

**University of Michigan - Flint**  
**Student Outcomes Assessment Implementation Report**  
**2007 – 2008**

Department and Program:

Social Work Department, Bachelor of Arts in Social Work Program

Submitted by: Kathleen Woehrle, Ph.D. Associate Professor, Department Chair

Date: November 7, 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 2007-2008 as a result of feedback from your 2006-2007 assessment**

Listed below are the specific recommendations of the 2006-2007 assessment with a report of the status.

Changes in the Curriculum

Recommendation:

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

**Status:** On-going through August 2009.

Recommendation:

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

**Status:** Completed with the May 2008 adoption of the SEHS Strategic Plan.

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.

**Status:** On-going through March 2009 CSWE self study submission.

Recommendation:

Conduct curriculum review for urban content.

**Status:** On-going through March 2009 CSWE self study submission.

Recommendation:

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

**Status:** On-going through March 2009 CSWE self study submission.

### 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.

**Status:** On-going. Focus group to be hosted in November 2008, and rubrics to be included in 2009 CSWE self study submission, March 2009.

Recommendation:

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

**Status:** Completed.

Recommendation:

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

**Status:** Objectives completed in November 2008, and pilot tested in Winter 2009 courses. Evaluation data to be included in CSWE self study report submitted March 2009.

Recommendation:

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

**Status:** Completed and replicated for the 2008-2009 academic year.

Recommendations

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

**Status:** On hold, State of Michigan data on pass rates is not yet available to programs.

### 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.

**Status:** Survey was completed, yet division of labor was unsuccessful.

Recommendation:

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

**Status:** On-going through August 2009.

Recommendation:

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

**Status:** On-going through August 2009.

Changes in Assessment Plan

## Recommendation:

Document changes in assessment plan, goals, objectives and learning outcomes to reflect CSWE accreditation standards and curricular changes.

**Status:** On-going through March 2009 CSWE self study submission.

Parts B, C, D

<b>Measure</b>	<b>Direct/Indirect Measure</b>	<b>Implemented in 2007-2008</b>
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	Yes

**2. Report of 2007-2008 assessment specifying each outcome and if the goal for the outcome was met. Include any comments below.**

Outcome	Goal	Benchmark	# students measured	07-08 Result	2007-2008 Goal Met ?	2006-2007 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 SWR 461 Essay Analysis Paper Evaluation.	15	93%	Met	100% exceeded
		1.1.2: 90% or more of seniors will score "six or better" on Question 1 of Section C of the Final Field Evaluation Instrument.	35	96%	Met	91% met
		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.	54	92.3%	Met	*
		1.1.4: 85% or more graduates will report "Agree" or "Strongly Agree" to positive statements about their preparation in critical thinking skills.  I learned how to apply theories to real situations. I am able to recognize when a client is different from theory. I am able to make appropriate judgments from conflicting observations. I was taught to gather information efficiently. I use critical thinking to maintain objectivity.	54	78.4% 84.3% 91.2% 94.1% 98%	Not Met  Met  Exceeded Exceeded Exceeded	*
	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 SWR 461 Essay Analysis Paper Evaluation.	15	93%	Met	100% Exceeded
		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.	35	96%	Exceeded	100% Exceeded

Outcome	Goal	Benchmark	# students measured	07-08 Result	2007-2008 Goal Met?	2006-2007 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.	Continued  1.2 : Embody the values and ethics of the social work profession.	1.2.3: 85% or more graduates will report "Agree" or "Strongly Agree" to positive statements about their preparation in values and ethics.	54			*	
		I learned about social work values in several classes.		96.3%	Exceeded		
		The program helped me learn how to apply social work values to real life.		99.1%	Exceeded		
		I was encouraged to maintain social work values despite value conflicts.		99.1%	Exceeded		
		I understand the importance of the NASW Code of Ethics.		99.1%	Exceeded		
		The value of confidentiality was appropriately emphasized when compared to real life.		99.1%	Exceeded		
		The value of self-determination is appropriately emphasized for the real world.		99.1%	Exceeded		
1.2.4: 90% or more graduates will report "satisfied" or "greatly satisfied" to their preparation for values and ethics.	54	Embody the values and ethics of the social work profession.			*		
			100%	Exceeded			
1.3: Exhibit a consistent sense of professionalism in interactions with others.		1.3.1: 75% or more of seniors will score "six or better" on Question 1 of the SWR 490 Evaluation of Practice Paper Evaluation.	19	84%	Met	93% Exceeded	
		1.3.2: 75% or more of seniors will score "six or better" on Question 3 of of the Final Field Evaluation Instrument.	35	91%	Exceeded	88% Exceeded	
		1.3.3 90% or more graduates will report "satisfied" or greatly satisfied" to their preparation for demonstrating the professional use of self.					*
		Exhibit a consistent sense of professionalism in interactions with others.	54	92.5%	Met		

Outcome	Goal	Benchmark	# students measured	07-08 Result	2007-2008 Goal Met?	2006-2007 Goal Met?
<p><b>Continued:</b></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>	1.4: Demonstrate an appreciation of the tradition and history of the social work profession as well as a working knowledge of important emerging professional trends.	1.4.1: 75% or more of seniors will score “six or better” on Question 3 of the SWR 490 Evaluation of Practice Paper Evaluation.	19	94%	Exceeded	60% Not met
		1.4.2: 75% or more of seniors will score “six or better” on Question 3 of the SWR 461 Essay Analysis Paper Evaluation.	15	86%	Exceeded	93% Exceeded
		1.4.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation regarding the history of the social work profession.	54	92.5%	Met	*
	Demonstrate an appreciation of the tradition and history of the social work profession and exhibit a working knowledge of important emerging professional trends.					
	1.5: Adapt the knowledge and skills of generalist social work to practice settings of varying sizes and approaches.	1.5.1: At least 90% of the senior class will score above the 60 <sup>th</sup> percentile (a score of 5 or higher) on the Practice subset of the Austin Peay exam.	36	58%	Not met	82% Not met
		1.5.2: At least 10% of the senior class will score above the 90 <sup>th</sup> percentile on the practice subset of the Austin Peay Exam.	36	25%	Exceeded	30% Exceeded
		1.5.3: The standard score of the senior cohort will be above the 77 <sup>th</sup> percentile on the Practice subset of the Austin Peay Exam.	36	65 <sup>th</sup>	Not Met	63 <sup>rd</sup> Not met
		1.5.4: 90% or more of seniors will score “six or better” on Question 1 of the SWR 461 Essay Analysis Paper Evaluation.	15	87%	Exceeded	100% Exceeded
		1.5.5: 90% or more of seniors will score “six or better” on Question 5, of the Final Field Evaluation.	35	96%	Exceeded	94% Met

		<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>	54	<p>98% 84.3%</p> <p>69.4% 92.2% 94.1%</p> <p>71.6%</p>	<p>Exceeded Met</p> <p>Not met Exceeded Exceeded</p> <p>Not Met</p>	*
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Outcome	Goal	Benchmark	# students measured	07-08 Result	2007-2008 Goal Met?	2006-2007 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>	<p>1.6.1: At least 90% of the senior class will score above the 60<sup>th</sup> percentile (a score of 5 or higher) on the Human Behavior subset of the Austin Peay exam.</p>	36	56%	Not met	69% Not met	
		<p>1.6.2: At least 10% of the senior class will score above the 90<sup>th</sup> percentile (an 8 or higher) on the HBSE subtest of the Austin Peay Exam.</p>	36	25%	Exceeded	25% Exceeded	
		<p>1.6.3: The standard score of the senior cohort will be above the 77<sup>th</sup> percentile on the Human Behavior subset of the Austin Peay Exam.</p>	36	44 <sup>th</sup>	Not Met	56th Not met	
		<p>1.6.4: 90% or more of seniors will score “six or better” on Question 4 of the SWR 490 Evaluation of Practice Paper Evaluation.</p>	19	100%	Exceeded	86% Not met	
		<p>1.6.5: 90% or more of seniors will score “six or better” on Question 6 of the Final Field Evaluation.</p>	35	91%	Met	88% Not met	
		<p>1.6.6: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for applying bio-psycho-social variables that affect individual development.</p>	54	<p>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>	94.3%	Exceeded	*

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 SWR 461 Essay Analysis Paper Evaluation.	15	93%	Exceeded	100% Exceeded
	1.7.2: 75% or more of seniors will score “six or better” on Question 9, of the Final Field Evaluation.	35	96%	Exceeded	94% Exceeded
	1.7.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for using supervision appropriate to generalist practice.				*
	Demonstrate the ability to respond to appropriate supervision in the practice settings.	54	86.8%	Not Met	

Outcome	Goal	Benchmark	# students measured	07-08 Result	2007-2008 Goal Met?	2006-2007 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 2 of the SWR 490 Evaluation of Practice Paper Evaluation.	19	95%	Exceeded	66% Not met
		2.1.2: 75% or more of seniors will score “six or better” on Question 2 of the Final Field Evaluation Instrument.	35	96%	Exceeded	100% Exceeded
		2.1.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for appreciating diversity.	54	96.3%	Exceeded	*
		Demonstrate an understanding of and respect for the positive value of diversity.		98.1%	Exceeded	
Understand the origins and workings of oppression and discrimination and demonstrate the ability to implement change in order to advance social and economic justicePractice with an understanding of and respect for the positive value of diversity.	96.21%	Exceeded				
		Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice.		89.5%	Met	
		Exhibit the ability to differentially assess and apply appropriate intervention skills necessary to serve diverse populations.				

		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.	54	96.3%	Exceeded	
		I was encouraged to appreciate diversity.		96.3%		
	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.	35	91%	Exceeded	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.				*
		Understand the origins and workings of oppression and discrimination.	54	98.1%	Exceeded	
		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.				*
		Demonstrate the ability to implement change in order to advance social and economic justice.	54	98.1%	Exceeded	

Outcome	Goal	Benchmark	# students measured	07-08 Result	2007-2008 Goal Met?	2006-2007 Goal Met?
<i>Continued:</i>  <i>The Social Work Program educates graduates to be able to work with diverse populations.</i>	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 SWR 490 Evaluation of Practice Paper Evaluation.	19	100%	Exceeded	73% <i>Not met</i>
		2.3.2: 75% or more of seniors will score “six or better” on question 8 of the Final Field Evaluation Instrument.	35	91%	Exceeded	91% <i>Exceeded</i>
		2.3.3: 90% or more graduates will report “satisfied” or greatly satisfied” to a statement about their preparation for communicating with diverse populations.				*
		Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice.	54	96.2%	Exceeded	

		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.	54	92.6% 96.3%	Exceeded Exceeded	*
	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.	54	94.4%	Exceeded	*
				96.3%	Exceeded	
				98.1%	Exceeded	
		2.4.2 75% or more of seniors will score “six or better” on question 12 of Section C of the Final Field Evaluation Instrument.	***	***	***	

Outcome	Goal	Benchmark	# students measured	07-08 Result	2007-2008 Goal Met?	2006-2007 Goal Met?
The Social Work Program promotes social advocacy efforts that address the social and economic	3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize appropriate change	3.1.1: 75% or more of seniors will score “six or better” on question 5 of the SWR 461 Essay Analysis Paper Evaluation.	15	60%	Not Met	40% Not met
		3.1.2: 75% or more of seniors will score “six or better” on question 10 of the Final Field Evaluation Instrument.	35	96%	Exceeded	94% Exceeded

contexts of social work practice and change.	strategies as necessary.	3.1.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for functioning within the structure of the organization and seek necessary organizational change.	54	81.1%	Not Met	*
		Exhibit the ability to operate successfully within a complex organization and successfully utilize appropriate change strategies as necessary.				
		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.	54	98.1%	Exceeded	*
		I learned the principles of generalist practice.		81.8%	Not Met	
		I learned how to facilitate organizational change.		86.8%	Met	
		I know how to implement the Planned Change effort.		84.6%	met	
		My field placement supervisor was helpful to me.		74.9%	Not Met	
				61.8%	Not Met	
		My field placement helped me grow professionally.		57.9%	Not Met	
		Experiences in field placement prepared me for life				
		Field placement prepared me for the transition to work.		86.3%	Met	
		I had a positive relationship with my field placement supervisor.		49%	Not Met	
		I would recommend my field placement to other students.				

Outcome	Goal	Benchmark	# students measured	07-08 Result	2007-2008 Goal Met?	2006-2007 Goal Met?
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<p><b>Continued:</b></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>	<p>3.2.1: 75% or more of seniors will score “six or better” on question 5 of the SWR 490 Evaluation of Practice Paper Evaluation.</p>	19	100%	Exceeded	73% Not met
		<p>3.2.2: 75% or more of seniors will score “six or better” on Question 7 of the SWR 461 Essay Analysis Paper Evaluation.</p>	15	93%	Exceeded	100% Exceeded
		<p>3.2.3: At least 60% of the senior class will score above the 60<sup>th</sup> percentile (a score of 5 or higher) on the Policy subset of the Austin Peay exam.</p>	36	61%	Met	69% Met
		<p>3.2.4: At least 10% of the senior class will score above the 90<sup>th</sup> percentile (a score of 8 or higher) on the Policy subset of the Austin Peay exam.</p>	36	14%	Met	12% Met
		<p>3.2.5: The standard score of the senior cohort will be above the 77<sup>th</sup> percentile on the policy subset of the Austin Peay Exam.</p>	32	43 <sup>rd</sup>	Not Met	53 <sup>rd</sup> Not met
		<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>Demonstrate insight into the impact of social policies upon client systems.</p>	54	84.9%	Not Met		
	<p>3.3: Engage in collaborative efforts to promote social justice.</p>	<p>3.3.1: The social work club will co-sponsor at least one activity promoting social justice.</p>	*	*	*	2 exceeded
		<p>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.</p>	*	*	*	*

Outcome	Goal	Benchmark	# students measured	07-08 Result	2007-2008 Goal Met?	2006-2007 Goal Met?
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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 SWR 490 Evaluation of Practice Paper Evaluation.	19	95%	Exceeded	80% Met
		4.1.2: 75% or more of seniors will score "six or better" on question 7 of the Final Field Evaluation Instrument.	35	87%	Exceeded	97% Exceeded
		4.1.3: At least 60% of the senior class will score above the 60 <sup>th</sup> percentile (a score of 5 or higher) on the Research subset of the Austin Peay exam.	36	58%	Not Met	76% Met
		4.1.4: At least 10% of the senior class will score above the 90 <sup>th</sup> percentile (a score of 7 or higher) on the research subset of the Austin Peay exam.	36	25%	Exceeded	36% Exceeded
		4.1.5: The standard score of the senior cohort will be above the 77 <sup>th</sup> percentile on the research subset of the Austin Peay Exam.	36	46 <sup>th</sup>	Not Met	66 <sup>th</sup> Not met
		4.1.6: 90% or more graduates will report "satisfied" or greatly satisfied" to their preparation for using research to evaluate practice.	54			*
	Evaluate research and apply findings to one's personal practice and the practice of other relevant professional systems.	61.15		Not Met		
	4.2: Demonstrate quality within one's personal practice and continuous growth in the knowledge and skills of the profession.	4.2.1: 75% or more of seniors will score "six or better" on Question 8 of the SWR 461 Essay Analysis Paper Evaluation.	15	93%	Exceeded	93% Exceeded
		4.2.2: 75% or more of seniors will score "six or better" on Question 11 of of the Final Field Evaluation Instrument.	35	91%	Exceeded	93% Exceeded
		4.2.3: 50% or more of graduates will indicate interest in enrolling in or completion of a masters degree program.	54	88%	Exceeded	*

Outcome	Goal	Benchmark	# students measured	07-08 Result	2007-2008 Goal Met?	2006-2007 Goal Met?
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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.	54	88%	Not Met	
		Faculty of the graduate school perceive UMF as a good program.		78.3%	Not Met	
		I was well prepared for the transition to graduate school.		91.3%	Met	
		I knew a lot of social work theory before starting graduate school.		86.4%	Not met	
		I had the necessary library skills.		100%	Exceeded	
		I was better at professional writing than my graduate school peers.		68.2%	Not Met	
		I knew enough about research to be successful.		81.8%	Not Met	
		The practice skills I learned at UMF prepared me for my graduate school field placement.		50%	Not Met	
		4.2.5: 90% or more of graduates will report participating in at least one form of continuing education after graduation.	54	100%	Exceeded	*
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** \* Grad survey was a census study with a 31% response rate. A full report of the grad survey findings are available on the Social Work Department Web-page \*\* Benchmarks 3.3.1-3.3.2, and 4.3.1 to 4.3.5, although fully achieved in the 2007-2008 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. \*\*\* 2.4.2 was added for 2009-2010 cohort

**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.**

The social work program conducted the annual Student Outcome Assessment Retreat, June 4-5, 2008, with a combination of voices: faculty (n=7), students (n=7) and field educators (n=2). The agenda of the retreat was set to provide an half day focused study on 4 topics: 1. Reflective Practice, 2. CSWE and NCA standards, 3. Program Mission Goals, Objectives, and 4. Field Placement. Data from this report as well as documents on accreditation standards and evaluative rubrics were used to triangulate sources and anchored the direction of conversations. The retreat concluded with a summary recommendation process, from which faculty could set the agenda for work in the coming year.

The retreat was hosted as a collegial conversation among individuals about experiences, interpretations and reflections. Faculty accepted a interpretive role, when clarity of intentionality was necessary to understand the unfolding of events as observed by students. Similarly, as threads of meaning emerged, observations were triangulated to the evidences of support documents. As the retreat moved toward the recommendation phase, the emergent themes and triangulated evidences were compared to evaluative rubrics.

Summarizing the discussion, faculty and students recognized evidence to support the claim that each of the four outcomes of the program were met. Similarly, evidence that each of the 17 goal statements distributed across the four outcome statements demonstrated that the outcomes were met, or exceeded. And finally, multiple benchmarks indicated that each of the 17 goal statements were met by at least 2 different measures, providing triangulation of evidences of the success. In addition the frequency of ratings of “exceeded” expectations, indicated that students’ outcomes were met.

Further discussion of outcomes emphasized two categories: program strengths and areas of focused growth.

#### Program Strengths:

Strengths were identified by ratings of “met” or “exceeded” for individual items and accounted for 74% of the 100 discrete items. These ratings of success were identified in all measurement instruments, goals statements and objectives. Of particular note, were the objectives that were rated as met or exceeded on each benchmark (1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4).

There exists a significant number of points of excellence, as there were frequent benchmarks ratings of “exceeded” for rigorous a-priori benchmarks. It was also observed that all benchmarks within the second objective of the program was rated as successful. More than half of all benchmarks (58%) were rated as “exceeded,” and goals for values and ethics (1.2) and diversity (2.2, 2.3, 3.4) were universally rated as “exceeded,” a strength that is a source of great pride.

Within the anticipated responsibilities of the coming year, particularly the self-study process for CSWE accreditation, faculty reiterated a commitment to maintain and advance these program strengths.

### Areas of Growth

In a commitment to continuous improvement, faculty also focused on the items that were rated “not met.” We began the review of these 26 items with measures of the validity of the benchmark items. Construct validity was used to determine that six items could be interpreted as not met, but within a range of acceptable of performance. All six items had success rates below but a close approximation to the benchmark (i.e., within 5 points) to be considered acceptable. Similarly, five of these individual benchmarks (1.1.4 item 1.5.6 item 6. 1.7.3 item 1, 3.1.3 item 1, and 3.1.4 item 2) were clustered with similar measures that were rated successful, indicating the overall benchmark was maintained.

Ten items were reported significantly different and substantially below the threshold and warranted further study. Of grave concern were the patterns of scores that suggested over time, (i.e., cohorts 2007 and 2008) student performance on these items had declined significantly. It was observed that the items were distributed across three of the four goal statements, so a pattern of content weakness could not be clearly identified. It was also observed that these items can be nearly evenly divided among two measurement instruments: the Austin Peay Standardized National Exam (1.5.1, 1.5.3, 1.6.1, 1.6.3, 3.2.5, 4.1.3) and the Graduate Survey (3.1.4 items 5, 6, 7, 9; 3.1.6 item 1; and 4.2.4 items 1,2, 4, 6,7 8). This pattern gave faculty pause to consider the implications of the curriculum to the future of graduates, particularly as they compete in an external market. Recommendations to strengthen the program as it stands within a professional practice community included trend data analysis, market assessment and employer testimony of expectations, and subsequent changes in the curriculum as identified.

### Recommendations:

In the final hour of the retreat, faculty and students formulated recommendations from the synthesis of the two days of discussion. These recommendations are included in section 4 of this report. The retreat recommendations served as the agenda of the first faculty meetings of the department of social work in September 2008. Subsequently, faculty prioritized the items, sequenced steps to achieve the recommendations and set a calendar for the tasks involved. Currently, careful and steady action is moving the program forward and systematically meeting each recommendation.

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

**Describe how you plan to respond to the data from your 07-08 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.**

Recommended Curriculum Changes

Revise mission statement to align with University, SEHS and maintain professional mission.  
Implement process to change the degree name from BA to BSW.  
Sustain effort to retain CSWE accreditation, and conduct necessary curriculum changes to assure students meet professional and employability standards.  
Evaluate cross-listed courses to determine if similarity has been sustained over time.  
Consider development of minor in mental health to prepare interested students to meet market employability demands.  
Consider development of alternative major for students who are unable to complete the degree requirements for the licensurable degree.  
Consider development of minor in crisis intervention to meet community needs.  
Evaluate core curriculum for research content and preparation for the evidenced based internship.  
Evaluate general education and core curriculum for scaffolding of diversity content.  
Evaluate core curriculum for evidence of pedagogy – particularly focused on Experiential learning.  
Evaluate core curriculum for evidence of implicit curriculum particularly focusing on student clubs, the Chicago trip and use of group activities.  
Conduct comparative study of field placement structure and expectations within CSWE accredited programs and across professional programs within the university.

**4b. Given your Narrative Analysis, list the action items for Changes in the Assessment Standards and Instruments.**

Recommended Changes in the Assessment Standards and Instruments

Develop electronic version of graduate survey to be conducted over e-mail to replace mailed version.  
Edit rubrics for field placement evaluation, grad survey template and portfolio essays to match language of mission, goals and objectives of the program.  
Develop strategy to study longitudinal patterns of SOA data, particularly for Austin Peay results as evidence of competitiveness within a national employment market.

**4c. Given your Narrative Analysis, list the action items for Changes in the Assessment Process.**

Recommended Changes in the Assessment Processes

Develop new portfolio questions for 2009-2010 to focus on implicit curriculum and evidenced based practice as recommended by graduate survey and CSWE direction.

Develop unit level advisory board to provide direction on the changes necessary to prepare students for the transition to the “real world.”

Develop strategy to compile data on the context of social work professional practice, including market demands for graduates’ readiness.

Develop electronic portfolio for compiling data and generating reports for student outcome Assessment.

**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 2007-2008 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 indicates that the cohort of students is exceptionally well prepared when compared to their academic peers nationally.

This year, evidence of graduates from the 2003-2007 cohorts substantiated the strengths of the curriculum and suggests that after graduation, student further success in employment and continuing education opportunities. Details of the results of the graduate survey can be accessed by the public through the Department of Social Work webpage.

**Part 6: CURRENT ASSESSMENT PLAN.**

**As a separate document attach a current Assessment Plan revised as appropriate to reflect your program’s plan for 2008-2009.**

The current assessment plan is appropriate for the 2008-2009 academic year.