

HSU Annual Assessment of Learning Outcomes

This form is to be used by Programs/Majors to report the annual assessment of learning outcomes. This report is to also be used to report the uses and plans for the analyses that you have established for the next year. Please see the HSU Assessment of Learning Outcomes Committee blackboard page for the glossary of terms, examples of outcomes and measures, and for helpful hints. This form is to be uploaded to the Assessment of Learning Outcomes Committee blackboard page. If you have any questions, or need additional help, please call Dr. Nancy Kucinski: 325-670-1503, or any ALOC member (see the Blackboard welcome page for contact information).

Program/Major Information
Name of the Academic Program/Major: Social Work
Department: Social Work
Academic Year of Assessment: 2014
Contact Information of the person responsible for this report: Name: Melissa Milliorn Campus Phone: 670-1281 Email: mmilliorn@hsutx.edu

Assessment Cycle
Where is your program/major in the five year program review cycle? When was the last time you reported an external assessment measure? Our 5 year program review will take place next year.
We last reported an external assessment measure in semester Spring, year 2013. <i>You may choose to use an external assessment measure every year, or you may choose to use an external measure at least 2 times within your 5 year program review cycle.</i>

Mission Statement

HSU Mission Statement: The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

Mission Statement of Program/Major:

HSU is a community dedicated to providing excellence in education enlightened by Christian faith and values.

As members of the Christian community of Hardin-Simmons University, the mission of the Social Work Program is to:

- prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities,
- develop professionals who promote social justice, dignity and worth of the individual, importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service. And,
- produce leaders and advocates in policy development and service delivery for human rights and social and economic justice.

Please explain how your program/major supports the mission of the University.

The context for our program is being a part of a Christian community providing excellence in education. This stems directly from the University mission of excellence in education enlightened by Christian faith and values. Values and ethics are discussed in almost all of our courses and is inclusive of not only social work professional values and ethics, but each student's awareness of their own personal, Christian values.

Faculty Participation in Assessment Process

Please describe the ways in which faculty participated in the assessment process and planning.

Each faculty member is acutely aware of the Council on Social Work Education's Educational Policies and Accreditation Standards which guide the annual program assessment and are highly involved in the process of program and curricular evaluation to ensure adherence to these policies and standards for accreditation. Social work having only two full-time faculty members and occasionally utilizing adjuncts to assist in teaching means that there are routine discussions, meetings and email exchanges related to the program policies and curriculum, including assessment and planning. All faculty collect data related to the program assessment.

In the boxes that follow, each learning outcome that you have selected will be immediately followed by boxes containing each outcome's assessment measures and criteria, and the corresponding results.

<p>Learning Outcomes. Briefly describe at least 3 of the learning outcomes that you want your students to achieve by the end of their academic career at HSU. All program/majors must have learning outcomes for students as they graduate. (If you <u>also</u> have outcomes established for specific points in your student’s development, please indicate which outcomes are intended for developmental states.)</p>	
<p>Learning Outcome 1: Educational Policy 2.1.1 Students will identify as a professional social worker and conduct themselves accordingly.</p>	
<p>Method of Assessment and Criteria for Success</p>	
<p>Outcome 1 Method of Assessment:</p>	<p>Criteria for Success</p>
<p>Fall and Spring Field Instructor Evaluations</p>	<p>The Fall Field Instructor Evaluation of students lists a large number of behaviors, attitudes, etc. to be accomplished by the student. The Field Instructor evaluates each behavior, attitude, etc. on a scale of 1 to 5 with the following interpretations:</p> <ul style="list-style-type: none"> 1=Demonstrates consistently 2=Demonstrates frequently 3=Demonstrates occasionally 4=Has not demonstrated N=No opportunity to demonstrate <p><u>The benchmark for each behavior, attitude, etc. measured is 2.0.</u></p> <p>The type analysis for each question is a mean for all students being evaluated.</p> <p>The final Fall Field Instructor Evaluations for each student are completed in November of each year. The Field Coordinator collects the evaluations by the end of November and then inputs and analyzes the data in December.</p>

Recent Graduate Survey

The Spring Field Instructor Evaluation of students also lists a large number of behavior, attitudes, etc. to be accomplished by the student. The Field Instructor evaluates each behavior, attitude, etc. on a scale of 1 to 5 with the following interpretations:

1=Superior

2=Good

3=Acceptable

4=Marginal

5=Poor

6=No opportunity to evaluate (is then not used in any calculations)

The benchmark for each behavior, attitude, etc. is 2.0, "Good", which is less than "Superior" but better than "Acceptable".

The type analysis used for each question is a mean score of those who were evaluated.

The final Spring Evaluation for each student is completed in April of each year. The Field Coordinator collects all the evaluations then inputs and analyzes the data in May.

Recent Graduate Survey

This instrument has a series of questions, each of which is measured by the responder selecting their response to a scale of 1 to 5, "Very Poor" to "Excellent" as in the following format example:

How well the Social Work Department taught and prepared you:

"Students will identify as a professional social worker and conduct themselves accordingly. Social Workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the

profession's enhancement and to their own professional conduct and growth. Social workers:

- Advocate for client access to services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation"

Very Poor
1

Poor
2

Adequate
3

Good
4

Excellent
5

The benchmark score for each of the questions on this survey is a 4.0 which is above "Adequate" but less than "Excellent".

The type analysis for this survey will be a mean score for each question.

This data is gathered each year with the survey being sent out in February to all graduates of the program from the previous year and for whom we have contact information.

<p>Texas State Board of Social Worker Examiners Licensing Examination(TSBSWE):</p> <p>Students are encouraged to apply for and take their Licensed Baccalaureate Social Worker (LBSW) licensing exam during their graduating semester in preparation for professional Social Work practice. The Texas Occupations Code, Chapter 505 contains the Social Work Practice Act which defines the title of “Social Worker” as any person who holds a social worker license issued by this board (TSBSWE) under this chapter. An eligibility requirement to apply for the license is a social work degree from a social work program accredited by the Council on Social Work Education. Therefore, in order to be considered a “professional social worker” in the State of Texas, one must possess both the degree and license in social work.</p> <p><input checked="" type="checkbox"/> Check if this is an external measure.</p>	<p>Annual statistics are gathered related to the number of students in their senior year who apply for, take and pass the LBSW licensing exam. The benchmark for passing this exam is 80%, surpassing the overall pass rate for the State of Texas which is 72%.</p>
<p>Assessment Results After analyzing the quantitative and any qualitative data, present a summary of the data below. Please attach any data tables to the end of this report. In addition to reporting annual data, you may also report aggregate data.</p>	
<p>Analysis of Quantitative data for Learning Outcome 1:</p> <p>For the “Field Instructor Evaluations”, the range of mean responses was 1.0 to 1.6. Each mean response exceeds the benchmark of 2.0.</p>	<p>Field Instructor Evaluation questions related to professionalism through the application of knowledge and skills:</p> <p><u>Distinguishes between personal, professional, agency and student roles:</u> The mean score was 1.0 The “Superior” score comprised 100% of the responses.</p> <p><u>Applies theories and intervention techniques from academic courses to practice:</u> The mean score was 1.57. The “Superior” score comprised 57% of responses. The “Good” score comprised 43% of responses.</p>

	<p><u>Determines necessary information for assessment:</u> The mean score was 1.0. The “Superior” score comprised 100% of the responses.</p> <p><u>Accurately assesses the client’s capacity and desire towards change:</u> The mean score was 1.29. The “Superior” score comprised 71% of the responses with “Good” comprising 29% of responses.</p> <p><u>Identifies resources for and constraints against change:</u> The mean score was 1.6. The “Superior” score comprised 43% of the responses, with “Good” comprising 57% of responses.</p> <p><u>Considers constraints present on personal, interpersonal, and environmental levels:</u> The mean score was 1.14. The “Superior” score comprised 86% of the responses with “Good” comprising 14% of responses.</p> <p><u>Establishes, clarifies, maintains, and manages an effective helping relationship:</u> The mean score was 1.14. The “Superior” score comprised 86% of the responses, “Good” comprised 14% of responses.</p> <p><u>Assists the client system to clarify own role:</u> The mean score was 1.43. The “Superior” score comprised 57% of responses. The “Good” score comprised 43% of the responses.</p> <p><u>Formulates realistic goals and intervention plans with the client system:</u> The mean score was 1.14. The “Superior” score comprised 86% of the responses with “Good” comprising 14% of the responses.</p> <p><u>Is able to start where the client system perceives the need/problem:</u> The mean score was 1.29. The “Superior” score comprised 72% of the responses and “Good” comprised 28% of responses.</p>
--	--

For the “**Recent Graduate Survey**” the range of responses for this question were 4.50 to 4.83 with the mean response for all areas related to professional practice being 4.64, which exceeds the benchmark of 4.0.

Demonstrates interventive techniques such as clarifying, reinforcing, confronting, etc.: The mean score was 1.29. The “Superior” score comprised 72% of the responses and “Good” comprised 28% of responses.

Works with individuals, groups, organizations outside the client system, to intervene/plan for change: The mean score was 1.29. The “Superior” score comprised 72% of the responses and “Good” comprised 28% of responses.

Acts as an advocate for a client system where appropriate: The mean score was 1.14. The “Superior” score comprised 86% of the responses with “Good” comprising 14% of the responses.

Prepares client for termination: The mean score was 1.14. The “Superior” score comprised 86% of the responses with “Good” comprising 14% of the responses.

Recent Graduate Survey:

Survey question related to professionalism: Students will identify as a professional social worker and conduct themselves accordingly. Social Workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

- Advocate for client access to services of social work: The mean response was 4.83 with 83.3% being “Excellent” and 16.7% responding “Good”
- Practice personal reflection and self-correction to assure continual professional development

<p>The overall results of this measurement indicate that the HSU Social Work Program is instructing the students well in the area of professionalism.</p>	<p>The mean response was 4.67 with 66.7% responding “Excellent” and 33.3% responding “Good”</p> <ul style="list-style-type: none"> • Attend to professional roles and boundaries <p>The mean response was 4.67 with 66.7% responding “Excellent” and 33.3% responding “Good”</p> <ul style="list-style-type: none"> • Demonstrate professional demeanor in behavior, appearance, and communication <p>The mean response was 4.67 with 66.7% responding “Excellent” and 33.3% responding “Good”</p> <ul style="list-style-type: none"> • Engage in career-long learning <p>The mean response was 4.50 with 66.7% responding “Excellent”; 16.7% responding “Good”; and 16.7% responding as “Adequate”</p> <ul style="list-style-type: none"> • Use supervision and consultation <p>The mean response was 4.50 with 66.7% responding “Excellent”; 16.7% responding “Good”; and 16.7% responding as “Adequate”</p> <p>On a scale of 1 (very poor) to 5 (excellent), the overall mean response was 4.64.</p>
<p>Analysis of Qualitative data for Learning Outcome 1: TSBSWE LBSW Licensing Examination: There were 7 students in the 2013 graduating class who received their BBS in Social Work from HSU. It is not a requirement of the Social Work program for students to take this exam, therefore data is</p>	<p>LBSW Licensure: Of the 7 graduates of the class of 2013, only 3 have taken the licensing exam. This gives a 100% pass rate for this cohort group of 3. This exceeds the benchmark of 80% and is well above the State average of 72%.</p>

<p>only collected from those who actually apply and take the exam. The benchmark for passing the LBSW licensing examination is 80%.</p> <p>For the LBSW licensing exam, only 3 students applied for and took the exam. 100% of the students from this cohort who took the exam passed, exceeding the benchmark of 80% and well above the State pass rate of 72%.</p> <p>The overall results of this measurement indicate that the HSU Social Work Program is instructing the students well in the area of professionalism.</p>	
--	--

<p>Learning Outcomes. Briefly describe at least 3 of the learning outcomes that you want your students to achieve by the end of their academic career at HSU. All program/majors must have learning outcomes for students as they graduate. (If you <u>also</u> have outcomes established for specific points in your student’s development, please indicate which outcomes are intended for developmental states.)</p>	
<p>Learning Outcome 2:</p> <p>Educational Policy 2.1.8 Students will engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p>	
<p>Method of Assessment and Criteria for Success</p>	
<p>Outcome 2 Method of Assessment:</p>	<p>Criteria for Success</p>
<p>Fall and Spring Field Instructor Evaluations</p>	<p>The Fall Field Instructor Evaluation of students lists a large number of behaviors, attitudes, etc. to be accomplished by the student. The Field Instructor evaluates each behavior, attitude, etc. on a scale of 1 to 5 with the following interpretations:</p> <ul style="list-style-type: none"> 1=Demonstrates consistently 2=Demonstrates frequently 3=Demonstrates occasionally 4=Has not demonstrated N=No opportunity to demonstrate

The benchmark for each behavior, attitude, etc. measured is 2.0.

The type analysis for each question is a mean for all students being evaluated.

The final Fall Field Instructor Evaluations for each student are completed in November of each year. The Field Coordinator collects the evaluations by the end of November and then inputs and analyzes the data in December.

The Spring Field Instructor Evaluation of students also lists a large number of behavior, attitudes, etc. to be accomplished by the student. The Field Instructor evaluates each behavior, attitude, etc. on a scale of 1 to 5 with the following interpretations:

1=Superior

2=Good

3=Acceptable

4=Marginal

5=Poor

6=No opportunity to evaluate (is then not used in any calculations)

The benchmark for each behavior, attitude, etc. is 2.0, "Good", which is less than "Superior" but better than "Acceptable".

The type analysis used for each question is a mean score of those who were evaluated.

The final Spring Evaluation for each student is completed in April of each year. The Field Coordinator collects all the evaluations then inputs and analyzes the data in May.

Recent Graduate Survey

Recent Graduate Survey

This instrument has a series of questions, each of which is measured by the responder selecting their response to a scale of 1 to 5, “Very Poor” to “Excellent” as in the following format example:

How well the Social Work Department taught and prepared you to:

“Engage in policy practice to advance social and economic well-being and to deliver effective social work services.”

Very Poor	Poor	Adequate	Good	Excellent
1	2	3	4	5

The benchmark score for each of the questions on this survey is a 4.0 which is above “Adequate” but less than “Excellent”.

The type analysis for this survey will be a mean score for each question.

This data is gathered each year with the survey being sent out in February to all graduates of the program from the previous year and for whom we have contact information.

SCWK 3365 Social Welfare Policy II Assignments

The specific class assignments may include quizzes, papers, exercises, and overall course grade. The data is collected for each is a numeric grade from 0 to 100.

The benchmark for each assignment is a grade of 85.

The analysis used will be the mean grade for all students in the particular class in which the assignment is made.

Check if this is an external measure.

Assessment Results

After analyzing the quantitative and any qualitative data, present a summary of the data below. Please attach any data tables to the end of this report. In addition to reporting annual data, you may also report aggregate data.

Analysis of Quantitative data for Learning Outcome 2:

For the **“Field Instructor Evaluations”**, the range of mean responses was 1.0 to 6.0. The mean score on this evaluation was 2.4, which is within the benchmark of 2.0 due to the skewing of results due to the rating of “No Opportunity”. 82% of the students (those who had the opportunity to meet the benchmark) were measured as Superior to Acceptable. There were no students who measured as Marginal or Poor.

For the **“Recent Graduate Survey”** the average responses for the questions relative to policy practice had a mean response of 4.57, which exceeds the benchmark of 4.0.

Field Instructor Evaluation question related to policy:

“Considers steps to evaluate and change agency policies and practices that require change”

The mean score on this evaluation area was 2.0. The “Superior” (1.0) score comprised 29% of responses; the “Good” (2.0) score comprised 43% of responses; the “Acceptable” (3.0) score comprised 14% of responses. “No Opportunity” (6.0) response comprised 14% of the responses, skewing the results.

Recent Graduate Survey questions related to this objective:

“How well the Social Work Department taught and prepared you to engage in policy practice to advance social and economic well-being and to deliver effective social work services.”

On a scale of 1 (very poor) to 5 (excellent), for the question related to the ability to engage in policy practice to advance social and economic well-being, the response mean was 4.57.

<p>The overall results of this measurement indicate that the HSU Social Work Program is instructing the students well in the area of policy practice.</p>	
<p>Analysis of Qualitative data for Learning Outcome 2:</p> <p>SCWK 3365 Social Welfare Policy II Assignments:</p> <p>This course is all about analyzing, formulating, and influencing social policies. As part of the assignment structure for the course, students write and present a major paper in which they demonstrate ability and skill in analyzing a major social policy according to models learned in the early part of the course. Policies chosen are from the official policies of the National Association of Social Workers as found in <u>Social Work Speaks: NASW Policy Statements</u>.</p> <p>Policy II also requires a letter to the local newspaper editor. This letter is to state concern about a social welfare policy and through suggestions for improving the policy attempt to sway public opinion about the policy.</p> <p>Policy II requires a letter to a legislator to inform and influence him/her about a social policy.</p> <p>The mean score for the three assignments used to measure this outcome is 94.47 with the average for each assignment ranging from 93.4 to 95.2, all exceeding the benchmark of 85.</p> <p>The overall results of this measurement indicate that the HSU Social Work Program is instructing the students well in the area of policy practice.</p>	<p>For the Spring 2013 semester, grades for the Policy Analysis Paper and Presentation were as follows:</p> <p>Average: 93.4; range: 86 to 97 for seven students.</p> <p>The average grade for the Letter to the Editor assignment was 94.8 with a range of 90 to 99.</p> <p>The average grade for the Letter to the Legislator was 95.2 with a range of 94 to 97.</p>

Learning Outcomes. Briefly describe at least 3 of the learning outcomes that you want your students to achieve by the end of their academic career at HSU. All program/majors must have learning outcomes for students as they graduate. (If you also have outcomes established for specific points in your student’s development, please indicate which outcomes are intended for developmental states.)

Learning Outcome 3:

Method of Assessment and Criteria for Success

Outcome 3 Method of Assessment:	Criteria for Success
<input type="checkbox"/> Check if this is an external measure.	

Assessment Results
 After analyzing the quantitative and any qualitative data, present a summary of the data below. Please attach any data tables to the end of this report. In addition to reporting annual data, you may also report aggregate data.

Analysis of Quantitative data for Learning Outcome 3:	
---	--

Analysis of Qualitative data for Learning Outcome 3:	
--	--

Learning Outcomes. Briefly describe at least 3 of the learning outcomes that you want your students to achieve by the end of their academic career at HSU. All program/majors must have learning outcomes for students as they graduate. (If you also have outcomes established for specific points in your student’s development, please indicate which outcomes are intended for developmental states.)

Learning Outcome 4:

Method of Assessment and Criteria for Success

Outcome 4 Method of Assessment:	Criteria for Success
<input type="checkbox"/> Check if this is an external measure.	

Assessment Results
 After analyzing the quantitative and any qualitative data, present a summary of the data below. Please attach any data tables to the end of this report. In addition to reporting annual data, you may also report aggregate data.

Analysis of Quantitative data for Learning Outcome 4:	
---	--

Analysis of Qualitative data for Learning Outcome 4:	
--	--

Learning Outcomes. Briefly describe at least 3 of the learning outcomes that you want your students to achieve by the end of their academic career at HSU. All program/majors must have learning outcomes for students as they graduate.

(If you also have outcomes established for specific points in your student’s development, please indicate which outcomes are intended for developmental states.)

Ethics Learning Outcome 5:

(Educational Policy 2.1.2) Students will understand and apply social work ethical standards and principles to guide professional practice.

Method of Assessment and Criteria for Success

Ethics Outcome 5 Method of Assessment:

Criteria for Success

Fall and Spring Field Evaluations

The Fall Field Instructor Evaluation of students lists a large number of behaviors, attitudes, etc. to be accomplished by the student. The Field Instructor evaluates each behavior, attitude, etc. on a scale of 1 to 5 with the following interpretations:

- 1=Demonstrates consistently
- 2=Demonstrates frequently
- 3=Demonstrates occasionally
- 4=Has not demonstrated
- N=No opportunity to demonstrate

The benchmark for each behavior, attitude, etc. measured is 2.0.

The type analysis for each question is a mean for all students being evaluated.

The final Fall Field Instructor Evaluations for each student are completed in November of each year. The Field Coordinator collects the evaluations by the end of November and then inputs and analyzes the data in December.

Recent Graduate Survey

The Spring Field Instructor Evaluation of students also lists a large number of behavior, attitudes, etc. to be accomplished by the student. The Field Instructor evaluates each behavior, attitude, etc. on a scale of 1 to 6 with the following interpretations:
1=Superior
2=Good
3=Acceptable
4=Marginal
5=Poor
6=No opportunity to evaluate (is then not used in any calculations)

The benchmark for each behavior, attitude, etc. is 2.0, "Good", which is less than "Superior" but better than "Acceptable".

The type analysis used for each question is a mean score of those who were evaluated.

The final Spring Evaluation for each student is completed in April of each year. The Field Coordinator collects all the evaluations then inputs and analyzes the data in May.

Recent Graduate Survey

This instrument has a series of questions, each of which is measured by the responder selecting their response to a scale of 1 to 5, "Very Poor" to "Excellent" as in the following format example:

How well the Social Work Department taught and prepared you to:

"Understand and apply social work ethical standards and principles to guide professional practice."

Very Poor Excellent	Poor	Adequate	Good	
1	2	3	4	5

<input checked="" type="checkbox"/> Check if this is an external measure.	<p>The benchmark score for each of the questions on this survey is a 4.0 which is above “Adequate” but less than “Excellent”.</p> <p>The type analysis for this survey will be a mean score for each question.</p> <p>This data is gathered each year with the survey being sent out in February to all graduates of the program from the previous year and for whom we have contact information.</p>
<p>Assessment Results After analyzing the quantitative and any qualitative data, present a summary of the data below. Please attach any data tables to the end of this report. In addition to reporting annual data, you may also report aggregate data.</p>	
<p>Analysis of Quantitative data for Ethics Learning Outcome 5:</p> <p>For the “Field Instructor Evaluations”, the range of mean responses was 1.0 to 1.29. Each mean response exceeds the benchmark of 2.0.</p> <p>The overall results of this measurement indicate that the HSU Social Work Program is instructing the students well in the area of ethics. Every course in the program has an ethics component.</p>	<p>Field Instructor Evaluation questions related to ethics:</p> <p><u>Maintains non-blaming attitude:</u> The mean score was 1.29. The “Superior” score comprised 72% of field instructor responses. The “Good” response comprised 28% of responses.</p> <p><u>Demonstrates respect & concern for all people:</u> The mean response by field instructors was 1.00 with the “Superior” response comprising 100% of the responses.</p> <p><u>Refrains from imposing own values on others:</u> For this question, field instructors gave a mean response of 1.29. The “Superior” accounting for 72% and “Good” accounting for 29% of responses.</p> <p><u>Permits self-determination:</u> The mean score for this question was 1.29. The “Superior” category comprised 72% of field instructors’ ratings. “Good” comprised 28% of responses.</p> <p><u>Maintains confidentiality:</u> On this question, the mean response by field instructors was 1.14 with the “Superior” response comprising 86% of responses. “Good” comprised 14% of responses.</p>

<p>For the “Recent Graduate Survey” the average responses for the question relative to ethical practice with the mean response was 4.71, which exceeds the benchmark of 4.0.</p> <p>The overall results of this measurement indicate that the HSU Social Work Program is instructing the students well in the area of ethics.</p>	<p>Recent Graduate Survey: Survey question related to ethics: How well did the Social Work Department teach and prepare you to apply social work ethical principles to guide social work practice.</p> <p>On a scale of 1 (very poor) to 5 (excellent), the mean response was 4.71. The categories, “Good” or “Excellent”, comprised 100% of responses.</p>
<p>Analysis of Qualitative data for Ethics Learning Outcome 5:</p> <p>Course Assignments for SCWK 3370 Social Work Practice II:</p> <p>Students are required to apply the Social Work Ethical Rules/Principles screeners as well as Kohlberg’s theory of moral development to numerous case studies in class. Each of these principles is then presented on the student midterm (essay) in Social Work Practice II.</p> <p>The mean score for the midterm essay used to measure this outcome is 84 with the average for the assignment ranging from 43 to 110, not meeting the benchmark of 85.</p> <p>The overall results of this measurement indicate that the HSU Social Work Program is instructing the students well in the area of values and ethics. Considerations will need to be reviewed and discussed related to the Social Work Practice II Midterm not meeting the benchmark.</p>	<p>SCWK 3370 Social Work Practice II:</p> <p>The midterm essay assignment measures the students’ ability to apply knowledge, values and skills related to ethical social work practice.</p> <p>The average grade for the midterm essay in the Fall 2013 semester was 84 with a range of 43 to 110.</p>

<p>Uses of Results</p>
<p>What were the most valuable things you learned from this assessment cycle?</p>

The Social Work Program collects data annually as an ongoing assessment process. This process has revealed the need to review the curriculum in the first half of the semester related to the content on the Social Work Practice II Midterm Essay where students are required to apply knowledge, values and skills related to ethical social work practice and consider what variable may have attributed to not meeting this benchmark. Though it was a minimal deficit, it remains a deficit and will need to be reviewed for changes to be made to enhance the curricular content in preparing students for ethical social work practice.

How will these findings be used? What changes are you planning on making as a result of your findings? Please discuss your reasoning if you are not planning on making changes.

Since the last assessment cycle, the HSU Social Work Program has worked with the Sociology Department in developing a course in Social Statistics as an elective course. The purpose of such a course is to provide our students a course in statistics, particularly those planning to pursue a graduate degree in Social Work and as part of prerequisites for admission to most graduate schools of social work. The Social Work Program at HSU has not previously offered such a course. Discussion took place with the Sociology, Social Work, Psychology, Political Science & Mathematics departments for cross-listing of this social science statistics course. The course is being offered as a 3099 course in the Spring 2014 semester pending the curriculum approval process and catalog changes. The course, upon approval, will be offered on a regular basis every other year as SOCI/SCWK/POLS/PSYC 3380. This will not currently be a mandated course for Social Work majors, however this could be a future consideration. Furthermore, review and discussion of the curricular content related to ethical social work practice needs to be conducted in order for changes to be made to enhance this content in preparing students for ethical social work practice. This is a competency outlined by our accrediting body, CSWE, and must be met within our curriculum.