

University of Michigan - Flint
Student Outcomes Assessment Implementation Report
2006 – 2007

Department and Program:

Social Work Department, Bachelor of Arts in Social Work Program

Submitted by: Kathleen Woehrle, Associate Professor

Date: April 12, 2008

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

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

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 were 6 recommended changes to the curriculum that were explicitly endorsed by the Social Work faculty:

Curriculum Changes

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.

Status: Faculty continue to participate in general education reform. A faculty member serves on the SEHS General Education Outcomes Committee, and all faculty regularly participate in the university wide general education processes.

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.

Status: Faculty established behavioral expectations for comportment and included these standards in the professional block course sequence.

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.

Status: Curriculum review is ongoing.

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.

Status: Participation in CSWE training was postponed until April 2008.

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.

Status: Ongoing.

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.

Status: Complete. Recommendations from 2004-2005 have been resolved.

Changes in the Assessment Standards and Instruments

No recommendations were made to change the Assessment Standards and Instruments.

Changes in the Assessment Processes

No recommendations were made to change the Assessment Processes.

Parts B, C, D

Measure	Direct/Indirect Measure	Implemented in 2006-2007
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 2006-2007 assessment specifying each outcome and if the goal for the outcome was met. Include any comments below.

Outcome	Goal	Benchmark	# students measured	06-07 Result	2006-2007 Goal Met?	2005-2006 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.	27	100%	exceeded	Not met
		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.	33	91%	met	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.	27	100%	Exceeded	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.	33	100%	Exceeded	Exceeded

Outcome	Goal	Benchmark	# students measured	06-07 Result	2006-2007 Goal Met?	2005-2006 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>	15	93%	Exceeded	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>	33	88%	Exceeded	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	06-07 Result	2006-2007 Goal Met?	2005-2006 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>	15	60%	Not met	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>	27	93%	Exceeded	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>	33	27/33	Not met	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>	33	10/33	Exceeded	Met
		<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>	33	63 rd	Not met	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>	27	100%	Exceeded	Met
		<p>1.5.5: 90% or more of seniors will score “six or better” on Question 5, of the Final Field Evaluation.</p>	33	94%	Met	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	06-07 Result	2006-2007 Goal Met?	2005-2006 Goal Met?
Continued: The Social Work program will educate graduates to be effective generalist social work practitioners within the ethics and values of the profession.	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.	33	23/33	Not met	Not 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.	33	8/33	Exceeded	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.	33	56th	Not met	Not Met
		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.	15	86%	Not met	Exceeded
		1.6.5: 90% or more of seniors will score "six or better" on Question 6 of the Final Field Evaluation.	33	88%	Not met	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.	*	*	*	*
	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 5 of the SWK 431 Essay Analysis Paper Evaluation.	27	100%	Exceeded	Not met
		1.7.2: 75% or more of seniors will score "six or better" on Question 9, of the Final Field Evaluation.	33	31/33	Exceeded	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	06-07 Result	2006-2007 Goal Met?	2005-2006 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.	15	66%	Not met	Exceeded
		2.1.2: 75% or more of seniors will score "six or better" on Question 2 of the Final Field Evaluation Instrument.	33	100%	Exceeded	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.	33	91%	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	06-07 Result	2006-2007 Goal Met?	2005-2006 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.	15	73%	Not met	Exceeded
		2.3.2: 75% or more of seniors will score "six or better" on question 8 of the Final Field Evaluation Instrument.	33	91%	Exceeded	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	06-07 Result	2006-2007 Goal Met?	2005-2006 Goal Met?
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 6 of the SWK 431 Essay Analysis Paper Evaluation.	27	40%	Not met	Exceeded
		3.1.2: 75% or more of seniors will score “six or better” on question 10 of the Final Field Evaluation Instrument.	33	94%	Exceeded	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.	*	*	*	*
		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. 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.	*	*	*	*

Outcome	Goal	Benchmark	# students measured	06-07 Result	2006-2007 Goal Met?	2005-2006 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.	15	73%	Not met	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.	27	100%	Exceeded	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.	33	23/33	Met	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.	33	4/33	Met	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.	33	53%	Not met	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.	na	2	exceeded
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	06-07 Result	2006-2007 Goal Met?	2005-2006 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.	15	80%	Met	Exceeded
		4.1.2: 75% or more of seniors will score "six or better" on question 7 of the Final Field Evaluation Instrument.	33	97%	Exceeded	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.	33	25/33	Met	Met
		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.	33	12/33	Exceeded	Met
		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.	33	66 th	Not met	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.	27	93%	Exceeded	Exceeded
		4.2.2: 75% or more of seniors will score "six or better" on Question 11 of of the Final Field Evaluation Instrument.	33	97%	Exceeded	Exceeded
		4.2.3: 50% or more of graduates will indicate interest in enrolling in a masters degree program.	*	*	*	*

Outcome	Goal	Benchmark	# students measured	06-07 Result	2006-2007 Goal Met?	2005- 06 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 2006-2007 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 2006-2007 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= 6) or “exceeded” (n=21), with an overall 70% (n=27/39) 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 2005-2007, 70% (n=26) were rated met or exceeded for both assessment processes.
- Two benchmarks reflected improvement in student overall performance and achievement to the threshold of meeting expectations

Thirteen of the benchmarks were reported as “not met” and were the foci of faculty analysis.

Part 4: PROGRAM IMPROVEMENTS AND ASSESSMENT PLAN CHANGES FOR 2006-2007.

Describe how you plan to respond to the data from your 06-07 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.

Changes in the Curriculum

Recommendation:

Monitor institutional processes in general education reform for implications to program pre-requisite knowledge.

Recommendation:

Advocate for social work program needs and concerns in the SEHS strategic planning process. Focus specifically on social work education for generalist practice.

Recommendation:

Conduct curriculum mapping exercise for professional block courses. Align syllabi for curriculum integration, threaded learning and potential gaps within and between practice methods, theory and field.

Recommendation:

Conduct curriculum review for urban content.

Recommendation:

Draft a bridging course for the sophomore year that links client observation, initial exposure to ethics in practice, and applied policy analysis.

Changes in the Assessment Standards and Instruments

Recommendation: Host a panel of experts review of the field supervisors' perceptions of the SOA field assesment. If necessary develop performance rubrics appropriate for evaluating performance in the field, as measures of content validity.

Recommendation:

Re-instate the Austin Peay Exam as the standardized national exam.

Recommendation:

Develop SOA standards that are differentiated by affective, cognitive and behavioral objectives with WIDS. Transfer standards to appropriate syllabi.

Recommendation:

Retain Portfolio questions from 05-06 for subsequent year to provide longitudinal data on the pattern of improvement in comporment.

Recommendations

Consider licensure pass rates as measure of SOA, as appropriate, develop benchmarks and rubrics.

Changes in the Assessment Processes

Recommendation:

Prioritize the implementation of the graduate survey among the committee work of the faculty. Postponing the data collection process another year is a significant hinderance to understanding the long term implications of the curriculum and monitoring the changes in the practice community from graduates' perspectives.

Recommendation:

Develop formative evaluations for general education outcomes administered before admission to the program.

Recommendation:

Develop strategy for assuring transfer credits are equitable in content to prerequisite content taught by general education.

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.

The faculty intends to complete WIDS curriculum review processes in the coming year. Similarly, during 2007-2008, the social work professional accrediting body, CSWE, is considering legislating dramatic

changes in the curriculum expectations and standards for degree programs. Although we already anticipate the need for changes in our assessment plan, goals, objectives and learning outcomes, we have decided to wait to until May 2008 to specify these changes, so that the SOA changes are coordinated with and informed by these events.

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 2006-2007.

The current assessment plan is appropriate for the 2006-2007 academic year.