

## 2011-2012 ASSESSMENT REPORT

### Assessment Plan for: Program/Department\* Social Work BSW

Major                       Graduate                       Curricular                      (check all that apply)  
 Minor                          Undergraduate                 Co-curricular

**Department Mission:** "TO DEVELOP SOCIAL WORK PROFESSIONALS FOR PRACTICE THAT PROMOTES SOCIAL JUSTICE AND EMPOWERMENT TOWARDS THE WELL-BEING OF PEOPLE IN A DIVERSE AND GLOBAL SOCIETY."

Student Learning Goals/Objectives	Assessment Methods/Activities	Assessment Results
<b><i>List each Learning Outcome separately. At the completion of the program, students will be able to:</i></b>	<b><i>Which assessment activities were used for each achievement?</i></b>	<b><i>Based on the data collected from your assessment activities, what were your findings for this achievement?</i></b>
B1 Demonstrate the ability to understand social work practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.	Self – efficacy scale BEAP Field Evaluation	Field evaluation – High aggregate mean for –Intern engages diversity and difference in practice.  BEAP – Diversity questions – 70% correct  Self-efficacy – items 26-38 – range 81-93
B2 Demonstrate the ability to apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions among individuals and between individual and families, groups organizations and communities.	Self – efficacy scale Field evaluation BEAP	Field evaluation – Low aggregate mean for – Intern applies knowledge of human behavior and the social environment. BEAP – HBSE questions – 73% correct Self-efficacy – HBSE theory – 78%, HBSE evidence – 79%, communities – 77, families, 78, groups, 82, individuals, 83.

B3 Demonstrate an understanding of the theoretical framework of systems theory, strengths perspective, and the problem-solving model for practice.	BEAP	BEAP – Practice section – 80%
B4 Demonstrate the ability to apply the knowledge and skills of generalist social work practice with systems of all sizes.	Self – efficacy scale Field evaluation	Self-efficacy – Communities, 77%, Groups, 82%, Families, 78%, Individuals 83%.  Field evaluation – High aggregate mean for, Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities.
B5 Demonstrate social work practice skills in a culturally competent manner across client populations, colleagues, and communities.	Self – efficacy scale BEAP Field Evaluation	Self-efficacy – Apply multicultural skills – 89%, Cultural understanding – 90%  BEAP – Diversity – 70% Field Evaluation – High aggregate mean for Intern engages diversity and difference in practice.
B6 Demonstrate the ability to practice effectively within the structure of organizations and service delivery systems and seek necessary organizational change.	Self – efficacy scale Field Evaluation	Self- efficacy - org. change – 78% Field Evaluation – High mean for Intern engages, assesses and evaluates with organizations.
B7 Demonstrate the ability to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.	Self – efficacy scale BEAP Field evaluation	Self-efficacy scale – Evaluate research 75% BEAP – Research – 71% Field evaluation – Low aggregate mean for Intern engages in research-informed practice and practice-informed research.
B8 Demonstrate the ability to understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.	Self – efficacy scale Field evaluation	Self-efficacy – Forms of oppression – 86%, mechanisms of oppression – 84% Field evaluation – Low aggregate mean for Intern advances human rights and social and economic justice.

B9 Demonstrate the ability to analyze, formulate, and influence social policies.	Self – efficacy scale Field evaluation BEAP	Self-efficacy – Analyze policy – 69%, formulate, 64%, influence, 68%. Field evaluation – Low aggregate mean for Intern engages in policy practice to advance social and economic well-being and to deliver effective services. BEAP – Policy – 57%
B10 Demonstrate understanding of the value base of the profession and its ethical standards and principles, and practice accordingly.	Self – efficacy scale BEAP	Self-efficacy – Value base – 88% BEAP – Ethics questions – 80%
B11 Demonstrate the ability to use supervision and consultation appropriate to social work practice.	Self – efficacy scale	Self-efficacy – use of supervision, 83%, use of consultation, 84%.
B12 Demonstrate appropriate use of self in all phases of practice.	Self – efficacy scale Field evaluation	Self-efficacy – Use of self, 84% Field evaluation – High mean – Intern identifies as a professional social worker and conducts himself/herself accordingly.
B13 Demonstrate an ability to understand and interpret the history of the social work profession and its contemporary structures and issues.	Self – efficacy scale BEAP	Self-efficacy – History, 69% BEAP – Policy – 57%
B14 Demonstrate critical thinking, writing, speaking, and quantitative and qualitative reasoning skills required for generalist social work practice.	Field Evaluation	Field evaluation – High mean for Intern engages in critical thinking to inform and communicate professional judgments.

### Evaluation of Assessment Results

In the table below, address the following areas considering the data from all of the achievement above:

- 1) Strengths: Areas that demonstrate strengths in student learning.
- 2) Challenges: Opportunities to improve student learning.
- 3) Longitudinal Trends: Comparisons to student learning results from previous years.

Components	Summarize your Assessment Findings	What does this mean for your program/department?	What action will you take based on these findings? This may include instructional revisions, curricular changes and/or professional development.	When will you develop and implement these changes?
Strengths	The strengths in the curriculum are in the areas of micro practice. Students are able to demonstrate micro strengths in the field. Secondly, we had 100% licensure passing rate this year (8 of our 10 students took the exam and all 8 passed).	This means that we are preparing our students well for micro level practice and that we should continue what we are already doing in this area.	In the fall, assessment data is presented to the department. At that time we will consider this evidence and discuss changes.	2011-2012 academic year
Challenges	The challenges of the curriculum are in the area of macro practice which includes research, organizations, history & policy. We also need to work on linking HBSE theory to practice.	This means that we should consider how to strengthen these areas. However, we are well aware that these areas have been consistently low from year to year.	We have decided to target these areas. We will discuss the evidence at a department meeting, conduct a syllabus audit, and work on strengthening these areas of the curriculum.	2011-2012 academic year
Longitudinal Trends	Consistent with past assessment reports.	Consistent with past assessment reports.		

### Evaluation Assessment Methods and Activities

In the table below, please evaluate the following areas:

- 1) Course Map: Document that identifies introduction, reinforcement and measurement of student learning goals/objectives.

- 2) Student Learning Goals/Objectives
- 3) Assessment Activities: The activity during which student learning was assessed.
- 4) Assessment Tools: Any assessment tools (i.e., common assessments or rubrics) that you department uses to assess student achievement.

<b>Component</b>	<b>Summarize your Evaluation</b>	<b>What does this mean for your program/department?</b>	<b>What action will you take based on these findings?</b>	<b>When will you develop and implement these changes?</b>
<b>Course Map</b>	Current course map needs to be revised.	The department needs to appoint a sub-committee to work on the course map.	See – previous column – all action will be decided upon by assessment committee, DOA, and department.	During the next academic year.
<b>Student Learning Goals/Objectives</b>	The majority of student learning goals are being met.	The department needs to appoint a sub-committee to perform a syllabus audit and strategize about how to better meet macro competencies in the classroom and the field.		During the next academic year.
<b>Assessment Activities</b>	Assessment activities are all summative, perhaps consider formative assessment at end of junior year.	The assessment committee needs to review findings and set priorities for the next academic year.		During the next academic year.
<b>Assessment Tools</b>	The BEAP tool is useful, and the revised field evaluations are useful.	Review use of assessment tools with assessment committee.		During the next academic year.

How successful have you been in implementing changes that were proposed in previous assessment reports?

- Changes were proposed but have not yet been implemented.
- Changes were proposed and implementation is in progress.
- Changes were proposed and fully implemented.
- No changes were proposed.

Comments: We have not really targeted change when the BSW assessment data is presented. Last year we talked about and implemented an increase in rigor in the program. The course evaluation data show that the program made progress in increasing the rigor of the program. A few

years back we made a concerted effort to increase the policy-practice skills in the BSW curriculum. We had some success but we still need to work on strengthening the flow of content from one course to another. We also need to work with field agencies to develop and strengthen their involvement in policy-practice at the state level and with clients.

Please choose one of the following to describe the assessment process that resulted in this report.

The assessment findings and analysis were prepared by one person and shared with the group for further analysis and revision. – I worked with Nancy Rodenborg and Tony Bibus at the assessment workshop but mostly I wrote the report on my own.

The assessment findings and analysis were done by a group and written by one or more people.

Other (please describe):

Submitted by: Annette Gerten

Date: July 7<sup>th</sup>, 2011