

**ASSESSMENT PLAN: Master of Social Work**

Date Updated: Spring 2020

<b>PROGRAM LEARNING OUTCOMES (PLOs)</b>	
Students graduating with a Master of Social Work will be able to:	
<i>PLO 1</i>	Values and Ethics: Demonstrate ethical decision making and behavior guided by the NASW Code of Ethics and other relevant codes
<i>PLO 2</i>	Professional Use of Self: Apply use of self as an autonomous professional tool of engagement and collaboration, demonstrated by self-awareness, bias-reduction, sound judgment, the ability to integrate supervisory feedback, and a commitment to ongoing learning
<i>PLO 3</i>	Critical Thinking: Critically analyze and synthesize information related to evidence-informed social work intervention, prevention, assessment, planning, policies, evaluation and research
<i>PLO 4</i>	Applying Theory: Apply theoretical material to urban social work practice, grounded in a strength-based, empowering, and ecological systems perspective
<i>PLO 5</i>	Advocacy: Advocate for sustainable well-being, build capacity and advance social justice for clients and communities, and create innovative solutions in complex social contexts
<i>PLO 6</i>	

Generalist Practice II community project paper (ALL PLOS, all first-year students, every year)

Integrative Seminar final paper rubric scores (ALL PLOs, all second-year students, every year)

Alumni Survey (ALL PLOs, all alumni invited to participate, every 2-3 years)

Our PLOs are mapped to the University ILOs, particularly in the areas of Thinking and Reasoning (critical thinking) and Diversity (diversity and social justice). We are prepared to provide our assessment outcomes in relation to these ILOs as requested.

In addition to the above, we collect data on our implicit curriculum through periodic student surveys, open feedback forums, and faculty surveys of the work environment.

Closing the Loop: We meet several times a year, in small committees and as a whole faculty, to discuss assessment results. Based on assessment results, we make program changes. For example, the decision to make our SW 600 course more writing-intensive is based in part on results of assessments showing that students need more support in their writing.