

Student Outcomes Assessment and Success Report AY2018-19

Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

Unit/Program Name: Social Work

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Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? <i>Can expand on this in Part 2.</i>
BSW Program				
			Percent of Students Achieving Benchmark	
C1: Demonstrate ethical and professional behavior C1CB1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to the context	499 Final Field Evaluation	80% of students getting an 80% or higher	89.9%	No changes, continue to monitor.
C1: Demonstrate ethical and professional behavior C1CB2: Use supervision and consultation to guide professional judgment and behavior	499 Final Field Evaluation	80% of students getting an 80% or higher	89.9%	No changes, continue to monitor.
C1: Demonstrate ethical and professional behavior C1CBOValues assessment to demonstrate ethical and professional behavior	494 In-class exam	80% of students getting an 80% or higher	87.7%	No changes, continue to monitor.
C2: Engage diversity and difference in practice C2CB3: Present themselves as learners and engage clients and constituencies as experts of their own experiences	499 Final Field Evaluation	80% of students getting an 80% or higher	86.8%	No changes, continue to monitor.

C2: Engage diversity and difference in practice C2CB4: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	499 Final Field Evaluation	80% of students getting an 80% or higher	87.2%	No changes, continue to monitor.
C2: Engage diversity and difference in practice C2CBO: Knowledge assessment of engaging diversity and difference in practice	498 Diversity Presentation	80% of students getting an 80% or higher	95.3%	No changes, continue to monitor.
C3: Advance human rights and social, economic, and environmental justice C3CB5: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	499 Final Field Evaluation	80% of students getting an 80% or higher	93.2%	No changes, continue to monitor.
C3: Advance human rights and social, economic, and environmental justice C3CB6: Engage in practices that advance social, economic, and environmental justice	499 Final Field Evaluation	80% of students getting an 80% or higher	90.8%	No changes, continue to monitor.
C3: Advance human rights and social, economic, and environmental justice C3CBO: Skills assessment of advancing human rights and social, economic, and environmental justice	491 Grant Proposal	80% of students getting an 80% or higher	92.3%	No changes, continue to monitor.

MSW Program

			Percent of Students Achieving Benchmark		
			Generalist Practice	Clinical Practice	
Competency 1: Demonstrate Ethical and Professional Behavior	1. SOWK 605 Ethics Presentation 2. SOWK 605 Field Presentation 3. SOWK 615 Career Long Learning Paper	80% of students will obtain an 80% or higher on aggregate measures.	100%	90.4%	No changes, continue to monitor.

Competency 2: Engage Diversity and Difference in Practice	<ol style="list-style-type: none"> 1. SOWK 504 Midterm Exam 2. SOWK 605 Field Presentation 3. SOWK 620 Culminating Project - Engagement 	80% of students will obtain an 80% or higher on aggregate measures.	100%	87.6%	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<ol style="list-style-type: none"> 1. SOWK 506 Macro Project Proposal 2. SOWK 605 Field Presentation 3. SOWK 615 Field Journal 	80% of students will obtain an 80% or higher on aggregate measures.	100%	93.3%	No changes, continue to monitor.
Competency 4: Engage In Practice-informed Research and Research-informed Practice	<ol style="list-style-type: none"> 1. SOWK 507 Literature Review 2. SOWK 605 Field Presentation 3. SOWK 606 Evidence Based Practice Paper 	80% of students will obtain an 80% or higher on aggregate measures.	95.6%	89.5%	No changes, continue to monitor.
Competency 5: Engage in Policy Practice	<ol style="list-style-type: none"> 1. SOWK 502 Social Policy Paper 2. SOWK 605 Field Presentation 3. SOWK 607 Social Policy Analysis Paper 	80% of students will obtain an 80% or higher on aggregate measures.	98.9%	90.5%	No changes, continue to monitor.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ol style="list-style-type: none"> 1. SOWK 503 Practice Framework Simulation – Engagement 2. SOWK 603 Psychotherapy Module – Setting Goals 3. SOWK 603 Psychotherapy Module – Intervene 4. SOWK 605 Field Presentation 	80% of students will obtain an 80% or higher on aggregate measures.	98.6%	83.8%	No changes, continue to monitor.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ol style="list-style-type: none"> 1. SOWK 503 Biopsychosocial Assessment 2. SOWK 506 Needs Assessment 3. SOWK 605 Field Presentation 4. SOWK 620 Culminating Project - Assessment 	80% of students will obtain an 80% or higher on aggregate measures.	95.8%	84.7%	No changes, continue to monitor.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ol style="list-style-type: none"> 1. SOWK 503 Biopsychosocial – Spiritual Assessment and Treatment Plan 2. SOWK 605 Field Presentation 3. SOWK 615 Clinical Staffing Presentation - Intervene 	80% of students will obtain an 80% or higher on aggregate measures.	97.5%	87.6%	No changes, continue to monitor.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<ol style="list-style-type: none"> 1. SOWK 505 Photo Voice Community Theory Presentation 2. SOWK 605 Field Presentation 3. SOWK 620 Culminating Project - Evaluation 	80% of students will obtain an 80% or higher on aggregate measures.	93.2%	83.8%	The Clinical average assessment score was low at 83%. This stemmed from a scoring issue: the rubric hindered giving an average score. This was addressed with the faculty members who taught the course.

Competency 10: Practice effectively within a rural social work context.	<ol style="list-style-type: none"> 1. SOWK 501 Theory Application Paper 2. SOWK 601 Rural Ethical Dilemma Group Presentation 3. SOWK 601 Cultural Competence Paper 4. SOWK 605 Field Presentation 	80% of students will obtain an 80% or higher on aggregate measures.	NA	81.0	During the faculty meeting, it was also decided the Program will initiating measurement of competency #10 at the generalist level. The course and assignment to be included in this measure will be finalized in a faculty meeting.
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Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit “tab” to add a new row.

Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program’s outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- 1) Cohort Sizes - Fall 2017 59 full time freshman and Fall 2018 50 full time freshman
- 2) Year-to-Year Retention - Social Work Fall 2018 = 60.0% students; College = 66.16%; University = 65.24%
- 3) 5-Year Graduation Rate - Social Work Starting Fall 2014 full time freshman =38.64%; College University = 38.88%

What worked well in supporting student success this year?

Field Program

The Field Internship experience was consistently rated high by field instructors and students, for example 93 percent of students indicated clinical learning opportunities were frequently available at their internship sites and 79 percent indicated they had opportunity to develop clinical skills in an area of specialization. Students highlighted three placements as outstanding: ISU Student Counseling Center, Cummins Behavioral Health, and the Human Resource Center. Students interning at these agencies reported very positive supervisor interactions, as well as direct practice opportunities, which included a focus on engagement, assessment, intervention, and termination steps taught in the MSW program. These field opportunities involved practicing skills, communication, self-reflection, and a wide range of social work interventions. Students’ “favorite part” included autonomy, development of professional skills, freedom to practice, and interdisciplinary work.

BSW Program

1. Having full-time faculty teaching the senior courses (especially those who have taught the class before) allows analysis of what needs to be improved to maximize student success.

2. Having faculty on BSW Curriculum Committee who teach senior year courses enables continuous evaluation of students' horizontal and vertical learning.
3. Changing the scoring in field provided a more precise way to measure actual student performance vs. forcing evaluation into whole numbers (which skews the measurement of actual performance of students).

MSW Program

1. Holding advising sessions each semester related to course planning and addressing issues before they hinder student success.
2. Offering MSW Program Director office hours and encouraging faculty to also be available to students outside of class for student meetings and support
3. Creating opportunities outside of the classroom for students to enhance class learning, such as encouraging students to attend professional training and conferences.
4. Use of Career Center to provide support in professional development and job searches.
5. Holding licensure information and licensure exam preparation meetings with students during their final year.

What are the most significant opportunities for improvement upon which to focus in the coming year?

BSW Program

1. The majority of Field Instructors and Task Supervisors score continue to only use whole numbers (ex. 6, 7, 8) which skews scores even with instructions to field instructors/task supervisors that they are able to use continuous scoring (ex. 7.5, 7.8) to reflect more accurately the performance of student so as to increase precision in scoring. A percentage will be reported for each core behavior, which will be tabulated and percentage will be used vs. FI/TS recommending a grade. Accomplished by: The scoring for Fall 2019 will be changed to reflect continuous measurement and will reflect the same scoring as other courses. 97-100 = A+, 94-96 = A, 90-96 = A-, etc.
2. Previously BSW Director was unable to identify the individual student performance on all competencies. Previously we were only reporting aggregate scores and not looking how many students were consistently demonstrating under benchmark performance across core behaviors. The questions generated by the faculty at the time were: Are we graduating students who are not consistently meeting competencies? Should some students be asked to redo an assignment? Given that students need to be encouraged to complete work that meets the department standards, the BSW Director developed a grid to calculate if individual students meet each competency.

MSW Program

1. Students reported they felt some course assignments were repetitive, and that they need for better preparation to connect theories and models to practice.
2. MSW students need to be more prepared to provide a clinical diagnostic impression and prepare a treatment plan. Course assignments should enable students to realistically apply the DSM V to real life client situations.
3. After further conversation regarding assessment results from the previous academic year, the faculty also decided to evaluate the current MSW program benchmarks being used to assess student outcomes. Currently, it is expected that at least 80% of the MSW students will earn at least an 80% or more on all measures throughout the assessment plan. After engaging in assessment during the upcoming academic year (2018/2019), the group plans to re-evaluate if this is still the desired benchmark for all measures in each level or practice.

Part 1c: Summary of Career Readiness Activities

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

See attached document.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) The discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?) **BSW students** are doing particularly well on engaging diversity in practice in terms of engagement and assessment as evidenced 95 percent meeting benchmarks in this area. This outcome is especially encouraging given that it is not uncommon for undergraduates to struggle with building cultural competency skills. However, the lowest benchmark achievement at 86.8 percent also related to engaging diversity in terms of “presenting themselves as learners and engaging clients and constituencies as experts of their own experiences.” This suggests BSW students may need more support in building skills enabling them to learn from their clients about diverse cultural values and experiences. **MSW students** are performing consistently well at the generalist level, representing the first year of the MSW program, with all benchmarks met at above 90 percent. This suggests there is room for increased rigor in the first year of the program that more strongly challenges students’ knowledge and skill development. The Program emphasizes the development of skills for rural practice. Although the benchmark of 80 percent was achieved for this competency, it is the lowest level of achievement, with 81 percent of students at benchmark. This suggests additional focus on student learning and associated outcomes in this area is warranted. In terms of **career readiness**, social work students often lack confidence in their skills and abilities and thus may be challenged to present themselves in the best possible light during job search activities. Career readiness activities that help them articulate learning from the Program will be especially useful.

- 2) Findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)** In addition to plans and actions noted in Part 1ae, given student feedback noted in 1b Action:

BSW Program

- Develop master calendar for when assignments are due in SOWK 490, 491, 498, 494 and 499 that have measures to report for Fall 2019-Spring 2020
- Faculty will scan copies of rubrics with program measures to the BSW Director upon completion of grading the assignment at the beginning of Fall and Spring semesters.
- Data will be reported per assignment with program measures throughout the semester vs. at the end of the semester.
- Report by name of student vs. 991 number.
- All reporting must be based on a percentage out of 100.

MSW PROGRAM

- Faculty will discuss course assignments each semester to evaluate purpose of assignment and repetitiveness
- Evaluate current use of theories in order to better connect theory to practice
- Potential plan for a therapy related one credit hour course to focus on specific models of practice.

- 3) What your assessment plan will focus on in the coming year** We will continue to focus on the nine EPAS competencies noted above, as required by our accreditation body, and the 10th competency assessing students' mastery of skills and knowledge for working with rural populations. As noted above, we will also begin assessing foundation competencies for rural practice at the generalist level (first year MSW program).
- 4) How this information will be shared with other stakeholders** Outcomes data is posted on the Department Website for review by students, the University community, and the general public

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.

Dear Robin,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: B.S.W. Social Work	Overall Rating: Mature (2.75/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measurable. They are aligned with professional competencies.• Courses and assignments used as assessment measures are clearly described and provide robust opportunities for students to demonstrate their learning.• Expected and actual performance are clearly noted.• Analysis notes clear areas of strength and challenge for students, despite overall strong performance.• It's noted that rubrics are used for assessment purposes, and actions for improving assessment in the coming year are listed.• Faculty are clearly involved in the assessment process.	<ul style="list-style-type: none">• Note alignment of competencies/learning outcomes with CGPS Graduate Student Learning Outcomes.• Provide more information about evaluation of student performance. For instance, if rubrics are used, note that and consider describing how the rubric performance levels are reflected by the scoring expectations.• Consider adding ways to improve the noted student learning challenge – “presenting themselves as learners and engaging clients and constituencies as experts of their own experiences” – in action planning.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped