

University of Michigan - Flint
Student Outcomes Assessment Implementation Report
2004 – 2005

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

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Date: Report Approved by Social Work Faculty, August 29, 2005,
Submitted to AAC November 16, 2005

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

Due Date: November 15, 2005

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 2003-2004 implementation report.

Our review of the benchmarks in which we exceeded expectations we chose to maintain the same standards in the next iteration of the student outcome assessment plan. We believed that it was important to assure that the pattern of excellence was sustainable over time. Our current review of these same items in light of the historic pattern is detailed in section 3 of this report.

Curriculum Changes:

The faculty incorporated the subcommittee recommendations regarding the infusion of policy content in the 2004-2005 academic year. In the preliminary review of the 2004-2005 data, it appears that this curriculum infusion has improved student learning.

Given the volume of conversation on campus about inter-unit issues related to budget, general education and strategic planning, the meetings with other units about the pre-requisite knowledge for HBSE and Practice items did not take place. The chair of the SWK department is a member of the general education task force and reported that continuous informal discussions among our colleagues about general education and it appears there are cross disciplinary concerns about similar concerns about issues we had identified: on the individual development, diversity and populations at risk, family life and assessment, and practice in an urban context. As these discussions increase, we will remain particularly attentive to opportunities to work with our colleagues to improve student outcomes.

We continue to compare Austin Peay results as a measure of the students preparation within a national market and anticipate the inauguration of state licensure July 1, 2005. Benchmarks and outcomes associated with the national standing will be compared to determine if changes are necessary in the curriculum threads of HBSE, Practice, Policy and Research.

Changes in the Assessment Standards and Instruments:

Although no specific changes were made, the faculty monitored the three areas of concern throughout the 2004-2005 academic year. Part 3 of this report highlights the changes made in address each of three issues identified as the feedback loop from 2003-2004.

Changes in the Assessment Processes:

As recommended in the 2003-2004 report, the administration of the assessment process was held constant. Faculty shared equitably in the data collection process and data analysis process during the 2004-2005 academic year. The discussion of the distribution of workload for the discipline specific accreditation process is on the agenda for the August 2005 retreat.

2. Report of 2004-2005 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.	42	98%	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	95%	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.	*	*	*
		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.	*	*	*
	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.	42	78%	Not 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.	39	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>	*	*	*
		<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>	*	*	*
1.3: Exhibit a consistent sense of professionalism in interactions with others.		<p>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.</p>	36	100%	Exceeded
		<p>1.3.2: 75% or more of seniors will score “six or better” on Question 3 of of the Final Field Evaluation Instrument.</p>	39	95%	Exceeded
		<p>1.3.3 90% or more graduates will report “satisfied” or “greatly satisfied” to their preparation for demonstrating the professional use of self.</p> <p>Demonstrate the professional use of self.</p>	*	*	*
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.		<p>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.</p>	36	94%	Exceeded
		<p>1.4.2: 75% or more of seniors will score “six or better” on Question 3 of the SWK 431 Essay Analysis Paper Evaluation.</p>	42	69%	Not Met
		<p>1.4.3: 90% or more graduates will report “satisfied” or “greatly satisfied” to their preparation regarding the history of the social work profession.</p> <p>Understand the history of social work and social welfare practice withi systems of all sizes.</p>	*	*	*

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 th percentile (a score of 5 or higher) on the Practice subset of the Austin Peay exam.	42	76%	Not met
	1.5.2: At least 10% of the senior class will score above the 90 th percentile on the practice subset of the Austin Peay Exam.	42	35%	Exceeded
	1.5.3: The standard score of the senior cohort will be above the 77 th percentile on the Practice subset of the Austin Peay Exam.	42	63 rd 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.	42	97%	Exceeded
	1.5.5: 90% or more of seniors will score “six or better” on Question 5, of the Final Field Evaluation.	39	95	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.	*	*	*
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 th percentile (a score of 5 or higher) on the Human Behavior subset of the Austin Peay exam.	42	90%	Met
	1.6.2: At least 10% of the senior class will score above the 90 th percentile (an 8 or higher) on the HBSE subtest of the Austin Peay Exam.	42	66	Exceeded
	1.6.3: The standard score of the senior cohort will be above the 77 th percentile on the Human Behavior subset of the Austin Peay Exam.	42	83 rd percentile	Exceeded
	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.	36	100%	Exceeded
	1.6.5: 90% or more of seniors will score “six or better” on Question 6 of the Final Field Evaluation.	39	95%	Met

		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.	*	*	*
	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.	42	83%	Met
		1.7.2: 75% or more of seniors will score “six or better” on Question 9, of the Final Field Evaluation.	39	95%	Exceeded
		1.7.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for using supervision appropriate to generalist practice. Use supervision appropriate to generalist practice.	*	*	*
The Social Work Program educates graduates to be able to work with diverse populations.	2.1: Demonstrate an understanding of and respect for the positive value of diversity.	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.	36	100%	Exceeded
		2.1.2: 75% or more of seniors will score “six or better” on Question 2 of the Final Field Evaluation Instrument.	39	97%	Exceeded
		2.1.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for appreciating diversity. Practice with an understanding of and respect for the positive value of diversity.	*	*	*
		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. I am able to recognize populations at risk for oppression. I was encouraged to appreciate diversity.	*	*	*
		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 the Final Field Evaluation Instrument.	39	97%
		2.2.2: 90% or more graduates will report “satisfied” or greatly satisfied” to a statement about their preparation for understanding oppression and discrimination. Understanding the forms and mechanisms of oppression and discrimination.	*	*	*

		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. Understand the strategies of change that advance social and economic justice.	*	*	*
	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.	36	97%	Exceeded
		2.3.2: 75% or more of seniors will score “six or better” on question of the Final Field Evaluation Instrument.	39	97%	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.	*	*	*
		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.	*	*	*
		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.	*	*
The Social Work Program promotes social advocacy efforts that address the social	3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize	3.1.1: 75% or more of seniors will score “six or better” on question 5 of the SWK 431 Essay Analysis Paper Evaluation.	42	73%	Not Met
		3.1.2: 75% or more of seniors will score “six or better” on question 10 of the Final Field Evaluation Instrument.	39	95%	Exceeded

and economic contexts of social work practice and change.	appropriate change strategies as necessary.	<p>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.</p> <p>Function within the structure of organizations and service delivery systems. Under supervision, seek necessary organizational change. Use supervision appropriate to generalist practice.</p>	*	*	*
		<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>	*	*	*
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.	36	94%	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.	42	88%	Exceeded
		3.2.3: At least 60% of the senior class will score above the 60 th percentile (a score of 5 or higher) on the Policy subset of the Austin Peay exam.	42	93%	Exceeded
		3.2.4: At least 10% of the senior class will score above the 90 th percentile (a score of 8 or higher) on the Policy subset of the Austin Peay exam.	42	67%	Exceeded
		3.2.5: The standard score of the senior cohort will be above the 77 th percentile on the policy subset of the Austin Peay Exam.	42	90 th percentile	Exceeded
		<p>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.</p> <p>Analyze the impact of social policies on client systems, workers and agencies.</p>	*	*	*

	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.	entire cohort	100%	met
		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.	36	94%	Exceeded
		4.1.2: 75% or more of seniors will score "six or better" on question 7 of the Final Field Evaluation Instrument.	39	88%	Exceeded
		4.1.3: At least 60% of the senior class will score above the 60 th percentile (a score of 5 or higher) on the Research subset of the Austin Peay exam.	42	93%	Exceeded
		4.1.4: At least 10% of the senior class will score above the 90 th percentile (a score of 8 or higher) on the research subset of the Austin Peay exam.	42	26%	Exceeded
		4.1.5: The standard score of the senior cohort will be above the 77 th percentile on the research subset of the Austin Peay Exam.	42	50 th 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.	*	*	*
	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.	42	83%	Exceeded
		4.2.2: 75% or more of seniors will score "six or better" on Question 11 of of the Final Field Evaluation Instrument.	39	95%	Exceeded
4.2.3: 50% or more of graduates will indicate interest in enrolling in a masters degree program.		*	*	*	

		<p>4.2.4: 90% of graduates who attend graduate school will report positive statements about their preparation for graduate school.</p> <p>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.</p>	*	*	*
		4.2.5: 90% or more of graduates will report participating in at least one form of continuing education after graduation.	*	*	*
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 2004-2005 academic year. Therefore, data for the respective benchmarks are not included in this report.

** Benchmarks 3.3.1-3.3.2, and 4.3.1 to 4.3.5, although fully achieved in the 2004-2005 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 2004-2005 academic year assessment results. We realize that these may be preliminary steps.

On three Wednesdays in June 2005, (June 7, 14 and 21) the social work department chair hosted a faculty retreat to discuss, in part, the results of the 2004-2005 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 30 benchmarks rated as "Exceeded" (1.1.1, 1.1.2, 1.2.2; 1.3.1, 1.3.2, 1.4.1, 1.5.2; 1.5.4, 1.5.5, 1.6.2; 1.6.3; 1.6.4; 1.7.2; 2.1.1; 2.1.2; 2.2.1; 2.3.1; 2.3.2; 3.1.2; 3.2.1, 3.2.2; 3.2.3; 3.2.4; 3.2.5, 4.1.1; 4.1.2; 4.1.3, 4.1.4, 4.2.1; 4.2.2). Although the total number of exceeded benchmarks is lower this year than last year, this reflects the fact that this year's data excluded benchmarks associated with the graduate survey. The faculty will review each of the exceeded 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.

The most notable result of our assessment process this year was reflected in the dramatic increase in the student's performance in the area of policy. The five benchmarks (3.2.1 to 3.2.5) directly related to policy were rated as "exceeded" improved dramatically from two years ago "un-met" rating, and the subsequent focus of our comprehensive curriculum review process last year. It appears that our first carefully constructed and implemented "feedback loop," using data to inform and improve the curriculum was very successful in the first round. This success gives us great encouragement for our process this year.

We also reviewed the 6 goals identified as "unmet." During the June 2005 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 SWK 431 Essay Exam. We reviewed the historical pattern as well as the presenting data on each of the content areas related to the un-met benchmarks.

This year we experienced a retreat process that was significantly different from previous years discussions, in part because the faculty was cognizant of the potential impact of three external environment changes. Our decision making process during the retreats were heavily guided by the presenting data of our students' performance, yet simultaneously influenced by the impending changes in general education within UM-F, State Licensure of Social Workers effective July 2005, and the EPAS standards of our discipline specific accreditation, -reaffirmation in 2008.

At the conclusion of the Retreat process the social work faculty had identified 11 recommendations, divided among three categories: Curriculum, Assessment Standards and Instruments, and Assessment Processes.

Curriculum Changes:

Recommendation:

The faculty recommended a curriculum review process for the practice content that mirrored the successful strategy used with the policy content. In this model, the first year is invested in identifying the core content of the topic and identifying an appropriate sequencing of the content to build foundations in learning based on the Bloom's Taxonomy of Cognitive Learning. The second year is invested in identifying ways each course can be used to infuse and progress the content in ways that are meaningful to students. In the June Retreat, we began with identifying the practice topics of values as demonstrated in practice and the intervention strategy of group work, and from this discussion, changes in the SWK 325, SWK 420/421 and SWK 430/431 content have been made to be implemented in fall 2005.

Recommendation:

The faculty recommended a change to formally standardize the academic expectations of the field placement experience across students, and adopted a pilot project using a team teaching model for the SWK 430/431 courses. Faculty in these courses worked together to develop a definition of team teaching, a course syllabus reflecting the contributions of each team member, and equitably dividing the field visits component of the this aspect of the curriculum. These documents were presented to the entire faculty for review. From this presentation, all the faculty were encouraged to integrate aspects of the the field education curriculum in the courses synthesizing the practice realities.

Recommendation:

The faculty recommended continued discussion with our colleagues in other units about shared curriculum content. Two areas of

- General Education – In May 2005 each of the academic units voted to change the general education requirements. In addition our school, SEHS voted to work collaboratively with the other three units in an intensive study of the general education needs of education and social work students. The Social Work Department began this process in June 2005 and identify two 'general education' topics of first concern from the employer and graduate school outcomes: professional writing and diversity. In addition, the vote of the governing faculty brings into question the foreign language requirements, as aligned with the area options categories eliminated by the vote. During the 2005-2006 academic year, the faculty will make a determination about foreign language requirements and engage fully in the cross campus conversations about general education directions. In conjunction with these conversations, the social work faculty will participate in a process of curriculum mapping to show the progression of general education content across the curriculum.

- Human Behavior and the Social Environment – During the 2005-2006 academic year, the faculty will review 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 the urban context. During the fall 2005 semester, the department chair will convene a series of meetings so that social work faculty and colleagues from other disciplines can 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.

Recommendation:

The faculty recommended a two strategy approach to addressing the longitudinal pattern of inconsistent SOA in the research content.

- Monitor the progress in student thinking about research as it reflects the impact of the inter-disciplinary work of the pilot project developed during the 2004-2005 academic year, working with the NUR department to implement an inter-disciplinary project emphasizing the application of principles of “research utilization.” The collaboration between NUR 308 and SWK 250 requires students to critique the research rigor of one article and then, working in small groups, combine the findings of several articles on the same topic into recommendations for practice for a given case study. Results of this effort will not show impact until the cohort of students participates in the senior level of assessment measures (2005-2006).
- Evaluate content validity measures of the Austin Peay and Field Evaluations as it pertains to the research content taught in SWK 250 and imbedded in SWK 400. Compare the content validity measures of research content with other nationally standardized SWK tests as well as course outlines from other BSW programs

Changes in the Assessment Standards and Instruments:

Recommendation:

The faculty recommended a careful review of the new EPAS standards from CSWE (discipline specific accreditation) to identify possible new goal statements for student outcome assessment. Included in the review are the published documents, emerging categories of evaluative criteria and conversations with programs who have already progressed through the new EPAS standards.

Recommendation:

In light of the incongruity of the SWK 431 scoring, and testimony from the reviewers of content validity challenges between the assignment, scoring rubric and benchmarks, the faculty recommended that two new questions be developed for administration in March 2006. The program assessment coordinator was asked to develop 2 questions for review at the August 29, 2005 retreat.

Recommendation:

The social work faculty recommended development of benchmark criteria aligned to State of Michigan Licensure criteria. In order to establish appropriate benchmarks, the Chair will gather three pieces of information:

- From the State of Michigan Licensure Board, we will identify the types of data available from the State to be reported back to the educational institutions
- From other comparable institutions in States with existing licensure, for pass rates, and percentile rankings.
- From the Social Work Licensure Board of Examiners, a review copy or other materials that outline the emphasis of the licensure exam, to assure content validity between the exam and program curriculum apriori to benchmarks based on exam pass rates.

Recommendation:

The irregularity of the Austin Peay results, in both the unmet as well as exceeded goals suggests the possibility of challenges to content validity between the Austin Peay and the Social Work Curriculum. In an effort to clarify this possibility, the social work faculty recommended a comparative analysis of the existing standardized exams leading to a decision about the choice of a standardized exam for a five year period.

Changes in the Assessment Processes:

Recommendation:

Continue to administer the Austin Peay Exam and SWK 431 Essay within the course schedule of the SWK 431 course. In an effort to increase student participation, include the activities on the syllabus and include attendance for these dates in the grading mechanism for the SWK 431 course. Continue to keep the results of the exams separate from the grading criteria of the SWK 431 course. Continue to administer the directions for explaining the assignments and collecting the assignments as outlined in the approved assessment plan.

Recommendation:

Given the reports of the smooth administration of the assessment process for two consecutive years, 2003-2004 and 2004-2005, the faculty recommends maintaining the processes aspects of the assessment plan for the 2005-2006 academic year.

Recommendation:

At the August 29, 2005 Fall Planning Retreat, three additional issues were discussed, but to date are still under negotiation. Final resolution of these issues will be reported in the 2005-2006 report.

- This is the first year that SWK will not have direct involvement in the university wide Academic Assessment Committee. Combining this fact with a changes in assessment leadership both in SEHS and on AAC, our direct communication links and access to current trends in institutional expectations is seriously interrupted. We will need to develop a strategy for remaining current in what is expected of us in Student Outcome Assessment for NCA.

- As evidenced by the irregularity of the SWK 431 scoring, we believe there is an inter-rater reliability issue in how the rubrics are scored. In the 2005-2006 academic year, this phenomena will be compounded when we will have two faculty members join the assessment process. At the Retreat, we intend to incorporate an orientation for the new members (with a re-orientation for continuing members) to assessment processes as well as the implications of these processes to the social work curriculum. At the retreat we will also plan how to sustain the orientation/re-orientation process throughout the academic year.
- As we begin to outline the self study process of the CSWE (discipline specific) accreditation, the labor intensive aspects of the AAC approved student outcome assessment plan, particularly the logistical administration of the bi-annual survey of graduates will become more evident. A new balance of the workload obligations will have to emerge, hopefully minimizing redundancy between the two initiatives and incorporating the talents and interests of the two newest members.

Recommendation:

The faculty recommended the expansion of our community advisory board model into a more comprehensive strategy for engaging the social work community in the curriculum development process. In the retreat faculty suggested that we formalize the anecdotal testimony from employers and graduate school representatives about how well our graduates are prepared for their respective next steps. To this end, the faculty proposed to use a focus group or survey approach to gather data from employers and graduate school faculty about their expectations for new BSW's and an evaluation of how our students perform relative to these expectations in specific areas of general education as well as social work foundations and practice.