

The Assessment of the BSW and MSW Programs

This document briefly describes a model of how the BSW and MSW Program objectives are assessed in addition to their respective course objectives.

AN OVERVIEW: THE BSW PROGRAM

BSW Program Goals

The goals of the BSW Program are consistent with the purpose and structure of baccalaureate-level social work education as mandated by CSWE's Curriculum Policy Statement B5.1 through B5.4.5.

The BSW Program at Illinois State seeks to prepare generalist social work practitioners who act as agents of social change who in turn will promote individual and societal well-being. As will be seen, the School has identified broad BSW Program goals. These goals are grounded within a liberal arts foundation and will ensure that students' practices are grounded in traditional values and theory and also be current with the demands of the changing practice environment.

Thus, to these ends, the BSW Program at Illinois State will provide classroom and field opportunities that will prepare students for:

- 1.** the integration of a broad liberal arts perspective with social work knowledge, values and skills, preparing beginning level social workers for generalist practice in a variety of settings with diverse client populations. (B5.2, B5.4.1, B4.2)
- 2.** the development of culturally competent generalist social workers who are steeped in the values and ethics of the social work profession and who recognize the dynamics and impact of oppression and discrimination on all populations. (B5.1, B5.2., B5.4.1, B5.4.4)
- 3.** the preparation of generalist social workers who are committed to the development of new knowledge through avenues of renewal between the School and the social work community. (B5.1, B5.4.3, B5.4.4, B5.4.5)
- 4.** the appreciation of a deep commitment to social justice and a commitment to promoting the well being of individuals, families, groups, and organizations. (B5.2, B5.4.1, B5.4.4)

BSW Program Objectives

The BSW Program objectives are derived from the CSWE's Curriculum Policy Statement B5.7.1 through B5.7.12. Thus, at the completion of the BSW Program, all students will be able to demonstrate their abilities to:

1. apply critical thinking skills within the context of professional social work practice. (B5.7.1)
2. effectively practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity. (B5.7.2)
3. effectively demonstrate the professional use of self. (B5.7.3)
4. understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice. (B5.7.4)
5. understand the history of the social work profession and its current structures and issues. (B5.7.5)
6. apply the knowledge and skills of generalist social work to practice with systems of all sizes. (B5.7.6)
7. apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, communities). (B5.7.7)
8. analyze the impact of social policies on client systems, workers, and agencies. (B5.7.8)
9. evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems. (B5.7.9)
10. use communication skills differentially with a variety of client populations, colleagues, and members of the community. (B5.7.10)
11. use supervision appropriate to generalist practice. (B5.7.11)
12. adequately function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change. (B5.7.12)

AN OVERVIEW: THE MSW PROGRAM

MSW Program Goals

The MSW curricula goals are derived from three sources: (1) the goals of Illinois State University, (2) the goals of the School of Social Work, and (3) the goals of the MSW Program. In addition, and much more importantly, the MSW curricula goals are consistent with the purpose and structure of Master's level social work education as mandated by CSWE's Curriculum Policy Statement M5.1 through M5.4.5.

The MSW Program at Illinois State seeks to prepare advanced family and child welfare practitioners who act as agents of social change who in turn will promote individual and societal well-being. The School has identified broad MSW curricula goals. These curricula goals are grounded within a liberal arts foundation (M5.5) and will ensure that students' practices are grounded in traditional values and theory and also be current with the demands of the changing practice environment.

Thus, to these ends, the MSW Program at Illinois State will provide classroom and field opportunities that will:

- 1.** help students' to identify with the history of the profession and its early commitment to social justice, as well as provide experience with developing theory and practice in the promotion of justice. (M5.1, M5.4.4)
- 2.** ensure that students build upon a breadth of foundation theory with depth in advanced theory to inform advanced social work practice. (M5.1, M5.2, M5.3)
- 3.** promote students' knowledge and skills for working with various sizes and types of client systems. (M5.4.1)
- 4.** promote students' knowledge and skills for working with the strengths of all levels of client systems such as individuals, couples, families, groups, organizations, and communities. (M5.4.1, M5.4.2)
- 5.** challenge students to see the value conflicts inherent in a society that continues to oppress vulnerable populations. (M5.4.2, M5.4.4)
- 6.** promote students' abilities to affect the well-being of all levels of client systems within each system's social environment. (M5.4.1, M5.4.2, M5.4.3, M5.4.5)
- 7.** enable students to integrate the values of Illinois State with those of the profession of social work—especially in valuing the dignity of all people. (M5.1, M5.4.4)
- 8.** make students aware of their responsibility to continue their professional growth and development upon graduation. (M5.1, M5.4.5)

MSW Program Objectives

The MSW curricula objectives are derived from its curricula goals and are consistent with the purpose and structure of Master's level social work education as mandated by CSWE's Curriculum Policy Statement M5.7.1 through M5.7.14.

Thus, at the completion of the MSW Program, all students will be able to demonstrate their abilities to:

1. apply critical thinking skills to the analysis of various theories of development and change in the assessment of client needs and the facilitation of client growth. (M5.7.1, M5.7.8)
2. know how to practice within the values and ethics of the social work profession with vulnerable, marginalized, and disenfranchised populations populations-at-risk such as the poor, racial and ethnic minorities, lesbians and gays, women, and the physically and mentally challenged. (M5.7.2, M5.7.4, M5.7.5, M5.7.9, M5.7.14)
3. correctly use professional self in effective communication with clients and as adult learners in ongoing supervision and consultation. (M5.7.3, M5.7.12, M5.7.13)
4. know the effect of the mechanisms of oppression and discrimination on populations-at-risk such as the poor, racial and ethnic minorities, lesbians and gays, women, and the physically and mentally challenged and be able to apply this knowledge to the promotion of social justice with these populations. (M5.7.2, M5.7.4, M5.7.5, M5.7.14)
5. know and be able to apply social work's generalist perspective with all sizes of client systems. (M5.7.6)
6. know and be able to apply the advanced knowledge and skills needed to work with children and families. (M5.7.7)
7. critically analyze and apply knowledge of bio-psycho-social variables that affect individual development and behavior. (M5.7.1, M5.7.8)
8. use theoretical frameworks to understand the interactions among individuals and between individuals and social systems. (M5.7.8)
9. analyze the impact of social policies on client systems, workers, and agencies and demonstrate skills for influencing policy formulation and change. (M5.7.9)
10. engage in scholarly activity including the discovery, integration, application, dissemination, and evaluation of knowledge informing social work practice and be able to apply critical thinking skills to the evaluation of research studies. (M5.7.1, M5.7.10)
11. conduct competent self-evaluations of their practices for the purpose of improving their practices. (M5.7.11)

12. use communication skills differentially with a variety of client populations, colleagues, and members of the community. (M5.7.12)
13. use supervision and consultation appropriate to advanced practice with children and families. (M5.7.13)
14. function within the structure of organizations and service delivery systems and seek necessary organizational change. (M5.7.14)

ASSESSMENT PLAN

The School's overall curriculum assessment plan evaluates both the BSW Program and the MSW Program. It incorporates data from key sources such as registered students, faculty, field instructors, alumni, and employers.

On a general level, the assessment plan has two related components: (1) the assessment of **course** objectives, and (2) the assessment of **Program** objectives. Data are collected at multiple points in time and aggregated by class cohort for course objectives and by graduation cohort for Program objectives.

Figure 1 clearly illustrates the relationship among the various components of the School's assessment package.

Measuring Course Objectives

On a general level, comparisons are made between mean scores on the entry and exit from each social work course to assess the gains that students are making in reference to each course objective. The data are used to assist individual faculty members and the appropriate sequence committees in identifying where improvements need to be made to strengthen student capability in achieving specified course objectives.

More specifically, and as can be seen in Figure 1, course objectives are measured twice and are broken down by class cohort. They are measured: (C1) at the beginning of each social work course, and (C2) and at the end of each social work course.

- C1. At the beginning of each social work course, instructors have students complete a self-assessment of their confidence and self-efficacy related to knowledge and/or ability for each course objective (0 = not at all knowledgeable to 100 = very knowledgeable). A mean score for each course objective is then computed. The course instructors as well as the curriculum and sequence committees review the findings.
- C2. At the end of each social work course, instructors ask students to complete a self assessment of their knowledge and/or ability related to each course objective (0 = Not at all knowledgeable to 100 = Very knowledgeable). A mean score for each objective is then computed. Comparisons are made between the entry mean scores (C1) and the exit mean scores (C2) for each course objective. A mean score of 70 is the

benchmark at the end of the course for each course objective (C2). The course instructors as well as the curriculum and sequence committees review the findings.

Course objectives for all courses offered within the School can easily be found at the beginning of the course's syllabi which are also readily available on the School's web site:

All BSW courses and their respective objectives can be found at:

<http://www.socialwork.ilstu.edu/programs/bsw/index.html>

All MSW courses and their respective objectives can be found at:

<http://www.socialwork.ilstu.edu/programs/msw/index.html>

Measuring Program Objectives

Program objectives are measured at seven different points in times and broken down by graduation cohort: (P1) at the students' entry into the Program, (P2) upon the students' exit from the Program, (P3) at the students' conclusion of the concentration practicum for MSW students and at the end of the last practicum placement for BSW students, (P4) ongoing during each social work course, and (P5) with a biannual survey of employers, (P6 & P7) after one and five years after graduation.

P1. The assessment plan includes an initial student self-assessment of confidence and self-efficacy related to the students' knowledge and ability for each respective Program objective. It is administered by the respective Program Director. This self-assessment is completed by beginning students at their initial orientation meeting in August of each year.

The measuring instrument asks students to rate themselves from 0 (not at all knowledgeable) to 100 (very knowledgeable) on each Program objective. A mean score for each Program objective is then computed. The relevant course instructors as well as the curriculum and sequence committees review the findings.

P2. At the conclusion of the concentration practicum for MSW students and at the end of the final practicum for BSW students, field liaisons ask students to assess their knowledge and ability related to each respective Program objective with 0 (not at all knowledgeable) to 100 (very knowledgeable). A mean score of 70 is the benchmark at the end of the practicum for each respective Program objective. The relevant course instructors as well as the curriculum and sequence committees review the findings.

P3. At the completion of the concentration practicum for MSW students and at the end of the final practicum for BSW students field liaisons

ask each field instructor to assess the knowledge and ability of each of his/her practicum student in relation to each Program objective. A mean score of 70 is the benchmark at the end of the practicum for each respective Program objective. The curriculum committee and the sequence committees review the self-assessment findings.

P4. Program objectives are objectively assessed on an ongoing basis through collection of data from course instructors related to graded course assignments, exams, and participatory class exercises. As can be seen in Figures 2 (BSW Program) and 3 (MSW Program), each course has specific assignments that are tied to the measurement of each Program objective.

P5. The respective Program Director surveys agencies employing our graduates every two years to obtain an objective measure of our graduates' knowledge levels and abilities related to the respective Program objectives within an employment context. A mean score of 70 is the benchmark for each Program objective. The curriculum committee and the sequence committees review the findings.

Survey findings from graduates' employers done every two years allows the Curriculum Committee to monitor how the marketplace perceives the relevant preparation that our students receive. These data provide the Curriculum Committee with useful information that help in maintaining employment-related relevance of our Program and to assist in monitoring how well our Program is preparing our students for future employment.

P6-7. Graduates of the respective Program are asked to complete a survey administered by Illinois State's Institutional Research Office that includes a self-assessment of the Program objectives at two points in time following graduation (i.e., 1 and 5 years after graduation). This portion of the survey assists the School in assessing graduates' perceptions of how well prepared they feel they were in meeting respective Program objectives at this point in their career. A mean score for each item is computed. A mean score of 70 is the benchmark for each respective Program objective. The curriculum committee and the sequence committees review the findings.

The University survey also collects employment and demographic data from our graduates. This allows us to assess how well prepared students are to obtain social work related employment after they graduate from our respective Program.

FIGURE 1

Time-Table for the Assessment of BSW and MSW Course and Program Objectives
(does not include instructor evaluations)

#	What measured	When measured	Completed by	Type of measure	Administered by	Reviewed by
C1	Course objectives	Beginning of each course	Students in the course	Self assessment	Course instructors	Course instructors Curriculum Committee Sequence Committees
C2	Course objectives	End of each courses	Students in the course	Self assessment	Course instructors	Course Instructors Curriculum Committee Sequence Committees
P1	Program objectives	Entry into the Program	Beginning students	Self assessment	Program Director	Curriculum committee Sequence Committees
P2	Program objectives	Exit from Program	Graduating Students	Self assessment	Field liaisons	Curriculum Committee Sequence Committees
P3	Program objectives	Exit from the Program (last practicum)	Field Instructors	Objective	Field liaisons	Course Instructors Curriculum Committee Sequence Committees
P4	Program objectives	Ongoing assessment during each course	Course instructors	Objective	Course instructors	Course Instructors Curriculum Committee Sequence Committees
P5	Program objectives	Every two years	Agency staff that employ our graduates	Objective	Program Director	Curriculum Committee Sequence Committees
P6-7	Program objectives	One and Five Years after graduation	All graduates	Self assessment	University Research Office	Curriculum Committee Sequence Committees

FIGURE 2

Measurement of BSW Program Objectives by Course

Courses	Program Objectives											
	1	2	3	4	5	6	7	8	9	10	11	12
SWK 170	A			B	B					C		
SWK 221	C			B,C	B			C		C		
SWK 222	A			A	B			A				
SWK 223	A,B, C	A	A	A,C		A, B	A,B, C	A,B		A,B, C		A,B
SWK 225	A,C, D	A,C, D	A,B	A,C, D	A,D	A,C, D	A,B, C	A,C		A,B, C		A,C
SWK 315	A, C	A							A,B, C,E			
SWK 325	A,B, E	E	E	A,E	B,		B,E,	A		E	E	E
SWK 335	B,A, E,C, D	A,C, D,E	A,C, D, E	A,E	A,B, C,D	A,E, C,D	A,B, C,D, E	A,C, D,E		A,C, D,E,	C,D, E	C,D, E
SWK 345	A,B, C,E	A,C, E	D	A,C, E	B,C, E	A,C, E	A,B, C,E	A,C, E	A,C, E	A,C, D,E		A,C, E
SWK 396	A,D	A,D		A			A,C, D	A,C, D,E	A,C, D,E	A,D	A,D	
SWK 398.10 SWK 398.11	A,C, D	E	E	A		E	E		E	E	A,E	A,E
Key: A = Written assignment B = Exam C = Oral presentation D = Discussion/seminar facilitation E = Skill Demonstration/written critique												

FIGURE 3

Measurement of MSW Program Objectives by Course

Courses	Program Objectives													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>Foundation</i>														
SWK 410	C			C		A	A	A				C		A
SWK 420	A, B	B		B	A		A	B	A, B	A		A		A
SWK 421	A	A	E	E		A, E	A, E	A	A			E	A, E	
SWK 430	A, B	A		B	A				A			C		B
SWK 440		A									A, B	A, B		
SWK 498.01	E	E	E	E	E	E	E	E	E	E	E	E	E	E
SWK 488	E	E	E	E	E	E	E	E	E	E	E	E	E	E
<i>Concentration</i>														
SWK 415	A			A		A	A	A	A		A, D	D		A
SWK 460	D	A		A	A		A	A		A	D	A, D		
PSY 450	A		A, C			A, C, D	A, C	A, C			C, D	C, D	C, D	
SWK 425	A	A	A	A	A	A	A	A	A	A				A
SWK 428	A	A	A	A		A	A	A	A	A			A	
SWK 479	A, B, D, E	A	A	A	A		A	A, D, E	A	A, D, E		A, D, E	A	A
SWK 435		A	A						A			A, D		
SWK 438	A	B	B	B					A, B, C				A, C	
SWK 445	A	A	A	A						A	A	A, D		A
SWK 448	A	A	A	A	A	A	A	A	A	A	A	A	A	A
SWK 498.02	E	E	E	E	E	E	E	E	E	E	E	E	E	E
SWK 490	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Key: A = Written assignment B = Exam C = Oral presentation D = Discussion/seminar facilitation E = Skill Demonstration/written critique														