

California State University Los Angeles – Masters of Social Work Program

Assessment of Student Learning Outcomes

Form AS 4 M, last completed 2/1/15

Competency	Competency Benchmarks	Percent of Students Achieving Benchmark
<p>1. Identify as a professional social worker and conduct oneself accordingly</p>	<p>Grades</p> <ul style="list-style-type: none"> ▪ At least 80% will receive a B+ or higher in the last advanced micro practice course in the advanced year of the program, which will be a higher proportion compared to the first practice course in the foundation year. <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ At least 95% of students will meet or exceed expectations for this competency at the end of spring of the advanced year. This will be based on the total score obtained for the competency based on practice behaviors measured by four items. ▪ There will be an increase in field ratings (which range from 0 to 16 for this competency) from evaluations in fall of the foundation year to spring of the advanced year. 	<p>Grades</p> <ul style="list-style-type: none"> ▪ 87% received B+ or higher in last advanced practice course (n=197) → Benchmark met ▪ 79% received a B+ or higher in first micro practice course (n=209) → Benchmark not met by 1% ▪ Increase observed <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ 99% met or exceeded expectations (n=167) ▪ Mean=10.48 (SD=2.98) in fall ▪ Mean=15.76 (SD=2.93) in spring ▪ Significant increase observed with n=167: t(125)= -17.83, p<.001 → Benchmarks met and increase observed
<p>2. Apply social work ethical principles to guide professional practice</p>	<p>Grades</p> <ul style="list-style-type: none"> ▪ At least 80% will receive a B+ or higher in the last advanced micro practice course in the advanced year of the program, which will be a higher proportion compared to the first practice course in the foundation year. <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ At least 95% of students will meet or exceed expectations for this competency at the end of spring of the advanced year. This will be based on the total score obtained for the competency based on practice behaviors measured by four items. ▪ There will be an increase in field ratings (which range from 0 to 16 for this competency) from evaluations in fall of the foundation year to spring of the advanced year. 	<p>Grades</p> <ul style="list-style-type: none"> ▪ 87% received B+ or higher in last advanced practice course (n=197) → Benchmark met ▪ 79% received a B+ or higher in first micro practice course (n=209) → Benchmark not met by 1% ▪ Increase observed <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ 100% met or exceeded expectations (n=168) ▪ Mean=9.53 (SD=2.81) in fall ▪ Mean=14.95 (SD=2.67) in spring ▪ Significant increase observed with n=168: t(125)= -19.32, p<.001 → Benchmarks met and increase observed

<p>3. Apply critical thinking to inform and communicate professional judgments</p>	<p>Grades</p> <ul style="list-style-type: none"> At least 80% will receive a B+ or higher in the last advanced micro practice course in the advanced year of the program, which will be a higher proportion compared to the first practice course in the foundation year. <p>Field Ratings</p> <ul style="list-style-type: none"> At least 95% of students will meet or exceed expectations for this competency at the end of spring of the advanced year. This will be based on the total score obtained for the competency based on practice behaviors measured by five items. There will be an increase in field ratings (which range from 0 to 20 for this competency) from evaluations in fall of the foundation year to spring of the advanced year. 	<p>Grades</p> <ul style="list-style-type: none"> 87% received B+ or higher in last advanced practice course (n=197) → Benchmark met 79% received a B+ or higher in first micro practice course (n=209) → Benchmark not met by 1% Increase observed <p>Field Ratings</p> <ul style="list-style-type: none"> 100% met or exceeded expectations (n=168) Mean=10.98 (SD=2.57) in fall Mean=16.85 (SD=2.30) in spring Significant increase observed with n=168: $t(124) = -22.53$, $p < .001$ → Benchmarks met and increase observed
<p>4. Engage diversity and difference in practice</p>	<p>Grades</p> <ul style="list-style-type: none"> At least 80% will receive a B+ or higher in Advanced Practice: Diversity course <p>Field Ratings</p> <ul style="list-style-type: none"> At least 95% of students will meet or exceed expectations for this competency at the end of spring of the advanced year. This will be based on the total score obtained for the competency based on practice behaviors measured by four items. There will be an increase in field ratings (which range from 0 to 16 for this competency) from evaluations in fall of the foundation year to spring of the advanced year. 	<p>Grades</p> <ul style="list-style-type: none"> 94% received a B+ or higher in diversity course (n= 184) → Benchmark met <p>Field Ratings</p> <ul style="list-style-type: none"> 100% met or exceeded expectations (n=167) Mean=9.23 (SD=2.22) in fall Mean=13.80 (SD=1.83) in spring Significant increase observed with n=167: $t(123) = -19.80$, $p < .001$ → Benchmarks met and increase observed

<p>5. Advance human rights and social and economic justice</p>	<p>Grades</p> <ul style="list-style-type: none"> ▪ At least 80% will receive a B+ or higher in the Social Welfare history and Macro Practice course in beginning of the foundation year ▪ At least 80% will receive a B+ or higher in the Advanced Policy Analysis course at the end of the advanced year ▪ There will be an increase observed between foundation year and advanced year between the two courses above <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ At least 95% of students will meet or exceed expectations for this competency at the end of spring of the advanced year. This will be based on the total score obtained for the competency based on practice behaviors measured by three items. ▪ There will be an increase in field ratings (which range from 0 to 12 for this competency) from evaluations in fall of the foundation year to spring of the advanced year. 	<p>Grades</p> <ul style="list-style-type: none"> ▪ 84% received a B+ or higher in history course (n=191) → Benchmark not met ▪ 90% received a B+ or higher advanced policy analysis course (n=197) → Benchmark met ▪ Increase observed <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ 96% met or exceeded expectations (n=168) ▪ Mean=6.43 (SD=1.75) in fall ▪ Mean=9.64 (SD=1.86) in spring ▪ Significant increase observed with n=168: $t(125) = -15.20$, $p < .001$ → Benchmarks met and increase observed
<p>6. Engage in research-informed practice and practice-informed research</p>	<p>Grades</p> <ul style="list-style-type: none"> ▪ At least 80% will receive a B+ or higher in the Research Methods course. ▪ At least 95% will satisfactorily complete a thesis or research project by the end of their advanced year. This will be based on ratings provided by thesis advisors as follows: outstanding, commendable, satisfactory, needs improvement, and unsatisfactory. <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ At least 95% of students will meet or exceed expectations for this competency at the end of spring of the advanced year. This will be based on the total score obtained for the competency based on practice behaviors measured by three items. ▪ There will be an increase in field ratings (which range from 0 to 12 for this competency) from evaluations in fall of the foundation year to spring of the advanced year. 	<p>Grades</p> <ul style="list-style-type: none"> ▪ 69% received a B+ or higher in research methods course (n=201) → Benchmark not met ▪ 98% received satisfactory ratings on theses/projects; 50% received ratings of commendable or outstanding (n=202) → Benchmark met <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ 99% met or exceeded expectations (n=167) ▪ Mean=6.32 (SD=2.32) in fall ▪ Mean=11.14 (SD=2.41) in spring ▪ Significant increase observed with n=167: $t(122) = -20.59$, $p < .001$ → Benchmarks met and increase observed

<p>7. Apply knowledge of human behavior and the social environment</p>	<p>Grades</p> <ul style="list-style-type: none"> ▪ There will be an increase in the proportion of students receiving a B+ or higher at the completion of the HBSE sequence (three courses during foundation year), such that at least 80% or more will receive a B+ or higher by the third course. ▪ At least 80% of students will receive a B+ or higher on HBSE course papers that involve theory application. <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ At least 95% of students will meet or exceed expectations for this competency at the end of spring of the advanced year. This will be based on the total score obtained for the competency based on practice behaviors measured by four items. ▪ There will be an increase in field ratings (which range from 0 to 16 for this competency) from evaluations in fall of the foundation year to spring of the advanced year. 	<p>Grades</p> <ul style="list-style-type: none"> ▪ 76% in first HBSE course (n=204) ▪ 91% in second HBSE course (n=200) ▪ 89% in third HBSE course (n=202) <p>→ Benchmark met and increase observed</p> <ul style="list-style-type: none"> ▪ 67% on first HBSE paper, 82% received B or higher (n=212) ▪ 95% on second HBSE paper, 95% received B or higher (n=168) ▪ 67% on third HBSE paper, 75% received B or higher (n=163) <p>→ Benchmark met only for second paper</p> <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ 100% met or exceeded expectations (n=168) ▪ Mean=8.30 (SD=2.21) in fall ▪ Mean=13.13 (SD=1.95) in spring ▪ Significant increase observed with n=168: $t(124) = -20.15$, $p < .001$ <p>→ Benchmarks met and increase observed</p>
<p>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p>	<p>Grades</p> <ul style="list-style-type: none"> ▪ At least 80% will receive a B+ or higher in Policy Analysis course. ▪ At least 80% will receive a B+ or higher on Policy Analysis paper. ▪ At least 80% or higher will receive B+ or higher in Community Organizing course. ▪ At least 80% or higher will receive B+ or higher in Community Analysis paper. <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ At least 95% of students will meet or exceed expectations for this competency at the end of spring of the advanced year. This will be based on the total score obtained for the competency based on practice behaviors measured by five items. ▪ There will be an increase in field ratings (which range from 0 to 20 for this competency) from evaluations in fall of the foundation year to spring of the advanced year. 	<p>Grades</p> <ul style="list-style-type: none"> ▪ 96% in policy analysis course (n=201) <p>→ Benchmark met</p> <ul style="list-style-type: none"> ▪ 78% on policy analysis paper, 84% received B or higher (n=187) <p>→ Benchmark not met</p> <ul style="list-style-type: none"> ▪ 95% in community organizing course (n=200) <p>→ Benchmark met</p> <ul style="list-style-type: none"> ▪ 83% on community analysis paper, 92% received B or higher (n=106) <p>→ Benchmark met</p> <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ 62% met or exceeded expectations (n=168) ▪ Mean=6.97 (SD=3.24) in fall ▪ Mean=12.03 (SD=4.26) in spring ▪ Significant increase observed with n=168: $t(124) = -13.91$, $p < .001$ <p>→ Benchmarks met and increase observed</p>

<p>9. Respond to contexts that shape practice</p>	<p>Grades</p> <ul style="list-style-type: none"> ▪ At least 80% will receive a B+ or higher in the last advanced micro practice course in the advanced year of the program, which will be a higher proportion compared to the first practice course in the foundation year. ▪ At least 80% will receive a B+ or higher in the Administration course. ▪ At least 80% will receive a B+ or higher in the Advanced Policy Analysis course. <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ At least 95% of students will meet or exceed expectations for this competency at the end of spring of the advanced year. This will be based on the total score obtained for the competency based on practice behaviors measured by three items. ▪ There will be an increase in field ratings (which range from 0 to 12 for this competency) from evaluations in fall of the foundation year to spring of the advanced year. 	<p>Grades</p> <ul style="list-style-type: none"> ▪ 87% received B+ or higher in last advanced practice course (n=197) → Benchmark met ▪ 79% received a B+ or higher in first micro practice course (n=209) → Benchmark not met by 1% ▪ Increase observed ▪ 96% received a B+ in administration course (n=196) → Benchmark met ▪ 90% received a B+ in advanced policy analysis course (n=197) → Benchmark met <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ 90% met or exceeded expectations (n=166) ▪ Mean=4.55 (SD=1.91) in fall ▪ Mean=7.89 (SD=2.18) in spring ▪ Significant increase observed with n=166: $t(121) = -16.84$, $p < .001$ → Benchmarks met and increase observed
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<p>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p>Grades</p> <ul style="list-style-type: none"> ▪ At least 80% will receive a B+ or higher in the last advanced micro practice course in the advanced year of the program, which will be a higher proportion compared to the first practice course in the foundation year. ▪ At least 80% will receive a B+ or higher in the Administration course. ▪ At least 80% or higher will receive B+ or higher in Community Organizing course. <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ At least 95% of students will meet or exceed expectations for this competency at the end of spring of the advanced year. This will be based on the total score obtained for the competency based on practice behaviors measured by 16 items. ▪ There will be an increase in field ratings (which range from 0 to 64 for this competency) from evaluations in fall of the foundation year to spring of the advanced year. 	<p>Grades</p> <ul style="list-style-type: none"> ▪ 87% received B+ or higher in last advanced practice course (n=197) → Benchmark met ▪ 79% received a B+ or higher in first micro practice course (n=209) → Benchmark not met by 1% ▪ Increase observed ▪ 96% received a B+ in administration course (n=196) → Benchmark met ▪ 95% in community organizing course (n=200) → Benchmark met <p>Field Ratings</p> <ul style="list-style-type: none"> ▪ 98% met or exceeded expectations (n=168) ▪ Mean=30.77 (SD=8.96) in fall ▪ Mean=48.01 (SD=9.55) in spring ▪ Significant increase observed with n=168: $t(124) = -18.36$, $p < .001$ → Benchmarks met and increase observed
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Below is a matrix of the data collection strategies our School employed to measure the explicit curriculum. The following page explains the matrix along with how the implicit curriculum is examined.

Measurement of Competencies—Explicit Curriculum

MSW

Competency		Pre- and Post-Program	Foundation Year & Adv. Year Field Evaluation	Embedded Measures
1	Identify as a professional social worker and conduct oneself accordingly.	Self-efficacy ratings	Field Instructor ratings	Grades from 558, 559, 560 (Adv. Practice III) compared with grades from 520A (Parameters of Practice)
2	Apply social work ethical principles to guide professional practice.	Self-efficacy ratings	Field Instructor ratings	Grades from 558, 559, 560 (Adv. Practice III) compared with grades from 520A (Parameters of Practice)
3	Apply critical thinking to inform and communicate professional judgments.	Self-efficacy ratings	Field Instructor ratings	Grades from 558, 559, 560 (Adv. Practice III) compared with grades from 520A (Parameters of Practice)
4	Engage diversity and difference in practice.	Self-efficacy ratings	Field Instructor ratings	Grades from 553 (Adv. Practice: Diversity)
5	Advance human rights and social and economic justice.	Self-efficacy ratings	Field Instructor ratings	Grades from 575, 576, 577 (Adv. Policy) compared with grades from 530A (SW History)
6	Engage in research-informed practice and practice-informed research.	Self-efficacy ratings	Field Instructor ratings	-Grades from 540 (Research Methods) -Ratings on These/Projects (Outstanding, Commendable, Satisfactory, Unsatisfactory)
7	Apply knowledge of human behavior and the social environment.	Self-efficacy ratings	Field Instructor ratings	Grades from 510ABC (HBSE) and respective papers involving theory application
8	Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	Self-efficacy ratings	Field Instructor ratings	-Grades from 530B Policy Analysis paper -Grades from 530C Community Analysis paper -Or overall grades if sections are not consistent re papers
9	Respond to contexts that shape practice.	Self-efficacy ratings	Field Instructor ratings	-Grades from 558, 559, 560 (Adv. Practice III) compared with grades from 520A (Parameters of Practice) -Grades from 571 (Administration in SW) -Grades from 530C (Community Organizing)
10	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	Self-efficacy ratings	Field Instructor ratings	-Grades from 558, 559, 560 (Adv. Practice III) compared with grades from 520A (Parameters of Practice) -Grades from 571 (Administration in SW) -Grades from 530C (Community Organizing)

Administration of pre/post tests and field evaluations

- There is a pre-program survey administered during fall orientation for all incoming students. To date, there have been three administrations during fall 2012, 2013, and 2014. The post-program is administered in a class (TBD) at the end of spring quarter. The first administration of the post-program survey took place in spring 2014. Results from the pre/post surveys will be presented in future reports.
- The Field Instructor ratings used for this report were collected as part of the MSW program at the beginning of the foundation year in the program and then again at the end of the advanced year.
- Data for the current report were from students who graduated in spring 2013 and 2014.

Benchmarks for each measure of the explicit curriculum

- Pre/Post Self-efficacy ratings
 - Benchmark: 95% of students will agree or strongly with statements related to each competency at the post-test.
: a statistically significant increase per competency.
- Field Instructor ratings
 - Benchmarks: 95% of students will meet or exceed expectations for each practice behavior.
: an increase will be observed per competency from the beginning of the foundation year to end of advanced year.
- Embedded measures: grades in courses will be collected and as, as feasible, grades on signature assignments for certain courses will also be collected.
 - Benchmarks: 80% of students will receive B+ or higher in papers/courses
: 95% of students will receive ratings of satisfactory or higher on final thesis/research project

Measurement of Implicit Curriculum

MSW

- There is an exit survey that is administered as part of the post-test; it measures the following areas as part of the implicit curriculum: community, diversity, faculty advising, and support services, along with field and academic experiences.
- The response format for the survey involves rating the MSW program from 1 (low) to 5 (high) on various items measuring the factors above.
- Benchmarks: the target is to receive, on average, ratings of 4 or higher on all measures. Ratings of 2 or lower will require immediate attention, while ratings of 3 will need further investigation but this can be done after the other areas are examined first. Ratings of 5 would not require further investigation.