

2012-2013

Social Work Program Competency 1: Identify as a professional social worker and conduct oneself accordingly.

Assessment Measure	Results of Measurement
Field Placement Evaluation (Section I Items 1-5)	<i>N-11 M-4.3</i>
Scale: 5 Outstanding 4 Above Average 3 Satisfactory 2 Below Average 1 Unsatisfactory	9 students scored 4 or better; 2 students scored 3.6 or below
ACAT*: Values and Ethics	N=12 Standard Score (SS)=511

Comments and Recommendations for Improvement: Both scores are "above average" and we will continue to emphasize the importance of professionalism. In fact, we expanded our "orientation to field" for the class of 2013-14 to include members of this year's class emphasizing the need for consistent professional behavior in the internships. We decided, following the orientation session, to make the "intern panel" a part of future orientations.

Social Work Program Competency 2: Apply social work ethical principles to guide professional practice.

Assessment Measure	Results of Measurement
Field Placement Evaluation (Section II Items 1-2)	<i>N-11 M-4.1</i>
	9 students scored 4 or better; 2 students scored 3.5 or below
ACAT: Values and Ethics	N-12 SS-511

Comments and Recommendations for Improvement: We consistently emphasize professionalism and ethical decision making throughout our curriculum and will continue to do so.

Social Work Program Competency 3: Apply critical thinking to inform and communicate professional judgments.

Assessment Measure	Results of Measurement
Field Placement Evaluation (Section III Items 1-2)	<i>N=11 M=4</i>
	7 students scored 4 or better; 4 students scored 3.5 or below
ACAT: SWPractice	N=12 SS=545

Comments and Recommendations for Improvement: We are very pleased that the students' scores reflect their ability to think critically when making appropriate/professional decisions.

Social Work Program Competency 4: Engage diversity and difference in practice.

Assessment Measure	Results of Measurement
Field Placement Evaluation (Section IV Items 1-2)	$N=11$ $M=4.2$
	8 students scored 4 or better; 3 students scored 3.5 or below
ACAT: Diversity	$N=12$ $M=4.68$

Comments and Recommendations for Improvement

Although the ACAT score was a little below average, the Field Instructors' average score was in the "above average" range and there were no indications during the year that a student responded to diverse clients in an inappropriate way.

Social Work Program Competency 5: Advance human rights and social and economic justice.

Assessment Measure	Results of Measurement
Field Placement Evaluation (Section V Item 1)	$N=10$ $M=4.2$
	9 students scored 4 or better; 1 student scored 2
ACAT: Social and Economic Justice	$N=12$ $SS=523$

Comments and Recommendations for Improvement: We are pleased with the scores in this area.

Social Work Program Competency 6: Engage in research-informed practice and practice-informed research.

Assessment Measure	Results of Measurement
Field Placement Evaluation (Section VI Item 1)	$N=8$ $M=4.3$
	6 students scored 4 or better; 2 students scored 3.5 or below
ACAT: Research Methods	$N=12$ $SS=496$

Comments and Recommendations for Improvement: The ACAT score, although close to average, is a little below the scores for the last 2 years. We believe that the fact that several students either had not yet taken the course; others had 1 month to go before completing the course. Feedback from Karen will be requested so that we can determine whether we need to strengthen this area.

Social Work Program Competency 7: Apply knowledge of human behavior and the social environment.

Assessment Measure	Results of Measurement
Field Placement Evaluation (Section VII Item 1-2)	<i>N=10 M=3.9</i>
	6 students scored 4 or better; 4 students scored 3 or below
ACAT: Human Behavior And Social Environment	<i>N=12 SS=503</i>

Comments and Recommendations for Improvement: Both scores indicate that students are quite adequate; this is such a broad category it is more difficult for Field Instructors to "rate" because of the diversity of the placements. We can explore with Field Instructors whether they have identified any "deficiencies" that we may need to address.

Social Work Program Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Assessment Measure	Results of Measurement
Field Placement Evaluation (Section VIII Items 1-2)	<i>N=10 M=4.1</i>
	7 students scored 4 or better; 3 students scored 3 or below
ACAT: Policy and Services	<i>N=12 SS=526</i>

Comments and Recommendations for Improvement: Although this can be a challenging area for undergraduate students, we are pleased that, overall, our students have met this standard very well.

Social Work Program Objective 9: Respond to contexts that shape practice.

Assessment Measure	Results of Measurement
Field Placement Evaluation (Section XI Item 1)	<i>N=9 M=4.1</i>
	7 students scored 4 or better; 2 students scored 3 or below
ACAT: SW Practice	<i>N=12 SS=545</i>

Comments and Recommendations for Improvement: We are pleased that students are strong in this area of practice.

Social Work Program Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Assessment Measure	Results of Measurement
Field Placement Evaluation (Section X Items A 1-2, B 1-4, C 1-3, D 1)	<i>N=11 M=4.1</i>
	7 students scored 4 or better; 4 students scored 3.7 or below
ACAT: SW Practice	<i>N=12 SS=545</i>

Comments and Recommendations for Improvement: Although the score is above average and higher than last year's overall score, we will be identifying additional ways to strengthen knowledge and skills needed for today's world of social work utilizing recommendations from the SW Coalition.

ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. A score of 600 would be 1 standard deviation above average. A score of 450 would be .5 standard deviation below average. Our current year range of scores for individual students is quite wide: 422-610. We had several very high scores: 584, 605, and 610; we also had two low scores: 422 and 426.

ACAT Scores for the current and 5 previous years:

2012-13	514
2011-12	532
2010-11	496
2009-10	492
2008-09	555
2007-08	536

Additional Data:

Competency #1: Identify as a professional social worker and conduct one accordingly.

Measurement method: The average grade for the practicum experience (SW 350) will be at least a B (81)

Result: Average grade=85 (B)

Competency #2: Apply social work ethical principles to guide professional practice

Measurement method: The average grade for Assignment I (SW 201) will be at least a C+ (76)

Result: Average grade=83 (B)

Competency #3: Apply critical thinking to inform and communicate professional judgments.

Measurement Method: The average grade for the Integrative paper (SW 302) will be at least 60 (of 65) points.

Result: Average grade=62 (B+)

Competency #4: Engage diversity and difference in practice

Measurement Method #1: The average grade for the Family Assessment assignment (SW 355) will be at least a B (81)

Result: Average grade: 84 (B)

Measurement Method #2: The average grade for the “Social Justice Issues” assignment (Soc/SW 255) will be at least a B (81)

Result: Average grade: 87 (B+)

Competency #5: Advance human rights and social and economic justice.

Measurement method: The average grade for assignment 3: Community Organizing will be at least a B (81pts)

Result: Average grade = 84 (B)

Competency #7: Apply knowledge of human behavior and the social environment.

Measurement Method: The average grade for the Adult Assessment paper (SW 302) Will be at least 100 (out of 120).

Result: Average grade = 113

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Measurement method: The average grade for Assignment #2, SW 450: Organizational Assessment and Change will be at least a B (81 pts)

Result: Average grade = 84 (B)

Competency #9: Respond to contexts that shape practice.

Measurement Method: The average score from the Field Placement final evaluations will be at least 3.6

Result: 4.1 (above average)

Competency #10: Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities.

Measurement method: The average grade for Assignment 2 (Group facilitation, planning, engagement, assessment, evaluation) in SW 355 will be at least a B
Result: Average grade=91 (A)

Goals and Recommendations for 2012-13

1. We will continue to encourage field supervisors to provide as many "macro" experiences/assignments as possible for students as well as identify other opportunities that can be incorporated in courses, especially in SW 255 and SW 450.

Response: We did have additional macro opportunities for students in the field. Examples are the following: one intern carried out recruitment efforts for adoptive families for special needs children, another student developed and conducted fund raising events for a women's shelter, Hannah House and the intern at Richland/Lexington School District 5 coordinated the production of a video, "Ready by Five" for the district.

In Soc/SW 255 the following was a part of assignment I:

ANALYSIS/MACRO PERSPECTIVE (40 points)

1. In what ways do social, political and/or economic systems influence or affect the people impacted by this issue?
2. Social Justice: What social and/or economic strategies do you think should be implemented to address/alleviate this social problem or improve the potential for persons to lead successful lives? Consider empowerment, policy practice and policy advocacy. Review pages 62-66 and 228-232 for ideas. Be very specific in describing your social justice plan and the strategies you are proposing.

In SW 450, students conducted an assessment of an organization and an assessment of a local community. In addition, speakers informed students of opportunities to be advocates for change in a variety of arenas e.g. legislation and organizational policy.

In another course, Psy/SW 201, professional ethics, an additional component was added to the final exam which emphasized strategies for change. Students selected an article related to a social justice issue and had to formulate an "empowerment plan" for addressing the issue.

2. We will seek as many opportunities as possible for students to:
 - Improve their reading, writing and test taking skills; examples: providing more "model" papers for students to review, emphasizing our willingness to review drafts, and sharing materials that provide recommendations and ideas for improvement.

Response: Although I did not schedule Dr. Tuten this year I did review content that I had obtained from Dr. Tuten with the students, provided "model" papers for them to review and announced in every course that I was available to review drafts of papers. I utilized the hand-out that Dr. Hornbuckle and I developed to review strategies for effective test taking with students and asked students to share strategies that they have found helpful. I also met individually with several

students to review their tests in order to help them identify the mistakes they were making when taking tests e.g. missing key words and “second guessing” themselves.

- Develop strong critical thinking skills by incorporating additional critical thinking assignments and exercises in courses especially in SW 201, Professional Ethics.

Response: In Professional Ethics course, I added additional exercises related to ethical dilemmas; students had to identify information/resources they needed to address the dilemma, discuss the “pros and cons” of various solutions and justify their “conclusions.” Other courses in the curriculum also focused on developing critical thinking. For example, in the Soc/SW 255 course one of the assignments required that students attend 3 programs related to course content. The assignment required them to critique/assess each program. Sample questions from the assignment are the following:

- What did you dislike about the activity/program and why?
- How could the program/activity been strengthened?
- What did you learn about how to address stereotyping, bigotry, and/or discrimination?
- How did the experience help you see a particular client population, topic or issue differently?
- What recommendation/s would you have for a follow-up program or initiative to the activity or program?

The Field Seminars continue to focus on enhancing students’ abilities to analyze and critique. In SW 487 students have to assess their agencies’ policies, procedures, organizational structure and atmosphere. They also have to identify barriers to effective service delivery, and formulate recommendations to improve their agency’s service delivery system. In SW 488 students, in completing their case presentation assignment, have to make recommendations relate to improving the social welfare policies and service delivery systems affecting the client discussed in the case presentation. In both Psy/SW 301 and 302, students have to develop an interview guide for their assessments, conduct the interviews with parents and children and write assessments that address the domains of development and how macro systems such as culture, socioeconomic status and schools impact the development of the child or adolescent (Psy/SW 301) and an adult (Psy/SW 302).

Goals and Recommendations for 2013-14

1. To continue to develop analytical and critical thinking skills in our students using additional techniques such as problem based learning and debates.
2. To incorporate Case Study methods in both SW 487 and SW 488 which we believe will help prepare them for graduate school.
3. To utilize the Coalition members’ recommendations related to the values, skills and knowledge needed by today’s social workers as we prepare our courses.
4. To incorporate a macro component into every student’s internship experience and provide and discuss materials for Field Instructors in order to enhance their ability to promote critical thinking.
5. To review curriculum related to populations at risk and diversity to identify ways to strengthen these areas as diversity had the lowest average score in spite of having 5 scores over 500. Three scores were less than 400.

SOCIAL WORK PROGRAM ASSESSMENT REPORT

2012-2013