COLLEGE OF LIBERAL ARTS AND BEHAVIORAL SCIENCES

Program: BA Social Work

THECB CIP Code <u>44.0701.00</u>

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.

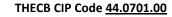
Action Plan Summary – 2009-2010

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

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	Student Learning			Target		Findings			-	_
Caal	Outcomes/	Matria	2007.09	2008.00	2000 10	2007.09	2008.00	2000 10	Action Dian	Reference
Goal	Objectives	Metric	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	Action Plan	Document
Goal 1									Based on 2009-2010	R1.1
Prepare									Findings	Field Instructor
students for									The August 2009 Field	Assessment
entry-level									Instructor Orientation	Summary
generalist									contained emphasis on	
practice with									identifying ways for	
client systems									students to demonstrate	
of all sizes and									knowledge and skills	
types especially									related to policy	
concerned with									(academic year 2010)	
the	SLO 1.2	Field	At least 80% of	At least 80% of	At least 80% of	Fall 2007 The	2009 Field	2010 Overall, 100%	Based on 2007-2008	
complexities of	Demonstrate knowledge	Instructor	field instructors	field	field	second part of this	Instructor	of student	Findings	
urban settings	of the means by which	Evaluation of	will indicate	instructors will	instructors will	objective saw	responses ranged	evaluations noted	Added indication on	
	policies impact	Students in	students were	indicate	indicate	perceived	from 'Very well'	preparedness was	2008 SOCW 439 course	
	organizations, services,	Practicum	Very Well,	students were	students were	preparedness	(48%) to Fairly	acceptable, with	syllabus that students	
	workers, and clients	Settings	Fairly Well, or	Very Well,	Very Well,	responses ranging	well' (44%). The	responses ranging	should work with their	
		Results – Item	About Average	Fairly Well, or	Fairly Well, or	from 'Very well'	remaining 8%	from 'Very well'	Field Instructor to obtain	
		8b	in terms of	About Average	About Average	(36%), to 'Fairly	indicated they did	(52%) or 'Fairly well'	information relative to	
		(Content area	their	in terms of	in terms of	well' (43%) and	not observe this	(36%) to 'About	the major assignment for	
		evaluated is	preparation to	their	their	About Average	objective	average' (12%)	the course. In addition,	
		Social Welfare	perform this	preparation to	preparation to	(21%) for an	demonstrated in		implemented Blackboard	
		Policy Analysis	outcome	perform this	perform this	overall acceptable	this setting (4%) or		discussion questions as a	
		– taught in		outcome	outcome	rating of 100%	the question was		means by which students	
		SOCW 439)				_	unanswered (4%).		would be able to connect	
							Overall, 92% of		class content with field	
							students were		setting experience	
							rated acceptably in			
							this area			

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	Student Learning		Target				Findings			
	Outcomes/									Reference
Goal	Objectives	Metric	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	Action Plan	Document
Goal 1						Spring 2008 Field			Based on 2008-2009	R1.1
Prepare						Instructors rated			Findings	Field Instructor
students for						student			One segment of the Field	Assessment
entry-level						preparedness as			Instructor Orientation	Summary
generalist						ranging from 'Very			address changes	
practice with						well' (61%), 'Fairly			dedicated to in the Field	
client systems						well' (23%), and			Instructor Evaluation	
of all sizes and						'About				
types especially						Average' (16%).			Based on 2009-2010	
concerned with						Thus, overall,			Findings	
the						acceptable ratings			Field Instructor	
complexities of						were received for			Orientation held in	
urban settings						100% of students			August of 2009	
									(academic year 2010)	
									addressed 'missing	
									items' on survey	
									evaluations as a result of	
									Spring 2009 data	

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	Student Learning		Target Findings							
Goal	Outcomes/ Objectives	Metric	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	Action Plan	Reference Document
Goal 2	SLO 2.1	Field	At least 80% of	At least 80% of	At least 80% of	Fall 2007 – In the	Spring 2009 reflect	Spring 2010	Based on 2007-2008	R1.1
Prepare	Students will apply	Instructor	field instructors	field	field	fall 2007 semester,	that students were	responses	Findings	Field Instructor
students with	knowledge, values and	Evaluation of	will indicate	instructors will	instructors will	86% of students	rated very well	indicated that	Blackboard discussion	Assessment
knowledge,	skills in evaluating and	Students in	students were	indicate	indicate	were able to	(26%), fairly well	students were rated	questions were added to	Summary
values and skills	assessing research	Practicum	Very Well,	students were	students were	adequately	(48%), or about	very well (24%),	the course so that	
for practice	studies	Settings –	Fairly Well, or	Very Well,	Very Well,	demonstrate the	average (4%) when	fairly well (40%), or	students could articulate	
that will further		Item 27a	About Average	Fairly Well, or	Fairly Well, or	ability to evaluate	it came to applying	about average (16%)	what they learned in	
develop the		(Content area	in terms of	About Average	About Average	research studies.	knowledge, values	when it came to	class and how it	
profession and		being	their	in terms of	in terms of	Field instructors	and skills in	applying knowledge,	connected to what they	
promote just,		evaluated is	preparation to	their	their	for 2 students	evaluating	values and skills in	were experiencing in the	
more humane		SW Research,	perform this	preparation to	preparation to	(14%) indicated	research. The	evaluating research	field setting.	
and equitable		taught in	outcome	perform this	perform this	they did not	remaining 22%	(9a). The remaining	Introduced a Single	
service delivery		SOCW 450)		outcome	outcome	observe this skill	(n=6) indicated	20% (n=5) indicated	System Design	
							this objective was	this objective was	assignment in order to	
						Spring 2008 data	not demonstrated	not demonstrated in	help students evaluate	
						indicate that field	in this setting	this setting	their own practice using	
						instructors			research as a foundation	
						believed students			Based on 2008-2009	
						were 100%			Findings	
						prepared to			Research methods	
						demonstrate this			assignments were	
						objective			changed to require field	
									instructor oversight so	
									that field instructors	
									could better evaluate	
									student accomplishment	
									in this area	

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	Student Learning		Target			Findings				
	Outcomes/									Reference
Goal	Objectives	Metric	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	Action Plan	Document
Goal 2									Additional Blackboard	R1.1
Prepare									Discussion Questions	Field Instructor
students with									were utilized as a means	Assessment
knowledge,									to help students engage	Summary
values and skills									field instructors in	
for practice									discussions about	
that will further									research used in the	
develop the									agency setting	
profession and										
promote just,									Based on 2009-2010	
more humane									Findings	
and equitable									Maintained	
service delivery									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	

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	Student Learning		Target Findings							
Goal	Outcomes/ Objectives	Metric	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	Action Plan	Reference Document
Goal 2	SLO 2.2	Field	At least 80% of	At least 80% of	At least 80% of	Fall 2007 - 100% of	Spring 2009	Spring 2010 When it	Based on 2007-2008	R1.1
Prepare	Students will apply	Instructor	field instructors	field	field	students were able	Approximately	came to evaluating	Findings	Field Instructor
students with	knowledge, values and	Evaluation of	will indicate	instructors will	instructors will	to demonstrate	63% of students	one's own practice	Consolidate two sections	Assessment
knowledge,	skills in evaluating and	Students in	students were	indicate	indicate	evaluation of their	were rated as Very	approximately 48%	of the SOCW 450 course	Summary
values and skills	assessing one's own	Practicum	Very Well,	students were	students were	own practice.	Well, 15% Fairly	of students were	into one to help ensure	
for practice	practice	Settings –	Fairly Well, or	Very Well,	Very Well,	Ratings were	Well, 4% at about	rated at very well,	consistent coverage of	
that will further		item 27b	About Average	Fairly Well, or	Fairly Well, or	About Average	average in terms	32% at fairly well,	content	
develop the		(Content area	in terms of	About Average	About Average	(29%), Fairly Well	of ability to	4% at about		
profession and		being	their	in terms of	in terms of	(29%), and Very	demonstrate this	average, 4% not well	Blackboard discussion	
promote just,		evaluated is	preparation to	their	their	Well (43%)	skill. Field	at all, and 12% (n=3)	questions were added to	
more humane		SW Research,	perform this	preparation to	preparation to		instructors of 4	of field instructors	the course so that	
and equitable		taught in	outcome	perform this	perform this	Spring 2008	students (15%)	stated this objective	students could articulate	
service delivery		SOCW 450)		outcome	outcome	Responses	indicated this skill	was not observed in	what they learned in	
						indicated that, for	was not observed	their field setting	class and how it	
						the most part	in their field		connected to what they	
						(87%), were able to	setting		were experiencing in the	
						evaluate their own			field setting	
						practice. Two				
						students (7%) were			Based on 2008-2009	
						rated as not having			Findings	
						been observed			The Fall 2009 research	
						demonstrating this			methods assignments	
						skill in the setting,			were changed to require	
						and 2 (7%) did not			field instructor oversight	
						perform well			so that field instructors	
									could better evaluate	
									student accomplishment	
									in this area	

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	Student Learning			Target			Findings			
	Outcomes/									Reference
Goal	Objectives	Metric	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	Action Plan	Document
Goal 2									In addition, an	R1.1
Prepare									assignment was added	Field Instructor
students with									that walked students	Assessment
knowledge,									through the process of	Summary
values and skills									assessing their own	
for practice									(hypothetical) practice	
that will further										
develop the									Based on 2009-2010	
profession and									Findings	
promote just,									Maintain requirement	
more humane									for student assignments	
and equitable										
service delivery									Refined Single System	
									Design assignment to	
									add clarity	
									Introduced AB Design	
									and Triangulation	
									exercise to help students	
									better grasp the concept	
									of multiple measures	