

Annual Assessment Progress Report

Year: 2008-2009

Program: Social Work

1. List the outcomes assessed during this cycle.

All Program Student Learning Outcomes were assessed in this cycle (see attached for list of Program Student Learning Outcomes).

2. Provide a brief description of how each outcome was assessed including the process and participants.

The following survey instruments were electronically administered in May/June of 2009 (see attached for copies of the instruments). An email was sent to the pool of survey respondents with a link to the web-based survey site (at a cost to the Department of \$200/year). These surveys explicitly address Program Student Learning Outcomes. Some of the surveys ask additional questions (for example involvement with the HSU Graduation Pledge, post-graduate plans/experiences, and helpfulness of student support resources).

BA Senior Exit Survey (Class of 2009)

BA Social Work Alumni Survey (Class of 2007)

The following instrument was completed by BA Social Work student field supervisors after students' completion of the 400 hour social work field internship (see attached for survey questions). Hard copies of the instrument were manually entered into the electronic survey program to ease in analysis. Each item on the survey is linked to specific Program Student Learning Outcomes.

BA Field Supervisor Evaluation of Student (2009)

The "Employer/Supervisor" Survey was administered last year and will not be administered again until 2012. The Social Work Faculty Survey was not administered this year due to significant personnel transitions.

3. Describe the major findings from this assessment cycle.

Summary copies of the above survey instruments are attached. Complete data is available upon request.

The following table shows the extent to which students achieve Program Learning Outcomes when survey data noted above is aggregated. Those outcomes not meeting the

department benchmark of more than 75% reporting “Great Extent” or “Considerable Extent” have been noted in italics and are addressed in #4 below.

<i>Program Student Learning Outcome/Course</i>	<i>Not At All</i>	<i>Some Extent</i>	<i>Considerable Extent</i>	<i>Great Extent</i>	
1. Exercise critical thinking strategies that recognize the complexities involved in empowering social work practice.	0%	22% [n ~ 4.4]	25% [n ~ 5]	53% [n ~ 10.6]	Exit Survey [n = 20]
	0%	100% [n = 1]	0%	0%	Alumni [n = 1]
	0%	0%	29% [n = 8]	71% [n = 20]	Field [n = 28]
	0%	11%	27%	62%	Aggregate [n = 49]
2. Demonstrate the knowledge, skills, and values of generalist social work for assessing, planning, facilitating, and evaluating change across systems and contexts, including individuals, families, groups, organizations, communities, and policy.	0%	23% [n ~ 4.6]	43% [n ~ 8.6]	33% [n ~ 6.6]	Exit Survey [n = 20]
	0%	100% [n = 1]	0%	0%	Alumni [n = 1]
	0%	3% [n = 5]	34% [n = 61]	64% [n = 115]	Field [n = 181]
	0%	5%	34%	60%	Aggregate [n = 202]
3. Apply strategies of advocacy and social change that advance social, environmental, and economic justice.	7% [n ~ 1.4]	35% [n ~ 7]	25% [n ~ 5]	33% [n ~ 6.6]	Exit Survey [n = 20]
	0%	100% [n = 1]	0%	0%	Alumni [n = 1]
					Field [n = 0]
	7%	38%	24%	31%	Aggregate [21]
4. Respond to issues of power and privilege in their professional relationships as a basis for ensuring collaborative social work practice informed by the values of the profession and its ethical standards and principles.	5% [n ~ 1]	17% [n ~ 3.4]	20% [n ~ 4]	58% [n ~ 11.6]	Exit Survey [n = 20]
	0%	0%	100% [n = 1]	0%	Alumni [n = 1]
	0%	1% [n = 3]	24% [n = 51]	75% [n = 163]	Field [n = 217]
	0%	3%	24%	73%	Aggregate [n = 238]

5. Honor diversity as a source of community enrichment and engage in social work practice that challenges injustices related to dominant discourses around race, ethnicity, color, culture, age, class, income, spirituality, religion, ability, family structure, nationality, first language, sexual orientation, sexuality, gender identity, and legal unions.	0%	20% [n ~ 4]	27% [n ~ 5.4]	53% [n ~ 10.6]	Exit Survey [n = 20]
	0%	100% [n = 1]	0%	0%	Alumni [n = 1]
	0%	1% [n = 1]	26% [n = 21]	73% [n = 60]	Field [n = 82]
	0%	6%	26%	69%	Aggregate [n = 103]
6. Use theoretical frameworks supported by empirical evidence and alternate knowledge systems to understand lifelong human behavior and development as it relates to individual, family, group, organizational, community, political, and cultural contexts.	0%	33% [n ~ 6.6]	45% [n ~ 9]	22% [n ~ 4.4]	Exit Survey [n = 20]
	0%	100% [n = 1]	0%	0%	Alumni [n = 1]
	0%	4% [n = 2]	33% [n = 17]	63% [n = 33]	Field [n = 52]
	0%	13%	36%	51%	Aggregate [n = 73]
7. Understand the history, structures, and technologies of power, oppression, and discrimination, including those related to the social work profession.	8% [n ~ 1.6]	18% [n ~ 3.6]	27% [n ~ 5.4]	47% [n ~ 9.4]	Exit Survey [n = 20]
	0%	100% [n = 1]	0%	0%	Alumni [n = 1]
	0%	0%	0%	0%	Field
	8%	22%	26%	45%	Aggregate [n = 21]
8. Analyze, formulate, and influence social policies that promote justice, equality, and sustainability	3% [n ~ .6]	25% [n ~ 5]	45% [n ~ 9]	27% [n ~ 5.4]	Exit Survey [n = 20]
	0%	100% [n = 1]	0%	0%	Alumni [n = 1]
	0%	0%	0%	0%	Field
	3%	29%	43%	26%	Aggregate [n = 21]
9. Evaluate and critique research studies, apply research findings to practice, and assess the outcomes of their own practice interventions.	2% [n ~ .4]	41% [n ~ 8.2]	46% [n ~ 9.2]	15% [n ~ 3]	Exit Survey [n ~ 20]
	0%	0%	100% [n = 1]	0%	Alumni [n = 1]

	0%	4% [n = 1]	50% [n = 14]	46% [n = 13]	Field [n = 28]
	1%	19%	49%	33%	Aggregate [n ~ 49]
10. Communicate effectively with people receiving services, colleagues, and community members.	0%	22% [n ~ 4.4]	48% [n ~ 9.6]	30% [n ~ 6]	Exit Survey [n = 20]
	0%	100% [n = 1]	0%	0%	Alumni [n = 1]
	0%	3% [n = 5]	30% [n = 55]	68% [n = 125]	Field [n = 185]
	0%	5%	31%	64%	Aggregate [n = 206]
11. Work well within organizational structures and service delivery systems.	7% [n ~ 1.4]	20% [n ~ 4]	38% [n ~ 7.6]	35% [n ~ 7]	Exit Survey [n = 20]
	0%	0%	100% [n = 1]	0%	Alumni [n = 1]
	0%	4% [n = 3]	40% [n = 34]	56% [n = 47]	Field [n = 84]
	1%	7%	41%	51%	Aggregate [n = 105]
12. Utilize supervision, consultation, and self-reflection effectively.	3% [n ~ 6]	18% [n ~ 3.6]	28% [n ~ 5.6]	50% [n ~ 10]	Exit Survey [n = 20]
	0%	100% [n = 1]	0%	0%	Alumni [n = 1]
	0%	4% [n = 8]	23% [n = 45]	73% [n = 140]	Field [n = 193]
	3%	6%	24%	70%	Aggregate [n = 214]

Notes:

- Number may not add up to 100 due to rounding
- “~” = n is averaged

4. Explain what action you are going to take based on the assessment results and why.

- The BA Social Work Program Director will review the findings with the Department Community Advisory Committee. Planning will occur to develop increased opportunities for students to engage in policy and advocacy practice.

- b) Faculty teaching courses with advocacy and policy content will be asked to review their syllabi, assignments, textbooks, and teaching strategies in relation to current pedagogical models and in comparison to similar courses from other institutions. Selected faculty will attend advocacy and policy-based workshops at discipline-oriented conferences.

- c) Assignments used in the SW 456: Field Seminar course (taken in the Spring of students' Senior year) will be analyzed for suitability as an "embedded" assessment instrument. If there is a good fit a rubric will be developed to score an assignment in relation to one or more Program Student Learning Outcomes.