

**ASSESSMENT OF STUDENT LEARNING OUTCOMES
GOVERNORS STATE UNIVERSITY
MASTERS OF SOCIAL WORK PROGRAM
(February 1, 2013)**

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

4.0.2 *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

4.0.5 *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

SUMMARY

The Department of Social Work in the College of Health and Human Services at Governors State University engages in a systematic and comprehensive process of program assessment employing multiple data sources from multiple constituencies to affirm and improve our overall social work educational program. As part of the accreditation process, the MSW program must make available to its constituent groups a summary of its assessment of student learning outcomes. In response to the 2008 Educational Policy and Accreditation Standards (EPAS) Standard 4.0.4 the following report briefly summarizes the program assessment that was conducted during the 2011-2012 academic year.

A benchmark score of 3.5 marks proficient attainment of the identified competency/objective. Scores above this value indicate attaining the specific program competency and scores below the benchmark indicate not achieving the objective. Two measures were employed to assess student competencies in the area below. The Evaluation of student field learning and competency outcomes were based on the Field Instructors' Evaluation Instrument. The second measure was the students' reported self-efficacy based on data compiled from the Concentration Year Survey of Students. The Program's established benchmark for both measures is 3.5 on a five (5) point scale.

During the academic year 2011-12, the MSW Program offered one concentration, Child and Family. The faculty Curriculum Committee reviewed the data assessing student mastery of the concentration-specific practice behaviors. The data reveal that of the practice behaviors addressed in the Child and Family curriculum and assessed by the field instructors, the benchmarks were achieved in nearly all of the practice behaviors. Turning to the student's self-efficacy ratings, the benchmarks were similarly attained for the practice behaviors and 90% or more of the students achieved the benchmark. It should be noted that across all of students' practice behaviors achievement scores ranged from 3.0-5.0. Among the students whose scores were below the benchmark, their scores ranged between 3.0 and 3.4, or ½ of a point below the benchmark. These are very preliminary data with no historical comparisons to examine trends. The curriculum committee after reviewing these data is exploring raising our benchmark for the advanced curriculum. Overall the assessment data affirms our curriculum in the Child and Family Concentration.

COMPETENCY	COMPETENCY BENCHMARK (3.5)		
	Advanced Field Evaluation (Data Source Field Instructors)	Concentration Survey Outcomes (Data Source Students)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK (3.5)
Identify as a Professional Social Worker	3.9	4.4	95%
Apply Ethical Principles	4.2	4.0	93%
Apply Critical Thinking	4.3	4.17	92%
Engage Diversity in Practice	4.3	4.1	96%
Advance Human Rights/ Social and Economic Justice	4.0	3.8	90%
Engage Research Informed Practice/ Practice Informed Research	4.4	4.4	92%
Human Behavior Knowledge	4.4	3.96	98%
Engage Policy Practice to Advance Well-Being and Deliver Services	4.5	4.1	96%
Respond to Practice Contexts	4.5	4.4	98%
Practice Engagement	4.6	4.5	95%
Practice Assessment	3.72	4.4	90%
Practice Intervention	4.3	3.8	90%
Practice Evaluation	4.3	4.3	92%