learning Outcome 3.
Learning Outcome 3 (Advanced Practicum with Organizations and Communities, Program Objectives 5 and 7)
[Students will demonstrate understanding of and capacity to influence large systems at the neighborhood, community, organizational, societal and international levels. [Students will] demonstrate knowledge and skill to promote social justice, respect for diversity, empowerment, participation, agency, inclusion, social development and concern for oppressed, vulnerable and marginalized populations.

Measures and Criteria
Ninety percent or more of students must score at level three (acceptable) or above on the field instructor's evaluation of demonstration of competency in the field setting. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

Evaluation of performance in foundation field placement
OC Field Competency 5 ([Students will] [demonstrate knowledge and skill to promote social justice, respect for diversity, empowerment, participation, agency, inclusion, social development and concern for oppressed, vulnerable and marginalized populations(s)] is designed to measure this learning outcome.

The following OC Field Competency Indicators are used to document students' achievement of this competency:
- 58. Demonstrates commitment to, and advocacy for, social and economic justice and human rights.
- 59. Critically evaluate own social position and point of view as it influences professional behaviors.
- 60. Advocate for full inclusion of all people in receiving society's resources and reduction of disparities.

Advanced year OC Student Self-Assessment of Learning
- Students are asked to rate their perception of personal achievement of these Learning Outcomes.

Methods
Please see attached Methods.

Results
Total N = 129

The program benchmark was met or exceeded. See attachment for details. Note: related items are now numbered 57-59.

2014 MSW Program Results
Use of Results
We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body's (CSWE) most recent Educational and Policy Standards (EPAS) and to meet the changing needs of the profession.

Goal 3.
The program produces social workers who are capable of effective practice with and for client systems with sensitivity to their diverse strengths, experiences, and needs.

Curriculum
Diversity content is integrated into all foundation level, IFG, OC, and integrated content courses.

Please see attached Methods.

Results
Total N = 39

The program benchmark was met or exceeded. See attachment for details. Note: related items are now numbered 57-59.

2014 MSW Program Results
Use of Results
There are no Use of Results listed for this assessment.
Learning Outcome 1.

Learning Outcome 1 (Foundation Year Program-Objective 1)

Students will possess an understanding and appreciation for the uniqueness, strengths, and contributions of diverse populations.

Measures and Criteria

Ninety percent or more of students must score at level three (acceptable) or above on the field instructor’s evaluation of demonstration of competency in the field setting. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

Foundation Field Competency 1: [students will] demonstrate knowledge and skill to promote social justice, respect for diversity, empowerment, participation, agency, inclusion, social development and concern for oppressed, vulnerable and marginalized (populations), it is designed to measure this learning outcome.

The following Foundation Field Competency Indicators are used to document students’ achievement of this competency:

- 61. Identify the racial, ethnic, cultural, and gender composition of the field agency’s target community
- 62. Analyze how the agency accommodates or does not accommodate the diversity within the community
- 63. Use the strengths perspective
- 64. Activity, action, and the voices of people speaking from different perspectives
- 65. Demonstrate cultural competence in all tasks performed at the placement setting

Advanced year OC Student Self-Assessment of Learning

- Students are asked to rate their perception of personal achievement of this Learning Outcome.

Methods

Please see attached Methods.

Results

Total N = 138

The program’s benchmark was met or exceeded in each of the program locations: Columbia, Charleston, and Greenville. See attachment for details.

2014 MSW Program results

We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body’s (CSWE) most recent Educational and Policy Standards (EPSA) and to meet the changing needs of the profession.

Learning Outcome 2.

Learning Outcome 2 (Advanced Practice with Individuals, Families and Groups, Program Objective 2)

Student will be able to plan, implement, differentially apply, and evaluate the most appropriate intervention(s) within one system level (e.g., with an individual) as well as across system levels (e.g., family and/or group intervention; individual/child/family intervention; given the unique, diverse, and at-risk characteristics of client systems and their presenting problems and strengths.)

Measures and Criteria

Ninety percent or more of students must score at level three (acceptable) or above on the program objective(s) on the Student Self-Assessment Survey.

IFG Field Competency 2 and 3: [students will] plan, implement, differentially apply, and evaluate the most appropriate intervention(s) within one system level (e.g. with an individual) as well as across systems levels (e.g., family and/or group intervention; individual/child/family intervention; given the unique, diverse, and at-risk characteristics of client systems and their presenting problems and strengths) and, within an organizational context, effectively practice with diverse and at-risk individuals, families and groups integrating best practice approaches and skills grounded in: research and practice wisdom, ethical decision making, cultural competency skills, use of self, and a commitment to the promotion of social justice within an organizational context, effectively practice with diverse and at-risk individuals, families and groups integrating best practice approaches and skills grounded in research and practice wisdom, ethical decision making, cultural competency skills, use of self, and a commitment to the promotion of social justice (are) designed to measure these competencies.

The following IFG Field Competency Indicators are used to document students’ achievement of this competency:

- 21. Identify the impact of family, community, organizational institutional, and cultural systems upon the client or client system
- 22. Incorporates an understanding of legal, socioeconomic, and psychosocial issues facing members of at-risk groups

Advanced year IFG Student Self-Assessment of Learning

- Students are asked to rate their perception of personal achievement of this Learning Outcome.

Methods

Please see attached methods.

Results

Total N = 144

The program’s benchmark was met or exceeded in each of the program locations: Columbia, Charleston, and Greenville. See attachment for details.

2014 MSW Program results

We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body’s (CSWE) most recent Educational and Policy Standards (EPSA) and to meet the changing needs of the profession.

Learning Outcome 3.

Learning Outcome 3 (IFG Field Competency 7)

[Students will] demonstrate knowledge and skill to promote social justice, respect for diversity, empowerment, participation, agency, inclusion, social development and concern for oppressed, vulnerable and marginalized (populations), it is designed to measure this learning outcome.

Measures and Criteria

Ninety percent or more of students must score at level three (acceptable) or above on the field instructor’s evaluation of demonstration of competency in the field setting. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

OC Field Competency 7: [students will] demonstrate knowledge and skill to promote social justice, respect for diversity, empowerment, participation, agency, inclusion, social development and concern for oppressed, vulnerable and marginalized (populations), it is designed to measure this learning outcome.

The following OC Field Competency Indicators are used to document students’ achievement of this competency:

- 61. Identify the racial, ethnic, cultural, and gender composition of the field agency’s target community
- 62. Analyze how the agency accommodates or does not accommodate the diversity within the community
- 63. Use the strengths perspective
- 64. Activity, action, and the voices of people speaking from different perspectives
- 65. Demonstrate cultural competence in all tasks performed at the placement setting

Advanced year OC Student Self-Assessment of Learning

- Students are asked to rate their perception of personal achievement of this Learning Outcome.

Methods

Please see attached Methods.

Results

Total N = 39

The program’s benchmark was met or exceeded, except for “analyze how the agency accommodates diversity within the community,” which came in just below the benchmark at 89.7 with field instructors indicating three students did not have an opportunity to demonstrate the competency.

See attachment for details. Note: related items are numbered 60-61.

2014 MSW Program results

We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body’s (CSWE) most recent Educational and Policy Standards (EPSA) and to meet the changing needs of the profession.

Goal 4.

The program produces social workers who possess knowledge and skills that can be applied across multiple settings, and with expertise either in working with individuals, families and groups or in working with organization and communities.

Curriculum

Generalist social work practice content is covered in SWK 710, 722, and 732. It is also addressed in the foundation year field practice SWK 781 and 782. IFG advanced practice skills are covered in SWK 723, 724, 725, and 736 and in the field practice, SWK 783 and 784. Practice evaluation is covered in SWK 792. OC advanced practice content is covered in SWK 733, 734, 735, 736 and in the field practice, SWK 785 and 786. Program evaluation is covered in SWK 793.

Learning Outcome 1.

Learning Outcome 1 (Foundation Year Program-Objective 2)

Students will possess a wide range of foundation practice knowledge and skills that are prerequisite for competent generalist social work practice at the multiple social systems/levels in which social workers function.

Measures and Criteria

Ninety percent or more of students must score at level three (acceptable) or above on the field instructor’s evaluation of demonstration of competency in the field setting. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

Foundation Field Competency 3: [students comprehends and applies generalist practice skills, including engagement, assessment, intervention, and evaluation, with diverse client populations at multiple system levels] is designed to measure this learning outcome. The indicators are broken down by category: engagement, assessment, and intervention. Evaluation skills are taught and evaluated in the advanced year.
The following **Foundation field engagement indicators** are used to document students' achievement of engagement competencies:

- 37. Begins where the clients or client system is
- 38. Engages the client of client system in mutual goal-setting
- 39. Engages the clients or client system in problem-solving
- 40. Designs the intervention to move at the client's pace
- 41. Demonstrates empathy in understanding interactions with client systems
- 42. Plans and implements appropriate termination processes with clients or client systems

The following **Foundation field assessment indicators** are used to document students' achievement of assessment competencies:

- 43. Identifies presenting issues of client or client system
- 44. Demonstrates competency in completing bio/psycho/social/spiritual assessments of the client or client system
- 45. Applies concepts and knowledge of human growth and development and family dynamics in client assessments
- 46. Applies concepts and knowledge of group work with client systems
- 47. Identifies client systems that have an impact upon the client or client system including family, community, organizational institutional, and cultural systems, using the ecosystems perspective
- 48. Identifies systems that have an impact upon the client or client system including family, community, organizational institutional, and cultural systems, using the ecosystems perspective
- 49. Uses a variety of evidence-based methods and/or strategies to work with client systems
- 50. Exhibits basic interviewing skills, including identifying non-verbal cues
- 51. Exhibits basic interviewing skills, including open and closed-ended questions to elicit information
- 52. Exhibits basic interviewing skills, including paraphrasing, reflection, reframing, and summarizing with client systems
- 53. Works collaboratively with other service providers
- 54. Works collaboratively with the client systems support system
- 55. Addresses the problem at the client or client system at multiple system levels
- 56. Identifies resources to address the situations of clients or client systems

**Foundation year Student Self-Assessment of Learning**

- Students are asked to rate their perception of personal achievement of the Learning Outcome.

**Methods**

Please see attached Methods.

**Results**

N = 139

Most program benchmarks were met or exceeded in each of the program locations: Columbia, Charleston, and Greenville, with the following exceptions:

**Columbia**--percentages were between 85 and 89 for Items 40, 42, 44-46, and 49, with almost all of the discrepancy reflecting a lack of opportunity to demonstrate the competency.

With the exception of opportunities to "apply concepts and knowledge of group work with client systems," most of these indicators met or exceeded benchmarks in 2013.

**Methods**

We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body's (CSWE) most recent Educational and Policy Standards (EPAS) and to meet the changing needs of the profession.

**Results**

2014 MSW Program results

See attachment for details.

**Use of Results**

We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body's (CSWE) most recent Educational and Policy Standards (EPAS) and to meet the changing needs of the profession.

The field education office will review opportunities available to foundation year students in their internships.

**Learning Outcome 2**

**Learning Outcome 2 (Advanced Practice with Individuals, Families and Groups, Program Objective 2)**

Students will be able to plan, implement, differentially apply, and evaluate the most appropriate intervention(s) within one system level (e.g., with an individual) as well as across systems levels (e.g., family and/or group intervention; individual and/or family intervention) given the unique, diverse, and at-risk characteristics of client systems and their presenting problems and strengths; and (Advanced Practice with Individuals, Families and Groups, Program Objective 6)

Students will be able to successfully carry out practice evaluations using a variety of research designs, and effectively communicate results to stakeholders and other audiences.

**Measures and Criteria**

Ninety percent or more of students must score at level three (acceptable) or above on the field instructor's evaluation of demonstration of competency in the field setting. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey. Student pass rates on the licensing exam will be at or higher than national averages.

The following **IFG Field Competency Indicators** are used to document students' achievement of this competency:

- 20. Identifies presenting issues of clients or client systems
- 21. Uses appropriate conceptual frameworks to guide process of assessment
- 22. Involves client system in assessment process
- 23. Completes detailed assessments, including addressing issues of substance abuse and domestic violence
- 24. Gather information from a multitude of sources including the client, family members, written documentation, and other professionals
- 25. Identifies the client's internal and external strengths and resources
- 26. Identifies the impact of family, community, organizational institutional, and cultural systems upon the client or client system
- 27. Incorporates an understanding of legal, socioeconomic, and psychosocial issues facing members of at-risk groups
- 28. Engages the client in mutual goal setting and differentially applies a range of practice theories within the context of the ecosystem perspective
- 29. Designs specific intervention plans based on assessments, research evidence, practice wisdom, cultural competency, and professional ethics and values
- 30. Demonstrates ability to work collaboratively with others
- 31. Demonstrates the ability to address the problem of the client or client system at a variety of system levels
- 32. Identifies and mobilizes relevant resources to address the situations of clients or client system
- 33. Estimates opportunities to respond proactively to a changing professional practice context
- 34. Uses advanced level intervention techniques appropriate to the practice setting
- 35. Maintains accurate and up-to-date records, notes, reports, or documentation in accordance with practice setting policies
- 36. Continuously monitors progress towards meeting intervention goals
- 37. Involves client or client system in the evaluation process
- 38. Assesses practice through reflection on the intervention process
- 39. Seeks alternative knowledge or strategies to improve future interventions
- 40. Identifies outcome measures of client interventions
- 41. Designs and implements evaluations of client interventions
- 42. Critically analyzes and reports results of outcome evaluations
- 43. Plans and implements appropriate termination processes with clients or client system

**Advanced year IFG Student Self-Assessment of Learning**

- Students are asked to rate their perception of personal achievement of this learning outcome.

**Methods**

Please see attached Methods.

**Results**

Total N = 144

The program benchmark was met or exceeded in each of the program locations—Columbia, Charleston, and Greenville—except for problems in each location related to evaluation of the effectiveness of interventions (e.g., Items 40-43), and one fourth (3 of 12) of students in Greenville expressing concern about their ability to conduct practice evaluation in their self-assessment.

**Use of Results**

We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body's (CSWE) most recent Educational and Policy Standards (EPAS) and to meet the changing needs of the profession.

We continue to try new strategies with our Practice Evaluation course (SOCW 792), focusing more on application of skills.

**Learning Outcome 3**

We continue to try new strategies with our Practice Evaluation course (SOWK 792), focusing more on application of skills.
Learning Outcome 1 (Foundation Year Program Objective 8):

- Students will be able to access, record, manage, analyze, and communicate information using practice-relevant technology.

Measures and Criteria

- Ninety percent or more of students must score at level three (acceptable) or above on the field instructor’s evaluation of demonstration of competency in the field setting.

The following Foundation Field Competency Indicators are used to document students’ achievement of this competency:

1. Critically assesses and uses technology relevant to the duties and tasks of the placement setting

2. Assesses resources on the internet that may be of benefit to the placement setting or clients

3. Uses statistical analysis, presentation, word processing, and spreadsheet computer software

Goal 5:
The program produces social workers who demonstrate proficiency in independent reasoning and critical thinking.

Curriculum

Content on research and beginning evaluation is the focus of SOWK 791. Research content related to practice and program evaluation is expanded in SOWK 792 and SOWK 793. Critical thinking skills are introduced and developed in all foundation courses. Students are taught to critique practice theories and interventions in SOWK 723, 724, and 725. Critical thinking skills are addressed in SOWK 733, 734 and 735. SOWK 718 uses the body’s (CSWE) most recent Educational and Policy Standards (EPAS) and to meet the changing needs of the profession.

We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes.

Program evaluation will be a required course in the new curriculum. We continue to try new strategies with our Program Evaluation course (SOWK 793). Recently students were matched with programs in the community to have hands-on experience that proved useful for both students and their agency hosts.

2014 MSW Program results

Use of Results

We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes. Ninety percent or more of students must score at level three (acceptable) or above on the field instructor’s evaluation of demonstration of competency in the field setting.

The following Foundation Field Competency Indicators are used to document students’ achievement of this competency:

- Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

Field instructors reported a lack of opportunity for students to demonstrate competence for a number of items (e.g., 20, 29-34, 42-45). Percents were down somewhat from already low levels in 2013 when more generic language was used to indicate beginning levels of management skills (e.g., “observe and report on” or “participate” in various activities such as preparing a financial plan, marketing, engaging in public relations, or contributing to board activities.)

2014 MSW Program results

Use of Results

We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

Students will be able to critically evaluate a range of practice theories relevant to diverse and at-risk individuals, families, and groups.

IFG Field Competency 1 (students will) “critically evaluate a range of practice theories relevant to diverse and at-risk individuals, families, and groups” is designed to measure this learning outcome.

The following IFG Field Competency Indicators are used to document students’ achievement of this competency:

- Students are asked to rate their perception of personal achievement of this Learning Outcome.
The program benchmark was met or exceeded in each of the program locations: Columbia, Charleston, and Greenville. See attachment for details.

2014 MSW Program results

Use of Results
We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body's (CSWE) most recent Educational and Policy Standards (EPSAs) and to meet the changing needs of the profession.

Learning Outcome 4.

Goal 4. Students demonstrate leadership skills.

Learning Outcome 4 (Capstone Objective 1):

[Students will be able to] critically analyze problems at all systems levels and develop and defend practice decisions that are derived from current theory and knowledge, and are consistent with the values and ethics of the profession and respectful of client systems of diverse backgrounds.

Learning Outcome 3.

Goal 3. Students are able to use various means of communication to effectively record, interpret, influence, convey and defend ideas, and inspire change across various settings and with different audiences and stakeholders.

Curriculum

Communication skills are addressed across the curriculum.

Learning Outcome 1.

Learning Outcome 1: Students will demonstrate the use of professional communication skills.

Measures and Criteria
Ninety percent or more of students must score at level three (acceptable) or above on the field instructor's evaluation of demonstration of competency in the field setting. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

OC Field Competency 1: Students will demonstrate understanding of major macro practice areas. This is designed to measure this learning outcome.

The following OC Field Competency Indicators are used to document students' achievement of this competency:

- 16. Critically analyze the role of the field agency in the community
- 17. Synthesize a broad range of theories and models consistent with current evidence-based practice
- 18. Select appropriate social work practice intervention after assessing the situation

Advanced year OC Student Self-Assessment of Learning

- Students are asked to rate their perception of personal achievement of this Learning Outcome.

Methods

Please see attached Methods.

Results

Total N = 39

The program benchmark was met or exceeded. See attachment for details.

2014 MSW Program results

Use of Results
We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body's (CSWE) most recent Educational and Policy Standards (EPSAs) and to meet the changing needs of the profession.

Learning Outcome 4.

Goal 7. The program produces social workers who are able to use various means of communication to effectively record, interpret, influence, convey and defend ideas, and inspire change across various settings and with different audiences and stakeholders.

Curriculum

Communication skills are addressed across the curriculum.

Learning Outcome 1.

Learning Outcome 1: Students will demonstrate the use of professional communication skills.

Measures and Criteria
Ninety percent or more of students must score at level three (acceptable) or above on the field instructor's evaluation of demonstration of competency in the field setting. Eighty percent or more of student must rate the required course's contribution to the course objective(s) related to this program goal/learning outcome above a 2 ("moderate") on a 5 point (0-4) scale.

Foundation Field Competency 5: "Student demonstrates the use of professional communication skills appropriate to the agency setting, including case documentation and recording(s)" is designated to measure this learning outcome.

The following Foundation Field Competency Indicators are used to document students' achievement of this competency:

- 65. Maintains accurate and up-to-date records, notes, or documentation in accordance with agency policies
- 66. Speaks clearly, concisely, and coherently
- 67. Writes clearly, concisely, and coherently
- 68. Distinguishes between information and formal/professional language and uses the latter when appropriate

Although there are no specific IFG or OC Field competency categories related to communication, the following IFG and OC Field Competency Indicators are used to document students' achievement of communication skills:

- IFG 16. Speaks clearly, concisely, and coherently
- IFG 17. Writes clearly, concisely, and coherently
- OC 11. Speaks assertively, clearly, concisely, and coherently
- OC 12. Writes assertively, clearly, concisely, and coherently

Methods

Please see attached Methods.

Results

Total N = 327

The program benchmark was met or exceeded. See attachment for details.

2014 MSW Program results

Use of Results
We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body's (CSWE) most recent Educational and Policy Standards (EPSAs) and to meet the changing needs of the profession.

Goal 8.

The program produces social workers with the potential to assume leadership roles within the profession and the larger society. Leadership skills are addressed primarily in SWK 710, the groups course in the foundation year; and in SWK 726, the IFG course on clinical supervision; and in SWK 733, the OC concentration course on administration.

Learning Outcome 1.

Learning outcome 1: Students demonstrate leadership skills.

Measures and Criteria
Ninety percent or more of students must score at level three (acceptable) or above on the field instructor's evaluation of demonstration of competency in the field setting. Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.

Evaluation of performance in OC field placement

The following OC Field Competency Indicators are used to document students' achievement of leadership skills:

Ninety percent or more of students must score at level three (acceptable) or above on the related program objective(s) on the Student Self-Assessment Survey.
10. Demonstrates appropriate use of authority
21. Facilitate teamwork and collaboration
47. Encourage citizen participation and participate effectively in organized activities aimed at social change

Advanced year Student Self-Assessment of Learning
IFG Concentration, Program Objective 5: Students will be able to provide leadership to maximize services to clients through effective supervision of social workers who practice with individuals, families and groups.
- IFG students are asked to rate their perception of personal achievement of this Learning Outcome.
- OC students are asked to rate their perception of personal achievement of this Learning outcome.

Methods
Please see attached Methods.

Results
Total N = 321
The program benchmark was met or exceeded except for item 47 in the OC field evaluation, where the rate was 87.1 percent, with the other students not having an opportunity to demonstrate their competence. See attachment for details.

2014 MSW Program results
Use of Results
We are implementing a new MSW curriculum in fall 2014 and have already drafted major revisions for all required courses, including learning outcomes, to make our curriculum consistent with our accrediting body's (CSWE) most recent Educational and Policy Standards (EPAS) and to meet the changing needs of the profession.

II. FUTURE ASSESSMENT PLAN FOR YEARS 2014 - 2015

Mission Statement
The mission of the MSW program in the College of Social Work is to prepare graduates to work effectively, ethically, and collaboratively in diverse settings, including public and private venues, where they will serve primarily those vulnerable populations who experience problems related to economic and social deprivation and the consequences of institutionalized discrimination and oppression.