

Program Assessment

Instructions: Complete the report of your department’s assessment activities for 2007–08 year. The University Assessment Council reviews these reports and will provide feedback to each department. A record of all reports is maintained by the Assessment Council for accreditation purposes.

Submit a separate report for each degree program (undergraduate and graduate) in your department.

These reports will be posted on the Assessment and General Education websites in February, which will allow departments a wider distribution of their results and recommendations.

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Department:	Social Work
Degree Program Covered by This Report:	Masters of Social Work
College:	Bitonte College of Health and Human Services
Date Submitted:	11-19-08

Section 1 – Outside Accreditation*

1. Does the program covered by this report undergo program-specific accreditation? (If “no,” please skip to question 5 below.)	Yes
2. What is the name of the accreditation agency?	Council on Social Work Education (CSWE)
3. How often does your accreditation occur, and when is your next review?	Full Accreditation on February 2008 Next Review 2012
4. How often do you submit interim reports to your primary accreditation agency?	None Required

**Programs undergoing outside accreditation must answer the following questions and can refer to relevant page numbers in the accreditation report as necessary. Please attach a copy of the relevant pages of the accreditation report. (Electronic copy is preferred but a hard copy of the relevant pages of the accreditation report is acceptable).*

Section 2 – Yearly Report on Student Learning Outcomes

—Changes in the Department’s Learning Outcomes and/or Assessment Plan

Contact and send reports to Eileen Esposito at ejesposito01@ysu.edu

5. Have you changed the learning outcomes for any of your degree programs?

YES _____	NO ___X___ (skip to question 6 below)
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If the learning outcomes have been changed, attach a separate file of all learning outcomes for your degree program. These outcomes will be posted on the University Assessment website and appear in the *Bulletin*. A separate file makes sharing that material far easier.

6. Have you changed the Assessment Plan previously approved by the University Assessment Council (e.g., sampling, tools, and procedures for involving faculty/students)?

YES _____	NO ___X___ (skip to question 7 below)
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If the assessment plan has changed, attach a separate file of the new Assessment Plan with the changes highlighted. Explain why these changes were made

7. List the learning outcomes assessed this year (number these outcomes according to the numbering scheme used in the Assessment Plan and provide a short description of each outcome).

Refer to Attachment A (Foundation) and Attachment B (Concentration).
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8. List the direct measures of student learning and/or indirect measures of student learning included in this report.

<p>Direct measure(s): (test results, supervisors' evaluations, classroom embedded assignments, rubrics for evaluating student writing or oral presentations, portfolios)</p>	<p>Foundation - Direct Measures: Field Evaluations Focus Groups – Field Instructors Survey Evaluation – Field Instructors Course/Field Grades</p> <p>Concentration – Direct Measures: Licensure Examination Results Field Evaluations Focus Group – Field Instructors Course/Field Grades Comprehensive Examination</p> <p>Capstone- Portfolio Practice Effectiveness Evidence Reports</p>
<p>Indirect measure(s): (surveys, interviews, questionnaires, focus groups, reflective essays)</p>	<p>Foundation – Indirect Measures: Focus Group - Students Self-Efficacy-Students</p> <p>Concentration – Indirect Measures: Focus Group – Students Exit Focus Group - Students</p>

9. Describe whether and/or how the following areas have been assessed or incorporated into the assessment process during this reporting period.

Capstone Project	Portfolio-rubrics; Practice-Effectiveness Evidence Report
Oral Intensive Assignment(s)	Oral Presentation of out of class experiential activity; stimulated group activity
Writing Intensive Assignment(s)	Social Policy-Students complete drafts, outlines, peer review and revisions of written assignment on policies
Critical Thinking Exercises/Assignment(s)	Research Project and Report
Graduate Thesis	
Other (describe)	All of above data are incorporated into program objectives and are evaluated by using rubrics.

10. Explain how data on student learning are evaluated (e.g. what types of criteria are used to summarize and review the data?)

Faculty; Field Education Coordinator; Field Instructors and students evaluate program's outcomes that are based on pre-determined benchmarks for expected results.

11. Without referring to individual faculty performance, summarize the data on student learning.

The process of continuous MSW program review and improvement is depicted in Figure 8.01 (Refer to Appendix C).

Both Foundation program objectives and Concentration program objectives were measured to evaluate the extent these objectives were achieved. Foundation objectives are thoroughly described in Attachment A. Direct and Indirect measures of all Foundation objectives and the summary of evidence achieved and codes are presented in Attachment D.

Foundation objectives # 1,2,3,4,5,6,9,10,11, and 12 benchmarks were met. These objectives will be monitored. Foundation program objective #7 (Human Development) and #8 (Analyze, formulate, and influence policies) did not meet benchmarks. (Refer to Attachments F and G, respectively for analysis and action plans).

Concentration objectives are thoroughly discussed in Attachment B. Direct and indirect measures of all concentration objectives and summary of evidence achieved and codes are presented in Attachment E.

Concentration program objectives #1,2,3,4,5,6, and 7 benchmarks were all met. These objectives will be monitored.

12. Indicate both *strengths* and *weaknesses* of the program as related to the student learning outcomes selected for review this reporting period.

Strengths: In the past year, all of the graduated MSW students passed their License in Social Work (LSW) exam. (National LSW passage rate was 69%.) MSW graduates need to pass the LSW in order to be eligible to be supervised for two years prior to taking the Licensed Independent Social Worker (LISW) exam. In the past year, 100% of eligible graduates passed the LISW exam. The national passage rate was 62%.

The Assessment Plan and Implementation activities have been instrumental in the MSW Program being able to provide continuous program review and improvement. The assessment efforts have helped the MSW Program assure quality MSW education and achievement of exemplary student learning

outcomes.

The MSW Program was fully accredited by the Council on Social Work Education (CSWE) in February 2008. The Program Assessment and Continuous Improvement was recognized a strength of the MSW Program as it continuously used data to change, affirm, and improve the curriculum. It was also recognized for its comprehensive plan for evaluation.

Weaknesses: In Foundation year, there were concerns regarding some of the students with non-degreed Social Work background being able to perform at appropriate practice level in the field internship. After analysis of data, a Skills Lab was implemented in Fall 2008 to address issues presented in Section 11.

Feedback Loop

Review of data on Student Learning

13. Describe the mechanisms used to disseminate assessment results (regarding student learning) to:

Faculty	Data were presented and analyzed in Assessment Committee, Faculty meetings, and yearly Assessment Retreat. (Refer to Attachment C).
Students	Program outcomes are presented in MSW Orientation Program and to students in classroom in Foundation and Concentration years.
Other Constituents	Program outcomes are presented to Field Instructors and Advisory Group Committee members. Annual Assessment Report is provided to Assessment Council and Dean of Bitonte College of Health and Human Services.

14. List 1 or 2 key recommendations that each group provided based on data obtained this period.

Faculty	In the Assessment Retreat, the Faculty reviewed data (Focus Groups, etc.)
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Due by October 30, 2008

(Earlier is preferred.)

	<p>and recommended that substantive area course requirement be eliminated. Also, DSM IV course will be added.</p> <p>In Focus Groups with students and Field Instructors, they recommended dropping requirement for substantive area course and adding DSM IV content course to replace it. A DSM IV course will be added to MSW program. This relates to Concentration Objective #1 (Objective #1 met benchmark).</p>
Students	<p>In Focus Groups, students indicated that the substantive area course did not provide enough material to be considered as a specialization area. They also felt that a departmental DSM IV course would be important for their education and essential in providing clinical social work.</p>
Other Constituents	<p>In Focus Groups, Field Instructors indicated that students needed to have more knowledge regarding DSM IV in order to provide clinical social work.</p>

Action Steps (changes in curricula, instruction, or use of resources based on data)

15. List one or two key action steps for program improvement that the department has **previously** implemented (refer to prior reports).

1. In 2007, the faculty teaching research developed an action plan to include: spending more time reviewing basic research methods; spending time reviewing basic descriptive and inferential statistics; and providing options for submitting draft of research papers early, The research objective's benchmark was met this year (Concentration Objective #6).

2. In 2007, faculty teaching oppression and at-risk populations developed action plan with Field Education Coordinator to: include assignments that will have students provide evidence from Field that they have analyzed oppression and social justice of their clients (Concentration Objective #3).

16. Describe how these action steps were connected to **previous** data-collection efforts regarding student learning.

1. In Concentration Objective #6, four of eight indicators for mastery of research had not achieved benchmarks levels. These data were analyzed and action steps were implemented (Refer to Section 15).
2. In Concentration Objective #3, two of the nine indicators did not meet benchmark levels in students' ability to mastery of analyzing oppression and social justice. These data were analyzed and action steps were implemented (Refer to Section 15).

17. Describe whether these **prior** action steps for program improvement were effective.

In Capstone, the MSW students were able to demonstrate achievement of all of the program objectives in their practice-effectiveness evidence report and self-reflection presentations. Students demonstrated mastery of research (Concentration Objective #6), analyzing oppressed populations (Concentration Objective #3) and other competencies outlined in program objectives. All direct and indirect measures revealed that students met achievement of benchmark in all program objectives.

18. Based on the **current** Assessment Report you prepared for your department, describe future action steps that will be implemented to improve student learning.

All MSW program objectives will be monitored. In Fall 2008, the substantive area course was dropped as a requirement. A DSW IV course was added as a required course. Even though Concentration Objective #1 was met, achievement of the benchmark will be closely monitored. Focus groups of students and field instructors have recommended these changes to improve MSW program.

The Action Steps for Foundation Objective #7 and Foundation Objective #8 are presented in Attachments F and G respectively.

19. How is the evaluation of data on student learning connected to the future action steps?

The Process of Continuous MSW Program Review and Improvement (Refer to Attachment C) illustrates evaluation mechanisms to ensure that the mission of the Social Work Program, goals, and program objectives are being accomplished. Concentration Objective #1 will be monitored for achievement of benchmark in students being able to integrate and apply strengths based empowerment practice without substantive course.

In Foundation Objective #7, action steps of implementing a Skills Lab to improve non-degreed social work students' abilities to use Critical Thinking application of human development theoretical I frameworks to practice will be evaluated. In Foundation Objective #8, action step of implementing a Skills Lab to improve non-degreed social work students' abilities to evaluate large system policies' impact on small organizations will be evaluated.

Concentration Objective #1 and Foundation Objectives #7 and #8 will be monitored for the impact of the above action steps. Achievement of benchmarks will affirm corrective action steps. If benchmarks are not met, data will be analyzed in Assessment Retreat and corrective action implemented.

Departmental Archive

20. List the types of documentation on file in your department related to program assessment (annual assessment reports, minutes of relevant meetings, rubrics, data files or reports, matrices, and other related materials) and the years covered by your departmental archive.

Annual Assessment Retreat	Assessment Committee Minutes
Assessment Retreat Minutes	Results of Licensing Examination
Course syllabi	Advisory Group Committee Minutes
Faculty Meetings Minutes	Exemplary student papers
CSWE Self-Study Report	CSWE Reports

Resources

21. What additional resources are needed to improve student learning in your department? Please describe.

At the last accreditation site visitation (October 2007) by Council on Social Work Education (CSWE), they had recommended one additional faculty member be hired. In Fall 2008, there were 45 MSW students admitted to the program. With the increase in students, some course sections will need to be added. Part-time faculty will need to be hired to teach these courses.

There is also a shortage of Field Instructors available in agencies. There is a need to contract with community professional social workers to become Field Instructors at some of these field site agencies.

Best Practices

22. Use the following space to share examples of best practices regarding teaching and learning from your department that you would like to share with other departments.

The MSW program is based on strengths based empowerment approach that clearly permeates the entire curriculum.

There is commitment of the MSW program in identifying, analyzing, and implementing evidence-based practice interventions.

The MSW program focus on promoting social and economic justice.

There is a high amount of integration between academic practice courses and their application in field placements.

The MSW program emphasizes the development of leadership and business skills.

For the last three years, the MSW students have all joined the national professional social work organization (National Association of Social Workers). This accomplishment has been featured in a several stories in the NASW – Ohio Chapter Newsletters.