

Reaffirmation Compliance Audit

**Prepared for the Commission on Accreditation
Council on Social Work Education**

**Mandel School of Applied Social Sciences
Case Western Reserve University
Cleveland, Ohio**

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[DRAFT]

Contents of Reaffirmation Compliance Audit

The Mandel School's Reaffirmation Compliance Audit is contained in three Volumes:

Volume 1

Volume 1 includes two documents:

- *The Reaffirmation Compliance Audit Review Brief (1.23.2007 LAW, and*
- *Compliance Audit Narrative (Section 3 of Audit Review Brief)*

The compliance audit narrative is organized according to the headings and subheadings of Section 3 of the "Reaffirmation Compliance Audit Review Brief" (pp. 5-13). Each of the major headings (i.e., accreditation standards) in Section 3 of the Audit Review Brief forms a major heading in the narrative, and each subheading of the Audit Review Brief (i.e., row of the table) a sub-heading in the narrative response.

Volume 2

Volume 2 includes the following manuals, reports, and data:

- Eight Abilities (Complete Statements)
- MSASS Student Handbook, 2008-2009
- Field Education Manual, 2008-2009
- Instructor's Manual, 2008-2009
- MSASS Catalog, 2009-2010
- Librarians Report Attachments
- Faculty Summary Form
- Faculty Data (following Guidelines for Submission)
- Faculty Workload Policy
- MSASS Faculty Bylaws

Volume 3

Volume 3 includes master syllabi for each of the courses in the MSSA curriculum.

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Preamble

The Master of Science in Social Administration program at the Mandel School of Applied Social Sciences builds on a long tradition of partnership between Case Western Reserve University and the greater Cleveland community to train future generations of professionals to assume positions of leadership in the community, locally as well as regionally, nationally and internationally.

Case Western Reserve University

Case Western Reserve University was founded nearly 200 years ago when the Western Reserve was being settled, and grew into a comprehensive academic institution that today has undergraduate, graduate, doctoral and professional programs in the arts and sciences, dental medicine, engineering, law, management, medicine, nursing, social work and nonprofit leadership. The university currently enrolls more than 9,800 students – 43 percent in undergraduate programs, and the balance in graduate and professional programs. Among the University's 1,200 international students are representatives of nearly 90 nations. Domestic students represent all 50 states and the District of Columbia.

From its inception, the University has played an important role in the region, seeking to improve the quality of life for others throughout the City of Cleveland, Northeast Ohio, and the world. This mission to improve society has been evidenced by the development of professional schools and programs to prepare young professionals to assume leading roles in research and service. The schools of medicine, nursing and social work have been particularly known for their innovation and academic excellence – all are currently ranked among the top 25 schools in their disciplines.

About the Mandel School

The School of Applied Social Sciences (since 1988 the Mandel School of Applied Social Sciences) was founded in 1915 at the urging of local community leaders to prepare a professionally trained work force to staff the Cleveland community's rapidly expanding social service agencies. The founding of the school came in the year that Abraham Flexner gave his influential paper "Is Social Work a Profession?" at the 1915 Conference of Charities and Correction, in which he said social work was not yet a profession because it lacked a recognizable knowledge base. The founders of the new school were well aware of Flexner's criticism and determined that the new school should be located within a university and built upon a strong social science base, hence the name School of Applied Social Sciences. The new school thus became one of the first university-affiliated schools of social work whose intention was to prepare professional social workers for practice. One of six charter members of the American Association of Schools of Social Work (now the Council on Social Work Education), the School has remained a leader and innovator in social work education throughout its 90 year history, and has consistently been ranked among the nation's foremost graduate schools of social work.

The strong commitment to the community and the grounding of its programs in social science knowledge continue to be hallmarks of the school, and are reflected in community orientation of the master's program and the applied research undertaken by the school's faculty. A decade ago the school provided the impetus for convening Cleveland's business and community leaders to develop a revolutionary new strengths-based model of community development, which subsequently led to the school's completely re-designed concentration in Community and Social Development. The school's long-standing dedication to community involvement is also evident in the affiliation of more than 300 community organizations in the school's field education program, and the over 220,000 hours of community service students provide in the context of their field placements.

The Master's Program

The Master of Science in Social Administration, a social work master's degree, is fully accredited by the Council on Social Work Education and includes foundation training in generalist social work practice and advanced training in *Direct Practice*, or *Community and Social Development*. The Direct Practice concentration offers specializations in Children, Youth and Families; Mental Health; Aging; Health; and Substance Abuse. Special programs are also offered in School Social Work, Early Education, and International Social Work. Dual degree programs are offered with Bioethics, Law, Business Administration, and Nonprofit Management.

The master's program is offered in the traditional nine-month academic year format, and in an innovative Intensive Weekend format designed specifically for employed social workers who wish to complete their master's degree while maintaining their employment. Students in this format take one course at a time, meeting five full days during two weekends spaced a month apart, and complete their degrees in three years. This format, which has been offered since 1985, has made it possible for students as far away as New York, Pennsylvania, Georgia and Florida to commute to Cleveland to complete their degrees.

Ability-Based Learning

Beginning in 1994 the Mandel School began work on what would eventually become its innovative outcomes-based approach to social work education known as the Ability-Based Learning Environment (ABLE). The faculty determined to take what they considered a good program and make it even better by identifying up front what outcomes we wanted our students to achieve, designing a curriculum to address those outcomes directly, and measuring the program's success by whether graduates achieved the desired outcomes. Fourteen stakeholder groups, including three groups of social work clients, employers, community leaders, students, faculty and alumni, were asked what graduates of the Mandel School needed to know and be able to do to enter the work force as competent professionals and to continue their development throughout their careers. Faculty synthesized that information, looked to see that accreditation requirements were adequately represented, and then defined eight abilities which subsequently became the school's program objectives.

The Eight Abilities include the following:

- Advocate for Social Justice
- Succeed in the World of Work
- Communicate Effectively
- Think Critically
- Value a Diverse World
- Integrate Social Work Ethics and Values
- Apply Social Work Methods
- Intentionally Use Yourself

These Eight Abilities are now the point of reference for designing curriculum at the Mandel School, assessing student learning, and assessing program effectiveness.

The transition to an outcomes-based approach to education has been a challenging and rewarding process. It has given us a clearer sense of what kind of graduate we want to produce and therefore what the MSSA program needs to be, and it has made us more directed in our course planning and student assessment. Perhaps even more importantly, the transition to outcomes has caused a subtle but revolutionary shift in focus from what the professor is teaching to what the student is learning, and how faculty can contribute most effectively to student learning.

Now six years after implementation of the Ability-Based Learning Environment (ABLE) we continue to refine and improve our master's program. Our Special Project for the Alternative Reaffirmation is looking intensively at the original ABLE Seminars, which were intended to help students integrate their learning across classroom and field and develop the habit of self-assessment. The seminars met with mixed success. The goal of the Special Project is to design a new concentration-based integrative seminar that will be more effective in achieving those learning objectives. Our outcomes assessment plan is also continuing to evolve as we gather more and richer data, and learn what strategies and methods provide the most useful information.

It is now fifteen years since the faculty of the Mandel School first embarked on the journey to develop an outcomes-based approach to social work education. We have learned much along the way and we believe there is much more to be learned as we continue along this path. ABLE has become a hallmark of the Mandel School of Applied Social Sciences, and carries on the tradition of innovative, high quality, professional education at Case Western Reserve University. We are eager to share our experiences with other programs and together work to strengthen social work education and better prepare our graduates for the challenges that lie ahead.

Accreditation Standard 1 – Program Mission, Goals, and Objectives

AS 1.a.1. Institution’s Mission Statement

Case Western Reserve University improves people’s lives through preeminent research, education and creative endeavor.

We realize this goal through:

Scholarship that capitalizes on the power of collaboration.

Learning that is active, creative and continuous.

Promotion of an inclusive culture of global citizenship.

AS 1.a.2. Program’s Mission Statement

The Mandel School of Applied Social Sciences provides and integrates professional social work education, research, and service to promote social justice and empowerment in communities through social work practice locally, nationally, and internationally.

AS 1.a.3. Program Goals

1. Prepare graduates for advanced social work practice in Direct Practice, and Community and Social Development.
2. Prepare graduates with the vision and capacity to support sustainable and healthy communities.
3. Prepare graduates who critically evaluate and synthesize knowledge from theory, empirical evidence, and professional experience on which to base their practice.
4. Prepare graduates who are committed to social justice and are effective leaders in bringing about social change.
5. Prepare graduates who continue to develop professionally throughout their careers to meet new challenges and changing opportunities.

AS 1.a.4. Program Objectives

The program's Eight Abilities serve as the program objectives. The abilities are listed below in abbreviated form (complete statements are included in Volume 2).

1. **Intentionally Use Yourself:** Students will demonstrate awareness of self, ability to use self professionally in achieving social work goals, and capacity to gauge the impact of self on practice.
2. **Apply Social Work Methods:** Graduates of the MSASS master's program are prepared to function as advanced practitioners in a changing area of social work and social welfare. They demonstrate abilities in the areas of valuing a diverse world, integrating values and ethics, advocating for social justice, succeeding in the world of work, critical thinking, communications, and professional use of self. They are able to assess problems, weigh intervention alternatives, implement change strategies, and evaluate results. Mandel School graduates are able to draw upon the knowledge of theory, research, policy, and practice in order to be effective change agents in community-based efforts with individuals, families, groups, organizations, and communities of various kinds.
3. **Integrate Social Work Values and Ethics:** Students will integrate social work values and ethics into every aspect of their learning and preparation for advanced professional practice.
4. **Value a Diverse World:** Students will integrate into their practice the knowledge, skills, and values needed for understanding and appreciation of a diverse world, and for ongoing development of competence in working with diverse populations.
5. **Think Critically:** Graduating students will be able to think critically about their practice and its knowledge base, and about the social problems and situations they encounter.
6. **Communicate Effectively:** Graduating students will have the oral, written, and attending skills that will enable them to communicate effectively and appropriately in relation to their setting and audience. They will make appropriate use of audiovisual and information technology.
7. **Advocate for Social Justice:** Students will value Advocating for Social Justice as one of their primary responsibilities and will possess the knowledge, skills, and values needed to be effective advocates for social justice.
8. **Succeed in the World of Work:** The masters program at MSASS aims to produce graduates with the ability to be life-long learners committed to their ongoing professional development and able to succeed in the world of work. Students develop knowledge, skills, and values at foundation and advanced levels in the areas of professional development, work habits, and leadership development.

AS 1.b. Ways the program informs constituents about mission, goals and objectives

The School's mission statement is disseminated in the following ways:

- Posted prominently throughout the MSASS building
- Included in the Student Handbook
- Included in the Instructor's Manual
- Included in the Field Education Manual
- Posted on the School's web site: <http://msass.cwru.edu/>

The Program's goals are disseminated in the following ways:

- Posted on the School's web site: <http://msass.cwru.edu/>

The Program's objectives (abilities) are disseminated in the following ways:

- Included in the Schools' catalog
- Included in the Student Handbook
- Included in the Instructor's Manual
- Included in the Field Education Manual
- Comprise the evaluation criteria for the field evaluation
- Referenced in each course objective
- Posted on the School's web site: <http://msass.cwru.edu/>

This self-study was posted on the School's web site and students, alumni and field instructors were invited to review and comment.

AS 1.c. Linkage of mission, goals, objectives and connection to EP

As is shown in Table 1 (below), the Mandel School's mission of providing research and professional social work education is consistent with the university's mission of research and scholarship. Both missions are also connected to the purposes of social work education (EP 1.1) which include developing social work knowledge and preparing competent professionals. The program's mission and EP 1.1 also include leadership and service, something which is implied in the university's mission but not explicit. The program's mission further specifies the purpose of research, education and service is to promote social justice and empowerment, something which is implied in EP 1.1.

The master's program of the Mandel School has five goals, the first of which is to prepare graduates for advanced social work practice in one of two concentrations – Direct Practice, or Community and Social Development. This goal is consistent with the purpose of master's programs in social work which is to prepare students for advanced practice in a concentration (EP 2.0). The program includes three additional goals which give direction to its stated mission to build communities (goal 2) and promote social justice (goal 4) through professional practice (goal 5). The program also includes a goal to prepare its graduates to critically evaluate theoretical and empirical knowledge on which to base their practice, a goal which reflects the original and still current purpose of the School to prepare professionals whose practice is grounded in social science knowledge.

The Eight Abilities identified by the program serve as the program's objectives. Table 2 (below) provides a graphical representation showing the linkage between the program's goals and the Eight Abilities. Note that the goal of preparing graduates for advanced social work practice, the over-arching goal of the program, links to each of the Eight Abilities. Each of the goals links to more than one Ability, and each Ability links to more than one program goal, which demonstrates inter-relationship among Abilities, and between program goals and abilities. Each ability is necessary for effective professional social work practice.

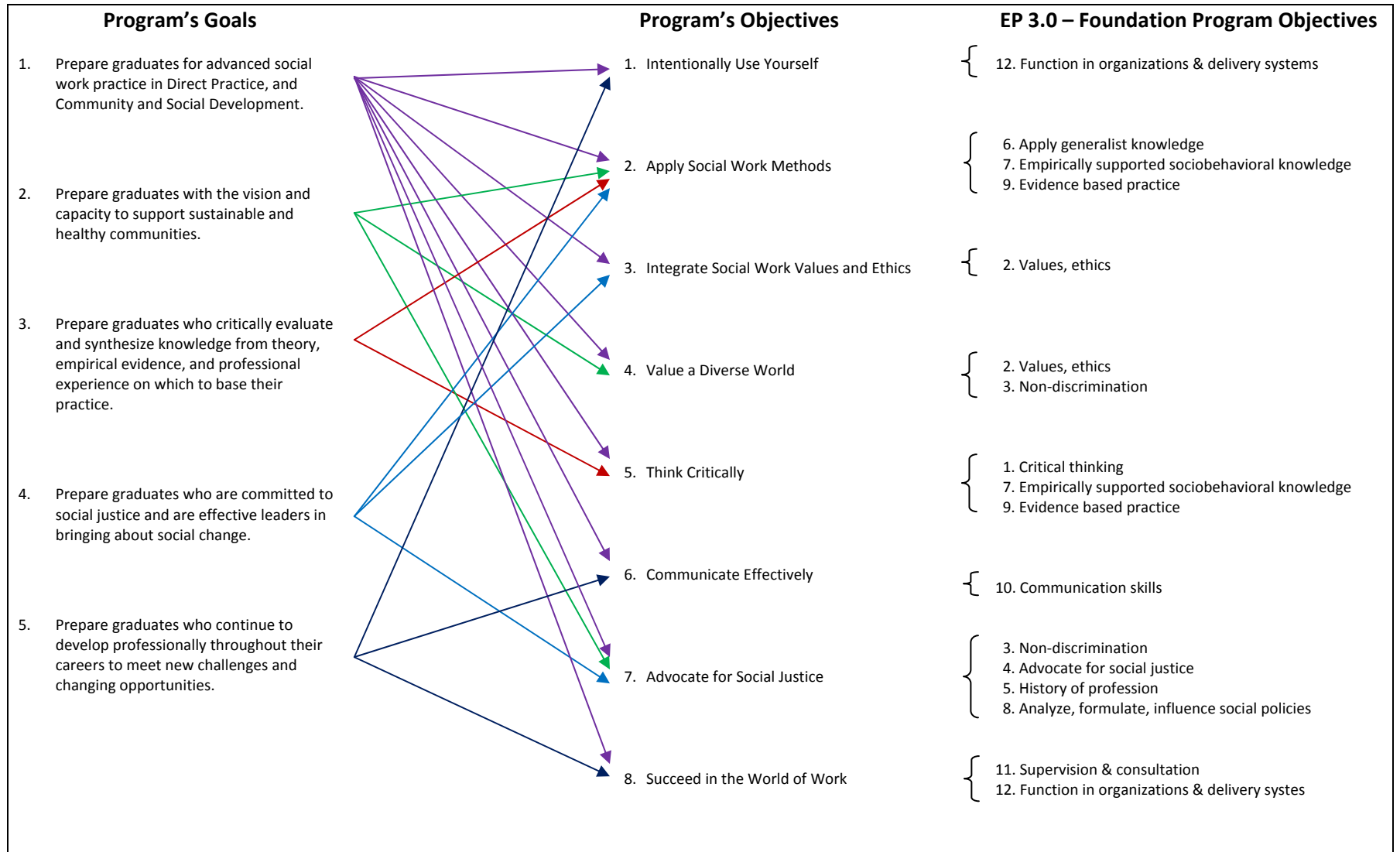
Table 2 shows how the 12 Foundation Program Objectives (FPO) are connected to the Eight Abilities. Each FPO is connected to at least one Ability. Note that FPOs have more connections with Abilities 2, 5 and 7, Social Work Methods, Critical Thinking (including evidence based practice), and Advocating for Social Justice, each of which coincides closely with a program goal.

Each of the Eight Abilities specifies objectives for both foundation and advanced level social work practice. The reader is referred to the complete Ability statements for detailed information on this. Objectives for Ability 2, Apply Social Work Methods, are further specified for each of the advanced practice concentrations.

Table 1. Linkage of Mission, Goals and Objectives, and Connection to EP citations.

<p>University's Mission Improve people's lives through</p> <ol style="list-style-type: none"> 1. research, 2. education, and 3. creative endeavor 		
<p>Program's Mission Provide and integrate</p> <ol style="list-style-type: none"> 1. professional social work education 2. research, and 3. service 4. to promote social justice and empowerment in communities 5. through social work practice 	<p>Program's Goals</p> <ol style="list-style-type: none"> 1. Prepare graduates for advanced social work practice in Direct Practice, and Community and Social Development. 2. Prepare graduates with the vision and capacity to support sustainable and healthy communities. 3. Prepare graduates who critically evaluate and synthesize knowledge from theory, empirical evidence, and professional experience on which to base their practice. 4. Prepare graduates who are committed to social justice and are effective leaders in bringing about social change. 5. Prepare graduates who continue to develop professionally throughout their careers to meet new challenges and changing opportunities. 	<p>Program's Objectives</p> <ol style="list-style-type: none"> 1. Intentionally Use Yourself 2. Apply Social Work Methods 3. Integrate Social Work Values and Ethics 4. Value a Diverse World 5. Think Critically 6. Communicate Effectively 7. Advocate for Social Justice 8. Succeed in the World of Work
<p>EP 1.1 – Purposes of SW Education</p> <ol style="list-style-type: none"> 1. Prepare competent professionals 2. develop social work knowledge 3. provide leadership 	<p>EP 2.0 – Level of Practice Masters programs prepare graduates for</p> <ol style="list-style-type: none"> 1. advanced practice in a concentration 	<p>EP 3.0 – Program Objectives</p> <p>Foundation</p> <ol style="list-style-type: none"> 1. Critical thinking 2. Values, ethics 3. Non-discrimination 4. Advocate for social justice 5. History of profession 6. Apply generalist knowledge & skills 7. Empirically supported sociobehavioral knowledge 8. Analyze, formulate, influence social policies 9. Evidence based practice 10. Communication skills 11. Supervision & consultation 12. Function in organizations & delivery systems <p>Advanced</p>

Table 2. Linkage of Program’s Goals and Objectives, and Connection to EP citations.



Accreditation Standard 2 – Curriculum

AS 2.a. Consistency of Curriculum with Program Goals and Objectives

The curriculum is designed to support the program goals and objectives by providing students the opportunities needed to develop knowledge and skills for generalist social work practice at the foundation level, and for advanced practice in one of two concentrations – Direct Practice, or Community and Social Development. All course objectives link specifically to one or more abilities, which in turn link to the program goals (Table 2, p. 9). Concentration objectives support the abilities while placing them in the context of a specific area of concentration based on population served, problem area, or level of intervention.

The MSSA curriculum is a coherent and integrated whole by virtue of each course addressing multiple program objectives (abilities), and each program objective (ability) being addressed in multiple courses. The same eight abilities are used for the foundation and advanced curriculum, insuring coherency and integration across foundation and advanced curriculum. The advanced levels of the abilities describe the knowledge, skills and values needed for advanced practice in a concentration – the specific knowledge and skills vary with the concentration and specialization, but are grounded in the same eight abilities.

The Mandel School contracted with the Office of Educational Assessment (OEA) at the Indiana University School of Social Work to conduct an independent curriculum analysis to verify the integration of program goals, objectives and curriculum (course objectives). OEA staff independently classified each course objective according to the five program goals, the eight abilities, and the EPAS Content Areas. The analysis tabulated the number of objectives that were assigned to each goal, objective (ability), or content area.

Table 3 (p. 11) reports the distribution of the course learning objectives (CLOs) in the foundation and advanced curriculum by MSASS program goals. The curriculum, as reflected by the course objectives, is consistent with program goals. As might be expected, over half of the course objectives address the first goal, preparing graduates for social work practice. The foundation course objectives provide a more balanced emphasis on the remaining four goals than does the concentration curriculum, reflecting the breadth of the foundation curriculum and its emphasis on generalist practice. By contrast, the concentration curriculum places more emphasis on advanced practice and critical thinking, both of which are purposely designed into the curriculum to emphasize advanced practice skills and knowledge.

Table 3. Classification of Course Objectives by Program Goals

		Foundation Curriculum		Concentration Curriculum	
	MSASS Program Goals Prepare graduates:	# of CLOs	% of CLOs	# of CLOs	% of CLOs
1	for advanced social work practice in Direct Practice, and Community and Social Development.	54	56%	190	65.74%
2	with the vision and capacity to support sustainable and healthy communities.	14	15%	23	7.96%
3	who critically evaluate and synthesize knowledge from theory, empirical evidence, and professional experience on which to base their practice.	11	11%	63	21.80%
4	who are committed to social justice and are effective leaders in bringing about social change.	11	11%	7	2.42%
5	who continue to develop professionally throughout their careers to meet new challenges and changing opportunities.	6	6%	6	2.08%
	Total Classified	96	99%	289	100.00%

Table 4 (p. 12) reports the distribution of course learning objectives (CLOs) by abilities (program objectives) for the foundation curriculum and the two advanced concentrations. The ability to apply social work methods is referenced by more course objectives than any other ability, and this is particularly true for the advanced concentrations where the emphasis is on practice skills and knowledge. All eight of the abilities are supported by some course learning objectives. The ability to intentionally use oneself is not referenced at all in the CSD concentration course objectives. This is somewhat understandable since the ability is more related to direct practice than community and social development, nevertheless this finding needs to be reviewed by the curriculum committee. The much larger number of CLOs in the DP concentration, as compared to the CSD concentration, reflects the fact that there are five sets of courses for the five specializations, hence five times as many course objectives.

Table 4: Classification of Course Objectives by Abilities

	MSASS Abilities	Foundation Curriculum		CSD Concentration		DP Concentration	
		# of CLOs	% of CLOs	# of CLOs	% of CLOs	# of CLOs	% of CLOs
1	Intentionally Use Him/Herself	6	5%	0	0%	17	5%
2	Apply Social Work Methods	39	31%	36	55%	155	47%
3	Integrate Social Work Values and Ethics	9	7%	3	5%	26	8%
4	Value a Diverse World	26	21%	6	9%	47	14%
5	Think Critically	13	10%	9	14%	35	11%
6	Communicate Effectively	6	5%	4	6%	17	5%
7	Advocate for Social Justice	15	12%	6	9%	23	7%
8	Succeed in the World of Work	10	8%	2	3%	8	2%
	Total Classified	124	99.00%	66	101%	328	99%

The curriculum analysis shows the curriculum (course objectives) to be consistent with program goals and objectives, and to provide a good amount of integration across goals and objectives, and between foundation and advanced content.

AS 2.b. Liberal Arts Requirements and Grounding

Liberal Arts Requirements for Students Entering the Program:

- Bachelor’s degree from an accredited college or university
- Course work in the social and behavioral sciences strong enough to ensure the applicant’s ability to do creditable work at the graduate level

Students entering the MSSA program must have a strong grounding in the liberal arts as evidenced by an undergraduate degree from an accredited institution that includes courses in the social and behavioral sciences strong enough to ensure the ability to do creditable work at the graduate level.

Grounding in the liberal arts provides a basic understanding of the humanities (literature, language, philosophy, the fine arts, and history), the physical and biological sciences, mathematics, and the social sciences, and the general intellectual capacities of analysis, critical reflection, problem solving, communication, computation and synthesis of knowledge from different disciplines. General knowledge and general intellectual capacities are fundamental for success in social work education and practice in a rapidly changing world.

The curriculum contains specialized courses in areas required for social work practice that assume a general background in the social and behavioral sciences. Students are also expected to have basic communication and problem solving skills, along with basic skills in critical

thinking, analysis and synthesis. The program seeks to develop these basic skills and knowledge further as they pertain to advanced social work practice in a concentration, thus students continue to develop their abilities to think critically, communicate effectively, and develop their ability to value and practice ethically.

AS 2.c. Field Education Standards AS 2.1 – AS 2.1.6

AS 2.1. – The social work program administers field education consistent with program goals and objectives that:

Field Education Manual, pp. 3-5

AS 2.1.1 – Provides for a minimum of 900 hours of field education for master’s programs

Field Education Manual, p. 15

AS 2.1.2 – Admits only those students who have met the program’s specified criteria for field education

Field Education Manual, p. 15,16

SASS 401 Syllabus, p. 1

SASS 502 Syllabus, p. 1

SASS 603/604 Syllabus, p. 1

AS 2.1.3 – Specifies policies, criteria, and procedures for selecting agencies and instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing instruction

Field Education Manual, p. 16, 17 (selecting agencies and field instructors)

Field Education Manual, p. 18-20 (placing and monitoring students)

Field Education Manual, p. 20 (maintaining field liaison contacts with agencies)

Field Education Manual, p. 33-98 (evaluating student learning)

Field Education Manual, p. 99-105 (evaluating agency effectiveness)

AS 2.1.4 – Specifies that field instructors for master’s students hold a CSWE-accredited master’s social work degree

Field Education Manual, p. 17

AS 2.1.5 – Provides orientation, field instruction training, and continuing dialog with agencies and field instructors

The Office of Field Education holds regular discussions with field instructors to get their feedback on strengths and weaknesses of the field education program. Alternatively titled, Community forums and held at field sites or “Coffee & Conversation” and held at the Mandel School, announcements of these forums are sent to all field instructors and they are invited to participate or to email in their thoughts.

The following sessions are being offered in 2008-2009:

- Introduction to Field Education for New Field Instructors
- Briefing for Experienced Field Instructors
- “Field Instructors as Graduate Professors: Utilizing the Eight Abilities to Set Goals & Evaluate Student Learning”

- “How ‘NeoCANDO’ can work for you”
- “Using the Kolb Learning Style Inventory in Field Instruction”
- “Using the Myers Briggs Type Indicator in Field Instruction”
- “Ethical Issues in Field Instruction”
- “Using Process Recordings in Field Instruction”

Representative Field Instructors serve on the School’s Curriculum Committee and Committee on Students.

AS 2.1.6 – Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment

Intensive Weekend Application for Admission, pp. 47-52

AS 2.a (Master’s). Coverage of 8 Foundation Content Areas and Concentration Content

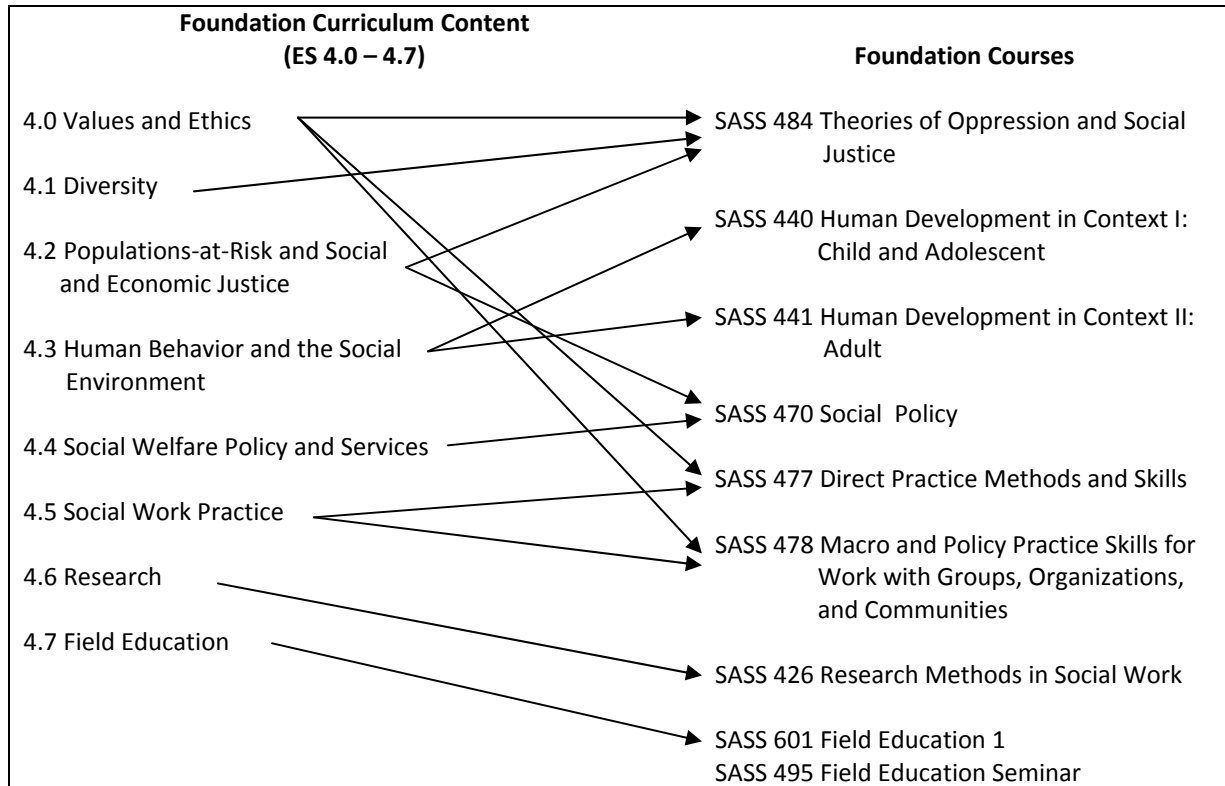
Foundation Curriculum

The foundation curriculum consists of nine required courses:

- SASS 426 Research Methods in Social Work
- SASS 440 Human Development in Context I: Child & Adolescent
- SASS 441 Human Development in Context II: Adult
- SASS 470 Social Policy
- SASS 477 Direct Practice Methods and Skills
- SASS 478 Macro and Policy Practice Skills for Work with Groups, Organizations and Communities
- SASS 484 Theories of Oppression and Social Justice
- SASS 401 Field Education I
- SASS 495 Field Education Seminar

Primary coverage of the eight required EPAS foundation content areas (ES 4.0 - 4.7) is distributed among the foundation courses as shown in Table 5 below (p. 15). Many of the EPAS content areas are touched on in other course also, to maximize the integration of learning across EPAS content areas.

Table 5. Coverage of EPAS Foundation Content Areas



The curriculum analysis performed by Indiana University classified foundation course objectives by the seven required EPAS content areas and is reported in Table 6 (p. 15). This analysis shows a relatively balanced distribution among the seven content areas, although Social Work Practice was addressed by substantially more (27%) course objectives than other content areas. This is consistent with the program’s recent emphasis on teaching practice knowledge and skills.

Table 6: Classification of Foundation Course Objectives by EPAS Content Areas

	EPAS Content Area	Number of CLOs: Foundation	Percent of CLOs: Foundation
1	Values and Ethics	9	8%
2	Diversity	13	12%
3	Populations-at-Risk & Social & Economic Justice	21	19%
4	Human Behavior and the Social Environment	15	14%
5	Social Welfare Policy and Services	16	14%
6	Social Work Practice	30	27%
7	Research	7	6%
	Total Classified	111	100%

The advanced curriculum is divided into two concentrations – Direct Practice, and Community and Social Development. The Direct Practice concentration includes five specializations: Aging; Alcohol and Other Drug Abuse; Children, Youth and Families; Health and Mental Health.

Community and Social Development Concentration

The course objectives contained in the CSD concentration curriculum were classified by the seven EPAS required content areas, and the results are reported in Table 7 (p. 16). A substantial percentage (31 and 36 percent respectively) of the course learning objectives in the CSD concentration curriculum support learning in the social work practice and in the social welfare policy and services content areas. The area of research also receives considerable support. The areas of diversity, populations-at-risk, social and economic justice, human behavior and the social environment, and values and ethics receive somewhat less support within the CSD concentration curriculum.

Table 7: Classification of CSD Course Objectives by EPAS Content Areas

	CSWE Content Area	# of CLOs: CSD	% of CLOs: CSD
1	Values and Ethics	3	4%
2	Diversity	5	6%
3	Populations-at-Risk & Social & Economic Justice	4	5%
4	Human Behavior and the Social Environment	3	4%
5	Social Welfare Policy and Services	24	31%
6	Social Work Practice	28	36%
7	Research	11	14%
	Total Classified	78	100%

Direct Practice Concentration

The course objectives in each Direct Practice specialization were classified according to the seven required EPAS content areas, and the results are reported in Table 8 (p. 17). Consistent with the program’s emphasis on practice skills, the largest percentage (roughly 45%) of the course learning objectives support learning in the EPAS social work practice content area. The remaining EPAS content areas are all approximately equally supported within the DP specialization courses.

Table 8: Classification of Direct Practice Course Objectives by EPAS Content Areas

	EPAS Area	Aging		AODA		CYF		Health		M. Health	
		# of CLOs	% of CLOs	# of CLOs	% of CLOs	# of CLOs	% of CLOs	# of CLOs	% of CLOs	# of CLOs	% of CLOs
1	Values	8	6%	8	7%	6	6%	7	6%	8	7%
2	Diversity	18	14%	10	9%	9	9%	10	9%	10	8%
3	Pop, Justice	7	6%	11	10%	6	6%	7	6%	10	8%
4	HBSE	18	14%	13	12%	10	10%	12	11%	14	12%
5	Policy	11	9%	10	9%	10	10%	13	12%	10	8%
6	Practice	51	40%	50	44%	47	47%	49	44%	56	47%
7	Research	11	9%	8	7%	10	10%	10	9%	9	8%
	Total	127	100%	113	101%	101	101%	111	100%	120	101%

AS 2.b (Master's). Conception of Advanced Practice

Today's social work environment is undergoing a major transformation. The changes are partly the result of external forces, such as devolution, privatization, welfare reform, and managed care. They also reflect the creative efforts of social workers themselves to redesign services and reshape practice to make services less fragmented and reactive, more comprehensive, integrated, flexible, and responsive.

Social work in this environment requires a revitalization of the profession's tradition of community-oriented practice. Social workers need to analyze and apply knowledge of bio-psycho-social variables that affect individual development and behavior. But they also need to understand and intervene in the patterns of interaction that generate or perpetuate problems involving multiple system levels (such as family, neighbors, school, and social service or justice systems). Community-based social work practice sees lasting solutions to problems as arising from the strengths of the community and culture of the individuals and families concerned. It recognizes that clients are involved in larger patterns of formal and informal helping that may involve social networks including family, church or temple, friends, neighbors, or community organizations as well as other professionals. Social work practice sees itself as one part of this larger pattern of helping, its effectiveness depending on how the whole pattern works to ensure that individual, family, and community needs are met. Social workers intervene at all levels, with individuals, families, groups, organizations, and communities, with the aim of building partnerships with those involved to strengthen the caring capacity of communities as they work to resolve issues of immediate concern.

The concentration curriculum of the MSSA program prepares students to function as advanced practitioners in this changing environment of social work and social welfare. The knowledge and skills of advanced practice, as specified at the advanced level in each of the eight ability statements (program outcomes), build directly on the foundation knowledge and skills of the respective ability.

Advanced practice at the Mandel School takes the form of two concentrations – Community and Social Development, and Direct Practice. These two concentrations mirror respectively the two historic tracks of the social work profession – the social reform tradition associated with Jane Addams, and the social treatment tradition associated with Mary Richmond. Advanced professional competence in either of these concentrations requires specialized knowledge and skill beyond those obtained in the professional foundation. The coursework and field placements in the concentrations prepare graduates for effective practice at the advanced level in working with communities and society at large, or individuals, families and small groups.

Community and Social Development Concentration

The Community and Social Development (CSD) concentration broadens the scope of community development beyond the traditional focus in the US to mean primarily housing and economic development. Social development, in the international tradition, is both a community and societal level process that promotes good governance, builds sound and inclusive institutions, promotes vibrant civil societies, addresses the needs of vulnerable groups, develops and implements policies that build social cohesion, and allows fuller citizen participation in all aspects of development. “Community *and* Social Development” therefore makes explicit our focus on the comprehensive, social change process in communities and societies in both the domestic and international arenas.

Community and social development practice seeks to build capacity in communities, organizations and nations dealing with demographic and economic change and serious social issues including globalization, poverty, inequality and oppression, cultural diversity, women’s issues, and human rights concerns. Effective CSD practice is as attentive to leveraging opportunities and building on strengths as it is to solving problems and meeting needs. A key element of CSD is helping individuals, groups and organizations to understand and build on their shared interests and common identity. Community capacity building occurs on four levels: organizational collaboration, organization capacity, social networks, and individual leadership. In the CSD concentration, effective strategies to promote human flourishing through community-based efforts are studied in the classroom and practiced in field placement.

Direct Practice Concentration

The Direct Practice concentration is guided by the social work profession’s commitment to: 1) enhancing the client’s problem-solving, coping and developmental capacities, 2) linking people with resources, services and opportunities, 3) promoting and developing effective and humane service systems, and 4) developing and improving social policy.

Direct practitioners are guided by knowledge of bio-psycho-social variables that affect individual development and behavior, and they understand and intervene in multiple systems levels (such as family, neighbors, school, social service and justice systems). Direct practice social workers recognize their clients are involved in larger patterns of formal and informal helping that may include family, religious and/or community organizations, friends, neighbors. Direct practice

social workers intervene primarily on the individual and family level, but they also build partnerships with groups, organizations and communities with the aim of strengthening the capacity of all people, either individually or in communities.

Successful advanced practitioners develop the skills and knowledge to address problems by working with increasingly complex governmental and private service delivery systems. The curriculum incorporates the use and development of evidence-informed practices as well as the skills to evaluate the evidence base of social work interventions. The issue of cultural sensitivity cuts across all aspects of the direct practice curriculum and equips students with the tools to intervene appropriately and effectively with diverse populations.

AS 2.c (Master's). Concentration Curriculum

Each concentration has developed its own objectives to specify in more detail the knowledge and skills needed for effective practice in the concentration. In effect, the concentration objectives describe the advanced level, concentration-specific expectations for the Social Work Methods ability.

Community and Social Development Concentration

The objectives of the Community and Social Development concentration are for students to:

1. Facilitate full engagement of diverse community members and organizations in the transformation and revitalization of people and place, as evidenced by successful completion of a design paper on process to organize and build capacity in a community.
2. Manage the implementation of community building and sustainability strategies, as evidenced by successful completion of a critique of the management of a community building organization.
3. Map, assess and evaluate community needs and assets, as evidenced by successful completion of a report that uses GIS and statistical models to identify and evaluate community needs and assets.
4. Critically analyze and apply the theoretical and value foundations of community and social development, as evidenced by successful completion of a theoretical and ethical critique of a community based project.
5. Develop and manage financial, political and human resources to promote community and social development, as evidenced by successful completion of a business plan or grant proposal for a community or social development project.

The Community and Social Development concentration curriculum consists of eight required courses and four electives:

SRCH 532 Analytic Tools for Community and Social Development

SASS 534 Community and Social Development Perspectives

SASS 563 Resources for Community and Social Development

SASS 567 CSD Practice I: Strategies for Assessing, Building, and Organizing Community

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SASS 569 CSD Practice II: Strategies for Designing and Implementing Community & Social Change

SASS 602 Field Education II

SASS 603 Field Education III

SASS 604 Field Education IV

_____ Elective

_____ Elective

_____ Elective

_____ Elective

The course learning objectives contained in the CSD concentration curriculum were classified by the five concentration objectives and are reported in Table 9 (p. 20). The CSD course learning objectives reflect support for the five CSD concentration curriculum objectives. As the table illustrates, there is considerable balance in support for the five CSD concentration curriculum objectives. All but the second curriculum objective are supported by at least 21 percent of the classified course learning objectives.

Table 9. Classification of CSD Course Objectives by CSD Concentration Objectives

Prepare graduates to:		# of CLOs	% of CLOs
1	facilitate full engagement of diverse community members and organizations in the transformation and revitalization of people and place	12	23.08%
2	manage the implementation of community building and sustainability strategies	6	11.54%
3	map, assess and evaluate community needs and assets	11	21.15%
4	critically analyze and apply the theoretical and value foundations of community and social development	12	23.08%
5	develop and manage financial, political and human resources to promote community and social development	11	21.15%
Totals		52	100.00%

Direct Practice Concentration

The objectives of the Direct Practice concentration are for students to:

1. Demonstrate proficiency in the differential application of screening and assessment skills in social work with individuals and families, as evidenced by successful performance in SASS 547 assignments as well as in specialization methods classes and field placements.
2. Demonstrate proficiency in the analysis and resolution of ethical dilemmas in the direct practice of social work, as evidenced by knowledge of and adherence to the MSASS Code of Professional Conduct and the NASW code of ethics in class and field activities.

3. Integrate theory, research and practice through the study, analysis, and application of empirically-based models and best practices, as evidenced by successful performance in SASS 547 and SRCH 530 assignments as well as in specialization methods classes and field placements.
4. Demonstrate cultural awareness and sensitivity in all aspects of social work including planning and providing direct practice services, as evidenced by successful performance in SASS 547 as well as in specialization methods classes and field placements.
5. Synthesize knowledge of policy and practice approaches for effective advocacy to improve the social welfare of individuals, families, and their communities, as evidenced by successful performance in specialization methods and policy classes and field placements.

The Direct Practice concentration consists of nine required courses and three electives. Each specialization within the Direct Practice concentration includes two core advanced practice courses common to all specializations(SASS 547, SASS 549), a common practice evaluation course (SRCH 530), and a specialized policy and service delivery course, two specialized practice courses, and three semesters of a specialized field placement.

- SASS 547 Problem Identification, Screening and Assessment/Diagnosis
- SASS 549 Theory and Practice Approaches in Direct Practice Social Work
- _____ Specialization practice course
- _____ Specialization practice course
- _____ Specialization policy and service delivery course
- SRCH 530 Practice Evaluation
- SASS 602 Field Education II
- SASS 603 Field Education III
- SASS 604 Field Education IV
- _____ Elective
- _____ Elective
- _____ Elective

The specialization-specific courses for each specialization are listed below. These courses, along with SASS 530, 547 and 549 and the specialized field placements comprise each specialization.

Aging

- SASS 581 Social Work Practice with Older Adults
- SASS 518 Death and Dying OR SASS515 Family Caregiving
- SPPP 513 Aging Policy and Service Delivery

Alcohol and other Drug Abuse

- SASS 564 Social Work Practice in Alcohol and other Drug Abuse
- SASS 576 Integrative Seminar in Alcohol and other Drug Abuse Treatment
- SPPP 502 Issues in Alcohol and Other Drug Abuse Policy and Serv. Delivery

Children Youth and Families

SASS 565 Community Based Practice with Children and Families

SASS 517 Family Systems Interventions

SPPP 529 Child and Family Policy and Service Delivery

Health

SASS 589 Social Work in Health: Chronic Illness

SASS 517 Family Systems Interventions OR SASS 518 Death and Dying

SPPP 511 Health Policy and Service Delivery

SRCH 530 Practice Evaluation

Mental Health

SASS 583 Social Work Practice in Mental Health: Adults OR SASS 580 Social Work Practice in Mental Health: Children and Adolescents

SASS 587 Integrative Seminar in Mental Health: Adults OR SASS 584 Integrative Seminar in Mental Health: Children and Adolescents

SRCH 530 Practice Evaluation

The course learning objectives for each Direct Practice specialization were classified by the five concentration objectives and are reported in Table 10 (p. 22). The specialization course objectives reflect support for the five DP concentration curriculum objectives. As the table illustrates, there is considerable balance within each specialization in support of the five DP concentration curriculum objectives. In general, the specializations reflect lower support for the second and third DP concentration curriculum objectives than they do for the first, fourth, and fifth.

Table 10. Classification of DP Course Objectives by DP Concentration Objectives.

	Concentration Objective	Aging		AODA		CYF		Health		M.Health	
		# of CLOs	% of CLOs	# of CLOs	% of CLOs	# of CLOs	% of CLOs	# of CLOs	% of CLOs	# of CLOs	% of CLOs
1	screening and assessment skills	11	23%	9	20%	7	19%	11	25%	10	24%
2	resolution of ethical dilemmas	5	11%	8	18%	6	17%	6	14%	6	15%
3	application of empirically-based models and best practices	6	13%	6	14%	7	19%	6	14%	5	12%
4	demonstrate cultural awareness and sensitivity	14	30%	11	25%	7	19%	11	25%	10	24%
5	advocacy to improve the social welfare	11	23%	10	23%	9	25%	10	23%	10	24%
	Total Classified	47	100 %	44	100 %	36	99%	44	101 %	41	99%

Concentration Field Placement

The concentration field placement provides a forum for students to integrate the knowledge, skills and values that comprise advanced professional practice in their concentration. The practice setting affords students opportunities to apply didactic theory to practice, give and receive feedback regarding skill development, and experience the realities of advanced practice in the concentration. In the semester before they begin their advanced placement, students meet with their field adviser to identify the necessary parameters for their placement, with careful attention to the student's concentration, learning needs, and career goals. Student performance in field placement is evaluated in relation to each ability to insure the student is meeting expectations for successful advanced practice in the concentration.

Accreditation Standard 3 – Program Governance, Administrative Structure, and Resources

AS 3.a. Faculty’s Curriculum Oversight and Involvement

The MSASS Bylaws state:

The authority for educational policy rests with the faculty as a whole. Committees act in their behalf and are ultimately responsible to the faculty. (Article 4.1.1)

Standing committees of the faculty shall be the Steering Committee, Faculty Committees for Promotion and Tenure, Masters Curriculum Committee, Committee on Students, Committee on the Doctoral Program, and the Library Committee. Faculty and/or the dean may at any time establish committees to study and make recommendations on any matter within the jurisdiction of the faculty. Chairpersons of all standing committees shall be appointed by the dean except as specified in the bylaws. Unless exceptions are noted, only tenured, tenure track and non-tenure track faculty shall serve on standing committees. (Article 4.1.2)

[ADD faculty involvement in hiring and promotion]

AS 3.b. Faculty Data for Chief Administrator

See Faculty Data in Volume 2.

AS 3.c. Percent Release Time for Chief Administrator

The Dean devotes 80% of his time to administration of the School.

The Associate Dean for Academic Affairs devotes ___% of her time to administration of the MSSA program.

AS 3.d. Faculty Data for Field Education Director

See Faculty Data in Volume 2.

AS 3.e. Percent Release Time for Field Director

The Director of Field Education devotes ___% of her time to administration of the field education program.

AS 3.f. Program Expense Budget

Type of Program: Masters

Program Expenses	Previous Year 2008		Current Year 2009		Next Year 2010	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	1499426	100%	1390346	100%	1571056	100%
Support Staff	254787	100%	262235	100%	270102	100%
Temporary or Adjunct Faculty Field Staff	478712	100%	503951	100%	544090	100%
Fringe	658713	100%	603829	100%	691722	100%
Supplies & Services	83539	100%	84700	100%	86394	100%
Travel	27971	100%	30300	100%	30906	100%
Student Financial Aid	2602421	100%	3174384	100%	3088795	100%
Technological Resources	15000	100%	16000	100%	17000	100%
Other (Specify)						
TOTAL	5620569	100%	6065745	100%	6300065	100%

AS 3.g. Librarian's Report

Librarian's Report

Prepared by: Samantha C. Skutnik, Director, Lillian F. & Milford J. Harris Library

The Lillian F. & Milford J. Harris Library is one of four library partners that make up the CWRU library system. In direct collaboration with the Kelvin Smith Library, the Cleveland Health Sciences Library, and the Judge Ben C. Green Law Library, the Harris Library's primary mission is to serve the Mandel School of Applied Social Science's students, faculty, staff, and alumni, and to function as a rich and vital resource for the greater Cleveland area social work community.

Holdings & Location of Collection:

The Harris Library at MSASS is one of only a small number of professional social work libraries administered by a school of social work. Founded in 1916, the collection of the Harris Library comprises one of the oldest social work libraries in the country. Located on the 2nd and 3rd floors of the MSASS building, it is easily accessible to MSASS students and faculty, and widely used by many. The collection of the Harris Library supports the School's curriculum and research interests with just over 40,000 volumes, 250 print journals in the social work field, access to thousands of electronic journal articles and reports, and over 900 media items. The Harris Library is also fortunate to house a number of valuable papers and collections, including The Eleanor Gerson collection and a collection of Herman D. Stein's papers from his decades at MSASS and Case Western Reserve University (currently in process). A schedule of valuable papers is attached (I).

Staffing:

The Harris Library is staffed by four professional librarians, who all possess graduate degrees in library and information science. There is a library director, a technical services librarian, an instruction librarian, and a reference librarian who is also the technology liaison. All librarians perform reference, information literacy instruction and collection development functions, in addition to other listed job responsibilities. Two highly qualified support staff members provide administrative assistance in the library, and various undergraduate students provide circulation desk, technical services and other clerical assistance.

Budget:

2007-2008 \$ 95,000
2008-2009 \$ 97,334
2009-2010 \$ 99,718 (estimated)

Usage Data:

For a summary of usage data, see the completed 2006-07 Association of Research Libraries worksheet for the Harris Library in attachment III of the full report in Volume 2 of the Compliance Audit.

Equipment & Technology:

The computer lab in the Harris Library is available for use by MSASS students, faculty, staff and affiliates. The computer lab currently provides 16 computers plus a technician's machine. The lab computers are Dell Pentium IV's, 8-Optiplex 745's, and 8-Dimension 4500's, CD-RW's (CD burning capabilities, Front Mounted USB Ports, Digital Video Cards, 17" Monitors, Windows XP Professional). All machines are connected through the campus network to a printer. A special feature of the lab is the video projection equipment. Software on the lab machines includes the complete suite of Microsoft Office, SPSS, and, on certain machines, SINGWINN and Genogram Maker are available.

There are 6 computers in the reference area of the Harris library – 3 computers across from the reference desk, and three on the 3rd floor atrium, available for student use. Another library computer exists on the first floor student lounge, for use by students when the library is not open.

All library computers print to a networked Xerox printer, which also functions as a photocopier for the students. A second Xerox printer/copier is attached to the computer in the student lounge. At the present time, printing and photocopying cost ten cents per page.

Circulation Information:

The Circulation Policies are in attachment IV of the complete Library Report in Volume 2.

Online Catalog, Databases, Interlibrary Loan:

The Case Libraries use the Millennium system (Innovative Interfaces) to provide seamless access to the library catalog, and the library catalog main web page (<http://catalog.case.edu>) is the primary gateway to all library information services. The catalog includes the holdings of all CWRU libraries, the Siegal College of Judaic Studies, and the Cleveland Institute of Music. It also provides access to OhioLINK, an incredibly vast and valuable resource.

OhioLINK is a project funded by the Ohio Board of Regents to connect the libraries of Ohio universities, colleges and community colleges, as well as the State Library and other large research institutions throughout the state. It includes a shared online catalog and document delivery service linking over 80 Ohio institutions, providing access to over seven million articles and full text and bibliographical access to a very large number of books, journals, dissertations, theses, and multimedia items, many of which are highly appropriate and relevant for social work study and research.

Case Libraries encourage all students to make use of the Research Databases, a suite of hundreds of online indices and abstracts, many of which provide full-text of articles. Databases may be accessed from any campus computer, or remotely from anywhere in the world with the use of a network ID and Case's VPN system on a 24x7 basis. A list of databases relevant to the social sciences is attached (V).

Interlibrary Loan (ILL) and patron-initiated requests are available to students, faculty and staff. The Harris Library will pay up to \$15 to acquire a book and up to \$10 to acquire a photocopy / article for any current MSASS student. When these limits are exceeded, the requester is asked to cover the difference. Because of the various reciprocity agreements between the Harris Library and other libraries, ILL journal requests are usually received at no cost to the students. The growing number of full-text journals available also provides students with no-cost access to journal articles without having to use ILL services. Book requests through OhioLINK are patron-initiated and require no intervention on the part of the library staff, except in rare cases. Books can be requested from any OhioLINK library and usually arrive within five working days of the request. The Interlibrary Loan policy is attached (VI).

The Harris Library media collection covers a wide range of social work-related topics, and there are currently over 900 titles in the collection. As with other resources on campus, the items are listed in the online catalog and materials from any library can be borrowed by social work students.

Reference:

Reference service provision remains a primary focus of the Harris Library. Librarians staff the reference desk from 8:00 a.m. – 5:00 p.m. Monday, Thursday and Friday. Reference coverage is extended on MSASS's heaviest class days, typically Tuesday and Wednesday, until 7:00 p.m. Librarians also work on the Saturdays of Intensive Weekend classes, so that the IW students have professional librarian assistance available to them in person. In addition to our in-person desk hours, the Harris Library has a reference question email account (harrisref@case.edu) which is constantly monitored by all the professional librarians. A report of reference transactions is attached (VII).

Librarians, Information Literacy, Services, & Planning:

The Harris librarians are all subject specialists in the many and varied areas of curricular concentration for MSASS. A list of the librarians and their liaison areas is attached (VIII). All Harris librarians are encouraged to participate in local, regional and national professional development opportunities and to attend relevant meetings as necessary. Financial support to attend said meetings and conferences is provided.

The Harris librarians work closely with the Mandel School faculty to introduce information literacy concepts into the curriculum for Masters and Ph.D. students. Incoming students receive a lab orientation that provides an overview of the library and information technology resources

on campus. After the lab session, students are required to complete an online orientation to help familiarize them with basic library research skills and to prepare them for further library instruction in their classes. The online orientation is a 6 module tutorial which provides a detailed overview of the research process. Each module is then followed up by a corresponding quiz, which students take via the Blackboard course management system. Tutorial and quiz completion is mandatory, and student advisors partner with Harris librarians to ensure that every student completes the library tutorials and quizzes.

The Harris Library also provides specific information literacy classes in the Human Development and Social Policy courses for new students in the full-time and Intensive Weekend programs. In addition, we teach detailed information literacy skills in a number of specialized courses and work with faculty to customize the library sessions. Second year students receive instruction in Introduction to Social Research, Practice Evaluation, and Family Systems Theory classes. Other instruction is provided at faculty request, and tailored to each course / section's needs.

The Harris Library provides support for Blackboard, the online course management system used by Case Western Reserve University. Mandel School instructors are welcome to make an appointment with a librarian to set up their Blackboard course sites and to learn how to use this interactive tool. In addition, the librarians can answer basic Blackboard related questions by telephone and by e-mail. The library works with the campus Blackboard administrators to trouble shoot technical problems, and to host workshops for beginner and intermediate users.

Alumni use of the Harris Library is very much encouraged. The Harris Library offers free access to all Mandel School alumni via a special borrower's card. Once an application has been filled out, MSASS alums are added into the Millennium system and permitted to check out up to 6 items from the Harris Library, or from the Kelvin Smith Library (which is the main library on the Case campus). Alumni access is communicated in person to students, via the Harris Library newsletter (the Update), and on the Harris Library website. The library director also presents yearly to the MSASS Alumni Board to make sure that the privileges and services extended to alumni are communicated.

The Harris Library website serves as a bountiful resource of information not only for MSASS students, faculty and staff, but for the Greater Cleveland social work community as well. Pathfinders in all areas of the MSASS curriculum are regularly updated to provide the most current information available in many areas of social work. Furthermore, regional resources, free resources and an entire host of other valuable resources are referenced on our website.

The Harris Library works to take a proactive stance on strategic planning, curriculum revision and technology development within the Mandel School. The Harris Library Committee, which is a standing committee set forth in the bylaws of the MSASS faculty, meets four times during each academic year; the committee is comprised of the library director, four MSASS faculty members, one faculty member from the Mandel Center for Nonprofit Organizations, one master student

representative, one Ph.D. student representative, and one member of the MSASS alumni. The charge of the committee as set forth in the MSASS faculty bylaws is attached (IX).

Furthermore, curricular changes are discussed frequently in collection development planning with key faculty members, and the library director is also a participant in the MSASS leadership team meetings. As the library is at the forefront of facilitating students' use of technology, library staff regularly meets with MSASS IT staff. In 2006, an Academic, Research, Administrative Technology Committee was convened, and the library director is a member of that committee. The charge of that committee as defined by the MSASS Dean is attached (X).

As the University has very recently undergone a strategic planning initiative, the Case Libraries have worked as a group, with the assistance of the Faculty Senate Library Committee, and have come up with a Library Priorities Report 2008-2012 to address issues of challenges, priorities and planning. While this report covers all Case Libraries, there are specific priorities and challenges listed for the Harris Library. A copy of this report is attached (XI). Furthermore, strategic planning for the Harris Library is an initiative slated for intense focus during the 2008-09 academic year; working through more of this with the Harris librarians, the Harris Library Committee, other MSASS faculty and departments throughout the year is a priority.

Items Recommended for Purchase/New Acquisitions Lists:

Because the library is located within the Mandel School, faculty members frequently come into the library to discuss items for purchase with the librarians. Requests for purchase may be made in person, via email or via phone recommendation, and, as long as the materials suggested fit in with the Harris Library collection and the MSASS curriculum, recommended items are purchased, money permitting. Furthermore, the latest editions of all required textbooks for MSASS classes are purchased by the Harris Library each semester and placed on reserve. Harris Library staff work closely with faculty members for each course section to establish circulation guidelines for these materials. Normally, books on reserve circulate for 2 hours, but if individual faculty members prefer other circulation guidelines, we accommodate those requests if at all possible.

If faculty members have requested a specific title, they are notified via email when it is cataloged and available for use in the collection. All titles are available in real time in the Case Libraries online catalog as soon as they have been cataloged. Acquisitions lists for the Harris Library are published every semester and placed on the Harris Library web page. They are also published in our quarterly newsletter, The Update.

Traffic Counts:

Patron traffic has declined slightly in recent years; this is directly attributable to the fact that so many of the Harris Library resources are available online to students 24/7. As mentioned before, the Harris Library staff members strive to make our website as comprehensive as possible in order to facilitate this process. Physical presence in the library is not necessary for

students to complete their research; however, we strongly encourage all students to make use of our in-person services. Specific traffic count data is attached (XII).

Instructional Sessions:

Data for specific number of instruction statistics is attached (XIII).

Library Hours:

The Hours of the Harris Library are set in advance according to the academic schedule. No requests have been received from students asking for longer library hours. The librarians did change coverage on Intensive Weekends approximately 2 years ago. Prior to that time, librarians were present on the Sundays of Intensive Weekends. However, because of the nature of the Intensive Weekend program, and the fact that so many of the IW students travel long distances to MSASS, the librarians found, through informal discussions with students, that, once class time was finished on Sunday, students were eager to leave campus to begin their trek home. With this in mind, the librarians switched IW coverage from Sundays to Saturdays. On Saturdays, students spend the night in the greater Cleveland area, and thus have time on Saturday evenings after class to complete any research that needs to be done in the library. This change seems to have served the Intensive Weekend students' needs well. A copy of the hours for both the Harris and Kelvin Smith Main Library is attached (XIV).

Assessment/Evaluations:

Assessing the effectiveness of the Harris Library services, facilities and collections is a constant priority. The fall 2008 semester marks the first time incoming students have been asked to assess the effectiveness of the Harris Library's online and in-person orientation sessions. This assessment is currently ongoing, and has been delivered to students via the Blackboard course management system. At the current time, data is still being collected and analyzed.

The Harris Library encourages feedback from users; there is a locked "suggestion box" on the circulation desk, with forms that allow for anonymous or identifiable feedback. There is also a "How Are We Doing?" link on the Harris Library web page, which instructs users to email the library with their comments and suggestions. The library director has participated student "Feedback Forums" along with other departments at MSASS, and welcomes the opportunity to participate in those if they are scheduled in the future.

This year, the Case libraries campus wide will be participating in LibQUAL, (<http://www.libqual.org/>) which is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. Once this process is complete, more information will emerge regarding users' opinions of the Harris Library and the Case Libraries overall.

Strengths, Concerns, Future Directions:

Without question, the greatest strength of the Harris Library lies in our exceptional staff members who provide excellent service to all of our constituent populations. Our superior collection has been built by our staff, our patron-focused services are provided by our staff, and our relationships with faculty and other MSASS departments are facilitated because the Harris Library employs some remarkably exceptional people. As library director, I could not ask for a better group of people supporting me.

The Harris Library, as it exists in the Mandel School building, has not been remodeled since 1990. Newer carpeting and more comfortable furnishings, along with the creation of some “group study spaces” would greatly enhance our patrons’ experiences while in the library. Another area of concern emerges due to the increase in the number of students who bring laptops to campus. When the current library space was designed, power outlets were not installed in great numbers. One frequent request is for electrical receptacles into which people can plug laptops. The library is scheduled to be remodeled in 2012; until that time, we are incorporating stopgap measures (placing power bars on study tables, for example) to address student concerns.

Our collection continues to grow in conjunction with the Mandel School curriculum. As curricular revisions have been put into place in recent years, the Harris Library will ensure that all materials required to support the current curriculum are purchased and ready for use by MSASS faculty, students, and staff, and by the local social work community as well.

Accreditation Standard 4 – Faculty

AS 4.a. Use of Full and Part-time Faculty

The Mandel School faculty is composed of the following:

- 20 full time tenured and tenure track
- 6 full time non-tenure track
- 10 full time special faculty (clinical, visiting, research)
- 36 total full time faculty

- ___ adjunct instructors (___ have masters SW degree)

The full time faculty is sufficient in number, qualifications, competence and range of expertise to achieve the goals and objectives of the master’s program. All full time faculty members teach in the master’s program, even those whose primary responsibility is in the Ph.D. program or administration. Full time faculty members teach courses in the foundation and advanced curriculum, chair the concentration committees and all standing committees, mentor adjunct instructors, and provide academic advising. The current student to faculty ratio is 12:1.

Adjunct instructors play a significant role in teaching at MSASS, providing flexibility, breadth, and expertise in specialized practice areas. Adjunct instructors complement our full time faculty resources and enrich the educational experience of students by bringing specialized knowledge and professional experience in a variety of curricular area. Adjunct instructors teach foundation and advanced courses as well as electives.

All adjunct instructors are screened by full time faculty and are interviewed and appointed by the Associate Dean for Academic Affairs. Adjunct instructors are required to meet with the Assistant Dean for Academic Affairs for training and orientation, and attend an orientation and annual update session each year. Full time faculty lead instructors meet with adjuncts who are teaching required courses to insure consistency in the content of the courses. Adjunct instructors are evaluated with the same student evaluation form that is used for full-time faculty, and the Assistant Dean follows up with instructors who need additional training and support. Many of our adjunct instructors have Ph.D. degrees in addition to their master of social work degree. Although an adjunct instructor may teach only once or twice, our aim is to develop a cadre of skilled and experienced adjunct instructors who are familiar with the curriculum, and can provide an integrated and connected learning experience for students.

An important segment of our adjunct instructor staff is made up of Mandel School doctoral students. All doctoral students are urged to teach as part of their educational experience. Students who do not have teaching experience are assigned to assist a full time faculty member for a semester before teaching their own course.

AS 4.b. Faculty Data Tables from Section 2 of Review Brief

See Reaffirmation Compliance Audit Review Brief in Volume 1.

AS 4.c. Faculty Summary Form

See Faculty Summary Form in Volume 2.

AS 4.d. Qualifications of Faculty who Teach Required Practice Courses

Required practice courses are taught only by faculty members who have a master's degree in social work and at least two years of experience, or have received a COA waiver to teach required practice courses. The work experience of the instructor must be related to the content of the practice course being taught. Adjunct instructors who teach required practice courses must have a master's social work degree, and the requisite two years of experience as well. Adjunct instructors are supervised by full time faculty lead instructors to insure students learn the knowledge and skills specified in the course objectives.

AS 4.e. Faculty Workload Policy

The basic workload for full time faculty consists of 6 units (2 hour courses), plus advising and committees for the academic year. Workloads are negotiated with the Dean at the start of the academic year, and may be modified as necessary to meet changing needs of the program.

Non-tenure track faculty members teach 6 courses per academic year, unless they have been assigned administrative duties in which case their teaching load is reduced accordingly. Tenured and tenure track faculty members who are actively engaged in research and scholarship receive a 1 unit reduction for the year. Administrative assignments or funded research can reduce the teaching load as negotiated with the Dean. Faculty receive 1 workload unit for every three doctoral dissertations supervised.

A copy of the workload policy is included in Volume 2.

Accreditation Standard 4 and 7 – Faculty and Program Renewal

AS 4 & AS 7.a. Faculty Data

See Faculty Data in Volume 2.

Accreditation Standard 5 – Student Professional Development

AS 5.0 and AS M5.1. Admissions Criteria

See MSASS Catalog in Volume 2, p. 19.

AS 5.2. Policy on Credit for Life and Work Experience

See MSASS Catalog in Volume 2, p. ____.

AS 5.3, AS 5.3.1, and AS M5.3.2. Course Waivers, Advanced Standing, Transfer Credits

See MSASS Catalog in Volume 2, p. 19, 20.

AS 5.4. Academic and Professional Advising

Academic and professional advising is provided by full time faculty only. Advising policies and procedures are described in the Instructor’s Manual in Volume 2, p. 34.

AS 5.5. Policies on Student Rights and Responsibilities

MSASS students are members with voting rights in the Faculty Committee, Curriculum Committee, Committee on Students, and Library Committee (see MSASS Bylaws, Articles 2.5, 4.4.2, 4.5.2, and 4.7.2.)

The Dean holds an open forum each semester for all students, and meets regularly with students by appointment (Student Handbook, p. 50)

The Mandel Council for Student Community Leadership is an officially recognized student organization, with membership open to any student. It is the main channel through which students participate in the affairs of the School (Student Handbook, pp. 45, 46).

AS 5.6. Criteria for Evaluating Academic and Professional Performance

Grading policy – see Student Handbook, p. 38.

Field instruction grading criteria – see Field Education Manual, p. 22.

Professional Code of Conduct – see Student Handbook, pp. 33-35.

AS 5.2. Policies for Terminating Student Enrollment

Academic dismissal policy – see Student Handbook, p. 28.

Professional performance dismissal policy – see Student Handbook, pp. 33-35.

Committee on Students – see MSASS Bylaws, Article 4.5.

Accreditation Standard 6 – Nondiscrimination and Human Diversity

The Mandel School makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity are practiced. This is evidenced in several ways: (1) the School's formal commitment to nondiscrimination and human diversity, (2) the structure and content of the curriculum, and (3) the informal learning context, i.e., the lived experience of the student.

Organizational Commitment

The Mandel School's commitment to diversity and nondiscrimination is articulated in our mission, which states that our main goal is *"to provide and integrate professional social work education, research, and service to promote social justice and empowerment in communities through social work locally, nationally and internationally."* Promoting social justice and empowerment in communities requires cultural sensitivity and competence, and a commitment to nondiscrimination.

The goals of the master's program make the commitment to diversity and nondiscrimination more specific by stating our wish to *"prepare graduates with the vision and capacity to support sustainable and healthy communities,"* and *"who are committed to social justice and are effective leaders in bringing about social change."*

The commitment to human diversity and nondiscrimination is made even more explicit and measurable in our program objectives by devoting one of the Eight Abilities to *"Value a Diverse World."* As noted in the ability statement, we believe *"valuing a diverse world is a life-long developmental process in which we continuously strive for a better understanding of ourselves and those we serve."* The ability statement goes on to say that being an effective practitioner in a diverse world requires more than self-awareness and an understanding of diversity, it requires social workers to be *"competent in interpersonal skills and intervention methods."* The Mandel School is committed to helping its students develop the knowledge, self-awareness, and professional skills and methods needed for effective practice in our increasingly diverse world.

The abilities Advocate for Social Justice, and Integrate Social Work Values and Ethics, also demonstrate the School's commitment to diversity and nondiscrimination by insuring that students become familiar with the professional purposes and values of the profession, and develop the skills and commitment to advocate for the needs of the groups in society who have been disenfranchised and discriminated against.

Educational Program

The School's commitment to diversity and nondiscrimination is interwoven throughout the master's curriculum, and is evident in the special programs and services that are designed to attract a diverse student body and insure every student's success in the program.

SASS 484, Theories of Oppression and Social Justice, is a required foundation course that gives students an understanding of the experience of minority and disenfranchised groups in our society, the forces of discrimination, and the dynamics of oppression and privilege. This course is considered foundational to developing the ability to "Value a Diverse World." The course exposes students to a range of minority populations through readings, guest speakers, and assignments that require the student to interact with members of diverse groups.

SASS 470, Social Policy, another required foundation course, focuses on the problems of poverty and discrimination as it teaches students the historical foundations of social policy and helps them develop the skills of policy analysis.

Issues of human diversity and nondiscrimination are infused throughout the foundation and advanced curriculum. The Indiana University curriculum analysis showed that fully 21% of the course objectives in the professional foundation addressed the ability to "Value a Diverse World" (Table 4, p. 12). The only ability addressed by more foundation course objectives was *Apply Social Work Methods* with 31%. In the advanced curriculum, 9% of the course objectives in the CSD concentration and 14% of the course objectives in the DP curriculum were linked to the ability to *Value a Diverse World*.

The field education department reflects diversity in its staffing, selection of learning sites, and the content of the educational and evaluative experiences. Two of the eight field advisers are African Americans, and one is foreign born. The administrative assistant is African-American. Field placement agencies include a wide array of organizations serving diverse people of all kinds. Learning goals and student performance in field education are structured around the Eight Abilities, one of which is Value a Diverse World. As a consequence, the staffing, agency settings, learning goals and student evaluations all incorporate diversity as an integral part of the experience.

All new students are required to participate in a student-led Diversity Workshop as part of their orientation to the program. The workshop is intended to help students develop more comfort in addressing issues of diversity and discrimination, and to see it being modeled by their more advanced peers.

The School works hard in concrete ways to insure the success of its minority and disenfranchised students. Project Go, directed by a minority member of the faculty, is one such program. To increase diversity in the student body the School has reached out to promising minority students whose academic skills and undergraduate GPAs appear not to be good predictors of their ability to succeed. Students are selected for Project Go based on demonstrated social work

experience, strong references, and a personal interview with and recommendation from the Director of Project Go. Project Go provides individual mentoring to the student, academic support in the form of special tutoring and advising, and the opportunity to develop their confidence through regular meetings with peers. Historically, the graduation success rate of students in Project Go has met or exceeded that for the general student population.

The Louis Stokes Fellowship in Community Development is an innovative, federally funded program, that provides full-tuition scholarships and travel stipends to students of color already working in community development, to enable them to travel to Cleveland to earn their degree through our Intensive Weekend program. The Fellowship program has attracted outstanding, non-traditional social work students from Florida, Georgia, and Louisiana in addition to Ohio and other states to foster leadership among African-Americans and Hispanics in the field of community development. This program is named in honor of retired congressman Louis B. Stokes, who is a member of our special faculty. Congressman Stokes meets with the Fellows regularly, and also guest lectures in many MSASS classes regarding his experience growing up as a minority person in Cleveland public housing and making his way eventually to the United States House of Representatives.

The Mandel School has also developed a strong international travel and study program that has attracted an increasing number of students each year. This academic year travel/study trips led by MSASS faculty will be studying women and community development in El Salvador, women's health in Israel, social problems and multicultural aspects of health care in the Netherlands, micro-financing in Bangladesh, child welfare and community development in Guatemala, and health and welfare in China. The primary purpose of these trips is to introduce students to another culture, often that of a 3rd world country, to become familiar with the effects of discrimination and oppression, and to learn about efforts to reduce social injustices.

The school also provides support and special accommodations to students with disabilities. Students work through the university Office of Disability Resources to determine the extent of their disabilities and the accommodations needed. Accommodations are routinely made for students with learning disabilities, physical disabilities, visual disabilities, and mental health issues. This important service makes it possible for students with disabilities to be successful members of the academic community, and to add diversity to the educational experience of our students.

The Learning Context

Perhaps the most important way a program provides a learning context in which respect for all persons and understanding of diversity are practiced is through its implicit curriculum. The Mandel School works hard to insure that the composition of the faculty, staff and student body is diverse, and that a climate of openness and acceptance for all people is promoted in everything the School does.

It is important that a faculty be diverse, both for the richness it provides in the teaching and research missions of the school, but also because of what it conveys to students. Seven of the 35 full time faculty members are people of color, one person is foreign born, and several are openly gay or Lesbian. Twenty of the 35 full time faculty are women. ____ of the ____ adjunct instructors are people of color. The Associate Dean for Academic Affairs and the Assistant Dean for Student Services are both African-American women. At the Mandel School students see a diverse faculty in the classroom and in positions of leadership, and as valued members of the academic community.

The staff of the school is also diverse. Nine of the eleven professionals and assistants in the Offices of Academic Affairs, Student Services, and Continuing Education are African American. Students experience a diverse faculty and staff in all aspects of the school's life.

The school places a strong emphasis on recruiting and enrolling a diverse student body. Of the 312 students enrolled in the program during 2008-2009, 26% are African American, 3% are Hispanic, and 7% are international students. Less than two thirds of the student body is Caucasian. The Stokes Fellowship, Project Go, Dean's Scholarships, and targeted recruiting have all helped to create a diverse student body.

The Mandel Council for Student Community Leadership, the officially recognized student organization, sponsors several diverse special interest groups and alliances, including LINK (Local InterNational Connections), an organization of students interested in international social work, the Black Student Association, ALLIES, an association of gay, lesbian, bisexual, transgender and straight students, Mobilize, a social action organization, and SLAM, a mental health advocacy group. Officers of the Mandel Council are often members of minority groups, reflecting the fact that minority students assume positions of leadership in the life of the school.

The university maintains an LGBT website (<http://www.case.edu/provost/lgbt/>) to demonstrate its commitment to creating a safe and comfortable environment for lesbian, gay, bisexual and transgender people at CWRU. The home page includes a message of welcome from University President Barbara Snyder. Jane Daroff, an alumna of the Mandel School and a social worker with University Counseling Services, serves as co-chair of the university's LGBTA Task Force. Mandel School faculty and students have been instrumental in the development and promotion of the LGBTA Task Force.

Another important way the school promotes understanding and respect for human diversity is through the speaker series, seminars and special programs.....

Efforts to Improve the Quality of the Learning Context

Faculty recruitment

Student recruitment

Accreditation Standard 7 – Program Renewal

Exchanges with External Constituencies

The School maintains ongoing exchanges with a variety of community and professional groups. The Dean meets twice annually with the Visiting Committee, a 30-member group of community leaders representing social services, education, corporations, religious communities, foundations and voluntary organizations. The Visiting Committee advises the Dean and makes periodic reports to the University Board of Trustees. The Dean has frequent meetings with corporate and community leaders, foundation officers, community officials, and Mandel School alumni.

The School has a large and active Alumni Association, whose board of directors meets regularly with the Dean and other administrators. The Alumni Association also appoints one of its members to serve on the Curriculum Committee.

The Field Office maintains relationships with over 300 community agencies. Formal exchanges with field instructors occur through the Field Forum, a representative group of field instructors who meet regularly with the Director of Field Education to advise on the School's field program and provide constructive feedback. The Field Office was instrumental in establishing the North Central Field Education Directors Consortium that meets twice a year at the Mandel School to share information, ideas, and issues of common concern.

Faculty Research

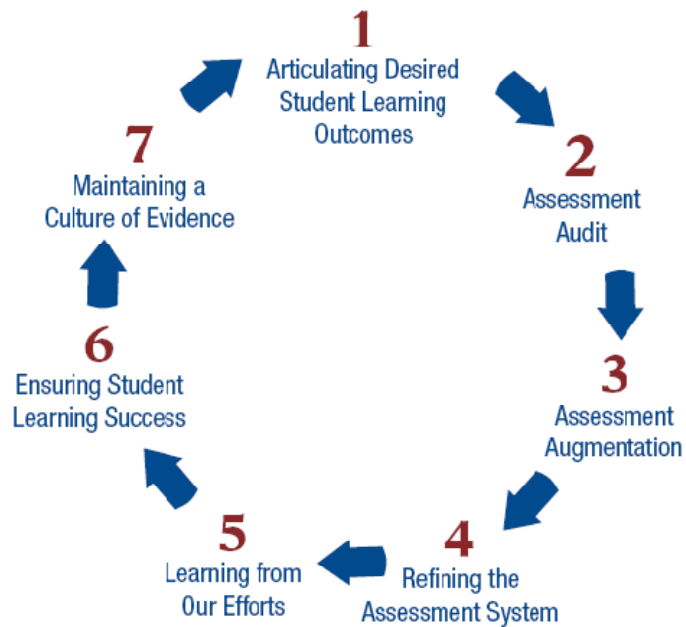
Mandel School faculty are actively engaged in community-based research and scholarship. Faculty produced _____ articles and book chapters and _____ books during 2007. The School's Center for Poverty and Community development has been instrumental in influencing poverty policy at the local, state and national level, and developing new models of community building. Other faculty research has focused on improving mental health case management practice, developing early intervention parenting interventions, understanding and improving family care giving in families with an aging or ill member, national and international aging policy, international adoptions, youth violence, family decision-making in child welfare, and understanding the effect of psychotropic medications in adolescents. In conjunction with the School of Medicine, the Mandel School established the Ohio SAMI Coordinating Center of Excellence which disseminates and provides training and support for the Integrated Dual Disorder Treatment model, and evidence-based intervention for work with persons with co-occurring disorders.

Professional and Academic Leadership

Accreditation Standard 8 – Program Assessment and Continuous Improvement

AS 8.a. Assessment Plan and Procedures

Just as our program assessment activities have resulted in modifications to our program, ongoing review of our assessment activities has led to improvements in our assessment plan. The Educational Testing Service (ETS) recently outlined a seven step model (see figure below) for creating an evidence-based accountability system for student learning outcomes, that includes assessing and improving the assessment plan as well as assessing and improving the educational program itself (Millett, Payne, Dwyer, Stickler & Alexiou, 2008). Steps 2, 3 & 4 of the ETS model capture nicely the process we followed to arrive at our current assessment plan.



Step 2. Assessment Audit. When we adopted the eight abilities in May, 2000, our assessment data consisted of course grades, alumni surveys, licensure exam data, course evaluations, and periodic student forums and focus groups. Data were analyzed mainly in relation to reaffirmation cycles, or felt need. We did not have a mechanism for regular review of the data to affirm or improve our program. Most importantly, we did not have in place a plan to gather data on our newly identified abilities.

Step 3. Assessment Augmentation. As a result of our audit we added three measures in fall 2002:

1. The Social Work Self-Efficacy Scale (Holden, et al, 2002), a standardized measure of practice outcomes.
2. An experimental qualitative assessment in which students described the abilities they observed in a video documentary of a social worker working with a family. The written narratives were to be coded according to the eight abilities.
3. Student portfolios were required of all incoming students to provide evidence of their competence in each of the eight abilities. The portfolios were intended primarily for student self-assessment, but there was also some thought of having faculty evaluate the portfolios later on for use as an outcome measure of the abilities.

Step 4. Refining the Assessment System. Our experience in the first several years of our augmented assessment program led to the discontinuation of two measures:

1. We discontinued using the experimental qualitative measure after the first administration in 2002 because it did not produce meaningful data for assessing competence in the abilities.
2. The ABLE Seminar and portfolios were discontinued in fall 2005 because of general consensus among students and faculty that they were not achieving their intended purpose. We designed a special project (part of our alternative self-study) to learn from that experience and design a new and improved integrative seminar for students. The new seminar is expected to include a new assessment tool (an embedded assessment) for assessing student competence in the abilities in an integrated fashion.

Further review of our assessment activities led us to add three measures of student learning:

1. We began using the practice version of the newly revised ASWB Masters Exam in August 2004 because of continuing concern about the pass rate of our students on the license exams.
2. We began administering the Graduate and Professional Student Exit Survey in May, 2006, to students after graduation from the program. This satisfaction survey was developed by MIT and Duke University for AAU institutions, and was being used by several graduate programs at our university, which would allow us to compare our program with other programs at Case.
3. For the past several years the field evaluations have been organized around the eight abilities, and include specific skill items for each of the abilities. The student and the field instructor independently rate the student's competence on each item. The field evaluations have high face and content validity as an indicator of student competence in the abilities. We are currently exploring ways to increase the reliability and discriminant validity of field evaluation ratings to enhance their usefulness as a program outcome measure.

4. We contracted with a professional survey research firm to conduct a telephone survey of randomly selected alumni from five graduation year cohorts beginning in 1977. The survey will ask respondents to rate their competence on each of the eight abilities. We expect self-ratings of competence may change somewhat as graduates progress throughout their careers, based on their work experience and reflection on their education.

Analysis of data from our current assessment procedures has led to make several additional changes in our assessment plan beginning in fall of 2009.

1. We will discontinue use of the Social Work Self Efficacy Scale when current students complete the post-test data. Although it allowed us to compare advanced standing students with non-advanced students at entry and exit, it provided us little specific information on where our students were strong and where they were weak. Further, our analysis of self-efficacy and license exam data raises questions as to what exactly self-efficacy measures. Research conducted by Mary Rawlings, a recent doctoral graduate of our program, raises further question about self-efficacy as a measure of actual practice skill.
2. We will stop giving the Master's License Practice Exam to entering students. Instead, beginning in 2009 we will give the Bachelor's License Practice Exam to entering students with advanced standing, and to non-advanced students when they complete the professional foundation. We believe this will give us a better picture of our students' mastery of foundation content.
3. Beginning in spring 2009 we will stop giving the Master's License Practice Exam to students graduating in the Community and Social Development concentration. The Master's exam contains almost no content relevant to community and social development practice, and thus lacks validity for those students. In its place, CSD concentration faculty will begin developing an in-house exam based on learning objectives in the concentration to give us a better indication of CSD student proficiency when they graduate.
4. We are also in the process of identifying embedded assessments in the foundation and advanced courses that measure key professional practice skills. We expect to gather student performance data on a role-play interview assignment in the foundation direct practice course (SASS 477) this year to help us assess if students are developing the specific practice skills we intend for them to develop.

Our current outcomes assessment procedure is shown below for each of the abilities. Our assessment activities have focused heavily on Applying Social Work Methods because we had identified practical skills as the primary focus of our curriculum revision, and because Applying Social Work Methods is perhaps the most strategic of the eight abilities for students' success early in their careers.

Apply Social Work Methods			
Measure	Procedure	Benchmark	Analysis
Field evaluation: Social Work Methods	Rated by field adviser and student at end of 4 th semester	95% of students receive ME or EE ratings	Office of Educational Assessment
Role play assessment interview	Embedded assessment in SASS 477; 1 st semester foundation	95% of students receive A or B grade	Course instructors
Social Work Self Efficacy Scale	Administered at program entry and exit	Post-test score > 80	Office of Educational Assessment
Masters License Practice Exam - Human development - Assess, diag, interv. - Direct & indir. prac. - Admin, superv., policy - Service delivery	Administered at program entry and exit	80% students receive passing score (70%)	Office of Educational Assessment
License Exam	Administered by ASWB when student applies for license	Meet or exceed national pass rates for Bachelor's exam	ASWB
Alumni Survey Social Work Methods	Telephone survey	80% of respondents rate achievement good or better	Independent survey research firm

Think Critically			
Measure	Procedure	Benchmark	Analysis
Field evaluation: Think Critically	Rated by field adviser and student at end of 4 th semester	95% of students receive ME or EE ratings	Office of Educational Assessment
Masters License Practice Exam - Eval/research	Telephone survey	80% of respondents rate achievement good or better	Independent survey research firm
Alumni Survey Think Critically	Telephone survey	80% of respondents rate achievement good or better	Independent survey research firm

Integrate Social Work Values and Ethics			
Measure	Procedure	Benchmark	Analysis
Field evaluation: Values & ethics	Rated by field adviser and student at end of 4 th semester	95% of students receive ME or EE ratings	Office of Educational Assessment
Masters License Practice Exam - Professional values	Administered at program entry and exit	80% students receive passing score (70%)	Office of Educational Assessment
Alumni Survey Values & ethics	Telephone survey	80% of respondents rate achievement good or better	Independent survey research firm

Value a Diverse World			
Measure	Procedure	Benchmark	Analysis
Field evaluation: Diverse world	Rated by field adviser and student at end of 4 th semester	95% of students receive ME or EE ratings	Office of Educational Assessment
Masters License Practice Exam - Diversity/justice	Administered at program entry and exit	80% students receive passing score (70%)	Office of Educational Assessment
Alumni Survey Diverse World	Telephone survey	80% of respondents rate achievement good or better	Independent survey research firm

Advocate for Social Justice			
Measure	Procedure	Benchmark	Analysis
Field evaluation: Advocate for Soc. Jus.	Rated by field adviser and student at end of 4 th semester	95% of students receive ME or EE ratings	Office of Educational Assessment
Masters License Practice Exam - Diversity/justice	Administered at program entry and exit	80% students receive passing score (70%)	Office of Educational Assessment
Alumni Survey Advocate for Soc. Jus.	Telephone survey	80% of respondents rate achievement good or better	Independent survey research firm

Intentionally Use Yourself			
Measure	Procedure	Benchmark	Analysis
Field evaluation: Use of self.	Rated by field adviser and student at end of 4 th semester	95% of students receive ME or EE ratings	Office of Educational Assessment
Masters License Practice Exam - Prof. relationships	Administered at program entry and exit	80% students receive passing score (70%)	Office of Educational Assessment
Alumni Survey Use of self	Telephone survey	80% of respondents rate achievement good or better	Independent survey research firm

Communicate Effectively			
Measure	Procedure	Benchmark	Analysis
Field evaluation: Communication	Rated by field adviser and student at end of 4 th semester	95% of students receive ME or EE ratings	Office of Educational Assessment
Masters License Practice Exam - Communication	Administered at program entry and exit	80% students receive passing score (70%)	Office of Educational Assessment
Alumni Survey Communicate	Telephone survey	80% of respondents rate achievement good or better	Independent survey research firm

Succeed in the World of Work			
Measure	Procedure	Benchmark	Analysis
Field evaluation World of work	Rated by field adviser and student at end of 4 th semester	95% of students receive ME or EE ratings	Office of Educational Assessment
Alumni Survey World of work	Telephone survey	80% of respondents rate achievement good or better	Independent survey research firm

AS 8.b. Data Collected for Each Program Objective

Outcome data for each ability (program objective) are reported in Table 11 (p. 48). Data are derived from three different assessment tools: the Master’s License Practice Exam, field evaluation ratings by students and field instructors, and global self-ratings on each ability from a telephone survey of a sample of 2007 graduates.

Practice license exam subscale scores are reported under the equivalent ability, for example the license exam subscale “diversity and social justice” is reported under the ability Value a Diverse World. Four subscales are combined and reported under the ability Social Work Methods.

Table 11 also reports the total score for Social Work Self Efficacy, as well as the total score for each of the other assessment tools. The embedded role-play interview assessment in foundation direct practice (SASS 477) is reported as a total score because it incorporates skills from several abilities.

[additional discussion of data for each objective once data are available from field and alumni]

Table 11. Outcome Data by Ability for MSSA Graduating Students

Assessment Tool	Ability								
	Use of Self	Social Work Methods	Values and Ethics	Value Diverse World	Think Critically	Communi cate	Advocate Social Justice	Succeed in Work	Total Score
Self-Efficacy Scale ¹									84
Masters Practice Exam: ²	70	71	70	78	43	65	78		___
Field Evaluation ³	___	___	___	___	___	___	___	___	___
Alumni Survey ⁴	___	___	___	___	___	___	___	___	___
Role Play Interview ⁵									___

¹Social Work Self Efficacy – confidence in skill rated on 100 point scale (2003-2008 graduates, N=426)

²Masters License Practice Exam – percent items correct (2006-2008 graduates, N=538)

³Field Evaluation – percent items rated meets or exceeds expectations (2 008 graduates, N=88)

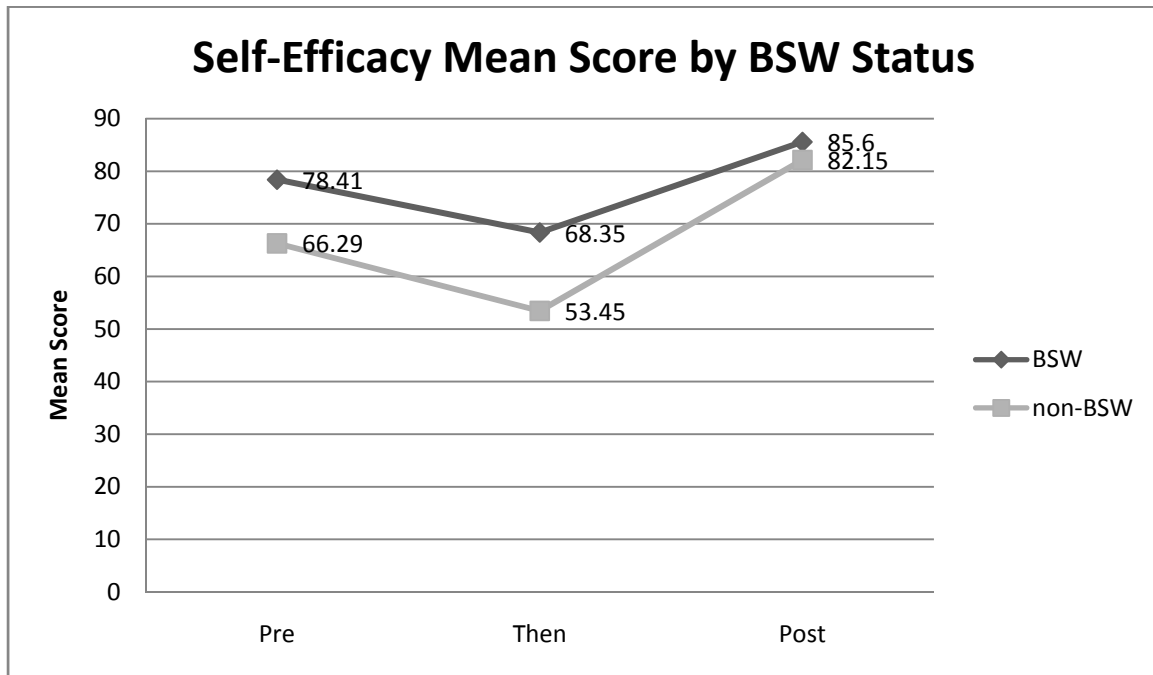
⁴Alumni survey – item rating on scale of 1-10 (2007 graduates, N=___)

⁵Role Play Interview – percent receiving grade of B or better (2008 full-time foundation students, N=___)

Social Work Self-Efficacy by advanced standing vs. non-advanced students

We have been gathering pre/then/post data on Social Work Self-Efficacy since 2003, which allows us to compare advanced standing students with non-advanced standing students at pre-test, then and post-test. Then ratings are retrospective ratings of pre-test self-efficacy at the time of post-test. Then ratings are generally considered more valid than the pre-test ratings because students' criteria for self-ratings generally become more stringent as they move through the program, and "then" and "post" ratings both use these more criteria. The data in the chart below demonstrate this difference.

The chart below shows that both the pre and then ratings of students entering with a BSW are higher than for non-BSW students, but by post-test they are nearly equal (non-statistically significant difference). These suggest that advanced standing students enter the program with a higher level of self-efficacy, but by the time non-advanced students complete the professional foundation and both sets of students complete the advanced curriculum they are for all practical purposes equal.



As noted earlier in the discussion of assessment plan, we have decided to discontinue use of Social Work Self-Efficacy as an outcome measure in favor of using practice license exams. We believe the Bachelor's practice exam will be a better measure of foundation knowledge and skills at the point advanced standing students enter the program, and non-advanced students complete the professional foundation. Assessing foundation knowledge in this manner will also allow us to compare the proficiency of students who already have the foundation when they enter, and students who complete the foundation in our program. The subscales of the practice exam should also be helpful in identifying which abilities students are strongest in, and which are weakest.

Alumni Survey

Pass rates on ASWB Bachelors Exam (for licensing in Ohio as LSW)

AS 8.c. Use of Data to Affirm or Improve Program

Before discussing the use of data, it is important to recognize the strengths and limitations of the various assessment tools we are using. The content of the Masters License Practice Exam is based on an extensive practice analysis of social work at the masters level with no experience, and the items have been evaluated for reliability and validity. The items test several levels of cognitive reasoning, and are knowledge items rather than opinion or self-assessment items. This should give the practice exam at least some validity as an indicator of the practice knowledge possessed by students in the DP concentration.

The Social Work Self-Efficacy Scale has questionable validity, as discussed in our assessment plan. Nevertheless, it does seem to discriminate advanced from non-advanced students when they enter the program, and shows an increase in self-efficacy as students complete the program. It also has some value as a triage tool, comparing its' data with data from the practice license exam, the field evaluations, and alumni ratings.

We believe the field evaluations have the most validity as indicators of student competence in the eight abilities. Field instructor and student ratings should be based on observation of actual performance of the abilities in a real world practice context. The items that compose the scales for each ability were taken directly from the ability statements, giving the evaluations excellent content validity. On the other hand, it is well known that there is a large social desirability factor in field instructor ratings of students, which casts some doubt on their predictive validity.

Alumni self-ratings of competence in the eight abilities may have the least validity, since they are more global and subjective than the other measures used. On the other hand, self-ratings of competence in the abilities from after a year of practice in the field may help us to understand how graduates evaluate their abilities in the rigors of day-to-day practice.

Discuss how data affirm program – generally provide support for the program – for students developing the abilities.

Data from ABLE evals → drop portfolios + special project for integrative seminar

License exam pass rates, other feedback → new curriculum with emphasis on skills; used the job analysis findings as input to development of the new DP curriculum.

Curriculum Committee discussion of advanced standing