

# **Assessment Plan:**

# **Social Work Program**

Department of Social Work  
School of Education and Human Services  
University of Michigan-Flint

Submitted:

Committee on Assessment, Accreditation, and Strategic Planning (CAASP) January 2001, Approved:  
March 2001

Revised: Revision approved by Council on Social Work Education, March 2003. Revision reported to  
Academic Assessment Committee (AAC) November 2003. Documented Revision to AAC,  
November 2005

## **INTRODUCTION**

The Social Work Program is a professional education program within the University of Michigan-Flint. The mission of the University of Michigan-Flint is to support teaching and research in the liberal arts and sciences as well as in selected professional practice areas. The University of Michigan-Flint's "Fact Book" (1999 edition) describes liberal arts programs as the foundation for pre-professional education at the undergraduate level. In view of this, the University is ideally suited as a center for baccalaureate level social work education. The mission of the University of Michigan-Flint is definitely predicated on a partnership between the liberal arts and sciences and its various professional programs. Institutional development, therefore, is particularly intended to support teaching and research activities, as well as the physical facilities essential to an urban-based regional institution that is an integral part of the University of Michigan system.

During 1998, the School of Education and Human Services was organized and the Departments of Social Work and Education moved out of the College of Arts and Sciences to become the founding departments of the new school. A Social Work senior faculty member was appointed the Interim Dean of the new school. The social work program is administered by the faculty of the social work department. Although the department has curricular autonomy there have been recent efforts to collaborate between units of the School of Education and Human Services. The primary mission of the School of Education and Human Services is that of a dynamic community of learners within the University of Michigan-Flint committed to the Mission of the University and vital to the growth and development of Mid-Michigan, particularly the greater Flint metropolitan area: *The focus of our efforts is on the continuous improvement of learning with the goal of maximizing human potential and enhancing quality of life for all members of the community. Students, staff and faculty will reflect and celebrate diversity, respect each other individually and collectively, be well-prepared to meet their responsibilities, and commit themselves to life-long learning in the quest to achieve this vision (Adopted 5/00).*

## **SOCIAL WORK PROGRAM**

In 1994, the social work program submitted its feasibility study and in 1995, was granted candidacy status by the Council on Social Work Education. Since that time, the program has engaged in a rigorous process of self-study to reform its curriculum and its policies and procedures. The program has worked with the College, the University, and the professional community to develop a curriculum consistent with the purpose, values, and ethics of the social work profession as reflected in the 1992 Curriculum Policy Statement. The program was initially accredited by the Council on Social Work (CSWE) in 1997, and was full accreditation in 2002. CSWE Accreditation signifies compliance with national standards for curriculum content and program implementation. The benefit of Accreditation has been related to enhanced employment opportunities and eligibility of some students for advanced standing in graduate programs.

The Social Work Program articulates its context through a program mission statement that is consistent with the SEHS Mission. The Mission of the Social Work Program is:

*As part of a regional campus of the University of Michigan, the Social Work Program's mission is to prepare students to become generalist social work professionals by enhancing their commitment to social justice, responsible citizenship and the value of human diversity. The educational experience the program offers provides students with opportunities to cultivate and develop the technical and intellectual foundations necessary for service in the public sector and/or graduate study.*

## **EDUCATIONAL OUTCOMES: GOALS AND OBJECTIVES**

There are four program goals, further clarified by 17 objectives. In detail, these goals and objectives are:

In the process of clarifying each goal, the faculty recognized the need to distinguish each goal by a subset of objectives. Distinguishing each goal separates each from the other as well as identifies the nuances of meaning the faculty have incorporated into the goal statement. These objectives also provide an avenue to measure the effectiveness of the program and ultimately how students and faculty attain particular aspects of each goal.

## **Goal 1. The Social Work program will educate graduates to be effective generalist social work practitioners within the ethics and values of the profession.**

The first goal of the program is to provide a curriculum that prepares students to act in a manner that is consistent with professional social work. Within the University of Michigan-Flint system, social work has been distinguished from a “discipline” to a “professional degree” program. This distinction implies that the curriculum is connected to readiness for action beyond graduation and measurable outcomes within the employment market. As a bachelor program, professional manner has been defined as generalist social work practice.

We have conceptualized this definition of Generalist Social Work Practice to emphasize three areas of the Curriculum Policy Statement. First, this goal reflects the curriculum emphasis on knowledge and skills of generalist practice. Preparation as a “generalist” includes content so students are prepared to work with client populations who vary in age/development, presenting issue, and composition of client system (i.e., individual, family group, community). This foundation includes knowledge of human behavior and social environment, history and social policy, and the purposes of social work.

Second, added to this foundation is the professional sequence which requires students to synthesize their foundation to the direct application of skills within “real life” circumstances. This provides the second element of generalist practice, “practice skills”. In preparation for generalist practice, the curriculum is also balanced in the presentation of technical aspects (i.e., the science of practice) with the judgment aspects (i.e., the art of practice) of intervention strategies. Using systems theory as the organizing tool, students are taught in equitable balance, techniques of intervention at the micro, meso, and macro levels of social interaction, which includes variability of system size and client types.

Third, the social work faculty perceived the inclusion of social work values and ethics as one of the central concepts of generalist social work practice. In its centrality, values and ethics are included in the first goal of the program and are embedded in both the foundation and professional practice sequences of the curriculum.

### **Objectives of Goal 1**

After the goal had been clearly articulated, the faculty entered into a discussion of the explicit elements of the goal that would become the objectives. The objectives were conceptualized as needing to meet three criteria. Each objective had to directly connect to the first goal, and not be of primary interest to any of the other three goals. Each objective had to relate to specific content presented in the social work curriculum, rather than an achievement in another arena. And, each goal had to be behaviorally based so that evidence of achieving the objective could be measured.

Incorporating these guidelines with the goal 1 statement, seven objectives were identified. These objectives were articulated and subsequently defined by the faculty as described below:

#### Objective 1.1: Effectively utilize critical thinking in practice settings.

The faculty identified the critical thinking as a necessary skill for generalist practice. Critical thinking was defined as the skill that represented the highest form of cognitive processing. Through critical thinking, the social work professional can make decisions about how to act (i.e., practice) based on what is already known as fact and theory and what is presented by the client and situation. Since our primary goal is to prepare students for practice, and quality of practice is best represented by a foundation of critical thinking.

#### Objective 1.2 Embody the values and ethics of the social work profession.

The faculty identified the values and ethics of social work as one of the fundamental characteristics of professional practice. The values and ethics that underlie decisions about practice distinguish the actions of a social worker from other professionals. Since values are central to the professional identity of the generalist practitioner, it is critical that the program include values and ethics content in every aspect of the curriculum.

#### Objective 1.3. Exhibit a consistent sense of professionalism in interactions with others.

In our discussions of what constitutes good social work practice, one of the emerging themes was the concept that the social worker as an individual is the primary tool of intervention. We discussed how practice is a relationship between the client and social worker and in this relationship, the client identifies their strengths and develops strategies for change.

Therefore, the contributions of the social worker to the relationship are the basis for effective intervention. The relationship is based on the social workers ability to consistently and appropriately demonstrate social work cognition and values in their actions and words.

To have a sense of professionalism, the social worker must be aware of who they are (i.e., “self”) and be effective in incorporating their sense of self with the values, knowledge, purposes and techniques which define social work. The curriculum must provide challenges for the student to become aware of who they are and subsequently offer opportunities for the student to integrate this awareness with an appropriate understanding of the profession. Ultimately, in the field placement experience, the student is challenged to demonstrate this integration and to remain consistent over an extended period of time. The connection to the curriculum was the basis of the decision to make this an objective and to sequence it within the first goal of the program.

Objective 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.

The faculty determined that preparation for practice required students to be aware of the historical foundations of practice choices. Students needed to know how the profession developed in response to the social issues as we became aware of the needs and changes in how society understood the causing agents. In order to understand responses to social issues embraced by the profession, students must understand the contexts and previous solutions, and be able to make decisions about the appropriateness of their application as new information is developed. For example, students must understand the goals of conservative and liberal perspectives in order to evaluate the potential implications of policy changes and the measures of effectiveness. This objective is connected to goal 1, preparing students for practice because of the fact that this content is infused throughout the program and demonstrated in the students’ decisions of practice.

Objective 1.5: Adapt the knowledge and skills of generalist social work to practice settings of varying sizes and approaches.

In the program’s definition of generalist practice, we explicitly state that students are evenly prepared to work with different populations. Populations served by social work practice are defined primarily on the clients’ presenting issue rather than the preferred method of intervention of the social worker. Using systems theory as the organizational tool, the generalist may practice with systems of varying size including individuals, families, groups, communities or institutions, depending on where the solution to the problem is presented. Generalist social workers must also be responsive to the approaches of practice settings to be effectively adapt to conditions of employment and to build collaborating relationships with systems using different intervention approaches to understand the problem experienced by the client. This objective is connected to goal one as it is most critically linked to graduates’ practice and therefore the curriculum offered to the student in preparation for post-graduation practice.

Objective 1.6: Utilize knowledge of bio-psycho-social characteristics as they apply to individual behavior as a means to understand interactions among and between individuals and the various social structures they encounter.

In the program’s definition of generalist practice, we explicitly state that students are evenly prepared to work with different populations. Populations served by social work practice are defined primarily on the clients’ presenting issue rather than the preferred method of intervention of the social worker. Some presenting issues are directly related to the common challenges faced by individuals within a similar stage of development. Similarly, the developmental stage of the individual affects their relationships to others and subsequently their response to various strategies of intervention. Within the curriculum, this objective becomes synonymous with Human Behavior and Social Environment content, and therefore the connection of this objective to the first goal of the program is based on curriculum content to prepare students for practice.

Objective 1.7: Demonstrate the ability to respond to appropriate supervision in the practice settings.

The faculty conceptualized social work practice as existing in a context of the commitment to continuous improvement. We articulated the understanding that graduates would not complete the program knowing everything they needed to know, and in fact would have to gather new information throughout their career. We identified the primary source of each graduate's continuous improvement to be directly connected to their relationship with their supervisor within the practice setting. A supervisor is the most common avenue for role modeling and mentoring, challenges for growth, and exposure to new knowledge strategies available in the practice community. The curriculum must prepare students to understand these opportunities offered by the supervisory relationship within the degree program, so that graduates will appreciate the relationship and continue to grow as professionals within the practice settings. To this end, this objective was considered to be part of the first goal of preparing students for generalist practice.

## **Goal 2. The Social Work Program educates graduates to be able to work with diverse populations.**

Social work generalist practice would certainly include appropriate content on diversity issues, and could have been imbedded in the first goal of our program. However, in our deliberations about what should be added to the curriculum, one of the emerging themes was diversity. We decided that diversity content should merit special consideration and focused attention within the curriculum and services offered in the program.

This decision emerged from the discussions of faculty about our collective professional identity and what we recognized to be central outcomes of our modeling as well as teaching. Since the faculty of the program each have a strong professional commitment to the purposes of social work as defined by CSWE, and in particular to the alleviation of oppression, discrimination and economic deprivation. We are also acutely aware of the fact that many graduates become enchanted with roles as "therapists" and slowly drift from their commitment to marginalized populations. In an effort to reduce this inclination, we attempt to increase their commitment to clients who experience these issues. Within this value orientation, diversity becomes a central focus and is imbedded throughout the curriculum.

Three separate sub-topics of diversity were recognized in our deliberations. These topics, appreciation of diversity, consequences of oppression, and culturally competent practice, became the foundations for the four objectives used to define this goal.

### **Objectives of Goal 2**

After the goal had been clearly articulated, the faculty entered into a discussion of the explicit elements of the goal that would become the objectives. The objectives were conceptualized as needing to meet three criteria. Each objective had to directly connect to the goal, and not be of primary interest to any of the other three goals. Each objective had to relate to specific content presented in the social work curriculum, rather than an achievement in another discipline or arena. And, each goal had to be behaviorally based so that evidence of achieving the objective could be measured.

Incorporating these guidelines with the goal 2 statement, four objectives were identified. These objectives were articulated and subsequently defined by the faculty as described below:

#### **Objective 2.1: Demonstrate an understanding of and respect for the positive value of diversity.**

The faculty conceptualized diversity as a fact, a description of the invariable experience of the genetic foundation of meiosis. From this fact, the necessary variability reproduction assures the survival of the human species and creates the infinite possibilities of human uniqueness and richness of human experiences. Adding to the foundation of the necessary aspects of understanding diversity, the curriculum builds opportunities for students to acquire a professional attitude and skills to respond to diversity. It is our assumption that students first need to know about themselves, then understand concepts about the commonness of human cultures, and differences between groups and among groups, so that the ultimate outcome is the ability to behave professionally when working with client systems whose differences impact their ability to function in social circumstances.

The curriculum attempts to move students through the process of incorporating cognition, affect and physical development which results in behaviors which reflect the positive valuing of

diversity. This separate objective was developed to emphasize our attention to measuring the effectiveness of the focus on positive aspects of diversity.

Objective 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.

The faculty articulated this objective to distinguish the importance of addressing marginalized and at-risk populations as one of the foci of professional practice. As we articulated in our statement on diversity, the curriculum emphasizes three elements of this foci.

First, the curriculum emphasized the historical and political/economic context of the diversity experience as a power relationship. Access to power can be accumulated over time and result from historical patterns of decisions and accesses to resources, as well as changing dynamics of social situations. As a result groups of people who share common characteristics become more alike and share an accumulation of power of the group. Within this contextual conceptualization, the experiences of people are explained in terms of access to power with the “minority” having less power than the “majority” rather than number of people involved.

Second, differential access to power results in restrictions in limitations to the necessary resources for survival, such that the existence of some individuals and groups are threatened. These restrictions in resources have been characterized as social situations of oppression, discrimination and economic deprivation. Since social work professionals are concerned with enhancing human well-being, students must be able to provide services that reduce these restrictions in resources.

Third, although everyone is unique, and therefore diverse from others, there are particular aspects of difference which are socially constructed as more valuable than others. The net result of the differential valuing of diversity elements is that some groups are at increased risk for oppression, discrimination and economic deprivation. Social work professionals are particularly committed to populations at risk, including those populations identified by the profession: people of color, women, gay and lesbian persons, and those of particular concern to our program: displaced workers and non-traditional and first generation students.

To this end, the emphasis on oppression/discrimination/economic deprivation, populations at risk, and the power relationship was articulated as separate from yet building on the positive valuing of diversity.

Objective 2.3: Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice.

The central vehicle of social work intervention is communication. Therefore, effective practice requires effective communication. In the faculty’s discussion of communication skills, we acknowledged the common interpretation of the variety of communication techniques as based on written and oral exchange of words. Our discussion took us deeper however, into the obligation and challenges of communication from the perspective of our diversity goal. This in-depth analysis lead us to conclude that communication is simultaneously a technique of intervention as well as a source of power differential. The key for us was moving beyond the technical definition of appropriate communication with diverse audiences, and incorporating a conceptual understanding of communication in the context of our diversity definition

Objective 2.4: Exhibit the ability to differentially assess and apply appropriate interventions skills necessary to serve diverse populations.

This objective represents the action orientation of the diversity goal. In defining this objective, we emphasized the importance of connecting the curriculum content about similarities and difference in experiences, needs and beliefs of clients, to specific decision making processes about intervention strategies. Although this objective is obviously connected to interventions at the individual and family level, the principle is expected to extend to a wide range of interventions and client systems.

**Goal 3. The Social Work Program promotes social advocacy efforts that address the social and economic contexts of social work practice and change.**

Social work generalist practice could also include appropriate content on social advocacy and could have been imbedded in the first goal of our program. However, in our deliberations about what should be added to the curriculum, one of the emerging themes was distinguishing advocacy for social justice as a central and autonomous goal. Our community context in Flint is a significant source of support for our model of commitment to justice. Our residence in Flint has helped us understand intimately the consequences of post-industrial economic challenges. We live and work within a community that has experienced a significant amount of the negative consequences of the economic down turns since the 1980s without the brief reprieves economic prosperity in the 1990s. Similarly, the leadership provided for the commitment to Affirmative Action provided by our sister institution of the University of Michigan, is also a source of support for the faculty's commitment to social justice. There are three objectives that have been articulated to define this goal as behavioral outcomes that can be observed as evidence of efforts to achieve this goal. The objectives emphasize the ability of individual students to: "practice" within an agency context, evaluate social policy, and work collectively toward social justice.

**Objectives of Goal 3**

After the goal had been clearly articulated, the faculty entered into a discussion of the explicit elements of the goal that would become the objectives. The objectives were conceptualized as needing to meet three criteria. Each objective had to directly connect to the goal, and not be of primary interest to any of the other three goals. Each objective had to relate to specific content presented in the social work curriculum, rather than an achievement in another discipline or arena. And, each goal had to be behaviorally based so that evidence of achieving the objective could be measured.

Incorporating these guidelines with the goal 3 statement, three objectives were identified. These objectives were articulated and subsequently defined by the faculty as described below:

Objective 3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize appropriate change strategies as necessary.

The program curriculum is conceptualized as a professional degree, with the expectation that graduates will be competitive in an employment market. To achieve this, the graduate must have employment skills as well as practice skills. Simultaneously, we expect that the natural state of bureaucracies will lead students to institutional settings that are unjust. The curriculum content and the field placement experience are designed to offer students an opportunity to practice advocacy within the organization or social action outside the organization to pursue policies, services, resources and programs that promote social justice.

Objective 3.2: Demonstrate insight into the impact of social policies upon client systems workers and agencies.

The objective related to social policy could have been included in the knowledge content of goal 1, however it is separated here to reflect the focused attention we have placed on this content within the program. This objective is consistent with the stated emphasis on student learning how to plan, formulate and implement social policies, services resources and programs needed to meet basic human needs and support the development of human capacities.

Objective 3.3: Engage in collaborative efforts to promote social justice.

This objective was articulated to emphasize the action orientation of our social advocacy goal. The faculty believed students needed to learn strategies to intervene on behalf of client systems when they observed the negative consequences of diversity or unjust institutional policies. We intend here to emphasize our efforts to provide students with the skills to promote social change, particularly at the meso and macro levels of generalist intervention. We explicitly included collaborative efforts as we believed the individual client focus was necessary but insufficient to advance the achievement of collective social justice.

#### **Goal 4. The Social Work Program promotes continued professional development within the profession.**

The body of knowledge and practice wisdom of the profession is constantly growing. Effective social work professionals will stay connected to new developments within the profession. The faculty conceptualized professional social work in a context of a commitment to continuous improvement in practice. Three objectives emerged in the faculty discussion of objectives in professional development. First, the program must offer a curriculum that prepares students to respond to the proliferation of data in a meaningful and manageable way. Second, the program must also offer technical skills that motivate and empower students to be independent learners, so that they will utilize the opportunities available through the practice community, to continue to develop their professional identity. Third, the program must offer role models for the active engagement of the community in social work practice and knowledge rather than the conceptualization of communities as passive recipients of the expertise of social workers.

#### **Objectives of Goal 4**

After the goal had been clearly articulated, the faculty entered into a discussion of the explicit elements of the goal that would become the objectives. The objectives were conceptualized as needing to meet three criteria. Each objective had to directly connect to the goal, and not be of primary interest to any of the other three goals. Each objective had to relate to specific content presented in the social work curriculum, rather than an achievement in another discipline or arena. And, each goal had to be behaviorally based so that evidence of achieving the objective could be measured.

Incorporating these guidelines with the goal 4 statement, three objectives were identified. These objectives were articulated and subsequently defined by the faculty as described below:

#### Objective 4.1: Evaluate and apply current research findings to one's personal practice and the practice of other relevant professional systems.

This objective reflects the intention of the faculty to prepare students to be effective consumers of the proliferation of 'knowledge' being disseminated in the dominant culture. We want students to understand the ways of knowing, and to favor "research" as the evidence provided by scientific inquiry when making judgments about dissenting outcomes. To achieve this, students must acquire the knowledge base for standards of research practice to make decisions about the reasonableness of the outcomes. We also intend for students to be able to appropriately apply the research knowledge to decision making in practice with real life situations. To achieve this, students must incorporate knowledge of generalizability and probability, with social work values (i.e., self-determination) and with the purposes of social work intervention as application skills. It is our intention that students are skilled in consuming research to inform their practice and to conduct research to evaluate the quality of their own practice. This research focused objective is also appropriately placed within the first goal. However, we have included it in the fourth goal, to distinguish its importance as a separate topic and to imbed it as a cornerstone of our conceptualization of professional development.

#### Objective 4.2: Demonstrate quality within one's personal practice and continuous growth in the knowledge and skills of the profession.

Students must be personally motivated to remain current in professional developments and become independent and resourceful in their strategies for learning new information. Since our goal is to prepare professionals who will practice after leaving the formal context of learning, the program must provide a curriculum that provides direct instruction, role modeling of practice and instill a value orientation and personal motivation to achieve this objective.

#### Objective 4.3: Faculty and students demonstrate responsiveness to issues emerging in the practice community including issues unique to the Greater Flint area.

The faculty is keenly aware of the economic and political context in which our University exists and the context from which many of our students emerged. The City of Flint is a textbook example of urban deterioration as a result of the transition to a post-

industrial economy. The surrounding communities, paradoxically, are a contrast in wealth and affluence, clearly exemplifying a microcosm of the socio-economic disparity of the country. This concept of community and the faculty definition of practice coincide in two significant ways. First, the faculty perceives their employment at the University first as social workers and second as educators. Given this professional identity, the community becomes a focus of our professional expertise as we provide social work practice to the agencies and clients in our community.

Second, the community is also an active part of our curriculum delivery system, not simply materials for case studies or places for students to ‘practice’ their skills. Instead we conceptualize the community as full partners with us in a collaborative relationship to facilitate urban revitalization through a curriculum that prepares professionals to serve within the context, and simultaneously a source of direction for the rebuilding of an infrastructure that will sustain a quality of life.

## **EVALUATION METHODS**

There are three methods of gathering data for the assessment of student outcomes: Portfolio review, Austin Peay Comprehensive Exam, and a bi-annual mailed survey of graduates. Specific items in each of these methods are used to measure outcomes of the four educational outcomes listed above. Please see Table 1 for a detailed accounting of the benchmarks, linking each measurement item to a specific relationship to the Educational Objective.

### Portfolio

The portfolio review is a way for the faculty to evaluate how well the curriculum was presented as evidenced by the work of a cohort of students. Portfolio review is conducted each spring semester and includes information gathered from each student in the senior class and assessed as a cohort.

Procedures: A portfolio for each student in the senior class is created by the department secretary under the direction of the chair of the department. Each portfolio includes three documents: a photocopy of the Evaluation of Practice Paper from SWK 400 un-graded and without faculty comments, a photocopy of the SWK 431 essays on generalist practice and systems theory, un-graded and without faculty comments, and a photocopy of the Field Practicum Evaluation Form signed by the field placement supervisor and without faculty comments. Students in the SWK 400 and 431 courses are assigned the task of submitting two copies of the respective paper. The faculty member submits one copy that has not been graded to the chair, and the other is graded and returned to the student as the course assignment. The chair gives the un-graded copy of the paper to the secretary for filing. The secretary records the collection of the documents and collates the documents according to the identity of the student. At the end of winter semester, when all three documents have been collated for each, the secretary generates a portfolio review file that includes the evaluation sheet and the three documents, with all information about the student’s identity removed. The secretary, at the direction of the chair distributes the portfolio review files to the full time faculty members to complete their portion of the evaluation. Each faculty member reviews each file independently. The secretary stores the reviewed files until June of each year. During the month of June, the department student outcome assessment representative compiles the data from all the portfolios and generates a summary report. This summary of the portfolio review is disseminated to all full time faculty in the spring curriculum review process.

### Austin Peay

The Social Work Area Concentration Achievement Test (ACAT) developed at Austin Peay University (Golden, 1990). The Austin Peay exam is a nationally standardized, multiple choice test of social work outcomes established under the guidance of CSWE Curriculum Policy Statement. It is considered to be representative of the knowledge and skill needed for social work employment and as a measure of general learning. Results are presented as summary data and as 4 sub-categories of the test, which enables the faculty to recognize areas of strength and weaknesses of the curriculum in comparison to other programs. Results of the Austin Peay Exam are an external validity measure and inform the faculty of how well the social work students compete with other similarly educated students nationally.

Procedures: An exam booklet is purchased for each student in the graduating class by the Department of Social Work. The exam is administered according to the instructions of the manual, during the 12 th week of the SWK 431 course. Exam booklets are mailed to Austin Peay for correction and data analysis. Results of the exam are returned to the Chair of the Department and student outcome assessment representative. The report includes aggregate scores as well as comparisons to national norms. The Chair

compiles the results of the group scores as comparisons to the program goals and distributes the report to the full time faculty during the spring curriculum review process.

### Graduate Survey

The graduate survey is developed in even numbered years, through the collaboration of faculty and students, to assess graduates' experiences two –three years after their graduation. The graduate survey data provides information about graduates' ability to compete in the economic and education markets primarily within the Flint area. Some categories of the survey are consistent between administrations and form comparative data over time. Some categories of the survey are changed between administrations to respond to the unique and evolving questions from constituents (faculty, administrators, students and employers) about specific needs for the curriculum. Unlike the Austin Peay, the survey is sensitive to the political and environmental bias of the community. Results reflect the competitiveness of our graduates in the Flint employment and graduate school market and in comparison to others not similarly educated (i.e., other majors, non-degreed candidates). The survey is a measure of external validity of the curriculum within the specific context of the program.

Procedures: The faculty member assigned to the project will convene a group of students to implement the survey process. Standard survey development procedures are used to generate the survey and collect data. The survey includes standard questions about employment and graduate school experiences which are repeated with each administration. The survey also includes questions that evolve out of the needs of the program as identified by constituents and the feedback loop of previous years. These questions can change with each administration. Results of the study are presented by students to the faculty as an oral presentation and compiled in a written report for records.

### **FEEDBACK LOOP**

Each fall semester, the chair convenes a meeting titled “Spring Curriculum Review Process.” The meeting includes all full time faculty in social work. The chair uses the written reports from the portfolio review, Austin Peay exam and in alternating years, the graduate survey as the basis of the agenda for the meeting. Faculty review each of the Department Goals Outcome Measures as comparisons between achieved and target goals. Criteria that match or exceed targets are considered strengths and discussion is made about how to reinforce the success. Criteria that fall short of targets are considered for curriculum review, and through discussion, directed to the appropriate committee, content area or faculty member for improvement and feedback. The chair summarizes the discussion in an annual report “Assessment Outcomes.” The report is subsequently disseminated to the faculty, AAC, CSWE and other interested entities as recognized. The report will specifically:

1. Identify the strengths and weaknesses of the program as comparisons between achieved and target goals.
2. Outline strategies to maintain strengths and address weaknesses resulting from the discussion of these comparisons.
3. Evaluate the assessment plan including changes in educational objectives, evaluation methods, and department goals for outcome measures.

Table 1: Benchmarks linking measurement item to program objectives

Outcome	Goal	Benchmark
Outcome 1: The Social Work program will educate graduates to be effective generalist social work practitioners within the ethics and values of the profession.	1.1: Effectively utilize critical thinking in practice settings.	1.1.1: 90% or more of seniors will score “six or better” on Question 7 of the SWK 431 Essay Analysis Paper Evaluation.
		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.
		1.1.3 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for critical thinking.
		1.1.4: 85% or more graduates will report “Agree” or “Strongly Agree” to positive statements about their preparation in critical thinking skills.
	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.
		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.
		1.2.3: 85% or more graduates will report “Agree” or “Strongly Agree” to positive statements about their preparation in values and ethics.
		1.2.4: 90% or more graduates will report “satisfied” or “greatly satisfied” to their preparation for values and ethics.
	1.3: Exhibit a consistent sense of professionalism in interactions with others.	1.3.1: 75% or more of seniors will score “six or better” on Question 1 of the SWK 400 Evaluation of Practice Paper Evaluation.
		1.3.2: 75% or more of seniors will score “six or better” on Question 3 of of the Final Field Evaluation Instrument.
		1.3.3 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for demonstrating the professional use of self.
	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 SWK 400 Evaluation of Practice Paper Evaluation.
		1.4.2: 75% or more of seniors will score “six or better” on Question 3 of the SWK 431 Essay Analysis Paper Evaluation.
		1.4.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation regarding the history of the social work profession.
	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.
		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.
		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.
		1.5.4: 90% or more of seniors will score “six or better” on Question 1 of the SWK 431 Essay Analysis Paper Evaluation.
		1.5.5: 90% or more of seniors will score “six or better” on Question 5, Section C of the Final Field Evaluation.
		1.5.6: 85% or more graduates will report “Agree” or “Strongly Agree” to positive statements about their preparation in practice skills.

Outcome	Goal	Benchmark
Outcome 1 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 <sup>th</sup> percentile (a score of 5 or higher) on the Human Behavior subset of the Austin Peay exam.
		1.6.2: At least 10% of the senior class will score above the 90 <sup>th</sup> percentile on the HBSE subtest of the Austin Peay Exam.
		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.
		1.6.4: 90% or more of seniors will score “six or better” on Question 4 of the SWK 400 Evaluation of Practice Paper Evaluation.
		1.6.5: 90% or more of seniors will score “six or better” on Question 6, Section C of the Final Field Evaluation.
		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.
		1.7: Demonstrate the ability to respond to appropriate supervision in the practice settings.
	1.7.2: 75% or more of seniors will score “six or better” on Question 9, Section C of the Final Field Evaluation.	
	1.7.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for using supervision appropriate to generalist practice.	
	Outcome 2: 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.
2.1.2: 75% or more of seniors will score “six or better” on Question 2 of Section C of the Final Field Evaluation Instrument.		
2.1.3: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for appreciating 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.		
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 Section C of the Final Field Evaluation Instrument.
		2.2.2: 90% or more graduates will report “satisfied” or greatly satisfied” to a statement about their preparation for understanding and ability to implement change related to alleviating oppression and discrimination.
		2.2.3: 85% or more graduates will report “Agree” or “Strongly Agree” to positive statements about their preparation to understand and change oppressive and discriminatory situations.
2.3: Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice.		2.3.1: 75% or more of seniors will score “six or better” on question 7 of the SWK 400 Evaluation of Practice Paper Evaluation.
		2.3.2: 75% or more of seniors will score “six or better” on question 8 of Section C of the Final Field Evaluation Instrument.
		2.3.3: 90% or more graduates will report “satisfied” or greatly satisfied” to a statement about their preparation for communicating with diverse populations.
		2.3.4: 85% or more graduates will report “Agree” or “Strongly Agree” to positive statements about their preparation to communicate with diverse populations.

Outcome	Goal	Benchmark
Outcome 2 continued: The Social Work Program educates graduates to be able to work with diverse populations.	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.
		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 3:  The Social Work Program promotes social advocacy efforts that address the social and economic contexts of social work practice and change.	3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize appropriate change strategies as necessary.	3.1.1: 75% or more of seniors will score “six or better” on question 5 of the SWK 431 Essay Analysis Paper Evaluation.
		3.1.2: 75% or more of seniors will score “six or better” on question 10 of Section C of the Final Field Evaluation Instrument.
		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.
		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.
	3.2: Demonstrate insight into the impact of social policies upon client systems.	3.2.1: 75% or more of seniors will score “six or better” on question 5 of the SWK 400 Evaluation of Practice Paper Evaluation.
		3.2.2: 75% or more of seniors will score “six or better” on Question 4 of the SWK 431 Essay Analysis Paper Evaluation.
		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.
		3.2.4: At least 10% of the senior class will score above the 90 <sup>th</sup> percentile (a score of 7 or higher) on the Policy subset of the Austin Peay exam.
		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.
		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.
3.3: Engage in collaborative efforts to promote social justice.	3.3.1: The social work club will co-sponsor at least one activity promoting social justice.	
	3.3.2: 100% of the faculty will participate in a collaborative effort with other University units and/or a community agency to address a current social justice issue.	
Outcome 4:  The Social Work Program promotes continued professional development within the profession.	4.1: Evaluation and apply current research findings to one’s personal practice and the practice of other relevant professional systems.	4.1.1: 75% or more of seniors will score “six or better” on Question 6 of the SWK 400 Evaluation of Practice Paper Evaluation.
		4.1.2: 75% or more of seniors will score “six or better” on question 7 of Section C of the Final Field Evaluation Instrument.
		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.
		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.

Outcome	Goal	Benchmark
<p>Outcome 4 continued:</p> <p>The Social Work Program promotes continued professional development within the profession.</p>		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.
		4.1.6: 90% or more graduates will report “satisfied” or greatly satisfied” to their preparation for using research to evaluate practice.
	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.
		4.2.2: 75% or more of seniors will score “six or better” on Question 11 of Section C of the Final Field Evaluation Instrument.
		4.2.3: 50% or more of graduates will indicate interest in enrolling in a master degree program.
		4.2.4: 90% of graduates who attend graduate school will report positive statements about their preparation for graduate school.
		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.