

**University of Michigan - Flint**  
**Student Outcomes Assessment Implementation Report**  
**2002 – 2003**

Department and Program Social Work Department, Bachelor of Arts in Social Work Program

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*Please note: All implementation reports will be placed on the university webpage.*

*Due Date: November 15, 2003*

Please use the format below for your implementation report.

1. Provide a brief summary of the progress of changes considered as a result of the feedback loop from the 2001-2002 implementation report.

During the 2001-2002 academic year, the Social Work department participated in curriculum review with the guidance of the Re-Affirmation Process outlined by the Council of Social Work Education within the professional accreditation standards. As a result of this process, there were substantial changes in the Student Outcome Assessment Plan. The entire report of the changes requires more than 200 pages of text, and can be found at the Social Work Department Web-page. For simplicity, the changes relevant to Student Outcomes are summarized here:

Four Program Objectives were identified (described by CSWE Standards as Program Goals). Within each program objective, at least two goals (described by CSWE Standards as Objectives) were identified to specify the program objective. Within each program goal, benchmarks were identified as a-priori standards to compare student outcomes, all but one goal had two or more benchmarks resulting in more than 80 benchmarks to be compared in assessment.

At the conclusion of the 2002 academic year this new plan was implemented. Results of the 2002 student outcome assessment led to four significant changes in the curriculum.

First, the use of data collected as a composite score in the portfolio has been eliminated. The original three instruments will continue to be collected and assessed using the rubric as independent ratings. However, the composite score created by combining the writing aspects of the SWK 400/SWK 431 papers with the behavior rating of the Field Final Evaluation has been eliminated from the assessment process. This decision was made in recognition of threats to internal validity posed by comparing behavioral measures with cognitive measures.

Second, a system of increasing the inter-rater reliability of the three instruments has been developed. A “rubric” training system has been developed to help faculty rate the SWK 400 and 431 papers in a consistent manner. This is in response to threats to reliability perceived from significantly different rating patterns evident in the 2002 data.

Third, the relative importance of the seven objectives in goal one have been articulated. Critical thinking, Values and Ethics, Human Behavior and Social Environment, and Practice have been identified as critical aspects of the curriculum whereas the Professional Use of Self, Use of Supervision, and History have been rated as secondary importance. The results of this determination of relative importance is evident in the new benchmark standards which define success at the 75% rate for secondary content and maintain the 90% standard for critical topics.

Fourth, the concerns expressed by graduates relative to their experiences with the general education curriculum have been addressed through a curriculum review process. In consultation with the respective departments in the College of Arts and Sciences, we have facilitated a change in the social work pre-professional block of courses including adding EDU 331 as a course option for content on the urban experience, adding two classes to the Social Science Option C \*\*\*\*\* (Psychology in the group experience) and adding \*\*\*\*\* The faculty have worked collaboratively with faculty in the foreign languages department to facilitate the development of a foreign language course that offers language models for the unique contexts of professionals while also preparing students for the level of proficiency required for a Bachelor of Arts Degree.

Listed below are the newly identified program objectives and the goals established to meet them, in parenthesis the number of benchmarks to measure the goal is also included, as defined following the 2002 assessment process. The specific standard of each benchmark are included in the table in the second section of this report.

#### Program Goals:

Program Objective 1: The Social Work program will educate graduates to be effective generalist social work practitioners within the ethics and values of the profession.

##### Goals to meet objective 1:

- Goal 1.1: Effectively utilize critical thinking in practice settings. (4 benchmarks)
- Goal 1.2 : Embody the values and ethics of the social work profession. (4 benchmarks)
- Goal 1.3: Exhibit a consistent sense of professionalism in interactions with others. (3 benchmarks)
- Goal 1.4: Demonstrate an appreciation of the tradition and history of the social work profession as well as a working knowledge of important emerging professional trends. (3 benchmarks)
- Goal 1.5: Adapt the knowledge and skills of generalist social work to practice settings of varying sizes and approaches. (6 benchmarks)
- Goal 1.6: Utilize knowledge of bio-psycho-social characteristics as they apply to individual behavior and as a means to understand interactions among and between individuals and the various social structures they encounter. (6 benchmarks)
- Goal 1.7: Demonstrate the ability to respond to appropriate supervision in the practice settings. (3 benchmarks)

Program Objective 2. The Social Work Program educates graduates to be able to work with diverse populations.

##### Goals to meet objective 2:

- Goal 2.1: Demonstrate an understanding of and respect for the positive value of diversity. (4 benchmarks)
- Goal 2.2: Understand the origins and workings of oppression and discrimination and demonstrate the ability to implement change in order to advance social and economic justice. (3 benchmarks)

Goal 2.3: Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice. (4 benchmarks)

Goal 2.4: Exhibit the ability to differentially assess and apply appropriate interventions skills necessary to serve diverse populations. (1 benchmark)

Program Objective 3: The Social Work Program promotes social advocacy efforts that address the social and economic contexts of social work practice and change.

Goals to meet objective 3:

Goal 3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize appropriate change strategies as necessary. (4 benchmarks)

Goal 3.2: Demonstrate insight into the impact of social policies upon client systems. (6 benchmarks)

Goal 3.3: Engage in collaborative efforts to promote social justice. (2 benchmarks)

Program Objective 4: The Social Work Program promotes continued professional development within the profession.

Goals to meet objective 4:

Goal 4.1: Evaluation and apply current research findings to one's personal practice and the practice of other relevant professional systems. (6 benchmarks)

Goal 4.2: Demonstrate quality within one's personal practice and continuous growth in the knowledge and skills of the profession. (5 benchmarks)

Goal 4.3: Faculty and students demonstrate responsiveness to issues emerging in the practice community including issues unique to the Greater Flint area. (7 benchmarks)

2. Report of 2002-2003 assessment specifying each outcome and if the goal for the outcome was met. Include any comments below.

Outcome	Goal	Benchmark	Result	Goal Met?
The Social Work program will educate graduates to be effective generalist social work practitioners within the ethics and values of the profession.	1.1: Effectively utilize critical thinking in practice settings.	1.1.1: 90% or more of seniors will score "six or better" on Question 7 of the SWK 431 Essay Analysis Paper Evaluation.		
		1.1.2: 90% or more of seniors will score "six or better" on Question 1 of Section C of the Final Field Evaluation Instrument.		
		1.1.3 90% or more graduates will report "satisfied" or "greatly satisfied" to their preparation for critical thinking.	Not measured in 2002-2003	*
		1.1.4: 85% or more graduates will report "Agree" or "Strongly Agree" to positive statements about their preparation in critical thinking skills.	Not measured in 2002-2003	*
	1.2 : Embody the values and ethics of the social work profession.	1.2.1: 90% or more of seniors will score "six or better" on Question 2 of the SWK 431 Essay Analysis Paper Evaluation.		
		1.2.2: 90% or more of seniors will score "six or better" on Question 2 of Section C of the Final Field Evaluation Instrument.		
		1.2.3: 85% or more graduates will report "Agree" or "Strongly Agree" to positive statements about their preparation in values and ethics.	Not measured in 2002-2003	*
		1.2.4: 90% or more graduates will report "satisfied" or "greatly satisfied" to their preparation for values and ethics.	Not measured in 2002-2003	*
	1.3: Exhibit a consistent sense of professionalism in interactions with others.	1.3.1: 75% or more of seniors will score "six or better" on Question 1 of the SWK 400 Evaluation of Practice Paper Evaluation.		
		1.3.2: 75% or more of seniors will score "six or better" on Question 3 of of the Final Field Evaluation Instrument.		
		1.3.3 90% or more graduates will report "satisfied" or "greatly satisfied" to their preparation for demonstrating the professional use of self.	Not measured in 2002-2003	*
	1.4: Demonstrate an appreciation of the tradition and history of the social work profession as well as a working knowledge of important emerging professional trends.	1.4.1: 75% or more of seniors will score "six or better" on Question 3 of the SWK 400 Evaluation of Practice Paper Evaluation.		
		1.4.2: 75% or more of seniors will score "six or better" on Question 3 of the SWK 431 Essay Analysis Paper Evaluation.		
		1.4.3: 90% or more graduates will report "satisfied" or "greatly satisfied" to their preparation regarding the history of the social work profession.	Not measured in 2002-2003	*

	1.5: Adapt the knowledge and skills of generalist social work to practice settings of varying sizes and approaches.	1.5.1: At least 90% of the senior class will score above the 60 <sup>th</sup> percentile (a score of 5 or higher) on the Practice subset of the Austin Peay exam.		
		1.5.2: At least 10% of the senior class will score above the 90 <sup>th</sup> percentile on the practice subset of the Austin Peay Exam.		
		1.5.3: The standard score of the senior cohort will be above the 77 <sup>th</sup> percentile on the Practice subset of the Austin Peay Exam.		
		1.5.4: 90% or more of seniors will score "six or better" on Question 1 of the SWK 431 Essay Analysis Paper Evaluation.		
		1.5.5: 90% or more of seniors will score "six or better" on Question 5, Section C of the Final Field Evaluation.		
		1.5.6: 85% or more graduates will report "Agree" or "Strongly Agree" to positive statements about their preparation in practice skills.	Not measured in 2002-2003	*
	1.6: Utilize knowledge of bio-psycho-social characteristics as they apply to individual behavior and as a means to understand interactions among and between individuals and the various social structures they encounter.	1.6.1: At least 90% of the senior class will score above the 60 <sup>th</sup> percentile (a score of 5 or higher) on the Human Behavior subset of the Austin Peay exam.		
		1.6.2: At least 10% of the senior class will score above the 90 <sup>th</sup> percentile on the HBSE subtest of the Austin Peay Exam.		
		1.6.3: The standard score of the senior cohort will be above the 77 <sup>th</sup> percentile on the Human Behavior subset of the Austin Peay Exam.		
		1.6.4: 90% or more of seniors will score "six or better" on Question 4 of the SWK 400 Evaluation of Practice Paper Evaluation.		
		1.6.5: 90% or more of seniors will score "six or better" on Question 6, Section C of the Final Field Evaluation.		
		1.6.6: 90% or more graduates will report "satisfied" or "greatly satisfied" to their preparation for applying bio-psychosocial variables that affect individual development.	Not measured in 2002-2003	*
	1.7: Demonstrate the ability to respond to appropriate supervision in the practice settings.	1.7.1: 75% or more of seniors will score "six or better" on Question 6 of the SWK 431 Essay Analysis Paper Evaluation.		
		1.7.2: 75% or more of seniors will score "six or better" on Question 9, Section C of the Final Field Evaluation.		
		1.7.3: 90% or more graduates will report "satisfied" or "greatly satisfied" to their preparation for using supervision appropriate to generalist practice.	Not measured in 2002-2003	*
The Social Work Program educates graduates to be	2.1: Demonstrate an understanding of and respect for the positive	2.1.1: 75% or more of seniors will score "six or better" on Question 3 of the SWK 400 Evaluation of Practice Paper Evaluation.		

able to work with diverse populations.	value of diversity.	2.1.2: 75% or more of seniors will score "six or better" on Question 2 of Section C of the Final Field Evaluation Instrument.		
		2.1.3: 90% or more graduates will report "satisfied" or greatly satisfied" to their preparation for appreciating diversity.	Not measured in 2002-2003	*
		2.1.4: 85% or more graduates will report "Agree" or "Strongly Agree" to positive statements about their preparation to appreciate the positive value of diversity.	Not measured in 2002-2003	*
	2.2: Understand the origins and workings of oppression and discrimination and demonstrate the ability to implement change in order to advance social and economic justice.	2.2.1: 75% or more of seniors will score "six or better" on Question 4 of Section C of the Final Field Evaluation Instrument.		
		2.2.2: 90% or more graduates will report "satisfied" or greatly satisfied" to a statement about their reparation for understanding and ability to implement change related to alleviating oppression and discrimination.	Not measured in 2002-2003	*
		2.2.3: 85% or more graduates will report "Agree" or "Strongly Agree" to positive statements about their preparation to understand and change oppressive and discriminatory situations.	Not measured in 2002-2003	*
	2.3: Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice.	2.3.1: 75% or more of seniors will score "six or better" on question 7 of the SWK 400 Evaluation of Practice Paper Evaluation.		
		2.3.2: 75% or more of seniors will score "six or better" on question 8 of Section C of the Final Field Evaluation Instrument.		
		2.3.3: 90% or more graduates will report "satisfied" or greatly satisfied" to a statement about their preparation for communicating with diverse populations.	Not measured in 2002-2003	*
		2.3.4: 85% or more graduates will report "Agree" or "Strongly Agree" to positive statements about their preparation to communicate with diverse populations.	Not measured in 2002-2003	*
2.4: Exhibit the ability to differentially assess and apply appropriate interventions skills necessary to serve diverse populations.	2.4.1: 85% or more graduates will report "Agree" or "Strongly Agree" to positive statements about their preparation to assess and apply intervention skills with diverse populations.	Not measured in 2002-2003	*	
The Social Work Program promotes social advocacy efforts that address the social and economic	3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize appropriate change	3.1.1: 75% or more of seniors will score "six or better" on question 5 of the SWK 431 Essay Analysis Paper Evaluation.		
		3.1.2: 75% or more of seniors will score "six or better" on question 10 of Section C of the Final Field Evaluation Instrument.		

contexts of social work practice and change.	strategies as necessary.	3.1.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for functioning within the structure of the organization and seek necessary organizational change.	Not measured in 2002-2003	*
		3.1.4: 85% or more graduates will report “Agree” or “Strongly Agree” to positive statements about their preparation to function within the structure of the organization and seek necessary organizational change.	Not measured in 2002-2003	*
	3.2: Demonstrate insight into the impact of social policies upon client systems.	3.2.1: 75% or more of seniors will score “six or better” on question 5 of the SWK 400 Evaluation of Practice Paper Evaluation.		
		3.2.2: 75% or more of seniors will score “six or better” on Question 4 of the SWK 431 Essay Analysis Paper Evaluation.		
		3.2.3: At least 60% of the senior class will score above the 60 <sup>th</sup> percentile (a score of 5 or higher) on the Policy subset of the Austin Peay exam.		
		3.2.4: At least 10% of the senior class will score above the 90 <sup>th</sup> percentile (a score of 7 or higher) on the Policy subset of the Austin Peay exam.		
		3.2.5: The standard score of the senior cohort will be above the 77 <sup>th</sup> percentile on the policy subset of the Austin Peay Exam.		
		3.2.6: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation to analyze the impact of social policies on client systems.	Not measured in 2002-2003	*
	3.3: Engage in collaborative efforts to promote social justice.	3.3.1: The social work club will co-sponsor at least one activity promoting social justice.		
		3.3.2: 100% of the faculty will participate in a collaborative effort with other University units and/or a community agency to address a current social justice issue.		
The Social Work Program promotes continued professional development within the profession.	4.1: Evaluation and apply current research findings to one’s personal practice and the practice of other relevant professional systems.	4.1.1: 75% or more of seniors will score “six or better” on Question 6 of the SWK 400 Evaluation of Practice Paper Evaluation.		
		4.1.2: 75% or more of seniors will score “six or better” on question 7 of Section C of the Final Field Evaluation Instrument.		
		4.1.3: At least 60% of the senior class will score above the 60 <sup>th</sup> percentile (a score of 5 or higher) on the Research subset of the Austin Peay exam.		
		4.1.4: At least 10% of the senior class will score above the 90 <sup>th</sup> percentile (a score of 7 or higher) on the research subset of the Austin Peay exam.		

		4.1.5: The standard score of the senior cohort will be above the 77 <sup>th</sup> percentile on the research subset of the Austin Peay Exam.		
		4.1.6: 90% or more graduates will report “satisfied” or “greatly satisfied” to their preparation for using research to evaluate practice.	Not measured in 2002-2003	*
4.2: Demonstrate quality within one’s personal practice and continuous growth in the knowledge and skills of the profession.		4.2.1: 75% or more of seniors will score “six or better” on Question 8 of the SWK 431 Essay Analysis Paper Evaluation.		
		4.2.2: 75% or more of seniors will score “six or better” on Question 11 of Section C of the Final Field Evaluation Instrument.		
		4.2.3: 50% or more of graduates will indicate interest in enrolling in a masters degree program.	Not measured in 2002-2003	*
		4.2.4: 90% of graduates who attend graduate school will report positive statements about their preparation for graduate school.	Not measured in 2002-2003	*
		4.2.5: 90% or more of graduates will report participating in at least one form of continuing education after graduation.	Not measured in 2002-2003	*
	4.3: Faculty and students demonstrate responsiveness to issues emerging in the practice community including issues unique to the Greater Flint area.		4.3.1: 100% of faculty will participate in two or more professional development activities each year.	
		4.3.2: 100% of faculty will provide professional expertise to at least one Greater Flint community based agency.		
		4.3.3: 100% of faculty will participate in at least one scholarship activity each year.		
		4.3.4: 100% of the faculty will collaborate with students in extra-curricular activities related to social work practice in our community.		
		4.3.5: 100% of the faculty will attend the focus group discussion of the Advisory board members on the annual theme for the curriculum review.		
		4.3.6: 75% of the field supervisors will participate in the annual professional development seminar hosted by the program.		
		4.3.7: The Social Work Club will sponsor at least one community based activity related to social work practice.		

**Comments**(including explanation of results above, if necessary.)

\* The bi-annual survey of graduates was not conducted in the 2002-2003 academic year. Therefore, results from this measure could not be incorporated in this report. At the submission of this report, the bi-annual survey of graduates was being conducted to be included in the 2003-2004 report.

3. Provide a brief summary of the steps your Department is planning to take in response to the feedback from the 2002-2003 academic year assessment results. We realize that these may be preliminary steps.

During the 2003-2004 academic year, there are three changes in the curriculum we are addressing. foreign language, research methods, and early involvement in the community.

#### Discussion of benchmark findings relative to Objective 1.1.

The faculty discussion of the overall interpretation of the objective of preparing student to use critical thinking in practice settings reflected the mixed performance measures. Two of the benchmarks were recognized as successful, two were identified as unmet and one benchmark had a mixed evaluation. Two themes emerged, however, from the faculty discussion of these results.

First, the limitations noted in unmet benchmarks were closely correlated with problems with the assessment plan implementation. As mentioned in the discussion of each benchmark, we need to continue to perfect the instruments used to measure students' ability to write in the SWK 431 assignment. We also need to be more realistic about how our students perform, a 90% rating may be too high for any one question on the survey.

Second, the limitations identified by the unmet benchmarks were remarkable small differences from the a-prior standards. In most of the benchmarks, students performed within a few percentage points of the desired benchmark. Combining this small degree of discrepancy in unmet goals with the successfully met benchmarks indicates that measures of critical thinking are quite positive. Critical thinking is a strength of the curriculum.

#### Assessment of Benchmark 1.2.4 findings

Faculty discussion of this benchmark emphasized the positive results of this item. The reports of graduates related to this benchmark were exceptionally high. The only statement that did not achieve the benchmark standard can be attributed to the fact that this statement was the statement in which a disagree statement would be the desirable outcome.

The recommendation for this benchmark was to recognize that values and ethics are a strength of the curriculum from the point of view of graduates. Faculty intend to include these items on the next graduate survey to assure that this content continues to be a strength. No changes in the curriculum relevant to this content were determined to be needed.

Similarly, the field coordinator presented a workshop in August 2003, providing field supervisors with a comprehensive overview of the assessment instrument. In the workshop, the field supervisors were trained on how to rate specific behaviors within the instrument and how to adjust expectations as the students progressed through the program. The field coordinator has also developed a two phase follow up process working with each field supervisor to practice rating the individual intern in the agency. This three phase training is expected to increase the inter-rater reliability of the Final Field Evaluation Form in the 2003-2004 academic year implementation. This will favorably impact the assessment of benchmarks established based on the Final Field Evaluation Instrument.

Fourth, during the 2002-2003 academic year the faculty has reviewed in detail the history and practice content. Using content mapping, we have identified the places in the curriculum where this content is included, where it can be enriched and where it can be added. From this map, each faculty member is currently engaging in curriculum review of their classes to determine how to incorporate these topics and related into specific lectures and assignments. This process was initiated in response to the outcomes of objectives.

Add research content here too.