

2017-2018 SUMMARY DATE AND OUTCOMES

Assessment results for the 2017-2018 year are presented in Table below for the on-campus program option. Results for the Riverside County hybrid program option are not yet available.

**2017-2018 OVERALL ASSESSMENT OUTCOMES FOR THE
ON-CAMPUS PROGRAM OPTION**

Competency	Competency Benchmark (Generalist)	Competency Benchmark (Area of Specialized Practice)	Percentage of Students Achieving Benchmark	
			Generalist Practice	Area of Specialized Practice (Clinical)
Competency 1: Demonstrate Ethical and Professional Behavior	90.0%	90.0%	100.0%	100.0%
Competency 2: Engage Diversity and Difference in Practice	90.0%	90.0%	99.5%	100.0%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90.0%	90.0%	99.3%	100.0%
Competency 4 Engage in Practice-informed Research and Research-informed Practice	90.0%	90.0%	98.5%	98.1%
Competency 5: Engage in Policy Practice	90.0%	90.0%	96.5%	99.3%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90.0%	90.0%	100.0%	97.7%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90.0%	90.0%	85.6%	99.8%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90.0%	90.0%	96.1%	96.5%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90.0%	90.0%	98.0%	95.7%

EVALUATION OF OUTCOMES AND IMPLICATIONS FOR PROGRAM RENEWAL

The yearly assessment reports for all program options is prepared by the MSW Program Director and is reviewed by faculty to determine any needed program changes. This process takes place formally in Curriculum Committee and informally in discussions with individual faculty. Suggested changes are brought to the general faculty meeting where they are reviewed, discussed, and voted. Once this occurs, changes are implemented and re-evaluated to ensure that program improvement has occurred.

2017-2018 On-Campus Assessment Results¹

A careful review of the findings indicates that the Program meets or exceeds the standards for all but one competency that fell below the high benchmarks set by the Program. The LLU MSW Program is highly committed to the continuous improvement process and to the ongoing quality of our Program. Listed below are areas identified for improvement and implemented changes.

1. *Competence 7: Assessment of Individuals, Families, Groups, Organizations, and Communities at the Generalist Practice Level*

Competency 7 fell below the established benchmark with 85.6% of students obtaining competency in this area. A review of the measures indicates that while students are performing well in their practicum settings (97.0%), they have difficulty demonstrating competent assessment skills during the *Qualifying Review* (74.1%). While this is not completely surprising given the high stress nature of the *Qualifying Review* process, three areas of improvement were identified including: (a) the ability to orally advocate for a client based on assessment data from a vignette (Question 4); (b) the ability to orally state the process for using research to inform and evaluate work with a client based on a case vignette (Questions 5 and 12); and (c) the ability to assess, orally state, and integrate into the assessment of the vignette issues related to social policy and services (Question 6).

Recommendations to improve the student's ability to orally advocate for a client based on a case vignette are as follows:

- Inclusion of skills labs regarding advocacy in all generalist practice courses.
- The addition of an orally presented case presentation in all generalist practice seminar classes.
- Begin discussing the *Qualifying Review* during fall quarter so that students have more time to prepare and can focus on the skills needed.
- Training all faculty on the goals, objectives, and process of the *Qualifying Review* so that needed skills can be highlighted throughout the curriculum.

Recommendations to improve the student's ability state the process for using research to inform and evaluate work with a client based on a case vignette are as follows:

- The addition of an orally presented case presentation in all generalist practice seminar classes - including the identification of research and evaluation issues and procedures.
- Increased focus on treatment evaluation in all general practice courses.
- Begin discussing the *Qualifying Review* during fall quarter so that students have more time to prepare and can focus on the skills needed.

¹ As previously noted, results for the Off-Campus MSW Program are not yet available as the program began Fall 2016.

- Dialogue with field instructors to determine the degree to which there is broader integration of research within the practicum setting.

Recommendations to improve the student's ability to orally assess vignettes related to social policy and services issues are as follows:

- The addition of an orally presented case presentation in all generalist practice seminar classes - including the identification of policy issues impacting consumer care.
- Adding a policy practice lab to SOWK 514: Social Welfare History and Policy to engage students in better understanding policy and service advocacy at the micro and mezzo levels of practice, including processes such as filling exceptions to eligibility.
- Increased integration of policy issues within the practice courses.
- Begin discussing the *Qualifying Review* during fall quarter so that students have more time to prepare and can focus on the skills needed.
- Dialogue with field instructors to determine the degree to which there is broader integration of the biopsychosocialspiritual assessment process to include consideration of social policy and services issues (i.e., a dialogue about a broader definition of case conceptualization).