

Texas Southern University
Assessment Narrative
Academic Year 2007-08 thru 2009-10

COLLEGE OF LIBERAL ARTS AND BEHAVIORAL SCIENCES

Program: BA Social Work

THECB CIP Code 44.0701.00

The mission of the Social Work Program is to prepare undergraduates for entry-level generalist professional social work practice in the urban environment. This preparation, grounded in professional knowledge, values, and skills, emphasizes practice with individuals, families, groups, organizations and communities especially regarding various populations at risk.

The Social Work Program was reaffirmed by the Council on Social Work Education (CSWE) in 2008 for an 8 year period, with a Progress Report that addressed assessment specifically directed toward student achievement of program objectives. At that time, the CSWE had already implemented the 2008 Educational Policy and Accreditation Standards (EPAS 2008), which designated Field as the signature pedagogy in undergraduate social work programs. As a result, the field courses (Fall and Spring continuous) serve as the Capstone experience for the Social Work Program though students are concurrently enrolled in other major related courses. As a result of knowing that the 2008 EPAS required emphasis on field and practice in those settings, the decision was made to focus evaluation efforts on students' demonstration of program objectives as observed by Field Instructors of student interns during the final year of the BSW program. Additional feedback to the program comes in the form of Alumni Surveys administered at 1, 3, and 5 years following graduation.

Goal 1

Prepare students for entry-level generalist practice with client systems of all sizes and types especially concerned with the complexities of urban settings.

Outcome 1.1 – Students will demonstrate knowledge of policy formation, implementation and analysis in practicum settings

The metric to measure the success of this outcome is student scores on evaluations in practicum settings. The target for each of the three years is that 80% of students will receive ratings of "Very Well", "Fairly Well", or "About Average".

Findings (2008-2010)

Overall, the Department consistently met the achievement targets for each of the goals. Specifically, the percentage of students receiving passing marks are as follows: Fall 2007: 94%; Spring 2008: 97%; Spring 2009: 96%; and Spring 2010: 100%.

Action Plan Summary – 2007-2008

- Added indication on course syllabus that students should work with their Field Instructor to obtain information relative to the major assignment for the course. In addition, implemented Blackboard discussion questions as a means by which students would be able to connect class content with field setting experience.

Action Plan Summary – 2008-2009

- Reviewed curriculum to ensure sufficient content coverage in all areas of formation, implementation and analysis. Maintained requirement that student submit final paper to field instructor for review purposes only.

Action Plan Summary – 2009-2010

- August 2009 Field Instructor Orientation contained emphasis on identifying ways for students to demonstrate knowledge and skills related to policy (academic year 2010).

Outcome 1.2 – Students will demonstrate knowledge of the means by which policies impact organizations, services, workers, and clients

The metric to measure the success of this outcome is student scores on evaluations in practicum settings. The target for each of the three years is that 80% of students will receive ratings of "Very Well", "Fairly Well", or "About Average".

Findings (2007-2010)

The percentage of students receiving passing marks are as follows: Fall 2007: 100%; Spring 2008: 100%; Spring 2009: 92%; and Spring 2010: 100%.

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Action Plan Summary – 2007-2008

- Added indication on 2008 SOCW 439 course syllabus that students should work with their Field Instructor to obtain information relative to the major assignment for the course; In addition, implemented Blackboard discussion questions as a means by which students would be able to connect class content with field setting experience.

Action Plan Summary – 2008-2009

- One segment of the Field Instructor Orientation address changes dedicated to in the Field Instructor Evaluation.

Action Plan Summary – 2009-2010

- Field Instructor Orientation held in August of 2009 (academic year 2010) addressed ‘missing items’ on survey evaluations as a result of Spring 2009 data.
- Maintained requirements that students utilize field instructor as resource and obtain supervisor input regarding research studies: Revised the Single System Design assignment to help walk students through the process of using research as a base to evaluate practice: Evaluate following 2011 Research Methods course offered Fall 2010.

Goal 2

Prepare students with knowledge, values and skills for practice that will further develop the profession and promote just, more humane and equitable service delivery

Outcome 2.1 – Students will apply knowledge, values and skills in evaluating and assessing research studies

The metric to measure the success of this outcome is student scores on evaluations in practicum settings. The target for each of the three years is that 80% of students will receive ratings of “Very Well”, “Fairly Well”, or “About Average”.

Findings (2008-2010)

The percentage of students receiving passing marks are as follows: Fall 2007: 86%; Spring 2008: 100%; Spring 2009: 78%; and Spring 2010: 80%.

Action Plan Summary – 2007-2008

- Blackboard discussion questions were added to the course so that students could articulate what they learned in class and how it connected to what they were experiencing in the field setting.

Action Plan Summary – 2008-2009

- The Fall 2009 research methods assignments were changed to require field instructor oversight so that field instructors could better evaluate student accomplishment in this area; In addition, an assignment was added that walked students through the process of assessing their own (hypothetical) practice: Additional Blackboard Discussion Questions were utilized as a means to help students engage field instructors in discussions about research used in the agency setting

Action Plan Summary – 2009-2010

- Maintained requirements that students utilize field instructor as resource and obtain supervisor input regarding research studies: Revised the Single System Design assignment to help walk students through the process of using research as a base to evaluate practice. Evaluate following 2011 Research Methods course offered Fall 2010.

Outcome 2.2 – Students will apply knowledge, values and skills in evaluating and assessing one’s own practice

The metric to measure the success of this outcome is student scores on evaluations in practicum settings. The target for each of the three years is that 80% of students will receive ratings of “Very Well”, “Fairly Well”, or “About Average”.

Findings (2007-2010)

The percentage of students receiving passing marks are as follows: Fall 2007: 100%; Spring 2008: 87%; Spring 2009: 82%; and Spring 2010: 84%.

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Action Plan Summary – 2007-2008

- Consolidate two sections of the SOCW 450 course into one to help ensure consistent coverage of content.
- Blackboard discussion questions were added to the course so that students could articulate what they learned in class and how it connected to what they were experiencing in the field setting.

Action Plan Summary – 2008-2009

- The Fall 2009 research methods assignments were changed to require field instructor oversight so that field instructors could better evaluate student accomplishment in this area.
- An assignment was added that walked students through the process of assessing their own (hypothetical) practice.

Action Plan Summary – 2009-2010

- Maintain requirement for student assignments.
- Refined Single System Design assignment to add clarity.
- Introduced AB Design and Triangulation exercise to help students better grasp the concept of multiple measures.

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Goal	Student Learning Outcomes/ Objectives	Metric	Target			Findings			Action Plan	Reference Document
			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
Goal 1 Prepare students for entry-level generalist practice with client systems of all sizes and types especially concerned with the complexities of urban settings	SLO 1.1 Demonstrate knowledge of policy formation, implementation and analysis	Field Instructor Evaluation of Students in Practicum Settings Results – Item 8a (Content area evaluated is Social Welfare Policy Analysis – taught in SOCW 439)	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	Fall 2007 – First semester responses indicated students were ‘Very well’ (29%), ‘Fairly well’ (29%) or prepared at an ‘About average’ level (36%), for a total of 94% Spring 2008 – Second semester responses indicated students were rated as ‘Very well’ (52%) or ‘Fairly well’ (32%) prepared by 84% of Field Instructors. Another 13% indicated that students were prepared at an About Average level. Overall, this indicates 97% of students were rated at an acceptable level	Spring 2009 – 96% of responses indicated students were ‘Very well’ (33%) or ‘Fairly well’ (63%) prepared. The remaining 4% indicated they did not observe this objective demonstrated in their setting	Spring 2010 – Field Instructor responses indicated students were ‘Very well’ (36%), ‘Fairly well’ (44%), or prepared at an ‘About average’ (20%) level	Based on 2007-2008 Findings Added indication on course syllabus that students should work with their Field Instructor to obtain information relative to the major assignment for the course. In addition, implemented Blackboard discussion questions as a means by which students would be able to connect class content with field setting experience Based on 2008-2009 Findings Reviewed curriculum to ensure sufficient content coverage in all areas of formation, implementation and analysis. Maintained requirement that student submit final paper to field instructor for review purposes only	R1.1 Field Instructor Assessment Summary

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			2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
Goal 1 Prepare students for entry-level generalist practice with client systems of all sizes and types especially concerned with the complexities of urban settings									Based on 2009-2010 Findings The August 2009 Field Instructor Orientation contained emphasis on identifying ways for students to demonstrate knowledge and skills related to policy (academic year 2010)	R1.1 Field Instructor Assessment Summary
	SLO 1.2 Demonstrate knowledge of the means by which policies impact organizations, services, workers, and clients	Field Instructor Evaluation of Students in Practicum Settings Results – Item 8b (Content area evaluated is Social Welfare Policy Analysis – taught in SOCW 439)	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	Fall 2007 The second part of this objective saw perceived preparedness responses ranging from 'Very well' (36%), to 'Fairly well' (43%) and About Average (21%) for an overall acceptable rating of 100%	2009 Field Instructor responses ranged from 'Very well' (48%) to Fairly well' (44%). The remaining 8% indicated they did not observe this objective demonstrated in this setting (4%) or the question was unanswered (4%). Overall, 92% of students were rated acceptably in this area	2010 Overall, 100% of student evaluations noted preparedness was acceptable, with responses ranging from 'Very well' (52%) or 'Fairly well' (36%) to 'About average' (12%)	Based on 2007-2008 Findings Added indication on 2008 SOCW 439 course syllabus that students should work with their Field Instructor to obtain information relative to the major assignment for the course. In addition, implemented Blackboard discussion questions as a means by which students would be able to connect class content with field setting experience	

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Goal 1 Prepare students for entry-level generalist practice with client systems of all sizes and types especially concerned with the complexities of urban settings						Spring 2008 Field Instructors rated student preparedness as ranging from 'Very well' (61%), 'Fairly well' (23%), and 'About Average' (16%). Thus, overall, acceptable ratings were received for 100% of students			<p>Based on 2008-2009 Findings One segment of the Field Instructor Orientation address changes dedicated to in the Field Instructor Evaluation</p> <p>Based on 2009-2010 Findings Field Instructor Orientation held in August of 2009 (academic year 2010) addressed 'missing items' on survey evaluations as a result of Spring 2009 data</p>	R1.1 Field Instructor Assessment Summary

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Goal 2 Prepare students with knowledge, values and skills for practice that will further develop the profession and promote just, more humane and equitable service delivery	SLO 2.1 Students will apply knowledge, values and skills in evaluating and assessing research studies	Field Instructor Evaluation of Students in Practicum Settings – Item 27a (Content area being evaluated is SW Research, taught in SOCW 450)	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	Fall 2007 – In the fall 2007 semester, 86% of students were able to adequately demonstrate the ability to evaluate research studies. Field instructors for 2 students (14%) indicated they did not observe this skill Spring 2008 data indicate that field instructors believed students were 100% prepared to demonstrate this objective	Spring 2009 reflect that students were rated very well (26%), fairly well (48%), or about average (4%) when it came to applying knowledge, values and skills in evaluating research. The remaining 22% (n=6) indicated this objective was not demonstrated in this setting	Spring 2010 responses indicated that students were rated very well (24%), fairly well (40%), or about average (16%) when it came to applying knowledge, values and skills in evaluating research (9a). The remaining 20% (n=5) indicated this objective was not demonstrated in this setting	Based on 2007-2008 Findings Blackboard discussion questions were added to the course so that students could articulate what they learned in class and how it connected to what they were experiencing in the field setting. Introduced a Single System Design assignment in order to help students evaluate their own practice using research as a foundation Based on 2008-2009 Findings Research methods assignments were changed to require field instructor oversight so that field instructors could better evaluate student accomplishment in this area	R1.1 Field Instructor Assessment Summary

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Goal 2 Prepare students with knowledge, values and skills for practice that will further develop the profession and promote just, more humane and equitable service delivery									<p>Additional Blackboard Discussion Questions were utilized as a means to help students engage field instructors in discussions about research used in the agency setting</p> <p>Based on 2009-2010 Findings Maintained requirements that students utilize field instructor as resource and obtain supervisor input regarding research studies. Revised the Single System Design assignment to help walk students through the process of using research as a base to evaluate practice. Evaluate following 2011 Research Methods course offered Fall 2010</p>	R1.1 Field Instructor Assessment Summary

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Goal 2 Prepare students with knowledge, values and skills for practice that will further develop the profession and promote just, more humane and equitable service delivery	SLO 2.2 Students will apply knowledge, values and skills in evaluating and assessing one's own practice	Field Instructor Evaluation of Students in Practicum Settings – item 27b (Content area being evaluated is SW Research, taught in SOCW 450)	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	At least 80% of field instructors will indicate students were Very Well, Fairly Well, or About Average in terms of their preparation to perform this outcome	Fall 2007 - 100% of students were able to demonstrate evaluation of their own practice. Ratings were About Average (29%), Fairly Well (29%), and Very Well (43%) Spring 2008 Responses indicated that, for the most part (87%), were able to evaluate their own practice. Two students (7%) were rated as not having been observed demonstrating this skill in the setting, and 2 (7%) did not perform well	Spring 2009 Approximately 63% of students were rated as Very Well, 15% Fairly Well, 4% at about average in terms of ability to demonstrate this skill. Field instructors of 4 students (15%) indicated this skill was not observed in their field setting	Spring 2010 When it came to evaluating one's own practice approximately 48% of students were rated at very well, 32% at fairly well, 4% at about average, 4% not well at all, and 12% (n=3) of field instructors stated this objective was not observed in their field setting	Based on 2007-2008 Findings Consolidate two sections of the SOCW 450 course into one to help ensure consistent coverage of content Blackboard discussion questions were added to the course so that students could articulate what they learned in class and how it connected to what they were experiencing in the field setting Based on 2008-2009 Findings The Fall 2009 research methods assignments were changed to require field instructor oversight so that field instructors could better evaluate student accomplishment in this area	R1.1 Field Instructor Assessment Summary

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Goal 2 Prepare students with knowledge, values and skills for practice that will further develop the profession and promote just, more humane and equitable service delivery									<p>In addition, an assignment was added that walked students through the process of assessing their own (hypothetical) practice</p> <p>Based on 2009-2010 Findings Maintain requirement for student assignments</p> <p>Refined Single System Design assignment to add clarity</p> <p>Introduced AB Design and Triangulation exercise to help students better grasp the concept of multiple measures</p>	R1.1 Field Instructor Assessment Summary