

University of Michigan - Flint
Student Outcomes Assessment Implementation Report
2005 – 2006

Department and Program:

Social Work Department, Bachelor of Arts in Social Work Program

Submitted by: Kathleen Woehrle, Associate Professor

Date: April 6, 2007

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

Due Date: February 9, 2007

Part 1: In this section, please provide a summary of your assessment activities.

Part A: Describe changes to your program or to your plan that occurred in 2005-2006 as a result of feedback from your 2004-2005 assessment

At the conclusion of the 2005 Retreat process the social work faculty had identified 12 recommendations, divided among three categories: Curriculum, Assessment Standards and Instruments, and Assessment Processes. Each of the 12 recommendations are noted here followed by a statement on the status of the recommendation.

Curriculum Changes

Recommendation 1

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.

Status: Policy curriculum changes have been implemented across the curriculum. Faculty are continuing the development of value statements as elements of comporment.

Recommendation 2

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.

Status: Team teaching was implemented for 2005-2006 academic year.

Recommendation 3

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.

Status: Social work faculty continue to participate in general education reform processes at the department, school and university levels. Determination of foreign language requirements continue, with the expectation of resolution when the University’s general education design phase is concluded.

- 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.

Status: Discussions on HBSE content have been tabled as faculty attention has been invested in the general education discussion. Faculty will revisit this content area in the subsequent year.

Recommendation 4

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).

Status: This recommendation is currently under administration. Social Work faculty are currently collecting data from this cohort, and in the spring 2007 retreat we will examine research results comparing students who participated in the collaboration project with students who did not.

- 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

Status: This recommendation has been tabled until the 2005-2006 academic year.

Changes in the Assessment Standards and Instruments

Recommendation 5:

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.

Status: This recommendation is on-going. The faculty have begun reviewing the written documents associated with EPAS and two faculty are scheduled to attend the CSWE workshop on EPAS in March 2007 for direct instruction.

Recommendation 6:

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.

Status: The new questions were implemented in the 2005-2006 cohort. Given the higher content validity of the instrument and the strength of the questions to determine student learning, the new questions have been adopted for the 2006-2007 cohort.

Recommendation 7:

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.

Status: This recommendation continues to be addressed. There has been a considerable time lag in the phase in processes of the licensure tests. Faculty remain attentive to the new information that is emerging.

Recommendation 8:

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.

Status: Information was gathered about the alternative national standardized exam, the BEAP. Cost and content validity measures were made and determined they were comparable. The decision to switch was made for the 2006-2007 cohort.

Changes in the Assessment Processes

Recommendation 9:

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 10:

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 11:

At the August 29, 2005 Fall Planning Retreat, three additional issues will have to be resolved and incorporated into the processes aspect of the assessment plan.

- 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.

Status: This recommendation is ongoing. Social work attempts to keep communication paths working have had mixed results. The Social Work retreat process in 2006 was actively attended by Bonnie Heckard as the University assessment administrator. The Social Work faculty in total, gave a presentation at the Assessment Summit, and have actively engaged in discussions that sought to connect assessment information with general education design processes.

In contrast, the Social Work department was unsuccessful in remaining connected to the communication patterns within SEHS about assessment obligations. At several points in the year, we were surprised to learn that we had obligations to reports and/or had missed a deadline for an assessment process.

- 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.

Status: A brief orientation at the retreat was made at the Retreat, although a full scale inter-rater reliability measure was not. Faculty will revisit this recommendation in the 2007 Retreat.

- 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.

Status: This recommendation is on-going. The re-balance of Student Outcome Assessment responsibilities established from the 2005 recommendation was hi-jacked by new delegated responsibilities within SEHS to meet strategic planning and enrollment growth mandates, coupled with reassignments of administrative duties. Social work faculty will revisit this recommendation in 2007 retreat and plan an equitable distribution of workload.

Recommendation 12:

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.

Status: This recommendation is on-going. Faculty have initiated a research project on begun research on the expectations of BSW's in a school setting and intends to expand this data collection to other significant employment markets of our graduates. The community advisory board will be re-enacted in the 2007-2008 academic year.

Parts B, C, D

Measure	Direct/Indirect Measure	Implemented in 2005-2006
Portfolio – Evaluation of Practice Paper	Direct	Yes
Portfolio - Essays	Direct	Yes
Field Placement Evaluation	Direct	Yes
Standardized National Exam	Direct	Yes
Survey of Graduates	Indirect	No

2. Report of 2005-2006 assessment specifying each outcome and if the goal for the outcome was met. Include any comments below.

Outcome	Goal	Benchmark	# students measured	05-06 Result	2005-2006 Goal Met?	2004-2005 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 1 of the SWK 431 Essay Analysis Paper Evaluation.	35	88%	Not met	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.	43	100%	Exceeded	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.	35	94%	Met	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.	43	100%	Exceeded	97% = Exceeded

Outcome	Goal	Benchmark	# students measured	05-06 Result	2005-2006 Goal Met?	2004-2005 Goal Met?
<p>Continued:</p> <p>The Social Work program will educate graduates to be effective generalist social work practitioners within the ethics and values of the profession.</p>	<p>Continued</p> <p>1.2 : Embody the values and ethics of the social work profession.</p>	<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. I was encouraged to maintain social work values despite value conflicts. I understand the importance of the NASW Code of Ethics. The value of confidentiality was appropriately emphasized when compared to real life. The value of self-determination is appropriately emphasized for the real world. 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>	*	*	*	*
	<p>1.3: Exhibit a consistent sense of professionalism in interactions with others.</p>	<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>	34	100%	Exceeded	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>	43	100%	Exceeded	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>	*	*	*	*

Outcome	Goal	Benchmark	# students measured	05-06 Result	2005-2006 Goal Met?	2004-2005 Goal Met?
<p>Continued:</p> <p>The Social Work program will educate graduates to be effective generalist social work practitioners within the ethics and values of the profession.</p>	<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>	<p>1.4.1: 75% or more of seniors will score “six or better” on Question 2 of the SWK 400 Evaluation of Practice Paper Evaluation.</p>	34	100%	Exceeded	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>	35	86%	Met	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 with systems of all sizes.</p>	*	*	*	*
	<p>1.5: Adapt the knowledge and skills of generalist social work to practice settings of varying sizes and approaches.</p>	<p>1.5.1: At least 90% of the senior class will score above the 60th percentile (a score of 5 or higher) on the Practice subset of the Austin Peay exam.</p>	43	46%	Not met	76% Not met
		<p>1.5.2: At least 10% of the senior class will score above the 90th percentile on the practice subset of the Austin Peay Exam.</p>	43	13%	Met	35% Exceeded
		<p>1.5.3: The standard score of the senior cohort will be above the 77th percentile on the Practice subset of the Austin Peay Exam.</p>	43	44 th ile	Not met	63 rd percentile Not met
		<p>1.5.4: 90% or more of seniors will score “six or better” on Question 4 of the SWK 431 Essay Analysis Paper Evaluation.</p>	35	91%	Met	97% Exceeded
		<p>1.5.5: 90% or more of seniors will score “six or better” on Question 5, of the Final Field Evaluation.</p>	43	100%	Exceeded	95% Exceeded
		<p>1.5.6: 85% or more graduates will report “Agree” or “Strongly Agree” to positive statements about their preparation in practice skills.</p> <p>I learned how to communicate with many people.</p> <p>I learned to write well.</p> <p>I had adequate opportunities to practice interviewing skills.</p> <p>I learned how to assess client needs.</p> <p>I was taught to involve clients in problem solving.</p> <p>The role plays prepared me for professional practice.</p>	*	*	*	*

Outcome	Goal	Benchmark	# students measured	05-06 Result	2005-2006 Goal Met?	2004-2005 Goal Met?
<p>Continued:</p> <p>The Social Work program will educate graduates to be effective generalist social work practitioners within the ethics and values of the profession.</p>	<p>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.</p>	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.	43	79	Not met	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.	43	30%	Exceeded	66 th percentile 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.	43	64 th percentile	Not met	83 rd percentile Exceeded
		1.6.4: 90% or more of seniors will score "six or better" on Question 3 of the SWK 400 Evaluation of Practice Paper Evaluation.	34	100%	Exceeded	100% Exceeded
		1.6.5: 90% or more of seniors will score "six or better" on Question 6 of the Final Field Evaluation.	43	100%	Exceeded	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.				
	<p>1.7: Demonstrate the ability to respond to appropriate supervision in the practice settings.</p>	1.7.1: 75% or more of seniors will score "six or better" on Question 5 of the SWK 431 Essay Analysis Paper Evaluation.	35	65	Not met	83% Met
		1.7.2: 75% or more of seniors will score "six or better" on Question 9, of the Final Field Evaluation.	43	95%	Exceeded	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.				

Outcome	Goal	Benchmark	# students measured	05-06 Result	2005-2006 Goal Met?	2004-2005 Goal Met?
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 4 of the SWK 400 Evaluation of Practice Paper Evaluation.	34	100%	Exceeded	100% Exceeded
		2.1.2: 75% or more of seniors will score "six or better" on Question 2 of the Final Field Evaluation Instrument.	43	100%	Exceeded	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.	43	100%	Exceeded
	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.	*	*	*	*	

Outcome	Goal	Benchmark	# students measured	05-06 Result	2005-2006 Goal Met?	2004-2005 Goal Met?
Continued: The Social Work Program educates graduates to be able to work with diverse populations.	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 5 of the SWK 400 Evaluation of Practice Paper Evaluation.	34	100%	Exceeded	97% Exceeded
		2.3.2: 75% or more of seniors will score "six or better" on question 8 of the Final Field Evaluation Instrument.	43	100%	Exceeded	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.	*	*	*	*

Outcome	Goal	Benchmark	# students measured	05-06 Result	2005-2006 Goal Met?	2004-2005 Goal Met?
<p>The Social Work Program promotes social advocacy efforts that address the social and economic contexts of social work practice and change.</p>	<p>3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize appropriate change strategies as necessary.</p>	<p>3.1.1: 75% or more of seniors will score “six or better” on question 6 of the SWK 431 Essay Analysis Paper Evaluation.</p>	<p>35</p>	<p>88%</p>	<p>Exceeded</p>	<p>73% Not Met</p>
		<p>3.1.2: 75% or more of seniors will score “six or better” on question 10 of the Final Field Evaluation Instrument.</p>	<p>43</p>	<p>100%</p>	<p>Exceeded</p>	<p>95% Exceeded</p>
		<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>*</p>	<p>*</p>	<p>*</p>	<p>*</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.</p> <p>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>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>

Outcome	Goal	Benchmark	# students measured	05-06 Result	2005-2006 Goal Met?	2004-2005 Goal Met?
<p>Continued:</p> <p>The Social Work Program promotes social advocacy efforts that address the social and economic contexts of social work practice and change.</p>	<p>3.2: Demonstrate insight into the impact of social policies upon client systems.</p>	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.	34	100%	Exceeded	94% Exceeded
		3.2.2: 75% or more of seniors will score “six or better” on Question 7 of the SWK 431 Essay Analysis Paper Evaluation.	35	91%	Exceeded	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.	43	93%	Exceeded	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.	43	65%	Exceeded	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.	43	82 nd	Exceeded	90 th percentile Exceeded
		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.					
	<p>3.3: Engage in collaborative efforts to promote social justice.</p>	3.3.1: The social work club will co-sponsor at least one activity promoting social justice.	*	*	*	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.		*	*	*	*	

Outcome	Goal	Benchmark	# students measured	05-06 Result	2005-2006 Goal Met?	2004-2005 Goal Met?
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 7 of the SWK 400 Evaluation of Practice Paper Evaluation.	33	97%	Exceeded	94% Exceeded
		4.1.2: 75% or more of seniors will score "six or better" on question 7 of the Final Field Evaluation Instrument.	43	95%	Exceeded	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.	43	65%	Met	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.	43	14%	Met	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.	43	52 nd	Not Met	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.	35	91%	Exceeded	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.	43	100%	Exceeded	95% Exceeded
		4.2.3: 50% or more of graduates will indicate interest in enrolling in a masters degree program.	*	*	*	*

Outcome	Goal	Benchmark	# students measured	05-06 Result	2005-2006 Goal Met?	2004- 05 goal met?
Continued: The Social Work Program promotes continued professional development within the profession.		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.	*	*	*	*
		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* 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 2005-2006 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.

Part 3: Narrative Analysis of Data: Provide a narrative that explains and analyzes the data provided. Be certain to comment on why you believe your goals were met and what curricular changes may have been responsible for this positive outcome.

Alternatively, if you did not meet your goals, what potential curricular changes have you contemplated to redress these results. Be careful not to use individual student names or information that would specifically identify an individual student.

Interpretation of the findings of section 2 of this report has led to the recognition of two patterns in the benchmark measures of each goal.

First, and foremost, the results of the student outcome process revealed evidence to support the claim that the overall program is very strong.

- Each goal has been achieved with benchmark ratings of “met” (n= 7) or “exceeded” (n=26), with an overall 84% (n=33) pass rate on the 39 benchmarks measured.
- Particularly noteworthy is the observation that each goal was rated as “exceeded” on at least one benchmark.
- Successful programming is evident in the sustained pass rate over a two cohort application. The majority of benchmarks were sustained at passing rates between 2004-2006 76% (n=30) were rated met or exceeded for both assessment processes.

Second, four benchmarks reflected improvement in student overall performance and achievement to the threshold of meeting expectations. Each of these benchmarks are measures taken from the 431 paper. Faculty perceive that this improvement may be due in part to the changes made from the 2004-2005 academic year, particularly to pose the essay questions with explicit reference to content from multiple classes that are implicit in the goal statements.

Third, seven of the benchmarks were reported as “not met” and were the foci of faculty analysis.

- One benchmark (1.1.1) was rated as “not met.” reflecting a 2% difference between benchmark and achieved score. Given the small difference between benchmark and achieved score and the subsequent benchmark rated as “exceeded,” this item was determined not to be a concern for faculty.
- Five of six benchmarks (1.5.1, 1.5.3, 1.6.1, 1.6.3, 1.7.1, 4.1.5) were rated as “not met” at achievement scores significantly below the benchmark standard. Faculty analysis of this data noted that the benchmarks are from three different goal statements, and as measures of goals, are inconsistent conclusions with other benchmarks for the same goal statements. Further analysis reveals that all five of these benchmarks are results of the measurement of the Austen Peay Exam. Inconsistencies in the longitudinal patterns (2 changed from met to not met and 3 were unmet both years) it is difficult to differentiate the source of the difference in unmet benchmark scores. Faculty were divided in the attribution of the difference to two variables:
 - Given that the measure is a national reference group, it is quite possible that our expectations of student performance is higher than our students actually perform as compared to a reference group. Those faculty who support this interpretation recommended that we recalibrate what appears to be inappropriately high benchmarks to more accurately reflect national standards of achievement.

- Given the distribution of the “unmet” benchmarks across three goals and the significant variability of benchmark achievement within goals, some faculty observed the interpretation that the measure may be un-reliable for construct validity, and recommended that we remove the Austin Peay as a measure and consider a replacement measure for student competitiveness in the external world.

Part 4: PROGRAM IMPROVEMENTS AND ASSESSMENT PLAN CHANGES FOR 2005-2006.

Describe how you plan to respond to the data from your 05-06 assessment. In particular, please respond to the following two questions.

4a. Given your Narrative Analysis, list the action items for program or curricular change you intend to pursue.

In June 2006 the social work faculty, 7 students and Bonnie Heckard met for 2 days to review the data and plan for the 2006-2007 academic year. There are 6 recommended changes to the curriculum that were explicitly endorsed by the Social Work faculty:

Recommendation 1. Faculty will continue to participate in the general education reform at the institutional level. In our contributions we will continue to advocate for professional writing, diversity, and urban content to be included in the general education expectations, offering courses toward these expectations in complement to what is required through general education.

Recommendation 2. Faculty will define comportment. From this definition, operational definitions of comportment will be articulated as behavioral and affective expectations of students. The operational definitions will be made explicit and visible to students in all relevant documents describing the curriculum. Comportment will be infused throughout the curriculum, such that content is progressively sequenced by sophistication of expectations, instruction is multi-dimensional, linking behavior and affect to academic policies, and student learning is measured by competency.

Recommendation 3. Faculty will seek opportunities to expand student engagement in the community in ways that advance co-curricular social work professional development. Particular strategies to be explored include an early field placement experience and closer connection between the student clubs and academic curriculum.

Recommendation 4. Faculty will prepare for the CSWE Reaffirmation, scheduled for 2008. Two members of the faculty will participate in the re-accreditation training offered by CSWE and report back to the faculty the parameters and directions of the EPAS as a new standard of the curriculum. All faculty will participate in the curricular mapping of the 40 credits in the Social Work program and from this map identify strengths and areas of improvement, aligning the existing concentration and the combination of pre-requisite knowledge, general education, and electives implicit in the 80 additional credits necessary for graduation.

Recommendation 5. Faculty will engage in a computer assisted curriculum development process (WIDS) to document the unfolding of the curriculum content across general education and professional studies course work. This program will also allow us to demonstrate appropriate pedagogy and sequencing of expectations across Bloom's Taxonomy.

Recommendation 6. Faculty will continue to address the recommendations from the 2004-2005 plan not yet completed, and seek to resolve each of these recommendations by June 2007.

4b. Given your inventory of assessment measures (Part 1, sections B, C, and D), your Analysis, and your list of action items above, list the changes to your assessment plan your department is making. Note that changes to assessment measures, program objectives, learning outcomes, or goals should be reflected in a revised Assessment Plan attached to this report as Part 6. Should your program be working toward fairly substantial changes in its assessment plan, the AAC is available to assist you in revising your assessment program to ensure a more workable and useful plan.

In the June 2006 Social work retreat, one change to the assessment process was adopted:

1. Social Work will replace the Austin Peay with the BEAP as the national standardized test. At this time, no changes in the assessment plan objectives, goals or standards are anticipated. The wording of the benchmarks would simply replace Austin Peay with BEAP.

Part 5: WEB-READY ASSESSMENT SUMMARY.

The text you provide here will go directly on the university webpage. In a brief paragraph please summarize the highlights of your program's assessment and progress in a manner appropriate for public consumption.

Student outcome assessment data for the Social Work Program indicated that the four goals of the program are met. Results of four different measures of student performance indicated that the cohort of students completing the 2005-2006 professional block were prepared with the necessary cognitive knowledge, emotional and personal insight, and behavioral skills to claim preparation as a generalist social worker according to the standards of the Council on Social Work Education. Evidence from this assessment also indicates that the cohort of students is exceptionally well prepared when compared to their academic peers nationally.

In an atmosphere of continuous improvement, program administrators are currently developing strategies to assess the experiences of students as they graduate and experience market realities. Future student outcome assessment processes will explore the link between exceptionally strong academic preparation already evidenced, with new observations of licensure, employment and graduate school opportunities not yet directly measured.

Part 6: CURRENT ASSESSMENT PLAN.

As a separate document attach a current Assessment Plan revised as appropriate to reflect your program's plan for 2005-2006.

The current assessment plan is appropriate for the 2005-2006 and 2006-2007 academic years.