

Date Submitted: **June 30, 2021**

College/School: **Diana R. Garland School of Social Work**

Department: **Social Work**

Program: **Bachelor of Social Work (BSW)**

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Part 1: Introductory Content

Notable Achievement: Briefly describe one of the most notable student achievements of your program this year.

Our "Outstanding BSW Student" award winner Asianna Brown, May 2021 BSW graduate, not only won this departmental award, but also received the "People's Choice Award" as part of the URSA Scholars Week. The title of her presentation was "Social Work and Engineering Join Forces for Community Engaged Research and Social Impact: How Do Students Benefit?" We are proud of her work under the mentorship of social work faculty member Dr. Stephanie Boddie.

Part 2: Student Learning Outcome Summary Table: Methods, Results, Interpretation, Alignment, and Improvements Planned or Implemented in Response to Results
Please include at least one direct measure of learning for each outcome and at least two methods for assessing each learning outcome

1. Outcome Name: Ethical Integration of Faith and Practice **General Education Outcome? Christian Perspective**
Statement:

Assessment Methods	Assessment Results	Interpretation and Improvements
1A. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Assessment Method: <i>Field Rubric Skill Ratings</i> <i>Comp#1: Ethical & Professional Behavior</i> <i>Comp#10: Integration of Faith & Practice</i> Performance Target/Criteria for Success: <i>At least 80% of students should reach the rating of 4-proficient or 5-excellent on each competency.</i>	Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): <i>Comp#1: Ethical & Professional Behavior (95.9%)</i> <i>Comp#10: Integration of Faith & Practice (85.7%)</i> <i>See appendix for details regarding the measure and interpretation.</i>	Interpretation of Results: <i>This remains a strong area of competency for students in the social work major.</i> Recommended Decisions/Actions for Improvement: <i>N/A</i>
1B. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Assessment Method: <i>SWEAP FCAI Instrument & Book Review</i> <i>Comp#1: Ethical & Professional Behavior</i> <i>Comp#10: Integration of Faith & Practice</i> Performance Target/Criteria for Success: <i>At least 80% of students should reach competency by answering 50% or more items correctly in the FCAI Competency 1, and earn 32/40 points on the Book Review measure.</i>	Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): <i>Comp#1: Ethical & Professional Behavior (100%)</i> <i>Comp#10: Integration of Faith & Practice (100%)</i> <i>See appendix for details regarding the measure and interpretation.</i>	Interpretation of Results: <i>This remains a strong area of competency for students in the social work major.</i> Recommended Decisions/Actions for Improvement: <i>N/A</i>
1C. Assessment Type: Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Assessment Method: <i>Senior Survey: General Education Outcomes</i>	Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts):	Interpretation of Results: <i>This is a strong area of personal, academic, and professional development among social work students.</i>

<p>Developing/Clarifying Personal Value/Ethics Identifying Moral and Ethical Issues Placing Current Problems in Perspective</p> <p>Performance Target/Criteria for Success: At least 75% of respondents from BSW program should rate “very much” or “quite a bit” regarding contribution to these areas</p>	<p>Developing/Clarifying Personal Value/Ethics: 84.7% Identifying Moral and Ethical Issues: 84.7% Placing Current Problems in Perspective: 85.7%</p>	<p>Recommended Decisions/Actions for Improvement: N/A</p>
<p>2. Outcome Name: Diversity, Human Rights, and Policy Statement:</p>		<p>General Education Outcome? Civic Leadership</p>
<p>Assessment Methods with Performance Target</p>	<p>Achievement Status and Results</p>	<p>Interpretation and Improvements</p>
<p>2A. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Assessment Method: <i>Field Rubric Skill Ratings</i> Competency #2, #3, #5 Performance Target/Criteria for Success: At least 80% of students should reach the rating of 4-proficient or 5-excellent on each competency.</p>	<p>Target/Criteria Status: Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): Comp#2: Engaging Diversity in Practice (98.9%) Comp#3: Advancing Human Rights & Justice (74.1%) Comp#5: Engaging in Policy Practice (60.9%)</p>	<p>Interpretation of Results: While we are pleased to see the very high achievement on competency 2, the lower percentages on competencies 3 and 5 indicate need for attention. Recommended Decisions/Actions for Improvement: Improvement intervention options will be discussed at the fall faculty meeting for implementation in the coming academic year.</p>
<p>2B. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Assessment Method: <i>SWEAP FCAI Instrument</i> Competency #2, #3, #5 Performance Target/Criteria for Success: At least 80% of students should reach competency by answering 50% or more items correctly.</p>	<p>Target/Criteria Status: Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): Comp#2: Engaging Diversity in Practice (88%) Comp#3: Advancing Human Rights & Justice (88%) Comp#5: Engaging in Policy Practice (75%)</p>	<p>Interpretation of Results: While competency 5 fell below our benchmark of 80%, the mean score for our BSW respondents was higher than the national average score, implying this is an area of attention for social work schools more broadly. Recommended Decisions/Actions for Improvement: Improvement intervention options will be discussed at the fall faculty meeting for implementation in the coming academic year.</p>
<p>2C. Assessment Type: Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Assessment Method: <i>Senior Survey: General Education Outcomes</i> Creating Original Ideas and Solutions Leadership Skills Relating Well to People of Different Races, Nations, and Religions Performance Target/Criteria for Success: At least 75% of respondents from BSW program should rate “very much” or “quite a bit” regarding contribution to these areas</p>	<p>Target/Criteria Status: Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for extended version): Creating Original Ideas and Solutions: 100% Leadership Skills: 100% Relating Well to People of Different Races, Nations, and Religions: 71.4%</p>	<p>Interpretation of Results: Social work student responses scored higher than the university average for items 1 and 2, though item 3 was in a similar range as the 72.3 for the university. This has been an area of focus and discussion in the department this year as we seek to increase diverse voices and engagement for social work student development. Recommended Decisions/Actions for Improvement: We will review and begin to implement recommendations from the department’s Race Equity Work Team (REWT).</p>

3. Outcome Name: Research, Assessment, and Evaluation Statement:		General Education Outcome? Critical Thinking
Assessment Methods with Performance Target	Achievement Status and Results	Interpretation and Improvements
<p>3A. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/></p> <p>Assessment Method: <i>Field Rubric Skill Ratings</i> Competency #4, #7, #9</p> <p>Performance Target/Criteria for Success: At least 80% of students should reach the rating of 4-proficient or 5-excellent on each competency.</p>	<p>Target/Criteria Status: Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met <input type="checkbox"/></p> <p>Brief Summary of Results (use Appendix for details/charts):</p> <p>Comp#4: Research and Practice (72.4%) Comp#7: Assessment in Practice (83.6%) Comp#9: Evaluation of Practice (75%)</p>	<p>Interpretation of Results: <i>Performance on competencies 4 and 9 fell below benchmark. The knowledge ratings (3A) were not below benchmark, which indicates a need to strengthen the connection between classroom knowledge and practical application in the field.</i></p> <p>Recommended Decisions/Actions for Improvement: <i>Field administrators are working on strengthening examples for students regarding the practical application of research and evaluation competencies in practice.</i></p>
<p>3A. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/></p> <p>Assessment Method: <i>SWEAP FCAI Instrument</i> Competency #4, #7, #9</p> <p>Performance Target/Criteria for Success: At least 80% of students should reach competency by answering 50% or more items correctly.</p>	<p>Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/></p> <p>Brief Summary of Results (use Appendix for details/charts):</p> <p>Comp#4: Research and Practice (100%) Comp#7: Assessment in Practice (100%) Comp#9: Evaluation of Practice (88%)</p>	<p>Interpretation of Results: <i>BSW respondents demonstrated solid competency in these areas.</i></p> <p>Recommended Decisions/Actions for Improvement: N/A</p>
<p>3B. Assessment Type: Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/></p> <p>Assessment Method: <i>Senior Survey: General Education Outcomes</i> <i>Evaluating/Choosing bet. Alternative Courses of Action</i> <i>Synthesizing & Integrating Ideas & Information</i> <i>Thinking Critically</i></p> <p>Performance Target/Criteria for Success: At least 75% of respondents from BSW program should rate "very much" or "quite a bit" regarding contribution to these areas</p>	<p>Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/></p> <p>Brief Summary of Results (use Appendix for details/charts):</p> <p><i>Evaluating/Choosing bet. Alternative Courses of Action: 100%</i> <i>Synthesizing & Integrating Ideas & Information: 100%</i> <i>Thinking Critically: 100%</i></p>	<p>Interpretation of Results: <i>We are pleased to see the strength in the BSW responses, which fall above the university average for these three items.</i></p> <p>Recommended Decisions/Actions for Improvement: N/A</p>
4. Outcome Name: Human Interaction and Intervention Statement:		General Education Outcome? Communication
Assessment Methods with Performance Target	Achievement Status and Results	Interpretation and Improvements
<p>4A. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/></p> <p>Assessment Method: <i>Field Rubric Skill Ratings</i> Competency #6, #8</p> <p>Performance Target/Criteria for Success: At least 80% of students should reach the rating of 4-proficient or 5-excellent on each competency.</p>	<p>Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/></p> <p>Brief Summary of Results (use Appendix for details/charts):</p> <p>Comp#6: Engagement with Individuals & Groups (94.8%) Comp#8: Intervention with Individuals & Groups (86.9%)</p>	<p>Interpretation of Results: <i>This remains a strong area of competency for students in the social work major.</i></p> <p>Recommended Decisions/Actions for Improvement: N/A</p>

<p>4B. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Assessment Method: <i>SWEAP FCAI Instrument</i> <i>Competency #6, #8</i> Performance Target/Criteria for Success: <i>At least 80% of students should reach the rating of 4-proficient or 5-excellent on each competency.</i></p>	<p>Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): <i>Comp#6: Engagement with Individuals & Groups (88%)</i> <i>Comp#8: Intervention with Individuals & Groups (100%)</i></p>	<p>Interpretation of Results: <i>This remains a strong area of competency for students in the social work major.</i></p> <p>Recommended Decisions/Actions for Improvement: <i>N/A</i></p>
<p>4C. Assessment Type: Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Assessment Method: <i>Senior Survey: General Education Outcomes</i> <i>Communicating Well Orally</i> <i>Reading or Speaking a Foreign Language</i> <i>Writing Clearly and Effectively</i> Performance Target/Criteria for Success: <i>At least 75% of respondents from BSW program should rate “very much” or “quite a bit” regarding contribution to these areas</i></p>	<p>Target/Criteria Status: Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): <i>Communicating Well Orally: 71.4%</i> <i>Reading or Speaking a Foreign Language: 57.1%</i> <i>Writing Clearly and Effectively: 85.8%</i></p>	<p>Interpretation of Results: <i>BSW responses on items 1 and 2 indicate a need for attention in the BSW program. While writing is a strength in these responses, the oral communication and foreign language fall below the desired benchmark.</i></p> <p>Recommended Decisions/Actions for Improvement: <i>BSW Program leadership will consider how the department can strengthen students’ developed and perceived competence in these areas prior to graduation.</i></p>

Part 3: Follow-Ups on Prior Year Student Learning Outcomes Improvement Plans (IMPORTANT)
Describe the status of any decisions or actions for improvement reported in prior years. Were changes/improvements initiated or completed? Do you have any evidence to date that they have been effective?

The Garland School of Social Work initiated improvements based on data from prior years. Competency teams met to review how competencies 5(Policy), 9(Evaluation), and 10(Faith & Practice Integration) could be strengthened. These team meetings generate ideas for content delivery, application, and measure that we hope will show improvement as they are implemented in future semesters.

Part 4: Program Effectiveness Summary Table: Methods, Findings, Strategic Alignment and Actions/Budget Planned or Implemented in Response to Results (Optional)		
<p>1. Outcome Name/Statement: <i>No program effectiveness outcomes at this time.</i> Alignment with which Institutional Goals:</p>		
Performance Measure and Achievement Target	Achievement Status and Results	Interpretation and Improvements
<p>Performance Measure:</p> <p>Performance Target/Criteria for Success:</p>	<p>Target/Criteria Status: Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts):</p>	<p>Interpretation of Results:</p> <p>Recommended Decisions/Actions for Improvement:</p>
<p>2. Outcome Name/Statement: Alignment with which Institutional Goals:</p>		
Performance Measure and Achievement Target	Achievement Status and Results	Interpretation and Improvements
<p>Performance Measure:</p> <p>Performance Target/Criteria for Success:</p>	<p>Target/Criteria Status: Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts):</p>	<p>Interpretation of Results:</p> <p>Recommended Decisions/Actions for Improvement:</p>

3. Outcome Name/Statement: Alignment with which Institutional Goals:		
Performance Measure and Achievement Target	Achievement Status and Results	Interpretation and Improvements
<u>Performance Measure:</u>	<u>Target/Criteria Status:</u> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> <u>Brief Summary of Results (use Appendix for details/charts):</u>	<u>Interpretation of Results:</u>
<u>Performance Target/Criteria for Success:</u>		<u>Recommended Decisions/Actions for Improvement:</u>

Part 5: Assessment Team and Review Process Description
Please provide a description of how this report was compiled.

Team: The assessment team for these direct measures consists of Associate Dean for Academic Affairs, Program Manager for Academic Affairs, BSW program Director, and the Field Education office. The Senior Survey was facilitated by the university and information was distributed to academic units.

Process: Data we collect on student competencies are used to inform curriculum committee decisions; they also serve as the data source for faculty-led curriculum teams, which gather each semester to generate Course Reports. These Reports can include data from field evaluations, course evaluations, narratives from student evaluations, faculty observation, communication with instructors from other courses that precede or follow a sequenced course or that are taken at the same time as the course. These data are used to enhance curricula and continuously refine classroom and internship experiences so that our graduates are ready to provide competent service and visionary leadership in social work practice. Information from the Senior Survey will help inform faculty/staff communications and administrative decisions regarding the curriculum and student experience.

Part 6: APPENDICES-program context, curriculum matrix, data analysis details, assessment rubrics or other supporting documents (OPTIONAL)

**Diana R. Garland School of Social Work
 Bachelor of Social Work Program
 SACSCOC Report of Progress
 Academic Year 2020-2021**

Assessment Method 2020-2021

The BSW final field rubrics were used as a key direct measure of student learning outcomes. The field education seminar course includes a required internship/practicum component. Field Instructors that supervise the students' activities in agencies rate the student's competence across all nine of CSWE's competencies as well as the added tenth competency (ethical integration of faith and practice) as part of a final field evaluation, which informs the rubric completed by the instructor of the final field seminar/course. Then seminar instructors use those ratings, plus their own observations, to rate students. To successfully complete the field experience, a rating of 3-competent is expected. However, we have set a goal for this year that even with all adjustments made for Covid-19 continued safety precautions and distance-learning opportunities, at least 80% of our students would still rate as 4-Proficient or 5-excellent across the ten competencies.

The field rubrics measure skill, but measures for knowledge were also attained. Knowledge of competencies 1-9 is assessed through

the FCAI, an instrument, which is part of Social Work Education Assessment Project (SWEAP). This BSW generalist curricular assessment tool evaluates the knowledge of our graduating BSW students. FCAI stands for Foundation Curriculum Assessment Instrument (FCAI), and is used by programs across the country, which allows us to compare our students to other students whose schools use the tool. The developers of the FCAI created a pool of items that are rigorous and robust so that social work students get half correct and half are missed. Therefore 50% correct is the “norm” or considered demonstration of competent knowledge. For the BSW benchmarks the faculty expects that at the end of the BSW program 80% of students will correctly answer at least 50% of the questions in each competency area correctly on the FCAI. Knowledge of competency 10 is measured through two components on a book review in a course that falls at the end of the practice curriculum and requires students to demonstrate knowledge of how an ethical integration of faith and practice is applied. Students are expected to achieve 32 of the 40 available points to demonstrate competency, and the benchmark for the BSW program is that 80% or more of our students would demonstrate competency.

We also reviewed the results of the Senior Survey conducted by the university to better understand our students' experience during the past academic year, with a goal of 75% or more of social work seniors indicating strong contributions to the listed areas of development.

The results of the direct measures for knowledge (FCAI and Book review) and skill (field) for our BSW students are listed below:

Competence Area	Knowledge Results	Skill Results
1 : Demonstrate Ethical and Professional Behavior	100%	95.86%
2 : Engage Diversity and Difference in Practice	88%	98.85%
3 : Advance Human Rights and Social, Economic, and Environmental Justice	88%	74.14%
4 : Engage in Practice-informed Research and Research-informed Practice	100%	72.41%
5 : Engage in Policy Practice	75%	60.92%
6 : Engage with Individuals, Families, Groups, Organizations and Communities	88%	94.83%
7 : Assess Individuals, Families, Groups, Organizations, and Communities	100%	83.62%
8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	100%	86.90%
9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	88%	75%
10: Ethical Integration of Faith and Practice	100%	89.66%

Use of Results:

Data we collect on student competencies are used to inform curriculum committee decisions; they also serve as the data source for faculty-led curriculum teams, which gather each semester to generate Course Reports. These Reports can include data from field evaluations, course evaluations, narratives from student evaluations, faculty observation, communication with instructors from other courses that precede or follow a sequenced course or that are taken at the same time as the course. These data are used to enhance curricula and continuously refine classroom and internship experiences so that our graduates are ready to provide competent service and visionary leadership in social work practice.

All full-time faculty members are assigned to a curriculum team which oversee an area of the curricula. A course report is completed by the instructors for each course in our programs and discussed in these teams. The course reports are completed the semester after the course was taught. If there are relevant Competency data, they are included along with recommendations related to the course from prior years. The purposes of these reports are to help ensure that 1) the desired outcomes (i.e., behaviors, values, etc.) associated with this course are appropriate for the course; and 2) ideas and recommendations for improving how the course is taught are documented and appropriate action taken. The reports are forward to the Curriculum Committee for approval. The reports are also made available to, associate deans, program directors, and faculty. During the next academic year, the reports are reviewed by the course instructors to track the disposition of each recommendation. Each report includes recommendations from past years with space for annual updates. In addition to following up on prior recommendations, there is space for making new recommendations.

Conclusion

Only one competency area (5: Policy) of our knowledge measure fell below the desired benchmark. The majority of the competencies also met the benchmark for the skill measure, with four of the 10 falling below the 80% goal. Three of those were less than 10 percentage points from meeting the benchmark. We will continue to review lower scores on particular competencies from field and the policy competency on the knowledge measure to determine if there are changes to consider for the BSW curriculum within field or within the classes that prepare them for the field internship's application of knowledge and skill.

The Senior Survey showed a strength in social work students' experiences in the General Education Outcomes of Christian Perspective and Critical Thinking. Portions of the Civic Leadership and Communication outcomes showed room for continuous improvement. The results of the Senior Survey will be discussed with the BSW Program Director and other administrators, including the chairs of the Garland School's Student Development Committee, so that ideas can be generated on how to strengthen the Garland School's role in promoting the continued development of these General Education Outcomes.