

**Annual Progress Report**  
**Assessment of Student Learning for Undergraduate Programs**

**Introduction**

**Academic year:** 2010/2011  
**Department/Program:** Social Work  
**Degree program(s):** Social Work  
**Person(s) preparing report:** Janice Dinkel  
Don Kurtz  
**Date submitted:** October 15, 2011

**I. Student learning Outcomes**

- A.** List all current SLOs for the Department/Program
1. Apply critical thinking skills within the context of professional social work practice.
  2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
  3. Practice without discrimination and with respect, knowledge, skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
  4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
  5. Understand the history of the social work profession and its contemporary structures and issues.
  6. Apply the knowledge and skills of generalist practice with systems of all sizes.
  7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and families, groups, organizations and communities.
  8. Analyze, formulate, and influence social policies.
  9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
  10. Use communication skills differentially across client populations, colleagues, and communities.
  11. Use supervision and consultation appropriate to social work practice.
  12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
- B.** All K-State undergraduate outcomes are applicable and are reflected on the attached Program Objective Alignment Matrix.
- C.** <http://socialworkksu.weebly.com/>

## **II. Assessment Strategies for each SLO that was assessed for this annual report.**

### **A. Measures Used**

1. **Direct Measures:** All twelve Student Learning Outcomes were assessed directly by the Classroom Measured Program Objectives Study. This assessment measure was selected in order to determine if program objectives were being met within the social work core courses. In order to best measure student accomplishment of these objectives the faculty looked at the entire curriculum and selected specific courses in which to measure each of the twelve objectives. We selected these courses and specific assignments within each because we believe that they best reflect the specific elements in our curriculum where we can assess whether or not students are able to meet particular objectives. Nine of the twelve program objectives are measured in more than one of the core courses. Table 1 “Quick Reference of Assessment of Classroom Measured Program Objectives” provides a summary of where in the curriculum each of the twelve objectives were assessed. Table 2 “Assessment of Program Objectives and Outcomes” provides full assessment and outcome data for the twelve objectives assessed.
  2. **Indirect Measures:** The Field Evaluation is conducted at the end of the field semester. This assessment is conducted by on-site licensed social work supervisors who evaluate student achievement on each of the program’s twelve student learning outcomes. Results of the field evaluation are included on Table 2 under course titled “Social Work Field Practicum.” Additional measures used external to the classroom include Senior Exit Interviews (held during final field seminar) and feedback from our Community Advisory Committee. The Community Advisory Committee is comprised of social work professionals who represent many agencies and areas of practice, to include gerontology, mental health, child welfare, substance abuse, school social work as well as trauma work (specifically, Ft. Riley programs working post deployment issues).
- B.** Approximately 200 student assessments were conducted across four different program levels. We have exact numbers for individual objectives measured in courses but not for total number of individual students assessed because students were assessed multiple times in several classes. The attached Table 2 details numbers of students assessed in each course for each program objective.
- C.** Students are expected to achieve a minimum of 70% on assignments used to assess program student learning outcomes in preadmissions courses.

## **III. Results for Each SLO Assessed**

- A.** We do not currently assess higher than minimum levels of competency but will in our future assessments. As a professional degree program students are expected to meet minimal level competencies on required skills in order to function as a licensed social worker. Table 2 reports the percentage required to meet the minimum standard for each objective measured across each class and assignment type. Please refer to this table as it details each objective and specific assignment used for measurement as well as the percentage of students meeting the minimum level of achievement for each objective and assignment.
- B.** What does this tell us about student learning?
1. Our current assessment indicates that the vast majority of students are meeting the minimal level of competency required to function as licensed social workers upon graduation as evidenced by performance on classroom assignments and evaluation by field instructors at the end of their final semester.

#### **IV. Faculty Review of the Assessment Results.**

- A. The social work program faculty meet and examine outcomes across multiple measures and discusses as a faculty areas needing change. Program faculty meet weekly to discuss program concerns. Assessment results were discussed during several of these weekly meetings as well as at our retreats at the end of each semester. Our Community Advisory Committee is also apprised of assessment results and provides input on suggestions for change. This group meets each semester.

#### **V. Revisions of Assessment Plan**

- A. What changes, if any, were implemented, based on the findings of the assessments?
  - 1. To further our understanding of student learning, we plan to implement a more detailed competency based assessment in the future that includes measurements of performance beyond the minimum level of achievement.
- B. Revisions of your Assessment Plan or SLOs (if applicable)
  - 1. The social work program in coordination with our accrediting body, The Council on Social Work Education (CSWE), will implement new SLOs based on social work core competencies beginning with the 2011-2012 school year. This change in part reflects our need for additional information beyond minimal achievement of student outcomes and changes necessitated by CSWE.

#### **VI. Future Plans**

- A. Briefly describe the long-range plan to assess all of the outcomes if assessing over a sequence of years.
  - 1. As noted above, the social work program will implement a new assessment strategy based on CSWE core competencies for the 2011-2012. We recently constructed a new SLO matrix based on 10 core competencies and more than 40 measurable behaviors. Additionally, we distributed the competencies across the curriculum in appropriate classes. Each of these social work competencies is associated with measurable behaviors assessed by classroom assignments, instructor feedback, or by a licensed social worker serving as the field supervisor in the capstone internship. We also plan to measure beyond the minimum level of attainment. Each of the new CSWE competencies and associated behaviors will be assessed at multiple times in the social work course sequence.