

**Baylor University School of Social Work  
Curriculum Committee Assessment and Improvement Report  
2011 – 2012 Academic Year**

**Improvement Plan:**

Identify and illustrate course changes to be implemented during the semester, indicating the change, purpose of the change, source(s) of evaluation/data informing the change, and results and/or recommendations for future change.

**Purpose(s) of the Change:**

Indicate the expected outcome of the change. Examples include:

Change in course objective (needs to be reviewed by Curriculum Committee); improve linkage between assignment and course objectives; course objectives and program objectives; and foundation areas and program themes. Improve vertical and horizontal integration (needs to be reviewed by Curriculum Team). More effective attainment of course objective (specify objective), enhanced student engagement in the course and to improve instructor effectiveness.

**2011-2012 Initiatives**

In the past two years the Curriculum Committee had met as a committee composed of the faculty as a whole. During 2011-2012, the Curriculum Committee began to meet as a separate committee composed of members that included selected faculty, staff, and students. The faculty was kept informed of committee decisions and initiatives. As appropriate, items were brought to the faculty for discussion and approval. The following steps/actions were taken:

- The current description for the curriculum committee was reviewed and affirmed.
- The committee brought a recommendation to the faculty that developing a second major other than the BSW is not appropriate for the School of Social Work. The School of Social Work faculty unanimously approved that recommendation. However, it was decided that students should be made aware of the opportunity.
- Changes in BSW curriculum (i.e. making the senior year more parallel to MSW Foundation year; revised Capstone offerings) that were approved by the faculty in 2010-2011 academic year were approved by Baylor administration for inclusion in the AY2013 catalog.
- Proposed revisions to the core requirements for the BSW program were not approved by Baylor administration. The Curriculum Committee approved a change suggested by Baylor administration to reduce fine arts and elective requirements by one 3 unit course each to add a sociology and psychology course. This was approved by the faculty and Baylor administration for inclusion in the AY 2013 catalog.
- Electives:  
The curriculum committee approved the course description and objectives for the following elective courses:
  1. Introduction to Social Work Practice in the Addictions
  2. Cognitive Behavioral Theory and Techniques

### 3. Social Work with Hispanic/Latino Populations

- The Curriculum Committee approved 20 MSW specializations

The primary focus of the committee was on preparation of the self study for reaffirmation of accreditation by CSWE which included the continued implementation of the curricular innovation process and the evidenced based curriculum evaluation process. The following steps/actions were taken:

- Reviewed the courses where each practice behavior is measured and added practice behaviors to additional courses as necessary. Each practice behavior is now measured at least twice in both the BSW/MSW Foundation and MSW Concentration programs.
- Continued the collection of data in the academic year of 2011-2012 using rubrics for BSW, MSWF, and Concentration courses.
- Established benchmark competency scores of 3.0 (minimum) and 4.0 (goal). Any practice behavior with an average score below 3.0 must be addressed in the course outcome report and curriculum changes made. Teams should consider curricular changes for any practice behavior with an average score less than 4.0.
- Curriculum Teams were reactivated for both BSW/MSW Foundation and Concentration curriculum course reviews. The teams carried out the task of evaluation of the outcome report data obtained from the rubrics used to measure practice behaviors and competencies for each course. The completed reports include specific curricular changes for each course resulting from the review. This includes both curriculum content and assignments.
  - In the fall semester of 2011, BSW and MSW Foundation courses taught in the 2010-2011 academic year were reviewed using the Outcome Reports and Curriculum Course Reports completed.
  - In the spring semester of 2012, BSW and MSW Foundation courses taught in the fall semester of 2011 were reviewed using the Outcome Reports and Curriculum Course Reports completed.
  - In the spring semester of 2012, MSW Concentration courses taught in the fall semester of 2011 were reviewed using the Outcome Reports and Curriculum Course Reports completed.
  - In May, 2012, MSW Concentration courses taught in the spring semester of 2011 were reviewed using the Outcome Reports and Curriculum Course Reports completed.
- The aggregated data from both Generalist and Concentration Competencies Outcome Report Scores were reviewed by course and section. Course Curriculum Reports for each course are available on Social Work Bear Space. The aggregated data for each competency was then analyzed using the Core Competencies Summary Table and the Concentration Competencies Summary Table.

Data showed that aggregated scores for all Core Competencies were above the minimum level of 3.0. BSW aggregated scores for G4 (Engage diversity and difference in practice, 3.92/3.46) and G6 (Engage in research informed practice, 3.93/3.98) were slightly below the goal of 4.0 both in the academic year of 2010-11 and fall 2011. BSW aggregated scores for G7 (Apply knowledge of human behavior, Fall 2011 – 3.51) and G8 (Engage in policy practice to advance social work, Fall 2011 – 3.81) had scores below the 4.0 goal

in the only in the Fall of 2011. MSW Foundation aggregated scores were all above 4.0 with the exception of G11 (Apply an ethical integration of faith and social work practice, 3.74/3.93) which is slightly below the goal level of 4.0. The curriculum teams for BSW and MSW Foundation have made curricular changes to address those competencies that were below the 4.0 goal level.

Aggregated scores for the Concentration Competencies for Health/Mental Health Concentration and Community Concentration were at or above the goal level of 4.0. The Families Concentration had two competencies that were below the goal level of 4.0; A10 (Engage, assess, intervene, and evaluate with individuals and families, 3.85) and A7 (Apply knowledge of human behavior and the social environment, 3.98). These aggregated scores are very close to the goal of 4.0 and the Families Concentration Team is addressing these adequately in planned curricular changes noted in the Concentration course reports.

After analyzing the data, the curriculum team decided that no recommendations for overall BSW or MSW curriculum change would be made at this time. Rationale for this decision:

1. The curriculum teams have addressed any issues related to lower scores and are making appropriate curricular changes in each course for 2012-13 academic year to improve competency in those areas. In order to accurately determine the effectiveness of these changes, it would be best to wait before adding any additional overall curricular changes that might impact the course averages.
2. Issues of inter-rater reliability and validity need to be addressed before making overall curricular changes based on the data.

Details of Curriculum Committee (CC) major decisions or recommendations, including those approved by the entire faculty, are provided below.

#### **MSW Graduate Program Concentration Year Research Requirement**

<b>Date: February 2012</b>
<b>Change: MSW Graduate Program Concentration Year Research Requirement</b>
<p><b>Purpose:</b> (link to course objective, if applicable)</p> <p><b>EPA 2008 Reference: 2.1.6 Engage in research-informed practice and practice-informed research</b>  Interpretive statement*- “the intent of these competencies was to develop the capacity to understand and utilize research. Some MSW programs with research emphases may go beyond this expectation in their advanced year but it was never the intent of this competency that programs train research practitioners.”</p> <p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1) Engage students in an advanced research practice experience that enables them to demonstrate the capacity to plan and conduct an evaluation of their practice within the concentration internship.</li> <li>2) Offer a research section (SWO 5182/5383) for MSW students who are interested in producing IRB-vetted research that contributes to social work knowledge for professional dissemination (peer reviewed presentation/publication).</li> </ol>

**Data Sources:**

Office of Social Work Accreditation

Council on Social Work Education

\*Bruce Thyer-BPD list serve communication (January 19, 2012)

**Results/Evaluation/Disposition of Change:**

The Curriculum Committee approved the proposal and presented it to the faculty. The faculty approved the proposal regarding concentration year research curriculum changes. Rob Rogers, Associate Dean met with Research faculty to discuss possible changes to concentration year research projects and to the research and statistics courses that prepare students for their Concentration year project. Guidelines will be developed to determine when a project needs to be reviewed by the Baylor IRB.

**Reflection:** Currently, students enrolled in SWO 5182 and SWO 5383 are required to independently identify a research question that is consistent with agency purposes, design a rigorous plan for addressing this question that meets Baylor university IRB requirements, and implement the plan within a limited timeframe and often without adequate financial and time resources. This requirement has created a stressful learning environment for students and faculty.

With the changes approved in the proposal, the intention of the research project during the concentration year will be on instruction related to the evaluation of the students' practice within the concentration setting. The focus will be on:

- 1) discovering and evaluating research-based evidence related to the intervention they are testing.
- 2) applying single-subject design and/or program evaluation methodologies.

The instructional goal is for students to learn the practice evaluation process and not on knowledge development and dissemination. Therefore, IRB (internal and external) approval of the evaluation project will not be required. Appropriate approvals by the internship agency and the instructor will be required. Consent by participants will also be required.

**Referral Recommendations:**

The Research Curriculum team will make specific necessary changes needed to update the course syllabus.

**Policy for Program Assessment and Improvement: CAIRS****Date:**

February, 2012

**Change: Creation of policy****Purpose:**

Academic program evaluation policy guidelines and timelines for evaluation of curriculum and curricular changes.

**Data Sources:**

Student and faculty feedback

**Results/Evaluation/Disposition of Change:**

In conjunction with the Evaluation and Accreditation Committee, the committee developed a Policy for Program Assessment and Improvement that includes guidelines and a timeline for curriculum course evaluation and the Curriculum Assessment and Improvement Report-**CAIR**.

This was approved by the faculty.

Implementation: Will begin in Spring 2012.

**Reflection:****Referral Recommendations:**

No further actions needed at this time.

Areas to be addressed by the Curriculum Committee in the 2012-2013 academic year include:

1. Field – strengthen the integration of curriculum and field learning. Consider the inclusion of field instructors and/or task instructors in curriculum evaluation and development.
2. Explore issues related to reliability and validity of evaluation procedures (i.e. faculty interpretation and scoring).
3. Develop a plan for longitudinal analysis of aggregated data.
4. Consider the collection of data from additional sources (i.e. student and/or alumni evaluation of curriculum content).
5. Consider changes in Concentration specializations and the possible development of a faculty mentoring program that combines research project and specializations.
6. Review BSSW strategies and goals and determine the Curriculum Committee's role in implementation.
7. Explore ways to improve vertical and horizontal integration of curriculum (i.e. research, BSW/MSW Foundation to Concentration areas).
8. Establish alternate committee meeting time if Tuesday time is not available (i.e. special event).
9. Develop a plan to address possible changes in the MSW structure of Concentrations.

