

Student Learning Summary Form AY2016-17

Due to your dean by June 1

Due from dean to assessment office by June 15

Degree Program Name: _____ Social Work BSW _____ **Contact Name and Email** _____ Robert Guell and Robyn Lugar _____

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

Part One

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>C1: Demonstrate ethical and professional behavior C1CB1: Make ethical decisions by applying the standards of the Code of ethics, laws, regulations, models for ethical decision making, and conduct ethical research</p>	<p>499 Final Field Evaluation</p>	<p>80% of students getting an 80% or higher</p>	<p>89.7</p>	<p>Relevant Course instructor and BSW Director; Email in May discussion in August.</p>
<p>C1: Demonstrate ethical and professional behavior C1CB2: Use supervision and consultation to guide professional judgment and behavior</p>	<p>499 Final Field Evaluation</p>	<p>80% of students getting an 80% or higher</p>	<p>94.9</p>	<p>Relevant Course instructor and BSW Director; Email in May discussion in August.</p>
<p>C1: Demonstrate ethical and professional behavior C1CBO: Values assessment in ethical and professional behavior</p>	<p>494 Ethics Paper</p>	<p>80% of students getting an 80% or higher</p>	<p>97.4</p>	<p>Relevant Course instructor and BSW Director; Email in May discussion in August.</p>
<p>C2: Engage diversity and difference in practice C2CB3: Present themselves as learners and engage clients and constituencies as experts of their own experiences</p>	<p>499 Final Field Evaluation</p>	<p>80% of students getting an 80% or higher</p>	<p>84.6</p>	<p>Relevant Course instructor and BSW Director; Email in May discussion in August.</p>
<p>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</p>	<p>499 Final Field Evaluation</p>	<p>80% of students getting an 80% or higher</p>	<p>87.2</p>	<p>Relevant Course instructor and BSW Director; Email in May discussion in August.</p>
<p>C2: Engage diversity and difference in practice C2CBO: Knowledge assessment of engaging diversity and difference in practice</p>	<p>498 Diversity Presentation</p>	<p>80% of students getting an 80% or higher</p>	<p>100</p>	<p>Relevant Course instructor and BSW Director; Email in May discussion in August.</p>
<p>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</p>	<p>499 Final Field Evaluation</p>	<p>80% of students getting an 80% or higher</p>	<p>100</p>	<p>Relevant Course instructor and BSW Director; Email in May discussion in August.</p>

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	87.2	Relevant Course instructor and BSW Director; Email in May discussion in August.
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	95.1	Relevant Course instructor and BSW Director; Email in May discussion in August.
C4: Engage in practice informed research and research informed practice C4CB7: Use practice experience and theory to inform scientific inquiry and research	499 Final Field Evaluation	80% of students getting an 80% or higher	76.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C4: Engage in practice informed research and research informed practice C4CB8: Use and translate research evidence to inform and improve practice, policy, and service delivery	499 Final Field Evaluation	80% of students getting an 80% or higher	76.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C4: Engage in practice informed research and research informed practice C4CBO: Critical thinking assessment in engaging practice informed research and research informed practice	490 GIM Paper	80% of students getting an 80% or higher	80	Relevant Course instructor and BSW Director; Email in May discussion in August.
C5: Engage in policy practice C5CB9: Assess how social welfare and economic policies impact the delivery of and access to social services	499 Final Field Evaluation	80% of students getting an 80% or higher	74.4	Relevant Course instructor and BSW Director; Email in May discussion in August.
C5: Engage in policy practice C5CB10: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	499 Final Field Evaluation	80% of students getting an 80% or higher	94.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C5: Engage in policy practice C5CBO: Knowledge assessment of engaging in policy practice	494 Policy Paper	80% of students getting an 80% or higher	97.4	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6: Engage with individuals, families, groups, organizations, and communities C6CB11: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	499 Final Field Evaluation	80% of students getting an 80% or higher	84.6	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6: Engage with individuals, families, groups, organizations, and communities C6CB12: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	499 Final Field Evaluation	80% of students getting an 80% or higher	94.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6: Engage with individuals, families, groups, organizations, and communities C6CBO: Critical thinking assessment of engaging with individuals, families, groups, organizations, and communities	490 Group SIM (self, peer, and instructor evaluations)	80% of students getting an 80% or higher	100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C7: Assess individuals, families, groups, organizations, and communities C7CB13: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	499 Final Field Evaluation	80% of students getting an 80% or higher	89.7	Relevant Course instructor and BSW Director; Email in May discussion in August.
C7: Assess individuals, families, groups, organizations, and communities C7CB14: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	499 Final Field Evaluation	80% of students getting an 80% or higher	82.1	Relevant Course instructor and BSW Director; Email in May discussion in August.
C7: Assess individuals, families, groups, organizations, and communities C7CBO: Exercise of judgement assessment in assessing individuals, families, groups, organizations, and communities	498 Case Staffing	80% of students getting an 80% or higher	80.5	Relevant Course instructor and BSW Director; Email in May discussion in August.

C8: Intervene with individuals, families, groups, organizations, and communities C8CB15: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	499 Final Field Evaluation	80% of students getting an 80% or higher	84.6	Relevant Course instructor and BSW Director; Email in May discussion in August.
C8: Intervene with individuals, families, groups, organizations, and communities C8CB16: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	499 Final Field Evaluation	80% of students getting an 80% or higher	76.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C8: Intervene with individuals, families, groups, organizations, and communities C8CBO: Affective reactions assessment of intervening with individuals, families, groups, organizations, and communities	499 Process Recording	80% of students getting an 80% or higher	79.5	Relevant Course instructor and BSW Director; Email in May discussion in August.
C9: Evaluate practice with individuals, families, groups, organizations, and communities C9CB17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	499 Final Field Evaluation	80% of students getting an 80% or higher	84.6	Relevant Course instructor and BSW Director; Email in May discussion in August.
C9: Evaluate practice with individuals, families, groups, organizations, and communities C9CB18: Critically analyze, monitor, and evaluate intervention and program processes and outcome	499 Final Field Evaluation	80% of students getting an 80% or higher	92.3	Relevant Course instructor and BSW Director; Email in May discussion in August.
C9: Evaluate practice with individuals, families, groups, organizations, and communities C9CBO: Skills assessment in evaluating practice with individuals, families, groups, organizations, and communities	490 Planning SIM (Self, Peer, and Instructor Evaluations)	80% of students getting an 80% or higher	92.5	Relevant Course instructor and BSW Director; Email in May discussion in August.

* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

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.

Notes

- Use your outcomes library as a reference.
- Each outcome must 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 must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- 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."
- 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).
- This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

Specific items within 2016-17 Assessment

Fall 2016: Measures were pulled from three senior courses: SOWK 490, 491, 498. All of the *Competencies and Core Behaviors* actual *Mean Scores* met or exceeded the benchmarks. The *Percentage of Students Achieving the Benchmarks* also met or exceeded the *Competencies and Core Behaviors* goal benchmark. All *Actual Mean Score* for all assignments met the benchmark and *Percentage of Students* for all assignments met the benchmark.

Spring 2018: Measures were pulled from two senior courses: SOWK 494, 499. *Competencies and Core Behaviors* actual *Mean Scores* met or exceeded the benchmarks. The *Percentage of Students Achieving the Benchmarks* also met or exceeded the *Competencies and Core Behaviors* goal benchmark. All *Actual Mean Score* for all assignments met the benchmark. *Percentage of Students* (80%) for all assignments met the benchmark except for Five (5) Core Behaviors measured in Field Evaluations: C4B7 (76.9), C4CB8 (76.9), C5CB9 (74.4) C8CB16 (76.9), C8CB16 (76.9) and SOWK 499 Process Recording Assignment (CBCBO) (79.5).

Fall 2016-2017: Composite measures from both semesters (SOWK 490, 491, 498, 494, 499): SOWK 494, 499. All *Competencies and Core Behaviors* actual *Mean Scores* met or exceeded the benchmarks actual *Mean Scores* met or exceeded the benchmarks. The *Percentage of Students Achieving the Benchmarks for each Competency* was met or exceeded.

Actions for Fall 2017-2018:

- 1) **SOWK 499 Process Recording:** Faculty will be adding clarifying instructions for expectation and the form used will be modified to bring clarity to expectation.
- 2) **SOWK 499 Field Evaluations by the Field Instructors:**
 - a. There were scores not reported by Field Instructor or Task Supervisor (when both were involved in evaluation of student). Student will identify Field Instructor AND Task Supervisor vs. OR to insure that the student is evaluated for each core behavior.
 - b. The majority of Field Instructors and Task Supervisors score only using whole numbers (ex. 6, 7, 8) which skews scores. Will include in the 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.
 - c. There were 5 students who scored 70% or lower in 10 or more core behaviors. Will discuss with Field Instructors/Task Supervisors to identify these areas earlier with students to develop additional assignments in this area to increase competency in these areas.
- 3) **SOWK 498 Case Staffing:** Benchmark was met by 0.5% (19.5% of students did not meet the benchmark). Faculty will review instructions for expectation and review the rubric.
- 4) **SOWK 490 GIM Paper:** Benchmark (75%) was met (17.5% of students did not meet). Faculty will review instructions for expectation and review the rubric.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: Social Work BSW Date: 01.08.18

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				<input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate. <input checked="" type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	<input type="checkbox"/> At least one direct measure was provided for each outcome. <input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.	<input checked="" type="checkbox"/> Multiple measures were employed, and most are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific

				evidence of what students know/can do. <input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected and analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Data are being collected and analyzed. <input checked="" type="checkbox"/> Results are provided. <input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input checked="" type="checkbox"/> Plans for improvement are provided, but they are not	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input checked="" type="checkbox"/> Results regularly are shared with the faculty. <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. ??	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to

	<input type="checkbox"/> No reflection is offered about previous results or plans.	specific and/or do not clearly connect to the results. <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement. <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	established timelines. <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website. <input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

The program assessed at least nine clear, important, measurable outcomes using multiple measures that include the final field evaluation, diversity presentation, grant proposal, and self-evaluation. Standards are appropriately high; however, they appear to be based on grades (score of 80%), and no evidence was provided that keys or rubrics are used to calibrate performance criteria to scores. As a result, it is not clear whether students are being assessed or only graded. Results indicate that students met the benchmark for at least seven of the nine outcomes (without the Ns, it is difficult to tell). Part One also indicated that multiple faculty collect and analyze results and regularly share them with faculty. Part Two offers a general overview of the results, but no details are provided about what students know and can do well and less well. Plans for improvement are identified, though they are not connected to specific assessment results. These include clarifying instructions on assignments and expectations for field evaluations, as well as identifying student weaknesses earlier enough to remediate them.

Thank you for sharing your 2017 Student Learning Summary Report!