

**University of Michigan - Flint**  
**Student Outcomes Assessment Implementation Report**  
**2003 – 2004**

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

Submitted by: Kathleen Woehrle, Associate Professor

Date: November 19, 2004

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

*Due Date: November 15, 2004*

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 2002-2003 implementation report.

During the 2003-2004 academic year, three changes in the curriculum were made.

First, the social work faculty worked with faculty in the Foreign Language Department to develop a first year spanish sequence (SPN 111 and SPN 112) emphasizing the use of communication skills in a professional setting, consistent with the demographic profile of the Greater Genesee County. The two course sequence is being piloted during the fall 2004 semester. Frequent conversations between the social work and respective SPN faculty indicate the course is progressing well. A formal evaluation of the course related to student outcome assessment is being considered for administration in the 2004-2005 course sequence

Second, in early January 2004, social work and nursing faculty began a collaborative process to restructure the research methods course taught in each department (NUR 308 and SWK 250). The collaboration between the two classes involves students working together as teams to compare the merits of the research work of others and in negotiating the limitations of generalizability as it is applied to work with clients. The course collaboration is being piloted for the first time during Fall 2004. An assessment of the collaboration aspect of each course, related to student outcomes will be made when the courses are offered again in winter 2004. Based on the results of this assessment, faculty in the respective departments will consider formally cross-listing the courses.

Third, as a result of the curriculum mapping process conducted over the previous two years, the faculty identified the areas of limitation in the curriculum related to history, theory to practice, and policy. During the 2003-2004 academic year, two new courses were proposed. One course, a senior level policy assessment course, has been tabled while faculty explore other alternatives to include the content in courses already required, and will be re-evaluated in the 2004-2005 curriculum review process. A second course, coined the bridging course has been proposed as a new course, which allows students an opportunity to connect theory to practice through community involvement early in their academic career. This course is currently being reviewed by the Curriculum Committee, and is expected to be included in the catalogue changes occurring fall 2004.

Changes in the Assessment Standards and Instruments:

The two changes in the assessment documents as identified in the previous year report, were implemented as described. The administration of the documents as amended occurred without negative consequence, and have been adopted as the standardized instruments for 2004-2005.

Changes in the Assessment Processes:

The two changes in the assessment process identified in the 2002-2003 report were implemented as described. The training of field supervisors regarding inter-rater reliability of the Final Field Evaluation occurred in early Fall 2004. At this point, the UM Flint Director of Social Work Field Placement is meeting with each field supervisor in their agency setting to provide the second phase of inter-rater reliability training.

During the spring of 2004, the social work faculty participated in a measure of inter-rater reliability for the four faculty participating in the portfolio review. Results of the four ratings indicated that on 10 of the 14 items, there was 100% agreement on the rating of scoring 6 or above on the 10 point rubric. The four items with a 75% agreement rate (3 of 4 agreed on the yes/no of a rating of 6 or higher) were reviewed collectively through an item analysis process. Through the conversation, it was determined that there exists some challenges to the construct validity to each item. In three of the items (Professional Use of Self, Values and Ethics of Social Work, and Use of Supervision for Generalist Practice) the faculty questioned whether a written document could adequately measure the construct, given that in the professional setting these items are principally demonstrated by behaviors not written documentation. In the faculty conversation, progress was made in developing a collective understanding of what we are agreeing to rate as passing for the fourth item, History of Social Welfare. We continue to discuss how to construct the essay question that elicits thinking about social welfare history in the context of a current situation. We intend to continue working on developing a new question for the portfolio review process.

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	# students measured	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.	30	100%	Exceeded
		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.	32	100%	Exceeded
		1.1.3 90% or more graduates will report "satisfied" or greatly satisfied" to their preparation for critical thinking.  Apply critical thinking skills within the context of professional social work practice.	67*	92%	Met
		1.1.4: 85% or more graduates will report "Agree" or "Strongly Agree" to positive statements about their preparation in critical thinking skills.  I learned how to apply theories to real situations. I am able to recognize when a client is different from theory. I am able to make appropriate judgments from conflicting observations. I was taught to gather information efficiently. I use critical thinking to maintain objectivity.	67*	86.7% 80.0% 95.0%  93.3% 96.7%	Partially met
	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.	30	91%	Met
		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.	32	97%	Exceeded

		<p>1.2.3: 85% or more graduates will report “Agree” or “Strongly Agree” to positive statements about their preparation in values and ethics.</p> <p>I learned about social work values in several classes. The program helped me learn how to apply social work values to real life.</p> <p>I was encouraged to maintain social work values despite value conflicts.</p> <p>I understand the importance of the NASW Code of Ethics. The value of confidentiality was appropriately emphasized when compared to real life.</p> <p>The value of self-determination is appropriately emphasized for the real world.</p> <p>The value of human dignity and worth as taught at UMF is critical to good social work practice.</p>	67*	98.3% 98.3% 96.7% 98.3% 100.0% 98.3% 100.0%	Exceeded
		<p>1.2.4: 90% or more graduates will report “satisfied” or “greatly satisfied” to their preparation for values and ethics.</p> <p>Practice within the values and ethics of social work.</p>	67*	98.1%	Exceeded
	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.	40	87.5%	Exceeded
		1.3.2: 75% or more of seniors will score “six or better” on Question 3 of of the Final Field Evaluation Instrument.	32	100%	Exceeded
		1.3.3 90% or more graduates will report “satisfied” or “greatly satisfied” to their preparation for demonstrating the professional use of self.			
		Demonstrate the professional use of self.	67*	90.6%	Met
	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 Section C of the SWK 400 Evaluation of Practice Paper Evaluation.	32	97%	Exceeded
		1.4.2: 75% or more of seniors will score “six or better” on Question 3 of the SWK 431 Essay Analysis Paper Evaluation.	30	93%	Exceeded
		1.4.3: 90% or more graduates will report “satisfied” or “greatly satisfied” to their preparation regarding the history of the social work profession.			
		Understand the history of social work and social welfare practice withi systems of all sizes.	67*	83.0%	Not met
	1.5: Adapt the knowledge and skills of generalist social work	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.	34	79.4%	Not met

	to practice settings of varying sizes and approaches.	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.	34	23.5%	Exceeded
		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.	34	66 <sup>th</sup> percentile	Not met
		1.5.4: 90% or more of seniors will score “six or better” on Question 1 of the SWK 431 Essay Analysis Paper Evaluation.	30	96%	Exceeded
		1.5.5: 90% or more of seniors will score “six or better” on Question 5, Section C of the Final Field Evaluation.	32	97%	Exceeded
		1.5.6: 85% or more graduates will report “Agree” or “Strongly Agree” to positive statements about their preparation in practice skills.  I learned how to communicate with many people. I learned to write well. I had adequate opportunities to practice interviewing skills. I learned how to assess client needs. I was taught to involve clients in problem solving. The role plays prepared me for professional practice.	67*	95% 88.3% 71.7% 93.3% 93.3% 70.0%	Partially met
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.	34	82.3%	Not met	
	1.6.2: At least 10% of the senior class will score above the 90 <sup>th</sup> percentile (an 8 or higher) on the HBSE subtest of the Austin Peay Exam.	34	23.5%	Exceeded	
	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.	34	76 <sup>th</sup> percentile	Met	
	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.	40	97%	Exceeded	
	1.6.5: 90% or more of seniors will score “six or better” on Question 6, Section C of the Final Field Evaluation.	32	100%	Exceeded	
	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.  Knowledge of bio-psycho-social variables that affect individual development. Use theory to understand client behavior. Use theory to understand behavior in organizations.	67*	84.9% 79.2% 75.5%	Not met	

	<p>1.7: Demonstrate the ability to respond to appropriate supervision in the practice settings.</p>	<p>1.7.1: 75% or more of seniors will score “six or better” on Question 6 of the SWK 431 Essay Analysis Paper Evaluation.</p>	<p>30</p>	<p>93%</p>	<p>Exceeded</p>
		<p>1.7.2: 75% or more of seniors will score “six or better” on Question 9, Section C of the Final Field Evaluation.</p>	<p>32</p>	<p>100%</p>	<p>Exceeded</p>
		<p>1.7.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for using supervision appropriate to generalist practice.</p>			
		<p>Use supervision appropriate to generalist practice.</p>	<p>67*</p>	<p>77.4%</p>	<p>Not met</p>
<p>The Social Work Program educates graduates to be able to work with diverse populations.</p>	<p>2.1: Demonstrate an understanding of and respect for the positive value of diversity.</p>	<p>2.1.1: 75% or more of seniors will score “six or better” on Question 2 of the SWK 400 Evaluation of Practice Paper Evaluation.</p>	<p>40</p>	<p>93%</p>	<p>Exceeded</p>
		<p>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.</p>	<p>32</p>	<p>97%</p>	<p>Exceeded</p>
		<p>2.1.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for appreciating diversity.</p>			
		<p>Practice with an understanding of and respect for the positive value of diversity.</p>	<p>67*</p>	<p>94.3%</p>	<p>Met</p>
		<p>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.</p>			
		<p>I am able to recognize populations at risk for oppression. I was encouraged to appreciate diversity.</p>	<p>67*</p>	<p>100% 96.7%</p>	<p>Exceeded</p>
	<p>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.</p>	<p>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.</p>	<p>32</p>	<p>100%</p>	<p>Exceeded</p>
		<p>2.2.2: 90% or more graduates will report “satisfied” or greatly satisfied” to a statement about their preparation for understanding oppression and discrimination.</p>			
		<p>Understanding the forms and mechanisms of oppression and discrimination.</p>	<p>67*</p>	<p>94.3%</p>	<p>Met</p>
		<p>2.2.3: 85% or more graduates will report “Satisfied” or “Greatly Satisfied” to positive statements about their ability to change oppression and discriminating situations.</p>			
		<p>Understand the strategies of change that advance social and economic justice.</p>	<p>67*</p>	<p>86.8%</p>	<p>Met</p>

	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.	40	100%	Exceeded
		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.	32	100%	Exceeded
		2.3.3: 90% or more graduates will report “satisfied” or greatly satisfied” to a statement about their preparation for communicating with diverse populations.			
		Use communication skills differently with diverse groups.	67*	79.2%	Not Met
		2.3.4: 85% or more graduates will report “Agree” or “Strongly Agree” to positive statements about their preparation to communicate with diverse populations.  I was prepared to communicate with diverse groups. Inter-racial communication skills were taught well.	67*	93.3% 68.3%	Partially Met
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.  I recognize different coping strategies used by clients who are members of minority groups. I understand how experiences of oppression can limit a client’s ability to trust me. I was prepared to work with different types of people. I was ready to work with individuals, families, groups and communities. I learned how to intervene based on the client & issue.	67*	91.7%	Exceeded	
			100% 96.7% 95.0% 95.0%		
The Social Work Program promotes social advocacy efforts that address the social and economic contexts of social work practice and change.	3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize appropriate change strategies as necessary.	3.1.1: 75% or more of seniors will score “six or better” on question 5 of the SWK 431 Essay Analysis Paper Evaluation.	30	96%	Exceeded
		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.	32	97%	Exceeded
		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.			
		Function within the structure of organizations and service delivery systems. Under supervision, seek necessary organizational change. Use supervision appropriate to generalist practice.	67*	88.7% 71.7% 77.4%	Not met

		<p>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.</p> <p>I learned the principles of generalist practice.                      I learned how to facilitate organizational change.                      I know how to implement the Planned Change Effort.                      My field placement supervisor was helpful to me.                      My field placement helped me grow professionally.                      Experiences in field placement prepared me for life.                      Field placement prepared me for the transition to work.                      I had a positive relationship with my field placement supervisor.</p>	67*	91.7% 65.0% 48.3% 63.3% 73.3% 76.7% 68.3% 68.3%	Partially met
	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.	40	95%	Exceeded
		3.2.2: 75% or more of seniors will score “six or better” on Question 4 of the SWK 431 Essay Analysis Paper Evaluation.	30	100%	Exceeded
		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.	34	76%	Exceeded
		3.2.4: At least 10% of the senior class will score above the 90 <sup>th</sup> percentile (a score of 8 or higher) on the Policy subset of the Austin Peay exam.	34	26%	Exceeded
		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.	34	73 <sup>rd</sup> percentile	Not met
		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.			
		Analyze the impact of social policies on client systems, workers and agencies.	67*	83%	Not met
	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	4.1: Evaluation and apply current research findings to one’s	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.	40	95%	Exceeded

professional development within the profession.	personal practice and the practice of other relevant professional systems.	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.	32	97%	Exceeded
		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.	34	59%	Met
		4.1.4: At least 10% of the senior class will score above the 90 <sup>th</sup> percentile (a score of 8 or higher) on the research subset of the Austin Peay exam.	34	15%	Met
		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.	34	55 <sup>th</sup> percentile	Not met
		4.1.6: 90% or more graduates will report “satisfied” or “greatly satisfied” to their preparation for using research to evaluate practice.  Evaluate research and apply findings to practice. Evaluate your own practice and interventions of other relevant systems.	67*	66.0% 69.8%	Not met
	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.	30	100%	Exceeded
		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.	32	100%	Exceeded
		4.2.3: 50% or more of graduates will indicate interest in enrolling in a masters degree program.	67*	89%	Exceeded
		4.2.4: 90% of graduates who attend graduate school will report positive statements about their preparation for graduate school.  I was well prepared for graduate school. Faculty of the graduate school perceive UMF as a good program. I was well prepared for the transition to graduate school. I knew a lot of social work theory before starting graduate school. I had the necessary library skills. I was better at professional writing than my graduate school peers. I knew enough about research to be successful. The practice skills I learned at UMF prepared me for my graduate school field placement.	67*	87% 74% 87% 87% 86% 59% 80% 86%	Not met

		4.2.5: 90% or more of graduates will report participating in at least one form of continuing education after graduation.		95%	Goal Met
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.)

\* # students measured column data for graduate survey is based on the 67 students who returned the survey completed from the original population of 108 graduates.

\*\* Benchmarks 3.3.1-3.3.2, and 4.3.1 to 4.3.5, although fully achieved in the 2002-2003 academic year, are part of the comprehensive program goal statements. They relate only indirectly to student outcome assessment, and therefore are not included in the discussion of the curriculum.

3. Provide a brief summary of the steps your Department is planning to take in response to the feedback from the 2003-2004 academic year assessment results. We realize that these may be preliminary steps.

On June 4, 2004, the social work department chair hosted a faculty retreat to discuss, in part, the results of the 2003-2004 student outcome assessment efforts. Results of this conversation and the subsequent efforts are outlined in three categories: Curriculum Changes, Assessment Standards and Instruments, and Assessment Processes.

In our commitment to continuous improvement, the social work faculty began with an effort to recognize the strengths of the program. Articulating the strengths allowed us to focus on areas of potential improvement while simultaneously assuring that the directions of change would not threaten or sacrifice what was already successful. Interpretation of the findings of section 2 of this report has led to the recognition of aspects of the curriculum that are particularly strong including the 35 benchmarks rated as "Exceeded" (1.1.1, 1.1.2,1.2.2; 1.2.3, 1.2.4, 1.3.1, 1.3.2, 1.4.1, 1.4.2; 1.5.2; 1.5.4, 1.5.5, 1.6.2; 1.6.4; 1.6.5; 1.7.1, 1.7.2; 2.1.1; 2.1.4, 2.1.2; 2.2.1; 2.3.1; 2.3.2; 3.1.1; 3.1.2; 3.2.2; 3.2.3; 3.2.4; 4.1.1; 4.1.2;4.2.1; 4.2.2; 4.2.3). The faculty will review each of these benchmarks to determine if it would be appropriate to increase the standards of the benchmark, or channel energy for program improvement in a different direction.

#### Curriculum Changes:

Although there are more items rated as "exceeded" this year, when compared to last year, this occurred in part, because of the addition of items associated with the bi-annual survey of graduates. Further analysis of the exceeded category identifies five items which fell from exceeded to met or below in the transition between the 2002-2003 and the 2003-2004 academic assessment year. Of particular concern is the policy item (3.2.5) measured by the Austin Peay which dropped from exceeded to "not met." This outcome, following our year long- curriculum mapping process led the faculty to make the policy content the focus of our curriculum development effort in 2004-2005. The chair has convened a sub-committee of the faculty to review the policy content and make recommendations for the policy content throughout the curriculum.

Curriculum changes were also considered related to the 13 goals identified as "unmet." During the June 4, 2004 Social Work Retreat, discussion emphasized the curriculum implications of the findings that all of the "unmet goals" were related to the Austin Peay or the Graduate Survey. On the surface this suggests a challenge to criterion validity, given that students were not performing as expected in comparison to external measures of peers at the national level and in self reflection in comparison to the professional community. Three approaches were used to further evaluate this pattern.

First, the faculty was directed to review the data sources in comparison to the same cohort of students. Curriculum issues appearing in this year's grad survey assessment data were recognized as related to policy and research issues already being addressed in the curriculum changes identified in last years assessment report. The faculty chose to delay any curriculum changes

associated with this pattern, pending outcomes of the curriculum changes already underway (and identified in part 1 of this report).

Second, the faculty identified curricular issues with items that represented a triangulation of data with multiple measures or longitudinal data that indicated poor performance. Two content areas of the curriculum (HBSE, and Practice) were identified as not meeting concurrent criterion validity measures, and were subject to more careful review. During the 2004-2005 academic year, the faculty are reviewing the social work courses as well as the pre-requisite and complementary courses included in the curriculum to provide explicit content on the individual development, diversity and populations at risk, family life and assessment, and practice in an urban context. During the fall 2004 semester, the department chair will convene a series of meetings so that social work faculty and colleagues from other disciplines to collaborate in curriculum development to address limitations suggested by these outcomes. Information gathered in these conversations will be used to explore alternatives in the curriculum, and delivery systems to assure student outcomes on these goals improve.

Third, the comparison to the national standards may have implication to the students' readiness for the state licensure exam to be inaugurated July 2005. Although the SOA goal statements were recorded as "not met," based on UMFlint faculty goals, this standard may be inappropriately high when compared to state wide comparison. The achievement rate was still sufficiently high enough to suggest the cohort as a whole will do well on the licensure exam. For the 2004-2005 year, the faculty decided to wait on curriculum changes, pending resolution of the standards, instrument and processes issues of SOA in the 2005 Retreat.

#### Changes in the Assessment Standards and Instruments:

Given the reasonably high success rate of the inter-rater reliability measures and content validity measures assured in the last three administrations of the student outcome assessment instruments, the faculty determined there was no need to alter the instruments for the 2004-2005 academic year. The faculty remain attentive to emerging issues related to the standards and instruments.:

First, although near perfect, the faculty continues to strive for a closer alignment in the administration and review of the portfolio review and in particular the behavior measures of the SWK 431 paper assignment.

Second, the five unmet goals related to the Austin Peay may be related to issues within the content validity of the Austin Peay to our curriculum. Within our professional organization, CSWE, a second national standardized test is currently being developed at Western Michigan University. The Social Work Department Chair intends to meet with the representative of this organization during the annual convention, to discuss the relevance of this instrument to our student outcome assessment measures. Based on the information he gathers, the faculty will consider replacing the Austin Peay exam with this instrument. The faculty will continue to monitor these issues as they unfold during the 2004-2005 year and discuss them again in the retreat in Spring 2005.

Third, the State of Michigan will be implementing a Licensure of Social Workers process beginning in July 2005. This licensure process has direct implications for the employability and therefore may impact the professional preparation of students. The social work faculty have been closely monitoring the development of licensure criteria, and to date are assured that the level of consistency between CSWE standards and licensure processes assures the students will succeed in this process. During the June 2005 Social Work Retreat, the faculty will discuss whether to add licensure exam goal statements to the plan, and if and how the curriculum would be altered to respond to state licensure demands.

Changes in the Assessment Processes:

Given the relatively smooth administration of the assessment process during the 2003-2004 academic year, the faculty chose to retain the assessment process as outlined in the approved assessment plan for the 2004-2005 academic year. The faculty remains attentive to the changing faculty workload, and has placed on the agenda of the 2005 Faculty Retreat, discussion of the distribution of responsibilities related to SOA. Of particular concern will be balancing the workload obligations of the self study process of the CSWE (discipline specific) accreditation with the labor intensive aspects of the AAC approved student outcome assessment plan, particularly the logistical administration of the bi-annual survey of graduates