

## FAMOUS ASSESSMENT PLANNING FORM

<b>Instructional Programs (IP)</b>	
<b>SECTION I _ GENERAL INFORMATION</b>	
<b>Degree Program</b>	Bachelor of Social Work (BSW)
<b>College/ School</b>	College of Arts and Sciences, Department of Social Work
<b>Contact Person(s)</b>	Dr. Laura L. Myers, BSW Program Director
<b>Academic Year</b>	2011-2012
<b>Date Submitted, Steps 1-3</b>	10/31/11
<b>Date Submitted, Steps 4-5</b>	10/31/12
<b>Date Submitted, Step 6</b>	10/31/12
<b>SECTION II _ INSTITUTIONAL MISSION/ GOALS CONNECTION</b>	
<b>Excerpt(s) Citing Linkage to University Mission Statement</b>	Intellectual, moral, cultural, ethical, and student-centered environment with an emphasis on community based research and service through creative partnerships.
<b>Excerpt(s) Citing Linkage to University Goal (s) Statements</b>	<p>Strategic Initiative 1: Enhance the processes of access, recruitment, enrollment, retention, progression, and graduation at the undergraduate and graduate levels.</p> <p>Strategic Initiative 3: Retain and enhance appropriate and necessary institutional resources (human, physical, financial, and technological)</p>
<b>Program Mission/ Goals</b>	<p><b>Program Mission Statement</b></p> <p>The mission of the Bachelor of Social Work (BSW) program in the Department of Social Work is to provide a beginning generalist curriculum reflecting the history, knowledge, values, ethics and skills of the profession. We seek to educate students who will <b>engage</b> in the problem-solving process with individuals, groups and communities; <b>promote</b> social and economic justice for oppressed people; and <b>demonstrate</b> knowledge and sensitivity to human diversity. Program graduates will be prepared for beginning social work practice and/or advanced standing upon entry into a graduate program of study.</p> <p><b>Program Goals</b></p> <p>Specific learning domains encompassing both cognitive objectives and behavioral outcomes that are consistent with the BSW program's mission have been identified, and include the following:</p>

	<ol style="list-style-type: none"> <li>1. <b>Foundation Knowledge:</b> To provide a liberal arts base for foundation knowledge, effective communication, and critical thinking necessary for developing and implementing problem-solving processes with individuals, families, groups, organizations, and communities.</li> <li>2. <b>Ethical Practice:</b> To socialize students in the ethics and values of the profession as framed by the NASW Code of Ethics.</li> <li>3. <b>Life-long Learning:</b> To help students who are grounded in the history, purpose and philosophy of the profession understand the need for continuous professional development.</li> <li>4. <b>Dimensions of Human Development:</b> To provide a knowledge base in the study of theories and human behavior and social environment with emphasis on populations at risk, human diversity, and women.</li> <li>5. <b>Social Policy:</b> To focus on the public will, and the political and legislative processes used in developing and implementing social policy.</li> <li>6. <b>Social Research:</b> To provide orientation to the methods of social research and the tools and procedures used in measurement of social behavior, and social work practice.</li> <li>7. <b>Generalist Practice Skills:</b> To provide application of the generalist practice method with client systems including individuals, groups, communities, and organizations in diverse settings.</li> <li>8. <b>Commitment to Populations-at-Risk:</b> To provide evaluative study of social movements and organizational programs promoting the general welfare of oppressed peoples.</li> <li>9. <b>Advocacy and Social Change:</b> To promote successful strategies for political, social, and economic development of African Americans and their communities.</li> </ol>
<b>Program Expected Outcomes</b>	<p><b>Expected Educational Outcomes</b> for the BSW Program include:</p> <ol style="list-style-type: none"> <li>1. <b>Communication Skills:</b> Students will demonstrate proficiency in oral and in written communication about enhancing the social functioning and interactions of individuals, families, groups, organizations, and communities.</li> <li>2. <b>Critical Thinking Skills:</b> Students will demonstrate the ability to use critical and creative thinking in analyzing, synthesizing, and evaluating social policies, services, and programs that meet basic human needs and support the development of human capacities.</li> <li>3. <b>Human Behavior and the Social Environment:</b> Students will acquire the ability to cite and apply significant theories explaining</li> </ol>

	<p>human behavior, person-in-environment, personality development, physical development, human diversity, social dysfunction, emotional and behavioral disorders.</p> <p>4. <b>Social Welfare Policy and Services:</b> Students will demonstrate knowledge of social policy development, determination of the impact of various forces on political/legislative support for social issues, knowledge of the governmental system of social services, and capacity for using the political system in support of appropriate social issues.</p> <p>5. <b>Research Methods:</b> Students will demonstrate cognizance of research processes and ability to utilize the research of others, capacity to formulate simple research study and the measurement of variables, program objectives, and practice interventions, and familiarity with the characteristics of populations-at-risk.</p> <p>6. <b>Generalist Practice Skills:</b> Students will demonstrate a cognitive understanding of generalist practice skills, and a confident presentation of self, including accessibility, resourcefulness, and continuous self-assessment.</p> <p>7. <b>Human Diversity:</b> Students will be able to articulate knowledge of characteristics, sensitivities, and social barriers experienced by minority group members, and will understand their own experiences surrounding discrimination and prejudice, and the importance of active promotion of social and economic justice.</p> <p>8. <b>Social Work Values and Ethics:</b> Students will be familiar with the values and ethics used in the Social Work profession, will be able to apply these ethics and values in their practicum and classroom activities, and will understand how they relate to the larger agency and community.</p>
<b>Expected Research Outcomes</b>	<p><b>Expected Research Outcome</b> for the BSW Program includes:</p> <p>1. BSW Faculty will maintain a consistent publication record and disseminate knowledge reflecting research endeavors and participation in national journals and learned/scholarly professional meetings.</p>
<b>Expected Community Service Outcomes</b>	<p><b>Expected Community Service Outcome</b> for the BSW Program includes:</p> <p>1. The BSW faculty and students will demonstrate a clear commitment and investment in making meaningful contributions to professional and community service at a local, regional, and national level.</p>

SECTION III _ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME # 1		
Step 1	Formulate Objective	<p><b>Communication Skills:</b> Students will demonstrate proficiency in oral and in written communication about enhancing the social functioning and interactions of individuals, families, groups, organizations, and communities.</p>
Step 2	Ascertain Criteria for Success	<p><b>Direct Criteria for Success:</b></p> <p>80% of students will get a “B” or better on the <i>Diversity Powerpoint Presentation</i> in SOW 3801 <i>Self Awareness</i>.</p> <p>80% of students will get a “B” or better on the <i>Self-Analysis Exercises</i> in SOW 3801 <i>Self Awareness</i>.</p> <p>80% of students will get a “C” or better on the <i>Individual Biopsychosocial Evaluation</i> in SOW 3341 <i>Practice I: Social Work Practice with Individuals</i>.</p> <p>80% of students will get a “C” or better on the <i>Group Facilitation/Leadership Reflection Paper</i> in SOW 4322 <i>Practice II: Social Work Practice with Groups</i>.</p> <p>80% of students will get a “C” or better on the <i>Weekly Field Program Notes</i> in SOW 4522 <i>Integrative Seminar</i>.</p> <p>80% of students will get a “C” or better on the <i>Community Assessment Presentation</i> in SOW 4343 <i>Practice III: Social Work Practice with Communities and Organizations</i>.</p> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with communication skills will be 3.0 or above.</p> <p><b>Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the post-test of the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with communication skills will be 80 or better. In addition, no students will score less than 40 on any of these items.</p> <p>Overall findings of a content analysis completed on the qualitative data from student <i>Exit Interviews</i> will indicate student satisfaction with their learning experiences with regard to oral and written communication.</p> <p>Average student evaluations of SOW 3350 <i>Interviewing and Recording</i> on the <i>State University System Student Assessment of Instruction</i></p>

		( <i>SUSSA</i> ); scale of 1 to 5) will be 3.0 or higher.
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p><b>Direct Assessment Method(s):</b></p> <p>Students will be assessed based on demonstration of their oral and written communications skills. Students will be graded on a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).</p> <p>Grades on <i>Diversity Powerpoint Presentation</i> in SOW 3801 <i>Self Awareness</i> will be used to assess communication skills, including oral communication, Powerpoint skills, content, organization, grammar, spelling, and pronunciation.</p> <p>Grades on <i>Self-Analysis Exercises</i> in SOW 3801 <i>Self Awareness</i> will be used to assess communication skills, including ability to self-reflect through the use of words, organization, grammar, and spelling.</p> <p>Grades on <i>Individual Biopsychosocial Evaluation</i> in SOW 3341 <i>Practice I: Social Work Practice with Individuals</i> will be used to assess communication skills, including organization, clarity, conciseness, grammar, and spelling.</p> <p>Grades on the <i>Group Facilitation/Leadership Reflection Paper</i> in SOW 4322 <i>Practice II: Social Work Practice with Groups</i> will be used to assess communication skills, including students' ability to articulate and communication in a group setting.</p> <p>Grades on <i>Weekly Field Program Notes</i> in SOW 4522 <i>Integrative Seminar</i> will be used to assess communication skills, including organization, clarity, conciseness, grammar, and spelling.</p> <p>Grades on <i>Community Assessment Presentation</i> in SOW 4343 <i>Practice III: Social Work Practice with Communities and Organizations</i> will be used to assess communication skills, including organization, oral communication, grammar, spelling, and pronunciation.</p> <p>Students will be evaluated on their communication skills through specific questions (C1-C5; D3; F2; H5) on the <i>BSW Field Evaluation</i>. This performance evaluation is completed by the student's Field Instructor at mid-term and at end-of-term during their Field Placement.</p> <p><b>Indirect Assessment Method(s):</b></p> <p>Students will assess their self-efficacy in the area of communications skills using question # 13 on the <i>Foundation Practice Self-Efficacy (FPSE)</i>. This evaluation will be completed during the students' final semester in the BSW program.</p> <p>Students will complete an <i>Exit Interview</i> during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses,</p>

		<p>instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.</p> <p>Students will complete an evaluation of the BSW courses and instructors through the <i>State University System Student Assessment of Instruction (SUSSAI)</i>. Student evaluations of the instruction and curriculum offered in SOW 3350 <i>Interviewing and Recording</i> will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department. Therefore, student evaluation from the previous academic year (2010-2011) will be reported on the FAMOUS for academic year 2011-2012.</p>
Step 4	Observe and Summarize Results	<p><b>Results of Direct Criteria for Success:</b></p> <p>80% of students will get a “B” or better on the <i>Diversity Powerpoint Presentation</i> in SOW 3801 <i>Self Awareness</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>90% of students received “B” or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>91% of students received “B” or better on this assignment</li> </ul> <p>80% of students will get a “B” or better on the <i>Self-Analysis Exercises</i> in SOW 3801 <i>Self Awareness</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>78% of students received “B” or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>75% of students received “C” or better on this assignment</li> </ul> <p>80% of students will get a “C” or better on the <i>Individual Biopsychosocial Evaluation</i> in SOW 3341 <i>Practice I: Social Work Practice with Individuals</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>100% (Section 1) and 100% (Section 2) of students received “C” or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>57% (Section 1) and 94% (Section 2) of students received “C” or better on this assignment</li> </ul> <p>80% of students will get a “C” or better on the <i>Group Facilitation/Leadership Reflection Paper</i> in SOW 4322 <i>Practice II: Social Work Practice with Groups</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>100% (Section 1) and 69% (Section 2) of students received “C” or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>85% (Section 1) and 54% (Section 2) of students received “C” or better on this assignment</li> </ul> <p>100% of students will get a “C” or better on the <i>Weekly Field Program Notes</i> in SOW 4522 <i>Integrative Seminar</i>.</p>

		<ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• 100% of students received “C” or better on this assignment</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• 100% of students received “C” or better on this assignment</li> </ul> </li> </ul> <p>80% of students will get a “C” or better on the <i>Community Assessment Presentation</i> in SOW 4343 <i>Practice III: Social Work Practice with Communities and Organizations</i>.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• 86% (Section 1) and 100% (Section 2) of students received “C” or better on this assignment</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• 100% (Section 1) and 100% (Section 2) of students received “C” or better on this assignment</li> </ul> </li> </ul> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with communication skills will be 3.0 or above.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Communication Skills</i> are B4; C3-C5; D3; F2; G5. The average score on these items was 3.69.</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Communication Skills</i> are B4; C3-C5; D3; F2; G5. The average score on these items was 3.65.</li> </ul> </li> <li>❖ <b>Summer Semester 2012:</b> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Communication Skills</i> are B4; C3-C5; D3; F2; G5. The average score on these items was 3.74.</li> </ul> </li> </ul> <p><b>Results of Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the posttest of the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with communication skills will be 80 or better. In addition, no students will score less than 40 on any of these items.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• The item on the FPSE that was identified as related to <i>Communications Skills</i> was # 13. <ul style="list-style-type: none"> <li>○ The average pretest score was 81.8.</li> <li>○ The average posttest score was 96.7.</li> </ul> </li> <li>• No student scored less than a 40 on these items on the posttest.</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• The item on the FPSE that was identified as related to <i>Communications Skills</i> was # 13. <ul style="list-style-type: none"> <li>○ The average pretest score was 64.8.</li> <li>○ The average posttest score was 89.7.</li> </ul> </li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>No student scored less than a 40 on this item on the posttest.</li> </ul> <p>A content analysis will be completed on the qualitative data from student <i>Exit Interviews</i>. Overall findings related to the students' learning experiences with regard to oral and written communication will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program's communication skills component.</p> <ul style="list-style-type: none"> <li>One student stated that the most important thing they had learned in their Field Practicum was documentation. We discuss documentation in several of our practice courses, but it may be something we may want to emphasize even more so the students are more prepared when they go to the practicum.</li> <li>Another student stated that the experience in Field they were least prepared for was "speaking with clients about touchy issues such as their house being untidy." They suggest we add this topic to our <i>Interviewing and Recording</i> course.</li> </ul> <p>Average student evaluations of SOW 3350 <i>Interviewing and Recording</i> on the <i>State University System Student Assessment of Instruction (SUSAI)</i> (scale of 1 to 5) will be 3.0 or higher.</p> <ul style="list-style-type: none"> <li>The outcomes of the <i>SUSAI</i> for the past two academic years have not yet been delivered to the Department of Social Work.</li> </ul>
Step 5	Use of Results for Improvement (Implemented)	<p>Based on feedback from last year's assessment report, we have increased our expectations for the two assignments from the <i>Self-Awareness</i> class (SOW 3801). We still easily met the goal for the <i>Diversity Powerpoint Presentation</i>, but we did not quite meet the increased goal for the <i>Self-Analysis Assignment</i>.</p> <p>The faculty member who was teaching the first section of SOW 3341 in the Spring is currently on administrative leave. Only 57% of the students successfully met the goal with regard to the <i>Individual Biopsychosocial Evaluation</i>.</p>
Step 6	Strengthening Unit Services (Action Plan)	<p>The faculty member who teaches the <i>Self Awareness</i> class has noticed that lower grades on the <i>Self-Analysis Assignment</i> were caused by students not completing sections of the assignment rather than doing poorly on sections. She is adopting a new format this coming year to try to get students to see the personal value to them in completing this assignment.</p> <p>If the instructor who taught SOW 3341 in the Spring returns to teach this class, we will discuss with him possible changes he could make to help students be more successful with <i>Individual Biopsychosocial Evaluation</i>.</p> <p>I will discuss with the instructors who teach SOW 3350 (<i>Interviewing and Recording</i>) the possibility of emphasizing documentation more in the class, as well as adding a section on discussing sensitive topics with clients.</p>



SECTION III _ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME # 2		
Step 1	Formulate Objective	<p><b>Critical Thinking Skills:</b> Students will demonstrate the ability to use critical thinking to analyze social policies, services, and programs that meet basic human needs and support the development of human capacities.</p>
Step 2	Ascertain Criteria for Success	<p><b>Direct Criteria for Success:</b></p> <p>80% of students will get a "C" or better on the <i>Critical Thinking Assignments</i> in SOW 4103 <i>Theories of Human Behavior</i>.</p> <p>80% of students will get a "C" or better on the <i>Bill/Policy Analysis</i> in SOW 4232 <i>Policy Analysis</i>.</p> <p>80% of students will get a "C" or better on the <i>Ethical Dilemma Reaction Paper</i> assignment in SOW 3290 <i>Ethics and Professional Development</i>.</p> <p>80% of students will get a "C" or better on the <i>Research Proposal</i> in SOW 4403 <i>Research Methods</i>.</p> <p>80% of students will get a "C" or better on the <i>Research Article Critique 1 and 2</i> in SOW 4403 <i>Research Methods</i>.</p> <p>On a scale from 1 ("Student does not demonstrate this ability") to 4 ("Student clearly demonstrates this ability"), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with critical thinking skills will be 3.0 or above.</p> <p><b>Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 ("Student cannot do at all") to 50 ("Student is moderately certain he/she can do") to 100 ("Student is certain he/she can do"), the average student scores on the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with critical thinking skills will be 50 or better. In addition, no students will score a 0 or 10 on these items.</p> <p>Overall findings of a content analysis completed on the qualitative data from student <i>Exit Interviews</i> will indicate student satisfaction with their learning experiences with regard to critical thinking.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p><b>Direct Assessment Method(s):</b></p> <p>Students will be assessed based on demonstration of their ability to use critical and creative thinking. Students will be graded on a range from: "A" Exemplary/Excellent, "B" Accomplished/Good, "C" Developing/Average, or "D/F" Beginning (Poorest Performance).</p> <p>Grades on a series of <i>Critical Thinking Assignments</i> in SOW 4103</p>

		<p><i>Theories of Human Behavior</i> will be used to assess critical thinking skills.</p> <p>Grades on the <i>Bill/Policy Analysis</i> in SOW 4232 <i>Policy Analysis</i> will be used to assess critical thinking skills.</p> <p>Grades on a <i>Ethical Dilemma Reaction Paper</i> assignment in SOW 3290 <i>Ethics and Professional Development</i> will be used to assess students' critical thinking with regards to ethical issues.</p> <p>Grades on the <i>Research Proposal</i> in SOW 4403 <i>Research Methods</i> will be used to assess critical thinking skills.</p> <p>Grades on a series of <i>Research Article Critique 1 and 2</i> in SOW 4403 <i>Research Methods</i> will be used to assess critical thinking skills.</p> <p>Students will be evaluated on their critical thinking skills through specific questions (E2; E6; G1-G3; H1-H4; H6) on the <i>BSW Field Evaluation</i>. This performance evaluation is completed by the student's Field Instructor at mid-term and at end-of-term during their Field Placement.</p> <p><b>Indirect Assessment Method(s):</b></p> <p>Students will assess their self-efficacy in the area of critical thinking skills using question # 1 on the <i>Foundation Practice Self-Efficacy (FPSE)</i>. This evaluation will be completed during the students' final semester in the BSW program.</p> <p>Students will complete an <i>Exit Interview</i> during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.</p>
Step 4	Observe and Summarize Results	<p><b>Results of Direct Criteria for Success:</b></p> <p>80% of students will get a "C" or better on the <i>Ethical Dilemma Reaction Paper</i> assignment in SOW 3290 <i>Ethics and Professional Development</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 83% of students received "C" or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 85% of students received "C" or better on this assignment</li> </ul> <p>80% of students will get a "C" or better on the <i>Critical Thinking Assignments</i> in SOW 4103 <i>Theories of Human Behavior</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 86% of students received "C" or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 71% of students received "C" or better on this assignment</li> </ul> <p>80% of students will get a "C" or better on the <i>Bill/Policy Analysis</i> in SOW 4232 <i>Policy Analysis</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p>

		<ul style="list-style-type: none"> <li>• 41% of students received “C” or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 90% of students received “C” or better on this assignment</li> </ul> <p>80% of students will get a “C” or better on the <i>Research Proposal</i> in SOW 4403 <i>Research Methods</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 78% of students received “C” or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 86% (Section 1) and 81% (Section 2) of students received “C” or better on this assignment</li> </ul> <p>80% of students will get a “C” or better on the <i>Research Article Critique 1 and 2</i> in SOW 4403 <i>Research Methods</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 69% of students received “C” or better on the <i>Research Article Critique 1</i></li> <li>• 50% of students received “C” or better on the <i>Research Article Critique 2</i></li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 72% (Section 1) and 62% (Section 2) of students received “C” or better on the <i>Research Article Critique 1</i></li> <li>• 76% (Section 1) and 52% (Section 2) of students received “C” or better on the <i>Research Article Critique 2</i></li> </ul> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with critical thinking skills will be 3.0 or above.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Critical Thinking Skills</i> are A1-A5; B2-B3; E5-E7; F3; G1. The average score on these items was 3.63.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Critical Thinking Skills</i> are A1-A5; B2-B3; E5-E7; F3; G1. The average score on these items was 3.58.</li> </ul> <p>❖ <b>Summer Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Critical Thinking Skills</i> are A1-A5; B2-B3; E5-E7; F3; G1. The average score on these items was 3.61.</li> </ul> <p><b>Results of Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the posttest of the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with critical thinking skills will be 80 or better. In addition, no students will score less than 40 on any of these items.</p> <p>❖ <b>Fall Semester 2011:</b></p>
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		<ul style="list-style-type: none"> <li>The items on the FPSE that were identified as related to <i>Critical Thinking Skills</i> were # 1, 4, 5. <ul style="list-style-type: none"> <li>The average pretest score was 74.9.</li> <li>The average posttest score was 96.7.</li> </ul> </li> <li>No student scored less than a 40 on these items on the posttest.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>The items on the FPSE that were identified as related to <i>Critical Thinking Skills</i> were # 1, 4, 5. <ul style="list-style-type: none"> <li>The average pretest score was 63.6.</li> <li>The average posttest score was 86.6.</li> </ul> </li> <li>No student scored less than a 40 on these items on the posttest.</li> </ul> <p>A content analysis will be completed on the qualitative data from student <i>Exit Interviews</i>. Overall findings related to the students' learning experiences with regard to critical thinking skills will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program's critical thinking skills component.</p> <ul style="list-style-type: none"> <li>No comments that relate directly to critical thinking skills.</li> </ul>
Step 5	Use of Results for Improvement (Implemented)	<p>Based on last year's assessment results, we have changed our human behavior curriculum in the following way:</p> <ul style="list-style-type: none"> <li>SOW 3103 was changed to SOW 4103 (renamed <i>Human Behavior and the Social Environment: Macro Theories</i>) and is now a majors-only class.</li> <li>SOW 4104 was changed to SOW 3104 (renamed <i>Human Behavior and the Social Environment: Life Cycle</i>) is now the class that majors and social work minors have to take.</li> </ul> <p>Based on this change, we have now come much closer to meeting our goal for the critical thinking assignment. However, we still did not quite meet it in the spring semester.</p> <p>We did not meet our goal on the <i>Bill/Policy Analysis</i> in SOW 4232 in the fall semester with only 41% of the students meeting the goal.</p> <p>Based on last year's assessment results, the instructor who teaches SOW 4403 has made some changes to the way he prepares students for the <i>Article Critiques</i> assignment. We still did not meet our goals on the <i>Research Article Critiques</i>, although we are coming close to meeting them, particularly during the daytime sections.</p>
Step 6	Strengthening Unit Services (Action Plan)	<p>We still did not meet our goal for the <i>Critical Thinking assignment</i> in SOW 4103 even though only majors take this class. One of the problems is that our classes have continued to have too many students. Our goal is 25 students and we had 30-35 students in this class. This year, for the first time, we are asking for two sections of this class for Spring semester so we can reduce the class size.</p> <p>In an effort to improve the grades on the <i>Bill/Policy Analysis</i> in SOW</p>

		<p>4232, the instructor who taught the course fall semester said she is planning to spend more time in class teaching the students how to navigate the legislative website. She feels once the students are comfortable with the website, they should be able to successfully complete the assignment.</p> <p>The instructor who taught all sections of SOW 4403 last year continues to work on improving the students understanding of research articles. In the spring semester, we asked for two sections of this course in an effort to keep the classroom sizes smaller in this course. During the spring semester, the goals were almost met during the daytime sections, although they were still low during the evening classes.</p> <p>In addition, the instructor who teaches SOW 4414 (our second course in our research series) is considering adding a follow-up on this assignment. She is planning to add another series of article critiques that will include the concepts from the <i>Research Methods</i> class, and will focus on the statistical methods and measurement issues that are a focus of the <i>Measurements</i> course.</p>
<b>SECTION III _ FAMOUS SIX STEPS</b>		
<b>EXPECTED EDUCATIONAL OUTCOME # 3</b>		
<b>Step 1</b>	<b>Formulate Objective</b>	<p><b>Human Behavior and the Social Environment:</b> Students will acquire the ability to cite and apply significant theories explaining human behavior, person-in-environment, personality development, physical development, human diversity, social dysfunction, emotional and behavioral disorders.</p>
<b>Step 2</b>	<b>Ascertain Criteria for Success</b>	<p><b>Direct Criteria for Success:</b></p> <p>80% of students will get a "B" or better on the <i>Life Span Assignment</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i>.</p> <p>80% of students will get a "B" or better on the <i>Family Genogram</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i>.</p> <p>80% of students will get a "B" or better on the <i>Web Research Assignment</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i>.</p> <p>80% of students will get a "C" or better on the <i>Interlocking Oppression Critical Thinking Assignment</i> in SOW 4103 <i>Theories of Human Behavior</i>.</p> <p>On a scale from 1 ("Student does not demonstrate this ability") to 4 ("Student clearly demonstrates this ability"), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with issues regarding human behavior and the social environment will be 3.0 or above.</p>

		<p><b>Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 ("Student cannot do at all") to 50 ("Student is moderately certain he/she can do") to 100 ("Student is certain he/she can do"), the average student scores on the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with human behavior and the social environment will be 50 or better. In addition, no students will score a 0 or 10 on these items.</p> <p>Overall findings of a content analysis completed on the qualitative data from student <i>Exit Interviews</i> will indicate student satisfaction with their learning experiences with regard to human behavior and the social environment (HBSE).</p> <p>Average student evaluations of SOW 4103 <i>Theories of Human Behavior</i> and SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i> on the <i>State University System Student Assessment of Instruction (SUSSAI)</i>; scale of 1 to 5) will be 3.0 or higher.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p><b>Direct Assessment Method(s):</b></p> <p>Students will be assessed based on understanding human behavior and the social environment, both at the individual level and at the system level. Students will be graded in a range from: "A" Exemplary/Excellent, "B" Accomplished/Good, "C" Developing/Average, or "D/F" Beginning (Poorest Performance).</p> <p>Grades on the <i>Life Span Assignment</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i> will be used to assess student's knowledge regarding human behavior.</p> <p>Grades on the <i>Family Genogram</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i> will be used to assess student's knowledge regarding human behavior.</p> <p>Grades on the <i>Web Research Assignment</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i> will be used to assess the student's knowledge regarding human behavior.</p> <p>Grades on the <i>Interlocking Oppression Critical Thinking Assignment</i> in SOW 4103 <i>Theories of Human Behavior</i> will be used to assess student's knowledge regarding human behavior.</p> <p>Students will be evaluated on their understanding of human behavior and the social environment through specific questions (E3-E4; F5) on the <i>BSW Field Evaluation</i>. This performance evaluation is completed by the student's Field Instructor at mid-term and at end-of-term during their Field Placement.</p> <p><b>Indirect Assessment Method(s):</b></p>

		<p>Students will assess their self-efficacy in the area of human behavior and the social environment using question #6 on the <i>Foundation Practice Self-Efficacy (FPSE)</i>. This evaluation will be completed during the students' final semester in the BSW program.</p> <p>Students will complete an <i>Exit Interview</i> during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.</p> <p>Students will complete an evaluation of the BSW courses and instructors through the <i>State University System Student Assessment of Instruction (SUSSAI)</i>. Student evaluations of the instruction and curriculum offered in SOW 4103 <i>Theories of Human Behavior</i> and SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i> will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department. Therefore, student evaluations from the previous academic year (2010-2011) will be reported on the FAMOUS for academic year 2011-2012.</p>
Step 4	Observe and Summarize Results	<p><b>Results of Direct Criteria for Success:</b></p> <p>80% of students will get a "B" or better on the <i>Life Span Assignment</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>87% of students received "B" or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>75% of students received "B" or better on this assignment</li> </ul> <p>80% of students will get a "B" or better on the <i>Family Genogram</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>95% of students received "B" or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>73% of students received "B" or better on this assignment</li> </ul> <p>80% of students will get a "B" or better on the <i>Web Research Assignment</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>68% of students received "B" or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>69% of students received "B" or better on this assignment</li> </ul> <p>On a scale from 1 ("Student does not demonstrate this ability") to 4 ("Student clearly demonstrates this ability"), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with issues regarding human behavior and the social environment will be 3.0 or</p>

		<p>above.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Human Behavior and the Social Environment</i> are E2-E4; F5. The average score on these items was 3.63.</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Human Behavior and the Social Environment</i> are E2-E4; F5. The average score on these items was 3.52.</li> </ul> </li> <li>❖ <b>Summer Semester 2012:</b> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Human Behavior and the Social Environment</i> are E2-E4; F5. The average score on these items was 3.57.</li> </ul> </li> </ul> <p><b>Results of Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do” to 100 (“Student is certain he/she can do”), the average student scores on the posttest of the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with Human Behavior and the Social Environment will be 80 or better. In addition, no students will score less than 40 on any of these items.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• The item on the FPSE that was identified as related to <i>Human Behavior and the Social Environment</i> was #6. <ul style="list-style-type: none"> <li>○ The average pretest score was 66.8.</li> <li>○ The average posttest score was 93.3.</li> </ul> </li> <li>• No student scored less than a 40 on these items on the posttest.</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• The item on the FPSE that was identified as related to <i>Human Behavior and the Social Environment</i> was #6. <ul style="list-style-type: none"> <li>○ The average pretest score was 57.8.</li> <li>○ The average posttest score was 84.5.</li> </ul> </li> <li>• No student scored less than a 40 on this item on the posttest.</li> </ul> </li> </ul> <p>A content analysis will be completed on the qualitative data from student <i>Exit Interviews</i>. Overall findings related to the students’ learning experiences with regard to human behavior and the social environment (HBSE) will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program’s HBSE component.</p> <ul style="list-style-type: none"> <li>• No comments that deal directly with HBSE.</li> </ul> <p>Average student evaluations of SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i> and SOW 4103 <i>HBSE: Macro Theories</i> on the <i>State University System Student Assessment of Instruction (SUSSAI)</i>; scale of 1 to 5) will be 3.0 or higher.</p> <ul style="list-style-type: none"> <li>• The outcomes of the <i>SUSSAI</i> for the past two academic years have not yet been delivered to the Department of Social Work.</li> </ul>
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Step 5	Use of Results for Improvement (Implemented)	<p>Based on last year's assessment results, we have changed our human behavior curriculum in the following way:</p> <ul style="list-style-type: none"> <li>• SOW 3103 was changed to SOW 4103 (renamed <i>Human Behavior and the Social Environment: Macro Theories</i>) and is now a majors-only class.</li> <li>• SOW 4104 was changed to SOW 3104 (renamed <i>Human Behavior and the Social Environment: Life Cycle</i>) is now the class that majors and social work minors have to take.</li> </ul> <p>Based on this change, we have now come much closer to meeting our goal for the <i>Interlocking Oppression critical thinking assignment</i>. However, we still did not quite meet it in the spring semester.</p> <p>Also based on feedback from last year's assessment report, we have increased the expectations on two assignments from SOW 3104, <i>Life Span Assignment</i> and the <i>Family Genogram</i>.</p> <p>We did not meet our goals for the <i>Web Research Assignment</i>.</p>
Step 6	Strengthening Unit Services (Action Plan)	<p>We still did not meet our goal for the <i>Interlocking Oppression critical thinking assignment</i> in SOW 4103 even though only majors take this class. One of the problems is that our classes have continued to have too many students. Our goal is 25 students and we had 30-35 students in this class. This year, for the first time, we are asking for two sections of this class for Spring semester so we can reduce the class size.</p> <p>We met our increased goal and almost met it in Spring for the two assignments in SOW 3104. This class was very large in the spring semester. We are asking for two sections of this class each semester now. This class reached 45 students last year, and our goal is to keep it no larger than 30. We think this will increase the grades on these assignments.</p> <p>The <i>Web Research Assignment</i> is a new assignment for SOW 3104. We came fairly close to meeting the goal so we are not going to make any major changes this year. We feel the smaller class sizes will also help these grades.</p>
SECTION III _ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME # 4		
Step 1	Formulate Objective	<p><b>Social Welfare Policy and Services:</b> Students will demonstrate knowledge of social policy development, determination of the impact of various forces on political/legislative support for social issues, knowledge of the governmental system of social services, and capacity for using the political system in support of appropriate social issues.</p>

Step 2	Ascertain Criteria for Success	<p><b>Direct Criteria for Success:</b></p> <p>80% of students will get a “C” or better on the <i>Bill/Policy Analysis</i> in SOW 4232 <i>Social Policy Analysis</i>.</p> <p>80% of students will get a “C” or better on the <i>Government Meeting Analysis</i> in SOW 3230 <i>Social Welfare History</i>.</p> <p>80% of students will get a “C” or better on the <i>Political Campaign Involvement</i> in SOW 3230 <i>Social Welfare History</i> (Fall semester only).</p> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with social welfare policy issues will be 3.0 or above.</p> <p>At least 80% of the students enrolled in SOW 3230 <i>Social Welfare History</i> in the Spring semester will participate in Lobby Day.</p> <p><b>Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with social welfare policy and services will be 50 or better. In addition, no students will score a 0 or 10 on these items.</p> <p>Overall findings of a content analysis completed on the qualitative data from student <i>Exit Interviews</i> will indicate student satisfaction with their learning experiences with regard to social welfare policy and services.</p> <p>Average student evaluations of SOW 3230 <i>Social Welfare History</i> and SOW 4232 <i>Policy Analysis</i> on the <i>State University System Student Assessment of Instruction (SUSSAI)</i>; scale of 1 to 5) will be 3.0 or higher.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p><b>Direct Assessment Method(s):</b></p> <p>Students will be assessed based on demonstration of their knowledge of social policy development, forces on support for social issues, knowledge of the governmental system, and use of the political system. Students will be graded on a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).</p> <p>Grades on the <i>Bill/Policy Analysis</i> in SOW 4232 <i>Social Policy Analysis</i> will be used to assess student knowledge regarding social welfare policy and services.</p> <p>Grades on the <i>Government Meeting Analysis</i> in SOW 3230 <i>Social Welfare History</i> will be used to assess student knowledge regarding social</p>

		<p>welfare policy and services.</p> <p>Grades on the <i>Political Campaign Involvement</i> in SOW 3230 <i>Social Welfare History</i> (Fall semester only) will be used to assess student knowledge regarding social welfare policy and services.</p> <p>Students will be evaluated on their understanding of social welfare policy and services through specific questions (A1-A3; A7-A9; B1-B4) on the <i>BSW Field Evaluation</i>. This performance evaluation is completed by the student's Field Instructor at mid-term and at end-of-term during their Field Placement.</p> <p>Students will participate in Lobby Day sponsored by the <i>National Association of Social Workers (NASW)-Florida</i>.</p> <p><b>Indirect Assessment Method(s):</b></p> <p>Students will assess their self-efficacy in the area of social welfare policy and services using questions #4, 7, 8, and 9 on the <i>Foundation Practice Self-Efficacy (FPSE)</i>. This evaluation will be completed during the students' final semester in the BSW program.</p> <p>Students will complete an <i>Exit Interview</i> during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.</p> <p>Students will complete an evaluation of the BSW courses and instructors through the <i>State University System Student Assessment of Instruction (SUSSAI)</i>. Student evaluations of the instruction and curriculum offered in SOW 3230 <i>Social Welfare History</i> and SOW 4232 <i>Social Policy Analysis</i> will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department. Therefore, student evaluation from the previous academic year (2010-2011) will be reported on the FAMOUS for academic year 2011-2012.</p>
Step 4	Observe and Summarize Results	<p><b>Results of Direct Criteria for Success:</b></p> <p>80% of students will get a "C" or better on the <i>Government Meeting Analysis</i> in SOW 3230 <i>Social Welfare History</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 100% (Section 1) and 88% (Section 2) of students received "C" or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 70% (Section 1) and 84% (Section 2) of students received "C" or better on this assignment</li> </ul> <p>80% of students will get a "C" or better on the <i>Political Campaign Involvement</i> in SOW 3230 <i>Social Welfare History</i>.</p> <p>❖ <b>Fall Semester 2011:</b> No elections. Assignment not used.</p> <p>❖ <b>Spring Semester 2012:</b> Fall assignment only.</p>

		<p>80% of students will get a “C” or better on the <i>Bill/Policy Analysis</i> in SOW 4232 <i>Social Policy Analysis</i>.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• 41% of students received “C” or better on this assignment</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• 90% of students received “C” or better on this assignment</li> </ul> </li> </ul> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with social welfare policy issues will be 3.0 or above.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Social Welfare Policy and Services</i> are A6-A9; B1; G2. The average score on these items was 3.57.</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Social Welfare Policy and Services</i> are A6-A9; B1; G2. The average score on these items was 3.5.</li> </ul> </li> <li>❖ <b>Summer Semester 2012:</b> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Social Welfare Policy and Services</i> are A6-A9; B1; G2. The average score on these items was 3.53.</li> </ul> </li> </ul> <p>At least 80% of the students enrolled in SOW 3230 <i>Social Welfare History</i> in the Spring semester will participate in Lobby Day.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• Lobby Day assignment occurs only in the Spring semester.</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• 100% (Section 1) and 87% (Section 2) of students enrolled in SOW 3230 participated in Lobby Day.</li> </ul> </li> </ul> <p><b>Results of Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student on the posttest of the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with Social Welfare Policy and Services will be 80 or better. In addition, no students will score less than 40 on any of these items.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• The items on the FPSE that were identified as related to <i>Social Welfare Policy and Services</i> were # 7-9. <ul style="list-style-type: none"> <li>○ The average pretest score was 72.6.</li> <li>○ The average posttest score was 89.9.</li> </ul> </li> <li>• No student scored less than a 40 on these items on the posttest.</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• The items on the FPSE that were identified as related to <i>Social Welfare Policy and Services</i> were # 7-9.</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ The average pretest score was 55.2.</li> <li>○ The average posttest score was 84.4.</li> <li>● One student assessed their ability to formulate social policies as 30 (less than moderately able) on the posttest.</li> </ul> <p>A content analysis will be completed on the qualitative data from student <i>Exit Interviews</i>. Overall findings related to the students' learning experiences with regard to social welfare policy and services will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program's social welfare policy component.</p> <ul style="list-style-type: none"> <li>● No comments that deal directly with policy.</li> </ul> <p>Average student evaluations of SOW 3230 <i>Social Welfare History</i> and SOW 4232 <i>Policy Analysis</i> on the <i>State University System Student Assessment of Instruction (SUSSAI)</i>; scale of 1 to 5) will be 3.0 or higher.</p> <ul style="list-style-type: none"> <li>● The outcomes of the <i>SUSSAI</i> for the past two academic years have not yet been delivered to the Department of Social Work.</li> </ul>
Step 5	Use of Results for Improvement (Implemented)	<p>We did not meet our goal on the <i>Bill/Policy Analysis</i> in SOW 4232 in the fall semester with only 41% of the students meeting the goal.</p> <p>Based on last year's assessment, we moved the <i>Government Meeting Analysis</i> to earlier in the semester in SOW 3230. We met our goal for this assignment in three of four sections this year. The class that did not meet the goal was taught by an adjunct instructor who was teaching the class for the first time.</p>
Step 6	Strengthening Unit Services (Action Plan)	<p>In an effort to improve the grades on the <i>Bill/Policy Analysis</i> in SOW 4232, the instructor who taught the course fall semester said she is planning to spend more time in class teaching the students how to navigate the legislative website. She feels once the students are comfortable with the website, they should be able to successfully complete the assignment.</p> <p>We met the goal for the <i>Government Meeting Analysis</i> in 3 of 4 of the sections of SOW 3230. The fourth section was taught by an adjunct who had not taught the class before and has moved and will therefore not be teaching the class again. Since she came fairly close to reaching the goal and the other instructors met the goal, we are not planning any changes for this assignment at this time.</p>
<b>SECTION III _ FAMOUS SIX STEPS</b>		
<b>EXPECTED EDUCATIONAL OUTCOME # 5</b>		
Step 1	Formulate Objective	<p><b>Research Methods:</b> Students will demonstrate cognizance of research processes and ability to utilize the research of others, capacity to formulate simple research study and the measurement of variables, program objectives, and practice interventions, and familiarity with the</p>

		characteristics of populations-at-risk.
<b>Step 2</b>	<b>Ascertain Criteria for Success</b>	<p><b>Direct Criteria for Success:</b></p> <p>80% of students will get a "C" or better on the <i>Research Proposal</i> in SOW 4403 <i>Research Methods</i> will be used to assess student understanding of research methods.</p> <p>80% of students will get a "C" or better on the <i>Research Article Critique 1 and 2</i> in SOW 4403 <i>Research Methods</i> will be used to assess student understanding of research methods.</p> <p>80% of students will get a "B" or better on the <i>Web Research Assignment</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i> will be used to assess student ability to assess research on the Web.</p> <p>80% of students will get a "C" or better average on the three examinations in SOW 4414 <i>Measures of Social Work Research</i> will be used to assess student understanding of research measurement techniques.</p> <p>On a scale from 1 ("Student does not demonstrate this ability") to 4 ("Student clearly demonstrates this ability"), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with Social Work research skills will be 3.0 or above.</p> <p><b>Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 ("Student cannot do at all") to 50 ("Student is moderately certain he/she can do") to 100 ("Student is certain he/she can do"), the average student scores on the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with research methods will be 50 or better. In addition, no students will score a 0 or 10 on these items.</p> <p>Overall findings of a content analysis completed on the qualitative data from student <i>Exit Interviews</i> will indicate student satisfaction with their learning experiences with regard to research methods and statistics.</p> <p>Average student evaluations of SOW 4403 <i>Research Methods</i> and SOW 4414 <i>Measures in Social Work Research</i> on the <i>State University System Student Assessment of Instruction (SUSAI; scale of 1 to 5)</i> will be 3.0 or higher.</p>
<b>Step 3</b>	<b>Measure Performance Using Direct and Indirect Methods of Assessment</b>	<p><b>Direct Assessment Method(s):</b></p> <p>Students will be assessed based on their understanding of research processes and their ability to utilize the research of others. They will also be assessed on their understanding of statistics and measurement of variables, program objectives, and practice interventions. Students</p>

		<p>will be graded on a range from: "A" Exemplary/Excellent, "B" Accomplished/Good, "C" Developing/Average, or "D/F" Beginning (Poorest Performance).</p> <p>Grades on the <i>Research Proposal</i> in SOW 4403 <i>Research Methods</i> will be used to assess student understanding of research methods.</p> <p>Grades on <i>Research Article Critique 1 and 2</i> in SOW 4403 <i>Research Methods</i> will be used to assess student understanding of research methods.</p> <p>Grades on <i>Web Research Assignment</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i> will be used to assess the student's ability to access research on the web.</p> <p>Average grade for the three examinations in SOW 4414 <i>Measures of Social Work Research</i> will be used to assess student understanding of research measurement techniques.</p> <p>Students will be evaluated on their research skills through specific questions (E1; E5; F1; F3-F4) on the <i>BSW Field Evaluation</i>. This performance evaluation is completed by the student's Field Instructor at mid-term and at end-of-term during their Field Placement.</p> <p><b>Indirect Assessment Method(s):</b></p> <p>Students will assess their self-efficacy in the area of research methods using questions #10-12 on the <i>Foundation Practice Self-Efficacy (FPSE)</i>. This evaluation will be completed during the students' final semester in the BSW program.</p> <p>Students will complete an <i>Exit Interview</i> during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.</p> <p>Students will complete an evaluation of the BSW courses and instructors through the <i>State University System Student Assessment of Instruction (SUSSAI)</i>. Student evaluations of the instruction and curriculum offered in SOW 4403 <i>Research Methods</i> and SOW 4414 <i>Measures in Social Work Research</i> will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department. Therefore, student evaluation from the previous academic year (2010-2011) will be reported on the FAMOUS for academic year 2011-2012.</p>
<b>Step 4</b>	<b>Observe and Summarize Results</b>	<p><b>Results of Direct Criteria for Success:</b></p> <p>80% of students will get a "C" or better on the <i>Research Proposal</i> in SOW 4403 <i>Research Methods</i> will be used to assess student understanding of research methods.</p> <p>❖ <b>Fall Semester 2011:</b></p>

		<ul style="list-style-type: none"> <li>• 78% of students received “C” or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 86% (Section 1) and 81% (Section 2) of students received “C” or better on this assignment</li> </ul> <p>80% of students will get a “C” or better on the <i>Research Article Critique 1 and 2</i> in SOW 4403 <i>Research Methods</i> will be used to assess student understanding of research methods.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 69% of students received “C” or better on <i>Research Article Critique 1</i></li> <li>• 50% of students received “C” or better on <i>Research Article Critique 2</i></li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 72% (Section 1) and 62% (Section 2) of students received “C” or better on <i>Research Article Critique 1</i></li> <li>• 76% (Section 1) and 52% (Section 2) of students received “C” or better on <i>Research Article Critique 2</i></li> </ul> <p>80% of students will get a “B” or better on the <i>Web Research Assignment</i> in SOW 3104 <i>Human Behavior and the Social Environment: Across the Life Cycle</i> will be used to assess student ability to access research on the web.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 68% of students received “B” or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 69% of students received “B” or better on this assignment</li> </ul> <p>80% of students will get a “C” average or better on the three examinations in SOW 4414 <i>Measures in Social Work Research</i> will be used to assess student understanding of research methods.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 76% of students received “C” average or better on these three examinations</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 58% of students received “C” average or better on these three examinations</li> </ul> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with Social Work research skills will be 3.0 or above.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Research Methods</i> are E1; F1; F4. The average score on these items was 3.68.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Research Methods</i> are E1; F1; F4. The average score on these items was 3.45.</li> </ul> <p>❖ <b>Summer Semester 2012:</b></p>
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		<ul style="list-style-type: none"> <li>Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Research Methods</i> are E1; F1; F4. The average score on these items was 3.54.</li> </ul> <p><b>Results of Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 ("Student cannot do at all") to 50 ("Student is moderately certain he/she can do" to 100 ("Student is certain he/she can do"), the average student scores on the posttest of the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with Research Methods will be 80 or better. In addition, no students will score less than 40 on any of these items.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>The items on the FPSE that were identified as related to <i>Research Methods</i> were # 10-12. <ul style="list-style-type: none"> <li>The average pretest score was 78.2.</li> <li>The average posttest score was 84.9.</li> </ul> </li> <li>No student scored less than a 40 on these items on the posttest.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>The items on the FPSE that were identified as related to <i>Research Methods</i> were # 10-12. <ul style="list-style-type: none"> <li>The average pretest score was 65.8.</li> <li>The average posttest score was 85.5.</li> </ul> </li> <li>No student scored less than a 40 on these items on the posttest.</li> </ul> <p>A content analysis will be completed on the qualitative data from student <i>Exit Interviews</i>. Overall findings related to the students' learning experiences with regard to research methods and statistics will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program's research component.</p> <ul style="list-style-type: none"> <li>No comments that deal directly with research.</li> </ul> <p>Average student evaluations of SOW 4403 <i>Research Methods</i> and SOW 4414 <i>Measures in Social Work Research</i> on the <i>State University System Student Assessment of Instruction (SUSAI; scale of 1 to 5)</i> will be 3.0 or higher.</p> <ul style="list-style-type: none"> <li>The outcomes of the <i>SUSAI</i> for the past two academic years have not yet been delivered to the Department of Social Work.</li> </ul>
Step 5	Use of Results for Improvement (Implemented)	<p>Based on last year's assessment results, the instructor who teaches SOW 4403 has made some changes to the way he prepares students for the <i>Article Critiques</i> assignment. We still did not meet our goals on the <i>Research Article Critiques</i>, although we are coming close to meeting them, particularly during the daytime sections.</p> <p>We also did not meet our goals for the <i>Web Research Assignment</i>.</p> <p>We also did not meet our goals for the three examinations in SOW 4414.</p>

Step 6	Strengthening Unit Services (Action Plan)	<p>The instructor who taught all sections of SOW 4403 last year continues to work on improving the students understanding of research articles. In the spring semester, we asked for two sections of this course in an effort to keep the classroom sizes smaller in this course. During the spring semester, the goals were almost met during the daytime sections, although they were still low during the evening classes.</p> <p>In addition, the instructor who teaches SOW 4414 (our second course in our research series) is considering adding a follow-up on this assignment. She is planning to add another series of article critiques that will include the concepts from the <i>Research Methods</i> class, and will focus on the statistical methods and measurement issues that are a focus of the <i>Measurements</i> course.</p> <p>The <i>Web Research Assignment</i> is a new assignment for SOW 3104. We came fairly close to meeting the goal so we are not going to make any major changes this year. We feel the smaller class sizes will also help these grades.</p> <p>Based on the outcomes of the assessment report, the instructor who is teaching SOW 4414 has made a couple of changes this year. She feels that the key to improving the students' scores on the examinations is to get them to read the chapters before the classroom lectures. In an effort to get them to read, she has added a short chapter quiz at the beginning of every class. While these quizzes are unpopular with the students, more of the students are reading the chapters before class. We will see if this results in better grades on the examinations on next year's assessment.</p>
SECTION III _ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME # 6		
Step 1	Formulate Objective	<p><b>Generalist Practice Skills:</b> Students will demonstrate a cognitive understanding of generalist practice skills, and a confident presentation of self, including accessibility, resourcefulness, and continuous self-assessment.</p>
Step 2	Ascertain Criteria for Success	<p><b>Direct Criteria for Success:</b></p> <p>80% of students will get a "C" or better on the <i>Individual Biopsychosocial Evaluation</i> in SOW 3341 <i>Practice I: Social Work Practice with Individuals</i>.</p> <p>80% of students will get a "C" or better on the <i>Group Facilitation/Leadership Reflection Paper</i> in SOW 4322 <i>Practice II: Social Work Practice with Groups</i>.</p> <p>80% of students will get a "C" or better on the <i>Community Assessment</i> in SOW 4343 <i>Practice III: Social Work Practice with Communities and Organizations</i>.</p>

		<p>At least 80% of students will receive a grade of “B-” (80%) or better for their overall Field Practicum evaluation. All graduating students will receive a grade of “C-” (70%) or better for their overall Field Practicum evaluation.</p> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with generalist practice knowledge and skills will be 3.0 or above.</p> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the overall average student scores on the <i>BSW Field Evaluation</i> on all items will be 3.0 or above.</p> <p><b>Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with generalist practice skills will be 50 or better. In addition, no students will score a 0 or 10 on these items.</p> <p>Overall findings of a content analysis completed on the qualitative data from student <i>Exit Interviews</i> will indicate student satisfaction with their learning experiences with regard to generalist social work practice. A major section of the interview addresses post-graduation plans and basic information as it pertains to generalist social work practice.</p> <p>Average student evaluations of SOW 3341 <i>Practice I: Social Work Practice with Individuals</i>, SOW 4322 <i>Practice II: Social Work Practice with Groups</i>, SOW 4343 <i>Practice III: Social Work Practice with Communities and Organizations</i>, SOW 3801 <i>Self Awareness</i> on the <i>State University System Student Assessment of Instruction (SUSSAI)</i>; scale of 1 to 5) will be 3.0 or higher.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p><b>Direct Assessment Method(s):</b></p> <p>Students will be assessed on their demonstration of knowledge of generalist practice skills. This includes applying the problem solving process, promoting social justice for oppressed people, continuous self-assessment, and demonstrating knowledge and sensitivity to human diversity. Students will be graded on a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).</p> <p>Grades on the <i>Individual Biopsychosocial Evaluation</i> in SOW 3341 <i>Practice I: Social Work Practice with Individuals</i> will be used to assess the students’ understanding of generalist social work practice with individuals.</p>

		<p>Grades on the <i>Group Facilitation/Leadership Reflection Paper</i> in SOW 4322 <i>Practice II: Social Work Practice with Groups</i> will be used to assess the students' understanding of generalist social work practice with groups.</p> <p>Grades on the <i>Community Assessment</i> in SOW 4343 <i>Practice III: Social Work Practice with Communities and Organizations</i> will be used to assess the students' understanding of generalist social work practice with communities.</p> <p>Overall grade on Field Evaluations will be used to assess students' generalist practice skills. Students receive grades from A+ to F.</p> <p>Students will be evaluated on their generalist practice skills through specific questions (A4-A6; D4; E7; F6; G6-G9) on the <i>BSW Field Evaluation</i>. This performance evaluation is completed by the student's Field Instructor at mid-term and at end-of-term during their Field Placement. End-of-term evaluations will be used for assessment purposes.</p> <p>Students will be evaluated on their overall practice skills and knowledge using The <i>BSW Field Evaluation</i>. This performance evaluation is completed by the student's Field Instructor at mid-term and at end-of-term during their Field Placement. End-of-term evaluations will be used for assessment purposes.</p> <p><b>Indirect Assessment Method(s):</b></p> <p>Students will assess their self-efficacy in the area of generalist practice skills using questions #5 and #14-17 on the <i>Foundation Practice Self-Efficacy (FPSE)</i>. This evaluation will be completed during the students' final semester in the BSW program.</p> <p>Students will complete an <i>Exit Interview</i> during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.</p> <p>Students will complete an evaluation of the BSW courses and instructors through the <i>State University System Student Assessment of Instruction (SUSSAI)</i>. Student evaluations of the instruction and curriculum offered in SOW 3341 <i>Practice I: Social Work Practice with Individuals</i>, SOW 4322 <i>Practice II: Social Work Practice with Families and Groups</i>, SOW 4343 <i>Practice III: Social Work Practice with Communities and Organizations</i>, SOW 3801 <i>Self Awareness</i> will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department. Therefore, student evaluation from the previous academic year (2010-2011) will be reported on the FAMOUS for academic year 2011-2012.</p>
Step 4	Observe and Summarize	<b>Results of Direct Criteria for Success:</b>

	<p><b>Results</b></p> <p>80% of students will get a “C” or better on the <i>Individual Biopsychosocial Evaluation</i> in SOW 3341 <i>Practice I: Social Work Practice with Individuals</i>.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• 100% (Section 1) and 100% (Section 2) of students received “C” or better on this assignment</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• 57% (Section 1) and 94% (Section 2) of students received “C” or better on this assignment</li> </ul> </li> </ul> <p>80% of students will get a “C” or better on the <i>Group Facilitation/Leadership Reflection Paper</i> in SOW 4322 <i>Practice II: Social Work Practice with Groups</i>.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• 100% (Section 1) and 69% (Section 2) of students received “C” or better on this assignment</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• 85% (Section 1) and 54% (Section 2) of students received “C” or better on this assignment</li> </ul> </li> </ul> <p>80% of students will get a “C” or better on the <i>Community Assessment Presentation</i> in SOW 4343 <i>Practice III: Social Work Practice with Communities and Organizations</i>.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• 86% (Section 1) and 100% (Section 2) of students received “C” or better on this assignment</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• 100% (Section 1) and 100% (Section 2) of students received “C” or better on this assignment</li> </ul> </li> </ul> <p>At least 80% of students will receive a grade of “B-“ (80%) or better for their overall Field Practicum evaluation. All graduating students will receive a grade of “C-“ (70%) or better for their overall Field Practicum evaluation.</p> <ul style="list-style-type: none"> <li>❖ <b>Fall Semester 2011:</b> <ul style="list-style-type: none"> <li>• 100% of students received a “B-“ or better for their overall Field evaluation.</li> <li>• 100% of graduating students received a “C-“ or better for their overall Field evaluation.</li> </ul> </li> <li>❖ <b>Spring Semester 2012:</b> <ul style="list-style-type: none"> <li>• 96% of students received a “B-“ (80%) or better for their overall Field evaluation.</li> <li>• 96% of graduating students received a “C-“ (70%) or better for their overall Field evaluation.</li> </ul> </li> <li>❖ <b>Summer Semester 2012:</b> <ul style="list-style-type: none"> <li>• 100% of students received a “B-“ (80%) or better for their overall Field evaluation.</li> <li>• 100% of graduating students received a “C-“ (70%) or better for their overall Field evaluation.</li> </ul> </li> </ul> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4</p>
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		<p>(“Student clearly demonstrates this ability”), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with generalist practice knowledge and skills will be 3.0 or above.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Generalist Practice Skills</i> are C1-C2; D4; F6; G3; H1-H4; H6. The average score on these items was 3.62.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Generalist Practice Skills</i> are C1-C2; D4; F6; G3; H1-H4; H6. The average score on these items was 3.67.</li> </ul> <p>❖ <b>Summer Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Generalist Practice Skills</i> are C1-C2; D4; F6; G3; H1-H4; H6. The average score on these items was 3.59.</li> </ul> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with generalist practice knowledge and skills will be 3.0 or above.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• The average score on all items was 3.65.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• The average score on all items was 3.62.</li> </ul> <p>❖ <b>Summer Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• The average score on all items was 3.6.</li> </ul> <p><b>Results of Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the posttest of the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with generalist practice skills will be 80 or better. In addition, no students will score less than 40 on any of these items.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• The items on the FPSE that were identified as related to <i>Generalist Practice Skills</i> were # 14-17. <ul style="list-style-type: none"> <li>○ The average pretest score was 80.0.</li> <li>○ The average posttest score was 93.3.</li> </ul> </li> <li>• No student scored less than a 40 on these items on the posttest.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• The items on the FPSE that were identified as related to <i>Generalist Practice Skills</i> were # 14-17. <ul style="list-style-type: none"> <li>○ The average pretest score was 62.4.</li> <li>○ The average posttest score was 87.8.</li> </ul> </li> <li>• No student scored less than a 40 on these items on the posttest.</li> </ul> <p>A content analysis will be completed on the qualitative data from student <i>Exit Interviews</i>. A major section of the interview addresses post-graduation plans and basic information as it pertains to generalist social</p>
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		<p>work practice. Overall findings related to the students' learning experiences with regard to generalist practice skills will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program's generalist practice skills component.</p> <ul style="list-style-type: none"> <li>One student stated that the area they felt least prepared for was dealing with "angry residents that need to be deescalated." This is something we probably should discuss in more depth in SOW 3341 (<i>Practice w/ Individuals</i>).</li> <li>One very positive comment regarding our program was, "FAMU BSW program prepared me beyond measure. Seriously speaking, I brought knowledge to many of the employees at the agency that I gained from the BSW program."</li> </ul> <p>Average student evaluations of SOW 3341 <i>Practice I: Social Work Practice with Individuals</i>, SOW 4322 <i>Practice II: Social Work Practice with Groups</i>, SOW 4343 <i>Practice III: Social Work Practice with Communities and Organizations</i>, SOW 3801 <i>Self Awareness on the State University System Student Assessment of Instruction (SUSSAI)</i>; scale of 1 to 5) will be 3.0 or higher.</p> <ul style="list-style-type: none"> <li>The outcomes of the <i>SUSSAI</i> for the past two academic years have not yet been delivered to the Department of Social Work.</li> </ul>
Step 5	Use of Results for Improvement (Implemented)	<p>The faculty member who was teaching the first section of SOW 3341 in the Spring is currently on administrative leave. Only 57% of the students successfully met the goal with regard to the <i>Individual Biopsychosocial Evaluation</i>.</p> <p>One student received a failing grade on their <i>Overall Field Evaluation</i>.</p>
Step 6	Strengthening Unit Services (Action Plan)	<p>If the instructor who taught SOW 3341 in the Spring returns to teach this class, we will discuss with him possible changes he could make to help students be more successful with this assignment.</p> <p>The student who failed her Field Placement in the spring semester was given several assignments to complete regarding professionalism in the work place. She completed these and was allowed to complete another Field Placement the following fall semester. While it is our goal that all students pass Field Placement, we do have a student that occasionally fails to meet the expectations of the field instructor at the agency.</p> <p>We will discuss with the instructors that teach SOW 3341 the possibility of adding a section on dealing with angry or otherwise out-of-control clients.</p>
<b>SECTION III _ FAMOUS SIX STEPS</b>		
<b>EXPECTED EDUCATIONAL OUTCOME # 7</b>		
Step 1	Formulate Objective	<b>Human Diversity:</b> Students will be able to articulate knowledge of

		<p>characteristics, sensitivities, and social barriers experienced by minority group members, and will understand their own experiences surrounding discrimination and prejudice, and the importance of active promotion of social and economic justice.</p>
Step 2	<p><b>Ascertain Criteria for Success</b></p>	<p><b>Direct Criteria for Success:</b></p> <p>80% of students will get a “C” or better on the <i>Diversity Presentation</i> in SOW 3203 <i>Introduction to Social Work</i>.</p> <p>80% of students will get a “B” or better on the <i>Diversity Powerpoint Presentation</i> in SOW 3801 <i>Self Awareness</i>.</p> <p>80% of students will get a “C” or better on the <i>Interlocking Oppression Critical Thinking Assignment</i> in SOW 4103 <i>Theories of Human Behavior</i>.</p> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with human diversity issues will be 3.0 or above.</p> <p><b>Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with human diversity will be 50 or better. In addition, no students will score a 0 or 10 on these items.</p> <p>Overall findings of a content analysis completed on the qualitative data from student <i>Exit Interviews</i> will indicate student satisfaction with their learning experiences with regard to human diversity.</p> <p>Average student evaluations of SOW 3203 <i>Introduction to Social Work</i>, SOW 3801 <i>Self Awareness</i>, and SOW 3230 <i>History of Social Welfare</i> on the <i>State University System Student Assessment of Instruction (SUSSAI)</i>; scale of 1 to 5) will be 3.0 or higher.</p>
Step 3	<p><b>Measure Performance Using Direct and Indirect Methods of Assessment</b></p>	<p><b>Direct Assessment Method(s):</b></p> <p>Students will be assessed on their knowledge and understanding of issues surrounding human diversity and the promotion of social and economic justice. Students will be graded on a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).</p> <p>Grades on a <i>Diversity Presentation</i> in SOW 3203 <i>Introduction to Social Work</i> will be used to assess knowledge of human diversity issues.</p> <p>Grades on a <i>Diversity Powerpoint Presentation</i> in SOW 3801 <i>Self</i></p>



		<p><i>Awareness</i> will be used to demonstrate knowledge of the characteristics, immigration patterns, cultural history, and social barriers of a cultural group that is different from their own.</p> <p>Grades on the <i>Interlocking Oppression Critical Thinking Assignment</i> in SOW 4103 <i>Theories of Human Behavior</i> will be used to assess student understanding of oppression and discrimination.</p> <p>Students will be evaluated on their understanding of human diversity through specific questions (E8-E9; G10-G12) on the <i>BSW Field Evaluation</i>. This performance evaluation is completed by the student's Field Instructor at mid-term and at end-of-term during their Field Placement.</p> <p><b>Indirect Assessment Method(s):</b></p> <p>Students will assess their self-efficacy in the area of human diversity using questions #3 and #18-31 on the <i>Foundation Practice Self-Efficacy (FPSE)</i>. This evaluation will be completed during the students' final semester in the BSW program.</p> <p>Students will complete an <i>Exit Interview</i> during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.</p> <p>Students will complete an evaluation of the BSW courses and instructors through the <i>State University System Student Assessment of Instruction (SUSSAI)</i>. Student evaluations of the instruction and curriculum offered in SOW 3203 <i>Introduction to Social Work</i>, SOW 3801 <i>Self Awareness</i>, and SOW 3230 <i>History of Social Welfare</i> will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department. Therefore, student evaluation from the previous academic year (2010-2011) will be reported on the FAMOUS for academic year 2011-2012.</p>
Step 4	Observe and Summarize Results	<p><b>Results of Direct Criteria for Success:</b></p> <p>80% of students will get a "B" or better on the <i>Diversity Powerpoint Presentation</i> in SOW 3801 <i>Self Awareness</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 90% of students received "B" or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 91% of students received "B" or better on this assignment</li> </ul> <p>80% of students will get a "C" or better on the <i>Diversity Presentation/Paper</i> in SOW 3203 <i>Introduction to Social Work</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 84% of students received "C" or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p>

		<ul style="list-style-type: none"> <li>82% of students received "C" or better on this assignment</li> </ul> <p>80% of students will get a "C" or better on the <i>Interlocking Oppression Critical Thinking Assignment</i> in SOW 4103 <i>HBSE: Macro Theories</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>86% of students received "C" or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>71% of students received "C" or better on this assignment</li> </ul> <p>On a scale from 1 ("Student does not demonstrate this ability") to 4 ("Student clearly demonstrates this ability"), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with human diversity issues will be 3.0 or above.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Human Diversity</i> are E8-E9; G10-G12. The average score on these items was 3.81.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Human Diversity</i> are E8-E9; G10-G12. The average score on these items was 3.72.</li> </ul> <p>❖ <b>Summer Semester 2012:</b></p> <ul style="list-style-type: none"> <li>Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Human Diversity</i> are E8-E9; G10-G12. The average score on these items was 3.71.</li> </ul> <p><b>Results of Indirect Criteria for Success:</b></p> <p>On a scale from 0-10 ("Student cannot do at all") to 50 ("Student is moderately certain he/she can do" to 100 ("Student is certain he/she can do"), the average student scores on the posttest of the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with Human Diversity will be 80 or better. In addition, no students will score less than 40 on any of these items.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>The items on the FPSE that were identified as related to <i>Human Diversity</i> were # 18-30. <ul style="list-style-type: none"> <li>The average pretest score was 89.2.</li> <li>The average posttest score was 96.7.</li> </ul> </li> <li>No student scored less than a 40 on these items on the posttest.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>The items on the FPSE that were identified as related to <i>Human Diversity</i> were # 18-30. <ul style="list-style-type: none"> <li>The average pretest score was 89.3.</li> <li>The average posttest score was 96.3.</li> </ul> </li> <li>No student scored less than a 40 on these items on the posttest.</li> </ul> <p>A content analysis will be completed on the qualitative data from student <i>Exit Interviews</i>. Overall findings related to the students' learning experiences with regard to human diversity will be reported here, along with particularly meaningful or helpful individual comments that could</p>
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		<p>help us improve the BSW program's human diversity component.</p> <ul style="list-style-type: none"> <li>No comments that deal directly with human diversity.</li> </ul> <p>Average student evaluations of SOW 3203 <i>Introduction to Social Work</i>, SOW 3801 <i>Self Awareness</i>, and SOW 3230 <i>History of Social Welfare</i> on the <i>State University System Student Assessment of Instruction (SUSSAI</i>; scale of 1 to 5) will be 3.0 or higher.</p> <ul style="list-style-type: none"> <li>The outcomes of the <i>SUSSAI</i> for the past two academic years have not yet been delivered to the Department of Social Work.</li> </ul>
Step 5	Use of Results for Improvement (Implemented)	<p>Based on feedback from last year's assessment report, we have increased our expectations for the two assignments from the <i>Self-Awareness class</i> (SOW 3801). We still easily met the goal for the <i>Diversity Powerpoint Presentation</i>, but we did not quite meet the increased goal for the <i>Self-Analysis Assignment</i>.</p> <p>Based on last year's assessment results, we have changed our human behavior curriculum in the following way:</p> <ul style="list-style-type: none"> <li>SOW 3103 was changed to SOW 4103 (renamed <i>Human Behavior and the Social Environment: Macro Theories</i>) and is now a majors-only class.</li> <li>SOW 4104 was changed to SOW 3104 (renamed <i>Human Behavior and the Social Environment: Life Cycle</i>) is now the class that majors and social work minors have to take.</li> </ul> <p>Based on this change, we have now come much closer to meeting our goal for the <i>Interlocking Oppression critical thinking assignment</i>. However, we still did not quite meet it in the spring semester.</p>
Step 6	Strengthening Unit Services (Action Plan)	<p>The faculty member who teaches the <i>Self Awareness</i> class has noticed that lower grades on the <i>Self-Analysis assignment</i> were caused by students not completing sections of the assignment rather than doing poorly on sections. She is adopting a new format this coming year to try to get students to see the personal value to them in completing this assignment.</p> <p>We still did not meet our goal for the <i>Interlocking Oppression critical thinking assignment</i> in SOW 4103 even though only majors take this class. One of the problems is that our classes have continued to have too many students. Our goal is 25 students and we had 30-35 students in this class. This year, for the first time, we are asking for two sections of this class for Spring semester so we can reduce the class size.</p>
<b>SECTION III _ FAMOUS SIX STEPS</b>		
<b>EXPECTED EDUCATIONAL OUTCOME # 8</b>		
Step 1	Formulate Objective	<p><b>Social Work Values and Ethics:</b> Students will be familiar with the values and ethics used in the Social Work profession, will be able to apply these ethics and values in their practicum and classroom activities, and will understand how they relate to the larger agency and</p>

		community.
Step 2	Ascertain Criteria for Success	<p><b>Direct Criteria for Success:</b></p> <p>There will at least a 25% improvement on the average score on <i>NASW Code of Ethics Knowledge Test</i> from the pre-test to the post-test.</p> <p>80% of students will get a “C” or better on the <i>Ethical Dilemma Reaction Papers</i> in SOW 3290 <i>Ethics and Professional Development</i>.</p> <p>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with Social Work values and ethics will be 3.0 or above.</p> <p><b>Indirect Criteria for Success:</b></p> <p>100% of graduating students will be members of the <i>National Association of Social Workers (NASW)</i>.</p> <p>On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with social work values and ethics will be 50 or better. In addition, no students will score a 0 or 10 on these items.</p> <p>Overall findings of a content analysis completed on the qualitative data from student <i>Exit Interviews</i> will indicate student satisfaction with their learning experiences with regard to social work values and ethics.</p> <p>Average student evaluations of SOW 3290 <i>Ethics and Professional Development</i> on the <i>State University System Student Assessment of Instruction (SUSSAI)</i>; scale of 1 to 5) will be 3.0 or higher.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p><b>Direct Assessment Method(s):</b></p> <p>Students will be assessed based on their understanding of professional behaviors and social work values and ethics. Students will be graded in a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).</p> <p>This year we have added a pretest/posttest evaluation of students’ knowledge of the <i>NASW Code of Ethics</i>. The pre-test will be given at the beginning of the semester in SOW 3290 <i>Ethics and Professional Development</i>. The posttest will be completed toward the end of the semester.</p> <p>Grades on a series of <i>Ethical Dilemma Reaction Papers</i> in SOW 3290 <i>Ethics and Professional Development</i> will be used to assess the students’ understanding of social work values and ethics.</p>

		<p>Students will be evaluated on their understanding of social work values and ethics through specific questions (D1-D2; G4-G5; G13; H7) on the <i>BSW Field Evaluation</i>. This performance evaluation is completed by the student's Field Instructor at mid-term and at end-of-term during their Field Placement.</p> <p><b>Indirect Assessment Method(s):</b></p> <p>Students will support the professions values and ethics by joining the <i>National Association of Social Workers (NASW)</i> and follow the organizations <i>Code of Ethics</i>.</p> <p>Students will assess their self-efficacy in the area of social work values and ethics using question #2 on the <i>Foundation Practice Self-Efficacy (FPSE)</i>. This evaluation will be completed during the students' final semester in the BSW program.</p> <p>Students will complete an <i>Exit Interview</i> during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.</p> <p>Students will complete an evaluation of the BSW courses and instructors through the <i>State University System Student Assessment of Instruction (SUSSAI)</i>. Student evaluations of the instruction and curriculum offered in SOW 3290 <i>Ethics and Professional Development</i> will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department. Therefore, student evaluation from the previous academic year (2010-2011) will be reported on the FAMOUS for academic year 2011-2012.</p>
Step 4	Observe and Summarize Results	<p><b>Results of Direct Criteria for Success:</b></p> <p>There will at least a 25% improvement on the average score on <i>NASW Code of Ethics Knowledge Test</i> from the pretest to the posttest.</p> <p>❖ <b>Fall Semester 2011 – Spring Semester 2012:</b> Due to health issues of the instructor for this class, the posttests for this Code of Ethics Knowledge Test were not completed last year. We will continue to use this test this year.</p> <p>80% of students will get a "C" or better on the <i>Ethical Dilemma Reaction Papers</i> in SOW 3290 <i>Ethics and Professional Development</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 83% of students received "C" or better on this assignment</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 85% of students received "C" or better on this assignment</li> </ul> <p>On a scale from 1 ("Student does not demonstrate this ability") to 4 ("Student clearly demonstrates this ability"), the average student scores on the <i>BSW Field Evaluation</i> on items that deal specifically with Social</p>

		<p>Work values and ethics will be 3.0 or above.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Social Work Values and Ethics</i> are D1-D2; G4-G9; G13; H7. The average score on these items was 3.75.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Social Work Values and Ethics</i> are D1-D2; G4-G9; G13; H7. The average score on these items was 3.77.</li> </ul> <p>❖ <b>Summer Semester 2012:</b></p> <ul style="list-style-type: none"> <li>Items on the <i>BSW Field Evaluation</i> that were identified as related to <i>Social Work Values and Ethics</i> are D1-D2; G4-G9; G13; H7. The average score on these items was 3.73.</li> </ul> <p><b>Results of Indirect Criteria for Success:</b></p> <p>100% of graduating students will be members of the <i>National Association of Social Workers (NASW)</i> or <i>National Association of Christian Social Workers (NACSW)</i>.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>100% of graduating students are members of either <i>National Association of Social Workers (NASW)</i> or <i>National Association of Christian Social Workers (NACSW)</i>.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>100% of graduating students are members of either <i>National Association of Social Workers (NASW)</i> or <i>National Association of Christian Social Workers (NACSW)</i>.</li> </ul> <p>On a scale from 0-10 ("Student cannot do at all") to 50 ("Student is moderately certain he/she can do" to 100 ("Student is certain he/she can do"), the average student scores on the posttest of the <i>Foundation Practice Self-Efficacy (FPSE)</i> on items that deal specifically with Social Work Value and Ethics will be 80 or better. In addition, no students will score less than 40 on any of these items.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>The items on the FPSE that were identified as related to <i>Social Work Values and Ethics</i> were # 2 and 3. <ul style="list-style-type: none"> <li>The average pretest score was 78.7.</li> <li>The average posttest score was 89.9.</li> </ul> </li> <li>No student scored less than a 40 on these items on the posttest.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>The items on the FPSE that were identified as related to <i>Social Work Values and Ethics</i> were # 2 and 3. <ul style="list-style-type: none"> <li>The average pretest score was 64.8.</li> <li>The average posttest score was 88.7.</li> </ul> </li> <li>No student scored less than a 40 on these items on the posttest.</li> </ul> <p>A content analysis will be completed on the qualitative data from student <i>Exit Interviews</i>. Overall findings related to the students' learning experiences with regard to social work values and ethics will be reported</p>
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		<p>here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program's values and ethics component.</p> <ul style="list-style-type: none"> <li>No comments that deal directly with values and ethics.</li> </ul> <p>Average student evaluations of SOW 3290 <i>Ethics and Professional Development</i> on the <i>State University System Student Assessment of Instruction (SUSAI)</i>; scale of 1 to 5) will be 3.0 or higher.</p> <ul style="list-style-type: none"> <li>The outcomes of the <i>SUSAI</i> for the past two academic years have not yet been delivered to the Department of Social Work.</li> </ul>
Step 5	Use of Results for Improvement (Implemented)	<p>We met our goals in this category, although we did not complete the posttest for the <i>Code of Ethics Knowledge Test</i> either semester this year due to health issues of the instructor for this class. We still believe this is an effective instrument for assessing the student's understanding of the Code of Ethics, and will continue using this test in our assessment this year.</p>
Step 6	Strengthening Unit Services (Action Plan)	No plans for change.
<b>SECTION III _ FAMOUS SIX STEPS</b>		
<b>EXPECTED RESEARCH OUTCOME # 1</b>		
Step 1	Formulate Objective	<p>Faculty will maintain a consistent publication record and disseminate knowledge reflecting research endeavors and participation in national journals and learned/scholarly professional meetings.</p>
Step 2	Ascertain Criteria for Success	<p><b>Direct Criteria for Success:</b></p> <p>25% of BSW faculty will publish research findings in recognized peer-reviewed periodicals.</p> <p>25% of BSW faculty will submit abstracts/applications to present research findings at local, regional, national, and international conferences/professional meetings.</p> <p>25% of BSW faculty will attend at least one workshop or presentation offered by University, State, or Federal officials/agencies that focuses on grant preparation training and dissemination of information.</p> <p><b>Indirect Criteria for Success:</b></p> <p>25% of BSW faculty will have a proportion of their AOR dedicated toward research activities, and will be able to show a product in conjunction with the time allotted for research.</p>
Step 3	Measure Performance	<b>Direct Assessment Method(s):</b>

	<b>Using Direct and Indirect Methods of Assessment</b>	<p>At the end of each academic year, faculty will be asked for any publications, abstract submissions, and grant preparation workshops attended for the academic year.</p> <p><b>Indirect Assessment Method(s):</b></p> <p>The Chair of the Department of Social Work will report on the percentage of BSW faculty that have time allotted for research on their AOR and on the completion of assigned tasks and/or product.</p>
<b>Step 4</b>	<b>Observe and Summarize Results</b>	<p><b>Results of Direct Criteria for Success:</b></p> <p>33% of BSW faculty published research findings in recognized peer-reviewed periodicals.</p> <p>33% of BSW faculty submitted abstracts/applications to present research findings at local, regional, national, and international conferences/professional meetings.</p> <p>0% of BSW faculty attended at least one workshop or presentation offered by University, State, or Federal officials/agencies that focuses on grant preparation training and dissemination of information.</p> <p><b>Results of Indirect Criteria for Success:</b></p> <p>0% of BSW faculty had a proportion of their AOR dedicated toward research activities, and will be able to show a product in conjunction with the time allotted for research.</p>
<b>Step 5</b>	<b>Use of Results for Improvement (Implemented)</b>	<p>We did not attend grant workshops this year nor did our faculty have time on their AOR for research activities. This was probably due in large part to budget constraints throughout the university as well as being under-staffed in our program.</p>
<b>Step 6</b>	<b>Strengthening Unit Services (Action Plan)</b>	<p>This year, we are striving to attend more national conferences as well as local grant workshops. We will continue to ask for grant information that is aimed more at the social sciences rather than the hard sciences.</p> <p>We will also continue to try to increase the number of faculty in our program so our faculty members will have more time to devote to research and writing. We will also request time on their AORs when faculty members are working on a research project.</p>
<b>SECTION III _ FAMOUS SIX STEPS</b>		
<b>EXPECTED COMMUNITY/ PUBLIC SERVICE OUTCOME # 1</b>		
<b>Step 1</b>	<b>Formulate Objective</b>	<p>The BSW faculty and students will demonstrate a clear commitment and</p>



		investment in making meaningful contributions to professional and community service at a local, regional, and national level.
Step 2	Ascertain Criteria for Success	<p><b>Direct Criteria for Success:</b></p> <p>At least 25% of BSW faculty will actively participate in regional, state, national committees or working groups, and/or on commissions, community advisory boards, task forces, councils, or other professional association activities (e.g., accreditation site review teams, etc.) that have a direct or indirect benefit for community-based practice and well-being.</p> <p>At least 75% of BSW faculty will be members in learned and professional societies whose focus and mission, in whole or part, addresses the needs and problems confronting state, regional, and national communities.</p> <p>At least 80% of Social Work majors and minors in SOW 3203 <i>Introduction to Social Work</i> will carry out at least 30 hours of community service.</p> <p>The Student Social Work Association will participate in at least one community service project each semester.</p> <p><b>Indirect Criteria for Success:</b></p> <p>At least 25% of BSW faculty will receive formal recognition and/or be invited to provide presentations or speak at community events.</p>
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p><b>Direct Assessment Method(s):</b></p> <p>Community service activities of each faculty member will be identified.</p> <p>Memberships held in professional and learned societies/organizations and associated activities for each faculty will be identified.</p> <p>The percent of students in SOW 3203 <i>Introduction to Social Work</i> that successfully completed at least 30 hours of community service will be calculated.</p> <p>The community services projects carried out by the Student Social Work Association will be identified.</p> <p><b>Indirect Assessment Method(s):</b></p> <p>External documentation of the quality of contributions made by faculty to the community will be itemized and summarized. These may include (but are not limited to) letters of support and thanks or event programs detailing the faculty member's presentation/activity.</p>

Step 4	Observe and Summarize Results	<p><b>Results of Direct Criteria for Success:</b></p> <p>67% of BSW faculty actively participated in regional, state, national committees or working groups, and/or on commissions, community advisory boards, task forces, councils, or other professional association activities (e.g., accreditation site review teams, etc.) that have a direct or indirect benefit for community-based practice and well-being.</p> <p>100% of BSW faculty are members in learned and professional societies whose focus and mission, in whole or part, addresses the needs and problems confronting state, regional, and national communities.</p> <p>At least 80% of students in SOW 3203 <i>Introduction to Social Work</i> will successfully complete 30 hours of community service.</p> <p>❖ <b>Fall Semester 2011:</b></p> <ul style="list-style-type: none"> <li>• 88% (Section 1) and 80% (Section 2) of students completed at least 30 hours of community service.</li> </ul> <p>❖ <b>Spring Semester 2012:</b></p> <ul style="list-style-type: none"> <li>• 73% (Section 1) and 72% (Section 2) of students completed at least 30 hours of community service.</li> </ul> <p>Community Service projects carried out by <i>Student Social Work Association:</i></p> <p>❖ <b>Fall Semester 2011:</b> Halloween Party for the children at Magnolia Terrace Apartments Community Center</p> <p>❖ <b>Spring Semester 2012:</b> Presentation on Bullying for the children and adults at the Magnolia Terrace Apartments Community Center</p> <p><b>Results of Indirect Criteria for Success:</b></p> <p>33% of BSW faculty received formal recognition and/or were invited to provide presentations or speak at community events. One of our BSW faculty, Dr. Cynthia Davis, won the 2011 NASW Big Bend Social Work Educator of the Year award.</p>
Step 5	Use of Results for Improvement (Implemented)	<p>We added two community service goals this year that relate to our social work majors and minors. We came close to meeting the first goal for community service in the <i>Introduction to Social Work</i> class (this includes majors and minors) and met our goal for community projects in our Student Social Work Association.</p>
Step 6	Strengthening Unit Services (Action Plan)	<p>We have new instructors teaching our Introduction to Social Work classes this year and will be working with them to ensure that the community service goal will be a priority in this class.</p>