



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2024 - 2025

CAS - Social Work (MSW)

General Information

Program Mission/Description

The school achieves its mission by preparing skilled social work practitioners who are committed to practice that includes services to the poor and oppressed, by improving and developing social service programs, and by promoting professionalism in social work in Oklahoma. To this end, the school offers two degree programs: an undergraduate major in social work leading to a Bachelor of Arts in Social Work and a graduate program leading to a Master of Social Work. The mission of the school follows:

The Anne and Henry Zarrow School of Social Work advances relevant and high-quality knowledge and values of social work practice useful in preparing competent social workers who can elevate the status of people, populations or communities that experience considerable vulnerability and injustice within Oklahoma and the broader society.

The University of Oklahoma Anne and Henry Zarrow School of Social Work aims to:

1. Develop social workers who are critical thinkers and competent at practice infused by professional values and ethics.
2. Prepare social workers with the knowledge and systemic skills necessary for effective practice with diverse individuals, families, groups, organizations, and communities.
3. Respond to the professional practice needs of historically oppressed groups and diverse backgrounds in Oklahoma, the nation, and the globe.
4. Affect societal change by improving social service delivery systems through:
 - * faculty and student scholarship, research, and/or creative activities;
 - * service, leadership, and evaluation of state and national human service programs; and
 - * innovative continuing education and advanced training for practicing social work professionals.

College

Arts & Sciences

Department/School/Division

Anne & Henry Zarrow School of Social Work

Assessment Liaison

Lori Franklin

CAS - Social Work (MSW)

Competency 1

Student Learning Outcome (SLO)

Demonstrate Ethical and Professional Behavior

- make ethical decisions by applying NASW Code of Ethics, relevant laws and regulations, and ethical decision-making methods, ethical conduct of research
- use reflection and self-regulation to manage personal values
- demonstrate professionalism in behavior, appearance and communication
- use technology ethically and appropriately to facilitate practice outcomes
- use supervision and consultation to guide professional judgment and behavior

Outcome Status

Active

Assessment Methods

Assessment Method Description

Students are evaluated at the end of the practicum using their field practicum contract

Performance Target

80% of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Demonstrate Ethical and Professional Behavior competency in their final field practicum contract evaluation.

Related Documents

[Field Practicum Contract Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

COMPETENCY 1

FIELD CONTRACT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Demonstrate Ethical and Professional Behavior competency of the final evaluation of their field practicum contract:

Foundation Norman: 87.2 (n=39)

Foundation Tulsa: 86.5 (n=37)

Foundation Online: 86.4 (n= 103)

Concentration Norman: 98.1 (n=54)

Concentration Tulsa: 100 (=42)

Concentration Online: 97.5 (n=197)

Optional Charts, Graphs, Images

Field Practicum Contract Scale

Foundation MSW – Field Contract Data

The table below shows the Foundation MSW student learning outcome data from the field practicum

CAS - Social Work (MSW)

contract measure for the following competency:

Competency 1: Demonstrate Ethical and Professional Behavior

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	87.2 (n=39)	77.8 (n=18)	86.4 (n=44)
Tulsa	86.5 (n=37)	91.4 (n=35)	83.8 (n=44)
Online	86.4 (n=103)	94.3 (n=141)	87.1 (n=70)

Concentration MSW – Field Contract Data

The table below shows the Concentration MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 1: Demonstrate Ethical and Professional Behavior

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	98.1 (n=54)	98.3 (n=58)	93.7 (n=80)
Tulsa	100 (n=42)	100 (n=42)	95 (n=56)
Online	97.5 (n=197)	96.6 (n=177)	98.3 (n=59)

AC	Advanced Competence Expertly demonstrates awareness, knowledge, and skills as a social work intern
C	Competence Consistently demonstrates awareness, knowledge, and skills as a social work intern
EC	Emerging competence Demonstrates beginning awareness, knowledge, and skills as a social work intern
IP	Insufficient progress Rarely demonstrates awareness, knowledge, and skills as a social work intern
UP	Unacceptable progress Never demonstrates awareness, knowledge, and skills as a social work intern

Results Status

Target Met

Number of Students Assessed

472

Related Documents

[MSW Foundation Field Contract.pdf](#);

[2022 Educational Policy and Accreditation Standards \(EPAS\).pdf](#)

USE OF ASSESSMENT RESULTS

Assessment Process/Procedures

CAS - Social Work (MSW)

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For Field, the comments included about how field instructors view a student at halfway verses at the point of graduation are relevant.

No Changes Needed

Ethics and professional behavior are a strong point for our students in field and our team emphasizes this regularly. It could be argued it is the most important of the competencies and it is gratifying to see it starts strong in the foundation and improves further in the concentration.

Direct - Examination

Assessment Method Description

The Curriculum Assessment (also known as Exit Exam) is a 50-question, comprehensive multiple-choice exam taken by students at the end of each development stage of the program (BSW, foundation, concentration)

Performance Target

80% or more of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Demonstrate Ethical and Professional Behavior competency of the Foundation or Concentration Curriculum Assessment.

Related Documents

[Curriculum Assessment Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

CURRICULUM ASSESSMENT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Demonstrate Ethical and Professional Behavior competency on the Curriculum Assessment:

Foundation Norman: 100 (n=37)

Foundation Tulsa: 100 (n=35)

Foundation Online: 100 (n=93)

Concentration Norman: 86 (n=50)

Concentration Tulsa: 87.2 (n=39)

Concentration Online: 86.8 (n=152)

Optional Charts, Graphs, Images

MSW Curriculum Assessment (Exit Exam) Scale:

Foundation MSW – Curriculum Assessment

The table below shows the Foundation MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 1: Demonstrate Ethical and Professional Behavior

Campus/Modality	2024-2025	2023-2024	2022-2023
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CAS - Social Work (MSW)

Norman	100 (n=37)	93.9 (n=33)	97.1(n=35)
Tulsa	100 (n=35)	83.9 (n=31)	90.9 (n=44)
Online	100 (n=93)	82.6 (n=132)	91.1 (n=56)

Concentration MSW – Curriculum Assessment

The table below shows the Concentration MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 1: Demonstrate Ethical and Professional Behavior

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	86 (n=50)	79.7 (n=59)	82.9 (n=70)
Tulsa	87.2 (n=39)	72.5 (n=40)	83.9 (n=56)
Online	86.8 (n=152)	78.7 (n=150)	88.9 (n=18)

MSW Curriculum Assessment Scale	
4: Exceeds competence	Expertly demonstrates knowledge
2: Competence	Consistently demonstrates knowledge
0: Insufficient Progress	Inconsistently demonstrates knowledge

Results Status

Target Met

Number of Students Assessed

406

USE OF ASSESSMENT RESULTS

Faculty Development

Faculty have been charged with creating additional curriculum assessment questions that will ensure there are at least 5 questions in each of the competency categories. Additional questions will allow us to randomly assign 5 questions per competency and better balance the instrument overall. I am also doing a thorough presentation of the results of our assessment this year at our faculty meeting to ensure the faculty are more engaged with the process.

Methods of Assessment

This comment related to the Curriculum Exam may be repeated throughout this report. After assuming this assessment role, I have determined that our benchmark of 80% of our students answering only half of the questions in each competency correctly is too low for us to glean meaningful information from the results. I am working with faculty to revise this for next year. My plan is to revise the instruments such that we can set a benchmark of 80% of our students answering 3/5 questions correctly or 60% (instead of 2/4 or 50%). This brings the curriculum assessment closer to the scale the field contract instrument utilizes, gives us room to grow (to potentially 4/5 correct as a further challenge), and also should result in some scores that while lower, identify areas of growth for our program more clearly.

Assessment Process/Procedures

CAS - Social Work (MSW)

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For the Curriculum Exam, the students receive two different exams, so combining the results did not seem appropriate to help indicate if there is a psychometric problem with the exam itself.

Overall Program Effectiveness

Our School has hired five new tenure track faculty! These faculty have expertise in research, policy, ethics, and practice. It is expected that this new infusion of faculty will energize some of these courses, reduce reliance on adjunct faculty, and improve outcomes in these areas. While the faculty are for the Norman campus, it is expected they will influence the program as a whole.

Competency 2

Student Learning Outcome (SLO)

Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

Outcome Status

Active

Assessment Methods

Assessment Method Description

Students are evaluated at the end of the practicum using their field practicum contract

Performance Target

80% of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Engage Diversity and Difference in Practice competency in their final field practicum contract evaluation.

Related Documents

[Field Practicum Contract Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

CAS - Social Work (MSW)

FIELD CONTRACT:

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Met or exceeded a rating of "competent" on the Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice competency of the final evaluation of their field practicum contract:

Foundation Norman: 82.1 (n=39)

Foundation Tulsa: 89.2 (n=37)

Foundation Online: 86.4 (n=103)

Concentration Norman: 88.9 (n=54)

Concentration Tulsa: 100 (n=42)

Concentration Online: 95.4 (n=197)

Optional Charts, Graphs, Images

Field Practicum Contract Scale

Foundation MSW – Field Contract Data

The table below shows the Foundation MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 2: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	82.1 (n=39)	66.7 (n=18)	88.6 (n=44)
Tulsa	89.2 (n=37)	94.3 (n=35)	86.5 (n=44)
Online	85.4 (n=103)	87.2 (n=141)	90 (n=70)

Concentration MSW – Field Contract Data

The table below shows the Concentration MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 2: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	88.9 (n=54)	86.2 (n=58)	88.7 (n=80)
Tulsa	100 (n=42)	100 (n=42)	92.5 (n=56)
Online	95.4 (n=197)	96 (n=177)	98.3 (n=59)

AC	Advanced Competence Expertly demonstrates awareness, knowledge, and skills as a social work intern
C	Competence Consistently demonstrates awareness, knowledge, and skills as a social work intern
EC	Emerging competence

CAS - Social Work (MSW)

	Demonstrates beginning awareness, knowledge, and skills as a social work intern
IP	Insufficient progress Rarely demonstrates awareness, knowledge, and skills as a social work intern
UP	Unacceptable progress Never demonstrates awareness, knowledge, and skills as a social work intern

Results Status

Target Met

Number of Students Assessed

472

Related Documents

[2022 Educational Policy and Accreditation Standards \(EPAS\).pdf](#);

[MSW Foundation Field Contract.pdf](#);

[MSW Concentration Field Contract.pdf](#)

USE OF ASSESSMENT RESULTS

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For Field, the comments included about how field instructors view a student at halfway verses at the point of graduation are relevant.

Overall Program Effectiveness

The field team has worked to revise the training for field instructors, so I expect to see a difference here next year. The two campus Coordinators were both framing the evaluation process as a comparison of a student to a social work professional, and not as a social work student who is striving for competency at graduation. The scores of "Emerging Competency" make sense as a budding, new professional, especially if they were being compared to seasoned social workers within the agency. But our benchmark is to achieve Competency or Advanced Competency for 80% of our students. The Field Education Director works most closely with the Online program and noted this difference in perspective. The trainings have now been revised to discuss expectations of student competency verses the competency of a seasoned professional.

Direct - Examination

Assessment Method Description

The Curriculum Assessment (also known as Exit Exam) is a 50-question, comprehensive multiple-choice exam taken by students at the end of each development stage of the program (BSW, foundation, concentration)

Performance Target

80% or more of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Engage Diversity and Difference in Practice competency of the Foundation or Concentration Curriculum Assessment.

Related Documents

[Curriculum Assessment Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

CAS - Social Work (MSW)

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Met or exceeded a rating of "competent" on the Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice competency on the Curriculum Assessment:

Foundation Norman: 100 (n=37)

Foundation Tulsa: 100 (n=35)

Foundation Online: 98.9 (n=93)

Concentration Norman: 100 (n=50)

Concentration Tulsa: 100 (n=39)

Concentration Online: 98 (n=152)

Optional Charts, Graphs, Images

MSW Curriculum Assessment (Exit Exam) Scale:

Foundation MSW – Curriculum Assessment

The table below shows the Foundation MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 2: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	100 (n=37)	81.8 (n=33)	97.1 (n=35)
Tulsa	100 (n=35)	64.5 (n=31)	93.2 (n=44)
Online	98.9 (n=93)	74.2 (n=132)	96.4 (n=56)

Concentration MSW – Curriculum Assessment

The table below shows the Concentration MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 2: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	100 (n=50)	98.3 (n=59)	88.6 (n=70)
Tulsa	100 (n=39)	100 (n=40)	92.9 (n=56)
Online	98 (n=152)	98 (n=150)	88.9 (n=18)

4: Exceeds competence	Expertly demonstrates knowledge
2: Competence	Consistently demonstrates knowledge
0: Insufficient Progress	Inconsistently demonstrates knowledge

Results Status

Target Met

Number of Students Assessed

406

CAS - Social Work (MSW)

Related Documents

[2025 Concentration Curriculum Assessment.docx](#);

[2025 Foundation Curriculum Assessment.docx](#)

USE OF ASSESSMENT RESULTS

Faculty Development

Faculty have been charged with creating additional curriculum assessment questions that will ensure there are at least 5 questions in each of the competency categories. Additional questions will allow us to randomly assign 5 questions per competency and better balance the instrument overall. I am also doing a thorough presentation of the results of our assessment this year at our faculty meeting to ensure the faculty are more engaged with the process.

Methods of Assessment

This comment related to the Curriculum Exam may be repeated throughout this report. After assuming this assessment role, I have determined that our benchmark of 80% of our students answering only half of the questions in each competency correctly is too low for us to glean meaningful information from the results. I am working with faculty to revise this for next year. My plan is to revise the instruments such that we can set a benchmark of 80% of our students answering 3/5 questions correctly or 60% (instead of 2/4 or 50%). This brings the curriculum assessment closer to the scale the field contract instrument utilizes, gives us room to grow (to potentially 4/5 correct as a further challenge), and also should result in some scores that while lower, identify areas of growth for our program more clearly.

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For Field, the comments included about how field instructors view a student at halfway verses at the point of graduation are relevant.

For the Curriculum Exam, the students receive two different exams, so combining the results did not seem appropriate to help indicate if there is a psychometric problem with the exam itself.

Competency 3

Student Learning Outcome (SLO)

Advance Human Rights and Social, Economic, and Environmental Justice

- apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- engage in practices that advance social, economic, and environmental justice

Outcome Status

Active

Assessment Methods

Assessment Method Description

Students are evaluated at the end of the practicum using their field practicum contract

Performance Target

80% of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Advance Human Rights and Social, Economic, and Environmental Justice competency in their final field practicum contract evaluation.

Related Documents

[Field Practicum Contract Scale.docx](#)

CAS - Social Work (MSW)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

FIELD CONTRACT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Advance Human Rights and Social, Economic, and Environmental Justice competency of the final evaluation of their field practicum contract:

Foundation Norman: 82.1 (n=39)

Foundation Tulsa: 86.5 (n=37)

Foundation Online: 79.6 (n=103)

Concentration Norman: 92.6 (n=54)

Concentration Tulsa: 100 (n=42)

Concentration Online: 95.4 (n=197)

Optional Charts, Graphs, Images

Field Practicum Contract Scale

AC	Advanced Competence Expertly demonstrates awareness, knowledge, and skills as a social work intern
C	Competence Consistently demonstrates awareness, knowledge, and skills as a social work intern
EC	Emerging competence Demonstrates beginning awareness, knowledge, and skills as a social work intern
IP	Insufficient progress Rarely demonstrates awareness, knowledge, and skills as a social work intern
UP	Unacceptable progress Never demonstrates awareness, knowledge, and skills as a social work intern

Foundation MSW – Field Contract Data

The table below shows the Foundation MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 3: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	82.1 (n=39)	66.7 (n=18)	79.5 (n=44)
Tulsa	86.5 (n=37)	85.7 (n=35)	81.1 (n=44)

CAS - Social Work (MSW)

Online	79.6 (n=103)	89.4 (n=141)	87.1 (n=35)
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Concentration MSW – Field Contract Data

The table below shows the Concentration MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 3: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	92.6 (n=54)	93.1 (n=58)	90 (n=80)
Tulsa	100 (n=42)	95.2 (n=42)	92.5 (n=56)
Online	95.4 (n=197)	94.4 (n=177)	100 (n=59)

Results Status

Target Not Met

Number of Students Assessed

472

Related Documents

[2022 Educational Policy and Accreditation Standards \(EPAS\).pdf](#);

[MSW Concentration Field Contract.pdf](#);

[MSW Foundation Field Contract.pdf](#)

USE OF ASSESSMENT RESULTS

Assessment Process/Procedures

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For Field, the comments included about how field instructors view a student at halfway verses at the point of graduation are relevant. This one was only not met in the online foundation and it is very close. I do not believe it indicates a significant problem, but am pleased that we see the issue arises and can monitor it.

Overall Program Effectiveness

The field team has worked to revise the training for field instructors, so I expect to see a difference here next year. The two campus Coordinators were both framing the evaluation process as a comparison of a student to a social work professional, and not as a social work student who is striving for competency at graduation. The scores of "Emerging Competency" make sense as a budding, new professional, especially if they were being compared to seasoned social workers within the agency. But our benchmark is to achieve Competency or Advanced Competency for 80% of our students. The Field Education Director works most closely with the Online program and noted this difference in perspective. The trainings have now been revised to discuss expectations of student competency verses the competency of a seasoned professional.

Direct - Examination

Assessment Method Description

The Curriculum Assessment (also known as Exit Exam) is a 50-question, comprehensive multiple-choice exam taken by students at the end of each development stage of the program (BSW, foundation, concentration)

Performance Target

80% or more of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Advance Human Rights and Social, Economic, and Environmental Justice competency of the Foundation or Concentration Curriculum Assessment.

Related Documents

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CAS - Social Work (MSW)

2024 - 2025

Assessment Results Entry Date

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Met or exceeded a rating of "competent" on the Advance Human Rights and Social, Economic, and Environmental Justice competency on the Curriculum Assessment:

Foundation Norman: 94.6 (n=37)

Foundation Tulsa: 91.4 (n=35)

Foundation Online: 91.4 (n=93)

Concentration Norman: 96 (n=50)

Concentration Tulsa: 94.9 (n=39)

Concentration Online: 98.7 (n=152)

Optional Charts, Graphs, Images

MSW Curriculum Assessment (Exit Exam) Scale:

4: Exceeds competence	Expertly demonstrates knowledge
2: Competence	Consistently demonstrates knowledge
0: Insufficient Progress	Inconsistently demonstrates knowledge

Foundation MSW – Curriculum Assessment

The table below shows the Foundation MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 3: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	94.6 (n=37)	81.8 (n=33)	94.3 (n=35)
Tulsa	91.4 (n=35)	83.9 (n=31)	86.4 (n=44)
Online	91.4 (n=93)	79.2 (n=132)	85.7 (n=56)

Concentration MSW – Curriculum Assessment

The table below shows the Concentration MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 3: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	96 (n=50)	98.3 (n=59)	95.7 (n=70)
Tulsa	94.9 (n=39)	97.5 (n=40)	85.7 (n=56)

CAS - Social Work (MSW)

Online	98.7 (n=152)	98 (n=150)	94.4 (n=18)
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Results Status

Target Met

Number of Students Assessed

406

Related Documents

[2025 Concentration Curriculum Assessment.docx](#);

[2025 Foundation Curriculum Assessment.docx](#)

USE OF ASSESSMENT RESULTS

Faculty Development

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Methods of Assessment

This comment related to the Curriculum Exam may be repeated throughout this report. After assuming this assessment role, I have determined that our benchmark of 80% of our students answering only half of the questions in each competency correctly is too low for us to glean meaningful information from the results. I am working with faculty to revise this for next year. My plan is to revise the instruments such that we can set a benchmark of 80% of our students answering 3/5 questions correctly or 60% (instead of 2/4 or 50%). This brings the curriculum assessment closer to the scale the field contract instrument utilizes, gives us room to grow (to potentially 4/5 correct as a further challenge), and also should result in some scores that while lower, identify areas of growth for our program more clearly.

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For the Curriculum Exam, the students receive two different exams, so combining the results did not seem appropriate to help indicate if there is a psychometric problem with the exam itself.

Competency 4

Student Learning Outcome (SLO)

Engage in Practice-Informed Research and Research-Informed Practice

- use practice experience and theory to inform scientific inquiry and research
- apply critical thinking to engage in analysis of research methods and findings
- use research evidence to inform practice, policy, and service delivery

Outcome Status

Active

CAS - Social Work (MSW)

Assessment Methods

Assessment Method Description

Students are evaluated at the end of the practicum using their field practicum contract

Performance Target

80% of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Engage in Practice-Informed Research and Research-Informed Practice competency in their final field practicum contract evaluation.

Related Documents

[Field Practicum Contract Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

FIELD CONTRACT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Engage in Practice-Informed Research and Research-Informed Practice competency of the final evaluation of their field practicum contract:

Foundation Norman: 76.9 (n=39)

Foundation Tulsa: 70.3 (n=37)

Foundation Online: 68.9 (n=103)

Concentration Norman: 92.6 (n=54)

Concentration Tulsa: 95.2 (n=42)

Concentration Online: 97 (n=197)

Optional Charts, Graphs, Images

Field Practicum Contract Scale

AC	Advanced Competence Expertly demonstrates awareness, knowledge, and skills as a social work intern
C	Competence Consistently demonstrates awareness, knowledge, and skills as a social work intern
EC	Emerging competence Demonstrates beginning awareness, knowledge, and skills as a social work intern
IP	Insufficient progress Rarely demonstrates awareness, knowledge, and skills as a social work intern
UP	Unacceptable progress Never demonstrates awareness, knowledge, and skills as a social work intern

CAS - Social Work (MSW)

Foundation MSW – Field Contract Data

The table below shows the Foundation MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	76.9 (n=39)	72.2 (n=18)	75 (n=44)
Tulsa	70.3 (n=37)	82.9 (n=35)	73 (n=44)
Online	68.9 (n=103)	82.3 (n=141)	81.4 (n=70)

Concentration MSW – Field Contract Data

The table below shows the Concentration MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	92.6 (n=54)	91.4 (n=58)	86.2 (n=80)
Tulsa	95.2 (n=42)	92.9 (n=42)	97.5 (n=56)
Online	97 (n=197)	93.8 (n=177)	98.3 (n=59)

Results Status

Target Not Met

Number of Students Assessed

472

Related Documents

[MSW Concentration Field Contract.pdf](#);

[MSW Foundation Field Contract.pdf](#)

USE OF ASSESSMENT RESULTS

Faculty Development

Research is an area where the Field Instructors are often less secure in assigning tasks and evaluating competency. Field Education Coordinators are working to continue to reinforce these skills in Field Instructor trainings.

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For Field, the comments included about how field instructors view a student at halfway verses at the point of graduation are relevant. I am especially glad to have separated the data in this competency as it shows us that students do have somewhat of a struggle earlier in the program but they improve by the time of graduation.

Overall Program Effectiveness

CAS - Social Work (MSW)

The field team has worked to revise the training for field instructors, so I expect to see a difference here next year. The two campus Coordinators were both framing the evaluation process as a comparison of a student to a social work professional, and not as a social work student who is striving for competency at graduation. The scores of "Emerging Competency" make sense as a budding, new professional, especially if they were being compared to seasoned social workers within the agency. But our benchmark is to achieve Competency or Advanced Competency for 80% of our students. The Field Education Director works most closely with the Online program and noted this difference in perspective. The trainings have now been revised to discuss expectations of student competency verses the competency of a seasoned professional.

Direct - Examination

Assessment Method Description

The Curriculum Assessment (also known as Exit Exam) is a 50-question, comprehensive multiple-choice exam taken by students at the end of each development stage of the program (BSW, foundation, concentration)

Performance Target

80% or more of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Engage in Practice-Informed Research and Research-Informed Practice competency of the Foundation or Concentration Curriculum Assessment.

Related Documents

[Curriculum Assessment Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

CURRICULUM ASSESSMENT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Engage in Practice-Informed Research and Research-Informed Practice competency on the Curriculum Assessment:

Foundation Norman: 94.6 (n=37)

Foundation Tulsa: 97.1 (n=35)

Foundation Online: 97.8 (n=93)

Concentration Norman: 84 (n=50)

Concentration Tulsa: 87.2 (n=39)

Concentration Online: 91.4 (n=152)

Optional Charts, Graphs, Images

MSW Curriculum Assessment (Exit Exam) Scale:

4: Exceeds competence	Expertly demonstrates knowledge
2: Competence	Consistently demonstrates knowledge
0: Insufficient Progress	Inconsistently demonstrates knowledge

Foundation MSW – Curriculum Assessment

The table below shows 2024-2025 Foundation MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

CAS - Social Work (MSW)

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	94.6 (n=37)	93.9 (n=33)	88.6 (n=35)
Tulsa	97.1 (n=35)	93.5 (n=31)	90.9 (n=44)
Online	97.8 (n=93)	94.7 (n=132)	87.5 (n=56)

Concentration MSW – Curriculum Assessment

The table below shows Concentration MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	84 (n=50)	88.1 (n=59)	90 (n=70)
Tulsa	87.2 (n=39)	72.5 (n=40)	80.4 (n=56)
Online	91.4 (n=152)	91.3 (n=150)	88.9 (n=18)

Results Status

Target Met

Number of Students Assessed

406

Related Documents

[2025 Concentration Curriculum Assessment.docx](#);

[2025 Foundation Curriculum Assessment.docx](#)

USE OF ASSESSMENT RESULTS

Faculty Development

Our School has hired five new tenure track faculty! These faculty have expertise in research, policy, ethics, and practice. It is expected that this new infusion of faculty will energize some of these courses, reduce reliance on adjunct faculty, and improve outcomes in these areas. While the faculty are for the Norman campus, it is expected they will influence the program as a whole.

Faculty have been charged with creating additional curriculum assessment questions that will ensure there are at least 5 questions in each of the competency categories. Additional questions will allow us to randomly assign 5 questions per competency and better balance the instrument overall. I am also doing a thorough presentation of the results of our assessment this year at our faculty meeting to ensure the faculty are more engaged with the process.

Methods of Assessment

This comment related to the Curriculum Exam may be repeated throughout this report. After assuming this assessment role, I have determined that our benchmark of 80% of our students answering only half of the questions in each competency correctly is too low for us to glean meaningful information from the results. I am working with faculty to revise this for next year. My plan is to revise the instruments such that we can set a benchmark of 80% of our students answering 3/5 questions correctly or 60% (instead of 2/4 or 50%). This brings the curriculum assessment closer to the scale the field contract instrument utilizes, gives us room to grow (to potentially 4/5 correct as a further challenge), and also should result in some scores that while lower, identify areas of growth for our program more clearly.

Assessment Process/Procedures

CAS - Social Work (MSW)

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For the Curriculum Exam, the students receive two different exams, so combining the results did not seem appropriate to help indicate if there is a psychometric problem with the exam itself.

Competency 5

Student Learning Outcome (SLO)

Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Outcome Status

Active

Assessment Methods

Assessment Method Description

Students are evaluated at the end of the practicum using their field practicum contract

Performance Target

80% of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Engage in Policy Practice competency in their final field practicum contract evaluation.

Related Documents

[Field Practicum Contract Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

FIELD CONTRACT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Engage in Policy Practice competency of the final evaluation of their field practicum contract:

Foundation Norman: 74.4 (n=39)

Foundation Tulsa: 78.4 (n=37)

Foundation Online: 68.9 (n=103)

Concentration Norman: 87 (n=54)

Concentration Tulsa: 95.2 (n=42)

Concentration Online: 93.4 (n=197)

Optional Charts, Graphs, Images

Field Practicum Contract Scale

CAS - Social Work (MSW)

Foundation MSW – Field Contract Data

The table below shows the Foundation MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 5: Engage in Policy Practice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	76.9 (n=39)	72.2 (n=18)	77.3 (n=44)
Tulsa	78.4 (n=37)	80 (n=35)	73 (n=44)
Online	68.9 (n=103)	82.3 (n=141)	81.4 (n=70)

Concentration MSW – Field Contract Data

The table below shows the Concentration MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 5: Engage in Policy Practice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	87 (n=54)	89.7 (n=58)	86.2 (n=80)
Tulsa	95.2 (n=42)	90.5 (n=42)	85 (n=56)
Online	93.4 (n=197)	91.5 (n=177)	93.2 (n=59)

AC	Advanced Competence Expertly demonstrates awareness, knowledge, and skills as a social work intern
C	Competence Consistently demonstrates awareness, knowledge, and skills as a social work intern
EC	Emerging competence Demonstrates beginning awareness, knowledge, and skills as a social work intern
IP	Insufficient progress Rarely demonstrates awareness, knowledge, and skills as a social work intern
UP	Unacceptable progress Never demonstrates awareness, knowledge, and skills as a social work intern

Results Status

Target Not Met

Number of Students Assessed

472

Related Documents

[MSW Concentration Field Contract.pdf](#);

[MSW Foundation Field Contract.pdf](#)

USE OF ASSESSMENT RESULTS

Faculty Development

Policy (like research) is an area where field instructors often comment they feel less secure assigning activities and evaluating competency. Our Field Team continues to work on these areas during trainings.

Assessment Process/Procedures

CAS - Social Work (MSW)

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For Field, the comments included about how field instructors view a student at halfway verses at the point of graduation are relevant. Again, this shows us that the foundation students also are developing in policy but improve by graduation.

Overall Program Effectiveness

The field team has worked to revise the training for field instructors, so I expect to see a difference here next year. The two campus Coordinators were both framing the evaluation process as a comparison of a student to a social work professional, and not as a social work student who is striving for competency at graduation. The scores of "Emerging Competency" make sense as a budding, new professional, especially if they were being compared to seasoned social workers within the agency. But our benchmark is to achieve Competency or Advanced Competency for 80% of our students. The Field Education Director works most closely with the Online program and noted this difference in perspective. The trainings have now been revised to discuss expectations of student competency verses the competency of a seasoned professional.

Direct - Examination

Assessment Method Description

The Curriculum Assessment (also known as Exit Exam) is a 50-question, comprehensive multiple-choice exam taken by students at the end of each development stage of the program (BSW, foundation, concentration)

Performance Target

80% or more of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Engage in Policy Practice competency of the Foundation or Concentration Curriculum Assessment.

Related Documents

[Curriculum Assessment Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

CURRICULUM ASSESSMENT:

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Met or exceeded a rating of "competent" on the Engage in Policy Practice competency on the Curriculum Assessment:

Foundation Norman: 97.3 (n=37)

Foundation Tulsa: 100 (n=35)

Foundation Online: 100 (n=93)

Concentration Norman: 92 (n=50)

Concentration Tulsa: 97.4 (n=39)

Concentration Online: 92.1 (n=152)

Optional Charts, Graphs, Images

MSW Curriculum Assessment (Exit Exam) Scale:

Foundation MSW – Curriculum Assessment

CAS - Social Work (MSW)

The table below shows the Foundation MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 5: Engage in Policy Practice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	97.3 (n=37)	100 (n=33)	77.3 (n=44)
Tulsa	100 (n=35)	100 (n=31)	73 (n=44)
Online	100 (n=93)	100 (n=132)	81.4 (n=70)

Concentration MSW – Curriculum Assessment

The table below shows the Concentration MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 5: Engage in Policy Practice

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman n=50	92 (n=50)	96.6 (n=59)	97.1 (n=70)
Tulsa n=39	97.4 (n=39)	85 (n=40)	96.4 (n=56)
Online n=152	92.1 (n=152)	88.7 (n=150)	88.9 (n=18)

4: Exceeds competence	Expertly demonstrates knowledge
2: Competence	Consistently demonstrates knowledge
0: Insufficient Progress	Inconsistently demonstrates knowledge

Results Status

Target Met

Number of Students Assessed

406

Related Documents

[2025 Foundation Curriculum Assessment.docx](#);

[2025 Concentration Curriculum Assessment.docx](#)

USE OF ASSESSMENT RESULTS

Faculty Development

Our School has hired five new tenure track faculty! These faculty have expertise in research, policy, ethics, and practice. It is expected that this new infusion of faculty will energize some of these courses, reduce reliance on adjunct faculty, and improve outcomes in these areas. While the faculty are for the Norman campus, it is expected they will influence the program as a whole.

Methods of Assessment

This comment related to the Curriculum Exam may be repeated throughout this report. After assuming this assessment role, I have determined that our benchmark of 80% of our students answering only half of the questions in each competency correctly is too low for us to glean meaningful information from the results. I am working with faculty to revise this for next year. My plan is to revise the instruments such that we can set a benchmark of 80% of our students answering 3/5 questions correctly or 60% (instead of 2/4 or 50%). This brings the curriculum assessment closer to the scale the field contract instrument utilizes, gives us room to grow (to potentially 4/5 correct as a further challenge), and also should result in some scores that while lower, identify areas of growth for our program more clearly.

Assessment Process/Procedures

CAS - Social Work (MSW)

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For the Curriculum Exam, the students receive two different exams, so combining the results did not seem appropriate to help indicate if there is a psychometric problem with the exam itself.

Overall Program Effectiveness

Faculty have been charged with creating additional curriculum assessment questions that will ensure there are at least 5 questions in each of the competency categories. Additional questions will allow us to randomly assign 5 questions per competency and better balance the instrument overall. I am also doing a thorough presentation of the results of our assessment this year at our faculty meeting to ensure the faculty are more engaged with the process.

Competency 6

Student Learning Outcome (SLO)

Engage with Individuals, Families, Groups, Organizations, and Communities

- apply knowledge of HBSE, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Outcome Status

Active

Assessment Methods

Assessment Method Description

Students are evaluated at the end of the practicum using their field practicum contract

Performance Target

80% of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Engage with Individuals, Families, Groups, Organizations, and Communities competency in their final field practicum contract evaluation.

Related Documents

[Field Practicum Contract Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

CAS - Social Work (MSW)

FIELD CONTRACT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Engage with Individuals, Families, Groups, Organizations, and Communities competency of the final evaluation of their field practicum contract:

Foundation Norman: 84.6 (n=39)

Foundation Tulsa: 94.6 (n=37)

Foundation Online: 86.4 (n=103)

Concentration Norman: 94.4 (n=54)

Concentration Tulsa: 97.6 (n=42)

Concentration Online: 98 (n=197)

Optional Charts, Graphs, Images

Field Practicum Contract Scale

Foundation MSW – Field Contract Data

The table below shows the Foundation MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	84.6 (n=39)	77.8 (n=18)	86.4 (n=44)
Tulsa	94.6 (n=37)	94.3 (n=35)	86.5 (n=44)
Online	86.4 (n=103)	95 (n=141)	91.4 (n=70)

Concentration MSW – Field Contract Data

The table below shows the Concentration MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	94.4 (n=54)	94.8 (n=58)	90 (n=80)
Tulsa	97.6 (n=42)	100 (n=42)	92.5 (n=56)
Online	98 (n=197)	98.9 (n=177)	98.3 (n=59)

AC	Advanced Competence Expertly demonstrates awareness, knowledge, and skills as a social work intern
C	Competence Consistently demonstrates awareness, knowledge, and skills as a social work intern
EC	Emerging competence Demonstrates beginning awareness, knowledge, and skills as a social work intern

CAS - Social Work (MSW)

IP	Insufficient progress Rarely demonstrates awareness, knowledge, and skills as a social work intern
UP	Unacceptable progress Never demonstrates awareness, knowledge, and skills as a social work intern

Results Status

Target Met

Number of Students Assessed

472

Related Documents

[MSW Concentration Field Contract.pdf](#);

[MSW Foundation Field Contract.pdf](#)

USE OF ASSESSMENT RESULTS

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For Field, the comments included about how field instructors view a student at halfway verses at the point of graduation are relevant.

No Changes Needed

I am pleased to see that the separation of foundation and concentration showed that engagement is a strength of our students in field all around. It is a skill that is crucial to social work practice and it gratifying to see that students are demonstrating this competency at a level that meets the benchmark.

Direct - Examination

Assessment Method Description

The Curriculum Assessment (also known as Exit Exam) is a 50-question, comprehensive multiple-choice exam taken by students at the end of each development stage of the program (BSW, foundation, concentration)

Performance Target

80% or more of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Engage with Individuals, Families, Groups, Organizations, and Communities competency of the Foundation or Concentration Curriculum Assessment.

Related Documents

[Curriculum Assessment Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

CAS - Social Work (MSW)

CURRICULUM ASSESSMENT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Engage with Individuals, Families, Groups, Organizations, and Communities competency on the Curriculum Assessment:

Foundation Norman: 97.3 (n=37)

Foundation Tulsa: 100 (n=35)

Foundation Online: 98.9 (n=93)

Concentration Norman: 98 (n=50)

Concentration Tulsa: 97.4 (n=39)

Concentration Online: 95.4 (n=152)

Optional Charts, Graphs, Images

MSW Curriculum Assessment (Exit Exam) Scale:

Foundation MSW – Curriculum Assessment

The table below shows the Foundation MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	97.3 (n=37)	100 (n=33)	97.1 (n=35)
Tulsa	100 (n=35)	96.8 (n=31)	100 (n=44)
Online	98.9 (n=93)	100 (n=132)	100 (n=56)

Concentration MSW – Curriculum Assessment

The table below shows the Concentration MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	98 (n=50)	98.3 (n=59)	88.6 (n=70)
Tulsa	97.4 (n=39)	92.5 (n=40)	92.9 (n=56)
Online	95.4 (n=152)	95.3 (n=150)	100 (n=18)

4: Exceeds competence	Expertly demonstrates knowledge
2: Competence	Consistently demonstrates knowledge
0: Insufficient Progress	Inconsistently demonstrates knowledge

Results Status

Target Met

Number of Students Assessed

CAS - Social Work (MSW)

406

Related Documents

[2025 Foundation Curriculum Assessment.docx](#);

[2025 Concentration Curriculum Assessment.docx](#)

USE OF ASSESSMENT RESULTS

Methods of Assessment

This comment related to the Curriculum Exam may be repeated throughout this report. After assuming this assessment role, I have determined that our benchmark of 80% of our students answering only half of the questions in each competency correctly is too low for us to glean meaningful information from the results. I am working with faculty to revise this for next year. My plan is to revise the instruments such that we can set a benchmark of 80% of our students answering 3/5 questions correctly or 60% (instead of 2/4 or 50%). This brings the curriculum assessment closer to the scale the field contract instrument utilizes, gives us room to grow (to potentially 4/5 correct as a further challenge), and also should result in some scores that while lower, identify areas of growth for our program more clearly.

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For the Curriculum Exam, the students receive two different exams, so combining the results did not seem appropriate to help indicate if there is a psychometric problem with the exam itself.

Competency 7

Student Learning Outcome (SLO)

Assess Individuals, Families, Groups, Organizations, and Communities

- collect and organize data, apply critical thinking to interpret information
- apply knowledge of HBSE, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data
- develop and select mutually agreed-on intervention goals, objectives, and intervention strategies based on the assessment

Outcome Status

Active

Assessment Methods

Assessment Method Description

Students are evaluated at the end of the practicum using their field practicum contract

Performance Target

80% of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Assess Individuals, Families, Groups, Organizations, and Communities competency in their final field practicum contract evaluation.

Related Documents

[Field Practicum Contract Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

CAS - Social Work (MSW)

FIELD CONTRACT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Assess Individuals, Families, Groups, Organizations, and Communities competency of the final evaluation of their field practicum contract:

Foundation Norman: 74.4 (n=39)

Foundation Tulsa: 70.3 (n=37)

Foundation Online: 64.1 (n=103)

Concentration Norman: 92.6 (n=54)

Concentration Tulsa: 97.6 (n=42)

Concentration Online: 95.9 (n=197)

Optional Charts, Graphs, Images

Field Practicum Contract Scale

AC	Advanced Competence Expertly demonstrates awareness, knowledge, and skills as a social work intern
C	Competence Consistently demonstrates awareness, knowledge, and skills as a social work intern
EC	Emerging competence Demonstrates beginning awareness, knowledge, and skills as a social work intern
IP	Insufficient progress Rarely demonstrates awareness, knowledge, and skills as a social work intern
UP	Unacceptable progress Never demonstrates awareness, knowledge, and skills as a social work intern

Foundation MSW – Field Contract Data

The table below shows the Foundation MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	74.4 (n=39)	77.8 (n=18)	75 (n=44)
Tulsa	70.3 (n=37)	71.4 (n=35)	70.3 (n=44)
Online	64.1 (n=103)	84.4 (n=141)	77.1 (n=70)

Concentration MSW – Field Contract Data

The table below shows the Concentration MSW student learning outcome data from the field practicum

CAS - Social Work (MSW)

contract measure for the following competency:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	92.6 (n=54)	94.8 (n=58)	87.5 (n=80)
Tulsa	97.6 (n=97.6)	88.1 (n=42)	85 (n=56)
Online	95.9 (n=197)	94.4 (n=177)	96.6 (n=59)

Results Status

Target Not Met

Number of Students Assessed

472

Related Documents

[MSW Concentration Field Contract.pdf](#);

[MSW Foundation Field Contract.pdf](#)

USE OF ASSESSMENT RESULTS

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For Field, the comments included about how field instructors view a student at halfway verses at the point of graduation are relevant.

Again, this shows us the students are emerging in the foundation and gain competence by the time of graduation. However, it is a little surprising as engagement and assessment are skills that are usually strong and are emphasized. It may be that the Field Coordinators need to assure these activities are present in the placements at a higher level.

Overall Program Effectiveness

The field team has worked to revise the training for field instructors, so I expect to see a difference here next year. The two campus Coordinators were both framing the evaluation process as a comparison of a student to a social work professional, and not as a social work student who is striving for competency at graduation. The scores of "Emerging Competency" make sense as a budding, new professional, especially if they were being compared to seasoned social workers within the agency. But our benchmark is to achieve Competency or Advanced Competency for 80% of our students. The Field Education Director works most closely with the Online program and noted this difference in perspective. The trainings have now been revised to discuss expectations of student competency verses the competency of a seasoned professional.

Direct - Examination

Assessment Method Description

The Curriculum Assessment (also known as Exit Exam) is a 50-question, comprehensive multiple-choice exam taken by students at the end of each development stage of the program (BSW, foundation, concentration)

Performance Target

80% or more of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Assess Individuals, Families, Groups, Organizations, and Communities competency of the Foundation or Concentration Curriculum Assessment.

Related Documents

[Curriculum Assessment Scale.docx](#)

CAS - Social Work (MSW)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

CURRICULUM ASSESSMENT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Assess Individuals, Families, Groups, Organizations, and Communities competency on the Curriculum Assessment:

Foundation Norman: 91.9 (n=37)

Foundation Tulsa: 100 (n=35)

Foundation Online: 96.8 (n=93)

Concentration Norman: 96 (n=50)

Concentration Tulsa: 89.7 (n=39)

Concentration Online: 94.1 (n=152)

Optional Charts, Graphs, Images

MSW Curriculum Assessment (Exit Exam) Scale:

4: Exceeds competence	Expertly demonstrates knowledge
2: Competence	Consistently demonstrates knowledge
0: Insufficient Progress	Inconsistently demonstrates knowledge

Foundation MSW – Curriculum Assessment

The table below shows the Foundation MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	91.9 (n=37)	100 (n=33)	94.3 (n=35)
Tulsa	100 (n=35)	96.8 (n=31)	97.7 (n=44)
Online	96.8 (n=93)	96.2 (n=132)	98.2 (n=56)

Concentration MSW – Curriculum Assessment

The table below shows the Concentration MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	96 (n=50)	91.5 (n=59)	77.1 (n=70)
Tulsa	89.7 (n=39)	87.5 (n=40)	80.4 (n=56)
Online	94.1 (n=152)	91.3 (n=150)	88.9 (n=18)

CAS - Social Work (MSW)

Results Status

Target Met

Number of Students Assessed

406

Related Documents

[2025 Concentration Curriculum Assessment.docx](#);

[2025 Foundation Curriculum Assessment.docx](#)

USE OF ASSESSMENT RESULTS

Methods of Assessment

This comment related to the Curriculum Exam may be repeated throughout this report. After assuming this assessment role, I have determined that our benchmark of 80% of our students answering only half of the questions in each competency correctly is too low for us to glean meaningful information from the results. I am working with faculty to revise this for next year. My plan is to revise the instruments such that we can set a benchmark of 80% of our students answering 3/5 questions correctly or 60% (instead of 2/4 or 50%). This brings the curriculum assessment closer to the scale the field contract instrument utilizes, gives us room to grow (to potentially 4/5 correct as a further challenge), and also should result in some scores that while lower, identify areas of growth for our program more clearly.

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For the Curriculum Exam, the students receive two different exams, so combining the results did not seem appropriate to help indicate if there is a psychometric problem with the exam itself.

Competency 8

Student Learning Outcome (SLO)

Intervene with Individuals, Families, Groups, Organizations, and Communities

- critically choose and implement interventions to achieve practice goals
- apply knowledge of HBSE, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- advocate with and on behalf of diverse clients and constituencies
- facilitate effective transitions and endings that advance agreed-on goals

Outcome Status

Active

Assessment Methods

Assessment Method Description

Students are evaluated at the end of the practicum using their field practicum contract

Performance Target

80% of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Intervene with Individuals, Families, Groups, Organizations, and Communities competency in their final field practicum contract evaluation.

Related Documents

[Field Practicum Contract Scale.docx](#)

CAS - Social Work (MSW)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

FIELD CONTRACT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Intervene with Individuals, Families, Groups, Organizations, and Communities competency of the final evaluation of their field practicum contract:

Foundation Norman: 71.8 (n=39)

Foundation Tulsa: 67.6 (n=37)

Foundation Online: 65 (n=103)

Concentration Norman: 87 (n=54)

Concentration Tulsa: 92.9 (n=42)

Concentration Online: 94.4(n=197)

Optional Charts, Graphs, Images

Field Practicum Contract Scale

AC	Advanced Competence Expertly demonstrates awareness, knowledge, and skills as a social work intern
C	Competence Consistently demonstrates awareness, knowledge, and skills as a social work intern
EC	Emerging competence Demonstrates beginning awareness, knowledge, and skills as a social work intern
IP	Insufficient progress Rarely demonstrates awareness, knowledge, and skills as a social work intern
UP	Unacceptable progress Never demonstrates awareness, knowledge, and skills as a social work intern

Foundation MSW – Field Contract Data

The table below shows the Foundation MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	71.8 (n=39)	61.1 (n=18)	72.7 (n=44)
Tulsa	67.6 (n=37)	74.3 (n=35)	73 (n=44)
Online	65 (n=103)	81.6 (n=141)	72.9 (n=70)

CAS - Social Work (MSW)

Concentration MSW – Field Contract Data

The table below shows the Concentration MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	87 (n=54)	91.4 (n=58)	87.5 (n=80)
Tulsa	92.9 (n=42)	92.9 (n=40)	82.5 (n=56)
Online	94.4 (n=197)	92.7 (n=150)	98.3 (n=59)

Results Status

Target Not Met

Number of Students Assessed

472

Related Documents

[MSW Concentration Field Contract.pdf](#);

[MSW Foundation Field Contract.pdf](#)

USE OF ASSESSMENT RESULTS

Faculty Development

Faculty have discussed that Field Instructors sometimes hesitate to allow students to intervene readily at the foundation level. It is important to encourage Field Instructors to evaluate competency in intervention based on expectations at this level.

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For Field, the comments included about how field instructors view a student at halfway verses at the point of graduation are relevant.

Overall Program Effectiveness

The field team has worked to revise the training for field instructors, so I expect to see a difference here next year. The two campus Coordinators were both framing the evaluation process as a comparison of a student to a social work professional, and not as a social work student who is striving for competency at graduation. The scores of "Emerging Competency" make sense as a budding, new professional, especially if they were being compared to seasoned social workers within the agency. But our benchmark is to achieve Competency or Advanced Competency for 80% of our students. The Field Education Director works most closely with the Online program and noted this difference in perspective. The trainings have now been revised to discuss expectations of student competency verses the competency of a seasoned professional.

Direct - Examination

Assessment Method Description

The Curriculum Assessment (also known as Exit Exam) is a 50-question, comprehensive multiple-choice exam taken by students at the end of each development stage of the program (BSW, foundation, concentration)

Performance Target

80% or more of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Intervene with Individuals, Families, Groups, Organizations, and Communities competency of the Foundation or Concentration Curriculum Assessment.

Related Documents

[Curriculum Assessment Scale.docx](#)

CAS - Social Work (MSW)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

CURRICULUM ASSESSMENT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Intervene with Individuals, Families, Groups, Organizations, and Communities competency on the Curriculum Assessment:

Foundation Norman: 94.6 (n=37)

Foundation Tulsa: 100 (n=35)

Foundation Online: 97.8 (n=93)

Concentration Norman: 94 (n=50)

Concentration Tulsa: 94.9 (n=39)

Concentration Online: 96.7 (n=152)

Optional Charts, Graphs, Images

MSW Curriculum Assessment (Exit Exam) Scale:

Foundation MSW – Curriculum Assessment

The table below shows the Foundation MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	94.6 (n=37)	84.8 (n=33)	88.6 (n=35)
Tulsa	100 (n=35)	93.5 (n=31)	90.9 (n=44)
Online	97.8 (n=93)	90.9 (n=132)	91.1 (n=56)

Concentration MSW – Curriculum Assessment

The table below shows the Concentration MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	94 (n=50)	94.9 (n=59)	85.7 (n=70)
Tulsa	94.9 (n=39)	90 (n=40)	89.3 (n=56)
Online	96.7 (n=152)	93.3 (n=150)	77.8 (n=18)

4: Exceeds competence	Expertly demonstrates knowledge
2: Competence	Consistently demonstrates knowledge

CAS - Social Work (MSW)

0: Insufficient Progress

Inconsistently demonstrates knowledge

Results Status

Target Met

Number of Students Assessed

406

Related Documents

[2025 Foundation Curriculum Assessment.docx](#);

[2025 Concentration Curriculum Assessment.docx](#)

USE OF ASSESSMENT RESULTS

Faculty Development

Faculty have been charged with creating additional curriculum assessment questions that will ensure there are at least 5 questions in each of the competency categories. Additional questions will allow us to randomly assign 5 questions per competency and better balance the instrument overall. I am also doing a thorough presentation of the results of our assessment this year at our faculty meeting to ensure the faculty are more engaged with the process.

Methods of Assessment

This comment related to the Curriculum Exam may be repeated throughout this report. After assuming this assessment role, I have determined that our benchmark of 80% of our students answering only half of the questions in each competency correctly is too low for us to glean meaningful information from the results. I am working with faculty to revise this for next year. My plan is to revise the instruments such that we can set a benchmark of 80% of our students answering 3/5 questions correctly or 60% (instead of 2/4 or 50%). This brings the curriculum assessment closer to the scale the field contract instrument utilizes, gives us room to grow (to potentially 4/5 correct as a further challenge), and also should result in some scores that while lower, identify areas of growth for our program more clearly.

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For the Curriculum Exam, the students receive two different exams, so combining the results did not seem appropriate to help indicate if there is a psychometric problem with the exam itself.

Competency 9

Student Learning Outcome (SLO)

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- select and use appropriate methods for evaluation of outcomes
- apply knowledge of HBSE, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- critically analyze, monitor, and evaluate intervention processes and outcomes
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Outcome Status

Active

Assessment Methods

Assessment Method Description

Students are evaluated at the end of the practicum using their field practicum contract

Performance Target

80% of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities competency in their final field practicum contract evaluation.

CAS - Social Work (MSW)

Related Documents

[Field Practicum Contract Scale.docx](#)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

FIELD CONTRACT:

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities competency of the final evaluation of their field practicum contract:

Foundation Norman: 71.8 (n=39)

Foundation Tulsa: 62.2 (n=37)

Foundation Online: 59.8 (n=103)

Concentration Norman: 88.9 (n=54)

Concentration Tulsa: 92.9 (n=42)

Concentration Online: 93.4 (n=197)

Optional Charts, Graphs, Images

Field Practicum Contract Scale

Foundation MSW – Field Contract Data

The table below shows the 2024-2025 Foundation MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	71.8 (n=39)	72.2 (n=18)	72.7 (n=44)
Tulsa	62.2 (n=37)	65.7 (n=35)	70.3 (n=44)
Online	59.8 (n=103)	82.3 (n=141)	72.9 (n=70)

Concentration MSW – Field Contract Data

The table below shows the Concentration MSW student learning outcome data from the field practicum contract measure for the following competency:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	88.9 (n=54)	89.7 (n=58)	83.7 (n=80)
Tulsa	92.9 (n=42)	88.1 (n=42)	90 (n=56)
Online	93.4 (n=197)	92.7 (n=177)	94.9 (n=59)

AC	Advanced Competence Expertly demonstrates awareness, knowledge, and skills as a social work intern
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CAS - Social Work (MSW)

C	Competence Consistently demonstrates awareness, knowledge, and skills as a social work intern
EC	Emerging competence Demonstrates beginning awareness, knowledge, and skills as a social work intern
IP	Insufficient progress Rarely demonstrates awareness, knowledge, and skills as a social work intern
UP	Unacceptable progress Never demonstrates awareness, knowledge, and skills as a social work intern

Results Status

Target Not Met

Number of Students Assessed

472

Related Documents

[MSW Concentration Field Contract.pdf](#);

[MSW Foundation Field Contract.pdf](#)

USE OF ASSESSMENT RESULTS

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For Field, the comments included about how field instructors view a student at halfway verses at the point of graduation are relevant.

This data again shows that the difficulties experienced in the foundation resolve by the time of graduation.

Overall Program Effectiveness

The field team has worked to revise the training for field instructors, so I expect to see a difference here next year. The two campus Coordinators were both framing the evaluation process as a comparison of a student to a social work professional, and not as a social work student who is striving for competency at graduation. The scores of "Emerging Competency" make sense as a budding, new professional, especially if they were being compared to seasoned social workers within the agency. But our benchmark is to achieve Competency or Advanced Competency for 80% of our students. The Field Education Director works most closely with the Online program and noted this difference in perspective. The trainings have now been revised to discuss expectations of student competency verses the competency of a seasoned professional.

Direct - Examination

Assessment Method Description

The Curriculum Assessment (also known as Exit Exam) is a 50-question, comprehensive multiple-choice exam taken by students at the end of each development stage of the program (BSW, foundation, concentration)

Performance Target

80% or more of students in the Anne and Henry Zarrow School of Social Work will meet or exceed a rating of "competent" on the Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities competency of the Foundation or Concentration Curriculum Assessment.

Related Documents

[Curriculum Assessment Scale.docx](#)

CAS - Social Work (MSW)

2024 - 2025

Assessment Results Entry Date

08/25/2025

Assessment Results

The School of Social Work offers the MSW program on both the Norman and Tulsa campuses, along with a fully online program. I have delineated between both location and modality in the text below. I have also included the scores for both the foundation and concentration assessments. I have determined that the "Target Met" criteria are valid if the benchmark is met in both the foundation and concentration and "Target Not Met" if either or both programs did not meet the identified benchmark.

Met or exceeded a rating of "competent" on the Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities competency on the Curriculum Assessment:

Foundation Norman: 94.6 (n=37)

Foundation Tulsa: 85.7(n=35)

Foundation Online: 82.8 (n=93)

Concentration Norman: 94 (n=50)

Concentration Tulsa: 97.4 (n=39)

Concentration Online: 93.4 (n=152)

Optional Charts, Graphs, Images

MSW Curriculum Assessment (Exit Exam) Scale:

4: Exceeds competence	Expertly demonstrates knowledge
2: Competence	Consistently demonstrates knowledge
0: Insufficient Progress	Inconsistently demonstrates knowledge

Foundation MSW – Curriculum Assessment

The table below shows the Foundation MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman n=37	94.6 (n=37)	75.8 (n=33)	80 (n=35)
Tulsa n=35	85.7 (n=35)	71 (n=31)	86.4 (n=44)
Online n=93	82.8 (n=93)	75 (n=132)	82.1 (n=56)

Concentration MSW – Curriculum Assessment

The table below shows the 2024-2025 Concentration MSW student learning outcome data from the curriculum assessment measure for the following competency:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Campus/Modality	2024-2025	2023-2024	2022-2023
Norman	94 (n=50)	93.2 (n=59)	84.3 (n=70)
Tulsa	97.4 (n=39)	90 (n=40)	87.5 (n=56)
Online	93.4 (n=152)	94 (n=150)	88.9 (n=18)

CAS - Social Work (MSW)

Results Status

Target Met

Number of Students Assessed

406

Related Documents

[2025 Foundation Curriculum Assessment.docx](#);

[2025 Concentration Curriculum Assessment.docx](#)

USE OF ASSESSMENT RESULTS

Methods of Assessment

This comment related to the Curriculum Exam may be repeated throughout this report. After assuming this assessment role, I have determined that our benchmark of 80% of our students answering only half of the questions in each competency correctly is too low for us to glean meaningful information from the results. I am working with faculty to revise this for next year. My plan is to revise the instruments such that we can set a benchmark of 80% of our students answering 3/5 questions correctly or 60% (instead of 2/4 or 50%). This brings the curriculum assessment closer to the scale the field contract instrument utilizes, gives us room to grow (to potentially 4/5 correct as a further challenge), and also should result in some scores that while lower, identify areas of growth for our program more clearly.

Assessment Process/Procedures

This year in my new role, I have separated the Foundation results from the Concentration results. In the past, these were combined and averaged to show our total MSW program results. I found this methodologically faulty as the Foundation results (which are developmental as the students are halfway through the MSW Program) would naturally differ greatly from the Concentration results (summative for graduating students). I have reported them separately and indicated the Target Not Met if either/both of the programs did not reach the benchmark.

For the Curriculum Exam, the students receive two different exams, so combining the results did not seem appropriate to help indicate if there is a psychometric problem with the exam itself.