

NEW! HSU Annual Assessment of Learning Outcomes 2018

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: 2017-2018
Contact Information of the person completing this report: Name: Melissa Milliorn Campus Phone: 325-670-1281 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? We are 2 years away from the 5 year program review. We last reported an external assessment measure in semester Spring, year 2018. <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 the social work 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 most all Social Work courses. These discussions are inclusive of not only social work professional values and ethics, but challenge students to explore, through self-awareness, their own personal values, Christian values, and potential value conflicts and dilemmas that may arise throughout the academic process, and as they become a professional social worker.

Faculty Participation in Assessment Process

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

With only two full-time social work faculty, we work closely together in all aspects of program, curriculum, policies, and evaluation. Outcome measures are intentionally designed in each course to meet the competencies and practice behaviors put forth by our accrediting body, the Council on Social Work Education (CSWE) within compliance of the Education Policies and Accreditation Standards, 2015. All faculty play a role in data collection and assessment, changes in the curriculum, to policies, and documents related to program evaluation and accreditation. The Social Work Department also has a Social Work Advisory Council comprised of current and former faculty, current students, alumni, and community partners who assist in an advisory capacity in program evaluation, policies, curriculum, and program activities.

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: Social Work Educational Competency 1: Demonstrate Ethical and Professional Behavior. Professionalism is exhibited as practice behaviors outlined by the Council on Social Work Education as: demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes as appropriate to context; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.</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><input checked="" type="checkbox"/> Check if this is an external measure.</p>	<p>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> <p>1=Superior 2=Good 3=Acceptable 4=Marginal 5=Poor N=No opportunity to evaluate (not used in any calculations)</p>

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

N=No opportunity to evaluate
(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, “Superior” to “Poor” 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

Superior	Good	Acceptable	Marginal	Poor
1	2	3	4	5

The benchmark score for each of the questions on this survey is a 2.0 which is above “Adequate” but less than “Superior”.

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

<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>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>TSBSWE Licensing:</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 the percentage of students passing this exam is 80%, surpassing the overall pass rate for the State of Texas which is 77%.</p>
<p>Assessment Results</p> <p>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 1.14 to 1.57. The mean score on this evaluation was 1.33, exceeding the benchmark of 2.0.</p>	<p>Field Instructor Evaluation questions related to professionalism through the application of knowledge and skills:</p> <p><u>#15 Distinguishes between personal, professional, agency and student roles:</u> The mean score was 1.14 The “Superior” score comprised 86% of the responses; “Good” comprised 14% of responses.</p>

#16 Applies conceptual and theoretical frameworks, research evidence, and practice techniques from academic courses to practice:

The mean score was 1.14 The “Superior” score comprised 86% of the responses; “Good” comprised 14% of responses.

#25 Determines necessary information for assessment:

The mean score was 1.43 The “Superior” score comprised 57% of the responses; “Good” comprised 43% of responses.

#27 Accurately assesses the client’s capacity and desire towards change: The mean score was 1.29 The “Superior” score comprised 71% of the responses; “Good” comprised 29% of responses.

#28 Identifies strengths and limitation affecting the potential for change: The mean score was 1.29 The “Superior” score comprised 71% of the responses; “Good” comprised 29% of responses.

#30 Considers constraints present on personal, interpersonal, and environmental levels: The mean score was 1.57 The “Superior” score comprised 43% of the responses; “Good” comprised 57% of responses.

#31 Establishes, clarifies, maintains, and manages an effective helping relationship: The mean score was 1.43 The “Superior” score comprised 43% of the responses; “Good” comprised 57% of responses.

#33 Assists the client system to clarify own focus, goals, and roles: The mean score was 1.29 The “Superior” score comprised 71% of the responses; “Good” comprised 29% of responses.

#34 Formulates realistic goals and intervention plans with the client system: The mean score was 1.43 The “Superior” score comprised 57% of the responses; “Good” comprised 43% of responses.

For the “**Recent Graduate Survey**” the range of responses for these questions were 100% 5.0, with the mean response for all areas related to professional practice being 5.0, which exceeds the benchmark of 4.0.

#37 Is able to start where the client system perceives the concern/need: The mean score was 1.14 The “Superior” score comprised 86% of the responses; “Good” comprised 14% of responses.

#42 Demonstrates interventive techniques such as clarifying, reinforcing, confronting, etc.: The mean score was 1.29 The “Superior” score comprised 71% of the responses; “Good” comprised 29% of responses.

#43 Works with individuals, groups, organizations outside the client system, to intervene/plan for change: The mean score was 1.43 The “Superior” score comprised 57% of the responses; “Good” comprised 43% of responses.

#44 Acts as an advocate for a client system where appropriate: The mean score was 1.29 The “Superior” score comprised 71% of the responses; “Good” comprised 29% of responses.

#46 Prepares client for termination: The mean score was 1.43 The “Superior” score comprised 57% of the responses; “Good” comprised 43% of 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:

<p>***The overall results of these measures indicate that the HSU Social Work Program is instructing the students exceptionally in the area of professionalism.</p>	<ul style="list-style-type: none"> • Use of self reflection and self-regulation to manage personal values and maintain professionalism in practice situations: The mean response was 5.0 with 100% responding “Excellent” • Demonstrate professional demeanor in behavior, appearance, and communication: The mean response was 5.0 with 100% responding “Excellent” • Use technology ethically and appropriately to facilitate practice outcomes: The mean response was 5.0 with 100% responding “Excellent” • Use supervision and consultation to guide professional judgement and behavior: The mean response was 5.0 with 100% responding “Excellent” <p>On a scale of 1 (very poor) to 5 (excellent), the overall mean response was 5.0.</p>
<p>Analysis of Qualitative data for Learning Outcome 1:</p> <p>Texas State Board of Social Worker Examiners Licensing Examination(TSBSWE):</p> <p>There were 7 students in the 2018 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 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, 5 students applied for and took the exam. 100% passed the exam, exceeding the benchmark of 80% and the State of Texas pass rate of 77%.</p>	<p>Texas State Board of Social Worker Examiners Licensing Examination(TSBSWE):</p> <p>Of the 7 graduates in 2017, 5 took the licensing exam; all 5 graduates passed the exam on the first try, giving a 100% pass rate for 2018 and exceeding the benchmark of 80%, and well above the State of Texas pass rate of 77%.</p>

***The overall results of this measurement indicate that the HSU Social Work Program is providing excellent instruction to the students in the area of professionalism.

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 2:

Social Work Educational Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Method of Assessment and Criteria for Success

Outcome 2 Method of Assessment:

Criteria for Success

Fall and Spring Field Instructor 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=Superior
 2=Good
 3=Acceptable
 4=Marginal
 5=Poor
 N=No opportunity to evaluate

(not used in any calculations)

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

N=No opportunity to evaluate

(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.”

Superior	Good	Acceptable	Marginal	Poor
1	2	3	4	5

The benchmark score for each of the questions on this survey is a 2.0 which is above “Adequate” but less than “Superior”.

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

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 80.

<input checked="" type="checkbox"/> Check if this is an external measure. (Field Evaluation and Graduate Survey are external measures.)	The analysis used will be the mean grade for all students in the particular class in which the assignment is made.
<p>Assessment Results</p> <p>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 2:</p> <p>For the “Field Instructor Evaluations”, the range of mean responses was 1.43 to 1.86. The mean score on this evaluation was 1.61, exceeding the benchmark of 2.0.</p>	<p>Field Instructor Evaluation questions related to engagement in policy practice:</p> <p><u>#53 Analyzes, formulates, and advocates for policy changes needed to promote social and economic justice:</u> The mean score was 1.71 The “Superior” score comprised 43% of the responses; “Good” comprised 43% of responses; and 14% of the responses were “Acceptable”.</p> <p><u>#54 Collaborates with colleagues and clients to change policies when applicable:</u> The mean score was 1.86. The “Superior” score comprised 29% of responses; ; “Good” comprised 57% of responses.</p> <p><u>#59 Recognizes limitations of local agencies regarding policy and practice:</u> The mean score was 1.43 The “Superior” score comprised 57% of the responses; “Good” comprised 43% of responses.</p> <p><u>#60 Considers steps to evaluate and change agency policies and practices that require change:</u> The mean score was 1.43 The “Superior” score comprised 57% of the responses; “Good” comprised 43% of responses.</p>

<p>For the “Recent Graduate Survey” the range of responses for these questions were 100% 5.0, with the mean response for all areas related to professional practice being 5.0, which exceeds the benchmark of 4.0.</p>	<p>Recent Graduate Survey: Survey question related to policy practice: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:</p> <ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services: The mean response was 5.0 with 100% responding “Excellent” • Assess how social welfare and economic policies impact the delivery of and access to social services: The mean response was 5.0 with 100% responding “Excellent” • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, and social, economic, and environmental justice: The mean response was 5.0 with 100% responding “Excellent”
<p>Analysis of Qualitative data for Learning Outcome 2:</p> <p>SCWK 3365 Social Welfare Policy II Assignments: 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>SCWK 3365 Social Welfare Policy II Assignments:</p> <p>For the Spring 2018 semester, grades for the Policy Analysis Paper and Presentation were as follows:</p> <p>Paper: grades ranged from 75 to 95, average 91 Presentations: grades ranged from 87 to 100, average 98.4 Average of papers & presentations: range 81 to 98, average 95</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, advocate, and influence him/her about a social policy.</p> <p>The mean score for the three assignments used to measure this outcome is 93.8 with the average for each assignment ranging from 78.66 to 99.33, exceeding the benchmark of 80.</p> <p>***The overall results of these measures indicate that the HSU Social Work Program is instructing the students well in the area of policy practice.</p>	<p>For the Spring 2018 semester, grades for the Letter to the Editor were: Range of 65 to 100, average 89.4. This exceeds the benchmark of 80.</p> <p>For the Spring 2018 semester, grades for the Letter to the Legislator were: Range of 90-100, with an average of 97. This exceeds the benchmark of 80.</p>
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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:

Social Work Competency 2: Engage diversity and difference in practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of

oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Method of Assessment and Criteria for Success

Outcome 3 Method of Assessment:

Criteria for Success

Fall and Spring Field Instructor 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=Superior
- 2=Good
- 3=Acceptable
- 4=Marginal
- 5=Poor
- N=No opportunity to evaluate
(not used in any calculations)

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

Recent Graduate Survey

- 3=Acceptable
- 4=Marginal
- 5=Poor
- N=No opportunity to evaluate
(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:

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

Superior	Good	Acceptable	Marginal	Poor
1	2	3	4	5

The benchmark score for each of the questions on this survey is a 2.0 which is above "Adequate" but less than "Superior".

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

<p>SCWK 2303 Social Work Practice I Assignment:</p> <p><input checked="" type="checkbox"/> Check if this is an external measure. (Field Evaluation and Graduate Survey are external measures.)</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>SCWK 2303 Social Work Practice I Assignment: 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.</p> <p>The benchmark for each assignment is a grade of 80.</p> <p>The analysis used will be the mean grade for all students in the particular class in which the assignment is made.</p>
<p>Assessment Results</p> <p>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 3:</p> <p>For the “Field Instructor Evaluations”, the range of mean responses was 1.00 to 1.43. The mean score on this evaluation was 1.61, exceeding the benchmark of 2.0.</p>	<p>Field Instructor Evaluation questions related to diversity & difference in practice:</p> <p><u>#8 Recognizes her/his own feelings and attitudes:</u> The mean score was 1.43. The “Superior” score comprised 57% of the responses; “Good” comprised 43% of responses.</p> <p><u>#9 Manages her/his own feelings and attitudes appropriately:</u> The mean score was 1.29. The “Superior” score comprised 71% of the responses; “Good” comprised 29% of responses.</p> <p><u>#10 Uses self-discipline in interactions:</u> The mean score was 1.00. The “Superior” score comprised 100% of the responses.</p>

For the “**Recent Graduate Survey**” the average responses for the questions relative to diversity and difference in practice ranged from 4.60 to 4.80 with a mean response of 4.733, which exceeds the benchmark of 4.0.

#11 Recognizes her/his own challenges/areas of improvement: The mean score was 1.29. The “Superior” score comprised 71% of the responses; “Good” comprised 29% of responses.

#13 Recognizes her/his own areas of strength/competence: The mean score was 1.43. The “Superior” score comprised 57% of the responses; “Good” comprised 43% of responses.

#55 Demonstrates an understanding of the forms and mechanisms of oppression and discrimination: The mean score was 1.29. The “Superior” score comprised 71% of the responses; “Good” comprised 29% of responses.

#56 Demonstrates ability to utilize knowledge of community structure, culture and dynamics (especially those that oppress, marginalize, alienate or create/enhance privilege and power) to evaluate services needs within a specific population and advocate for social and economic justice: The mean score was 1.43. The “Superior” score comprised 57% of the responses; “Good” comprised 43% of responses.

Recent Graduate Survey questions related to diversity & difference in practice:

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power,

<p>***The overall results of the quantitative measures indicate that the HSU Social Work Program is instructing the students well in the area of diversity and difference in practice.</p>	<p>and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p> <ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. The mean response was 4.60 with 80% responding “Excellent” and 20% responding “Adequate”. • Present themselves as learners and engage clients and constituencies as experts of their own experiences. The mean response was 4.80 with 80% responding “Excellent” and 20% responding “Good”. • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. The mean response was 4.80 with 80% responding “Excellent” and 20% responding “Good”. <p>On a scale of 1 (very poor) to 5 (excellent), the overall mean response was 4.733.</p>
<p>Analysis of Qualitative data for Learning Outcome 3:</p> <p>SCWK 2303 Social Work Practice I Assignment: The purpose of this assignment “Diversity Interview” is to assist students in developing core competencies in social work practice. Specifically this assignment should address Competency #1</p>	<p>SCWK 2303 Social Work Practice I Assignment:</p> <p>For the Spring 2018 semester, grades for the Social Work Practice I Diversity Interview were as follows:</p>

Professional & Ethical practice, and Competency #2 Diversity & Difference in Practice. In this assignment, students conduct an in-depth interview with someone they do not know that meet characteristics of diversity and difference as outlined in the competency as but not limited to, “age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.” After the interview, students write a paper integrating their knowledge, values, and skills learned in the class. The paper discusses identified social work practice skills, application of theory and research, professional values and ethical implications, and self-awareness in recognizing and managing their own feelings, attitudes, and biases, using self-discipline in interactions, recognizing challenges or need for improvement, and recognizing areas of strengths and competence.

***The overall results of the qualitative measures indicate that the HSU Social Work Program is instructing the students well in the area of diversity and difference in practice.

The average grade for the Diversity Interview was 89.89 with a range of 65 to 98.25. This exceeds the benchmark of 80

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:	
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Analysis of Qualitative data for Learning Outcome 4:	
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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 5:

Method of Assessment and Criteria for Success

Outcome 5 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 5:	
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Analysis of Qualitative data for Learning Outcome 5:	
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NEW!! The box below asks for you to briefly describe how you used the ALOC feedback from last year.

Results from Last Year and ALOC Feedback

1. Briefly describe how you used the ALOC feedback from last year.

All of the feedback provided from last year was extraordinarily positive, affirming the program's work and utilization of ongoing evaluation of student learner outcomes. This feedback was used to continue our work with continued review of curricular design, particularly related to degree plan changes implemented in 2018-2019 year. The program has also developed a new degree, a BS in Social Work and Psychology that will be added to the Catalog for the 2019-2020 year.

2. Briefly describe any changes that you made based upon the feedback. If you didn't make any changes, please explain why.

Additional methods for assignment instructions were utilized to ensure student understanding of expectations of learning in meeting the competencies and practice behaviors. Students were more successful in achieving the competencies and practice behaviors in Social Work Practice I and in Social Welfare Policy II for 2017, however it was noted a slight decline on this report for 2018. There are also specific areas of the field evaluation tool that are going to be researched further due to marginal scoring. While they all still meet the benchmarks, there are specific areas where students rate lower with less superior ratings which shows we have room to enhance the program in those areas.

Uses of Results

What were the most valuable things you learned from this assessment cycle?

It was noted that the Recent Graduate Survey scaling is opposite of the scales utilized to measure competencies and practice behaviors on the Fall and Spring Field Evaluation tools. The Recent Graduate Survey has been updated to a similar scale as the Field Evaluation tools for continuity and clarity. This was documented in our program review last year, but changes were not made to the surveys in a timely manner to use them for this report. It has been completed now and will be utilized for surveys conducted next year. Faculty and support staff were aware these changes needed to be made, but due to the sudden departure of the Field Director in the Fall of 2017, and a subsequent faculty search occurring in 2018, these changes were not made timely.

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.

Due to continued overturn of faculty teaching in the social work department (3 different full-time persons hired over the past 4 years; 3 adjunct faculty assisting in teaching course load, and change of courses being taught by department head), it is difficult to assess the impact of

the changes in faculty teaching each course and a lack of stability in program curricular design and teaching effectiveness. While the department has managed to continue to meet all teaching benchmarks, specifically related to accreditation competencies and practice behaviors for social work, improvement can be made with stability of full-time faculty, thus enhancing curricular design, and teaching effectiveness. A tenure-track, full-time faculty was hired in the Fall 2018 and appears to be providing good instruction and administrative oversight of the Field Education components within the program. Faculty evaluation, course evaluations, and program review in 2020 will help to determine the ongoing impact of the faculty issues over the past few years.

In addition to the ALOC reporting, the Social Work Program will begin the Reaffirmation Process with CSWE this year. Reaffirmation training for faculty is scheduled for May 2019, leading to the beginning of the self-study process. The self-study is due to CSWE by December 1, 2020. The site visitation will be scheduled between March – May 2021. The Council on Accreditation Review for Reaffirmation Determination is scheduled at their council meeting in October 2021.