

BSW – Bachelor of Social Work
Learning Outcomes

<p style="text-align: center;">Learning Outcome</p> <p style="text-align: center;"><i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p style="text-align: center;">Data Collection and Analysis</p> <p style="text-align: center;"><i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p style="text-align: center;">Results of Evaluation</p> <p style="text-align: center;"><i>What were the findings of the analysis? List any specific recommendations.</i></p>	<p style="text-align: center;">Use of Evaluation Results</p> <p style="text-align: center;"><i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Learning Outcome # 1 Students should be able to apply the values of the social work profession with an understanding of and respect for the positive value of diversity.</p>	<p>When students enter the two introductory courses, SWO 201 Introduction to the Profession of Social Work and SWO 305 Interviewing Techniques & Skills, they will be given the values index (a set of values cases with choices of actions taken). They will be given this same test at graduation and a comparison will be made.</p> <p><u>Analysis Procedure:</u> BEAP is a National Standardized sixteen page test that is administered to students preadmission to the social work program and at graduation. Results will be analyzed and sent to the department by BEAP administration. Satisfactory exit values will be 6.0 or above on a 1-10 scale.</p>	<p><u>Findings:</u> We began this process in Fall 2005; therefore, there are no findings and recommendations at this time. Findings will be available in Summer 2007.</p>	<p>We began this process in Fall 2005 to further incorporate evaluation of values education into the social work curriculum. When findings are available in Summer 2007 the department will review the student learning outcome to assess for needed change.</p>
<p>Learning Outcome # 1</p>	<p>Based on Program Objectives (Appendix A), the Alumni survey (Appendix B) was mailed to 2004-05 graduates. Review and score surveys. Scale 4 (Excellent) to 1 (Poor). Report mean of scores.</p>	<p>Mean = 3.8 N = 13 Need to have larger return of surveys. 2000-2003 Mean = 3.56 – N = 18</p>	<p>Score is above threshold of 2.8. Will send alumni survey yearly since return is low. Were sending every 3 years.</p>
<p>Learning Outcome # 1</p>	<p>Field evaluations 2006 – Field instructors complete evaluation on students at end of semester. Surveys are tabulated. Score 5 (Excellent) to 1 (Poor). Mean score is reported. See</p>	<p>Mean = 4.64 N = 25 No recommendations. 2005 Mean = 4.41 – N = 28 2004 Mean = 4.73 – N = 23 2003 Mean = 4.86 – N = 16</p>	<p>No change – score is above threshold. However, evaluations will continue annually to ensure that field evaluations remain constant. The field advisory committee met</p>

	Appendix C.		March 23 in an effort to give field instructors an additional avenue to express concern about the students. One idea that was expressed in this meeting was for students to receive additional training in telephone and computer skills.
Learning Outcome # 2 Students are to be able to analyze social policies and how they impact client systems, workers, & agencies.	<u>Data Collection:</u> Students are required to write a policy analysis paper in the SWO 430 Social Welfare Policy class. Faculty will grade according to rubric. See Appendix D. <u>Analysis Procedure:</u> Each student will get points from 1 (Poor) to 5 (Excellent). The mean of students completing policy analysis paper will be 3.0 or above.	The mean was 3.72. Although students met the goal, recommend more help in grammar skills. 2004 Mean = 3.82 – N = 25	Plan to continue using the rubric for policy paper to ensure students can analyze social policies. Because of results showing grammar deficiencies, plan to start a formal identification of students with writing skills deficiencies. They will receive a grammar booklet in orientation and a test to help identify weaknesses early in the program. They will be referred to writing lab & academic support lab for remedial work. Student must be able to write well to chart notes, proposals, letters, etc. necessary for successful social work practice.
Learning Outcome # 2	Alumni survey, based on learning objective of graduates. 2004-05 Survey mailed to students and scores tabulated 4 (Excellent) to 1 (Poor). Mean will be reported See Appendix B.	Mean = 3.4 N = 13 Continue assessment. 2000-2003 Mean = 3.22 – N = 18	No change. Result above threshold.
Learning Outcome # 2	Field evaluations 2006(Appendix C) completed by field instructors at the end of semester and tabulated. Scale 5 (Excellent) to 1 (Poor). Mean will be reported.	Mean = 4.50 N = 25 Continue assessment. 2005 Mean = 4.16 – N = 28 2004 Mean = 4.40 – N = 23 2003 Mean = 4.40 – N = 15	No changes needed. Score is well above threshold. Will continue to meet with field advisors to allow them an additional avenue to evaluate and express concern.
Learning Outcome # 3 Demonstrate communication with integrity and respect for individuals as mandated by the Code of Ethics	<u>Data Collection:</u> Distribute field evaluation forms on all seniors enrolled in SWO 475 Field Instruction to the field instructors every April. <u>Analysis Procedure:</u> Mean of graduating seniors	Mean = 4.58 N = 25 Continue assessment. 2005 Mean = 4.58 – N = 28 2004 Mean = 4.62 – N = 23	No changes needed. Score is above threshold. Due to change in the mean will continue to communicate with field instructors by meeting individually and allow them to expand on items that are not

	will be calculated and will be 3.0 or above on 5 – 1 scale. 5 (Excellent) to 1 (Poor). See Appendix C.		necessarily in the evaluation form. This will be recorded on the field evaluation form.
Learning Outcome # 3	Alumni survey of 2004-05 graduates. Surveys are mailed and tabulated when returned. Scale 4 (Excellent) to 1 (Poor). Mean is reported. See Appendix B.	Mean = 3.8 N = 13 Continue assessment.	No changes needed. Well above threshold. However, will continue to evaluate to maintain integrity of the program.
Learning Outcome # 4 Illustrate behavior without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.	<u>Data Collection:</u> An alumni survey was sent to 2004-05 graduates. The survey is a Likert Scale with 4 (Excellent) to 1 (Poor). <u>Analysis Procedure:</u> Review survey on question about nondiscrimination, the mean of which will be 2.5 or above. See Appendix B.	Mean = 3.72 N = 13 Continue assessment.	No change needed. Well above threshold. Will continue to monitor.
Learning Outcome # 4	Field evaluations 2006 completed by field instructors at end of semester. Results to be tabulated by chair. Scale 5 (Excellent) to 1 (Poor). Mean to be reported. See Appendix C.	Mean = 4.25 N = 25 No recommendations. 2005 Mean = 4.48 – N = 28 2004 Mean = 4.69 – N = 23 2003 Mean = 4.43 – N = 16	No changes needed at this time. Score well above threshold of 2.5. Will continue to monitor.
Learning Outcome # 5 Formulate an interview that involves the professional use of self. (This identifies own personal descriptive and behavioral attributes that hinder or promote effective intervention with client system.)	<u>Data Collection:</u> Students in SWO 421 are given a video assignment in which they must role-play as the social worker. <u>Analysis Procedure:</u> Faculty will use the video rubric to measure competency and professional use of self. The mean of students engaged in interview assignment will be 13 on 1-32 scale with 32 being maximum points that can be received. See Appendix E.	N = 25 Range of 2005 scores was from 14-32 with mean at 20.44. Continue using rubric to score assignment.	There is no need for action as the mean is well over the set mark of 13. This rubric/evaluation measure was developed to more effectively critique student performance.
Learning Outcome # 5	Alumni survey sent to 2004-05 graduates. Surveys are tabulated by chair. Scale 4 (Excellent) to 1 (Poor).	Mean = 3.50 N = 13 No recommended actions.	No changes needed at this time. Score is well above threshold.

	Mean to be reported. See Appendix B.		
Learning Outcome # 5	Field evaluations completed by agency field instructors. Chair tabulates scores. Scale 5 (Excellent) to 1 (Poor). Mean to be reported. See Appendix C.	Mean = 4.70 N = 25 2005 Mean = 4.35 – N = 28 2004 Mean = 4.53 – N = 23	Although score is above range of acceptable, advisory board stated at their meeting on March 23, 2006 that students needed additional instruction in telephone skills and computer skills. Additional material on these skills will be added to SWO 481, Integrative Seminar.

APPENDIX

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APPENDIX A

Program Objectives:

1. Practice within the values of the social work profession with an understanding of and respect for the positive value of diversity.
2. Identify and assess problems in the relationship between people and social institutions (including service gaps), plan for their resolution, and evaluate their outcomes.
3. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
4. Communicate effectively with others in a purposeful way, encouraging open and trusting relationships.
5. Understand the history, purposes, and philosophy of the social work profession and its contemporary structures and issues.
6. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
7. Apply the knowledge and skills of generalist social work practice with systems of all sizes, including rural systems.
8. Demonstrate the professional use of self.
9. Use communication skills differentially with a variety of client populations, colleagues, and communities.
10. Apply critical thinking skills within the context of professional social work practice.
11. Analyze, formulate, and influence social policies and how they impact client systems, workers, and agencies.
12. Understand agency structure, allocation of role performance, and the impact of organizational power and policies on client systems and, under supervision seek necessary organizational change.
13. Evaluate research studies and apply findings to practice, evaluate their own practice interventions and those of relevant systems.
14. Use supervision and consultation appropriate to social work practice.
15. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

8: NOT APPLICABLE

14. Location (city, state): _____
8. NOT APPLICABLE

15. What is your **current** job title? _____

16. How long have you had this job? _____ (months) _____ (years) 8: NOT APPLICABLE

17. Please, indicate the setting of your **current** job:

1. Public Protective Services
2. Family Services
3. Corrections/Criminal Justice
4. Medical/Health Care
5. Mental Health
6. Public Assistance/Welfare
7. School Social Work
8. Services to the Aged
9. Alcohol/Drug Treatment
10. Developmental Disabilities/Mental Retardation
11. Community-based Client Support Services
12. Occupational
13. Other _____

8. NOT APPLICABLE

18. Overall, how long have you been employed full-time as a social worker?

_____ (months) _____ (years)

19. How many different social agency settings have you work in full-time since you graduated from our program? _____ (number)

20. If you are full-time employed in a social work position, what is your salary range?

- | | |
|------------------------|------------------------|
| 1. less than \$15,000 | 6. \$27,001 - \$30,000 |
| 2. \$15,001 - \$18,000 | 7. \$30,001 - \$33,000 |
| 3. \$18,001 - \$21,000 | 8. \$33,000 - \$36,000 |
| 4. \$21,001 - \$24,000 | 9. \$36,000 & above |
| 5. \$24,001 - \$27,000 | 10. NOT APPLICABLE |

21. Do you belong to any professional organization?

- 1: Yes, Specify _____
- 2: No

22. Have you **passed** the social work licensure exam?

- 1: Yes, Indicate Score and Date _____
- 2: No

23. Please evaluate how well you were prepared as a student in the social work program:

4 – Excellent	Performance consistently above expected level.
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16. Practice within the values of the social work profession with an understanding of and respect for the positive value of diversity.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

17. Identify and assess problems in the relationship between people and social institutions (including service gaps), plan for their resolution, and evaluate their outcomes.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

18. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

19. Communicate effectively with others in a purposeful way, encouraging open and trusting relationships.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

20. Understand the history, purposes, and philosophy of the social work profession and its contemporary structures and issues.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

21. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

22. Apply the knowledge and skills of generalist social work practice with systems of all sizes, including rural systems.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

23. Demonstrate professional use of self.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

24. Use communication skills differentially with a variety of client populations, colleagues, and communities.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

25. Apply critical thinking skills within the context of professional social work practice.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

26. Analyze, formulate, and influence social policies and how they impact client systems, workers, and agencies.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

27. Understand agency structure, allocation of role performance, and the impact of organizational power and policies on client systems and, under supervision seek necessary organizational change.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

28. Evaluate research studies and apply findings to practice, evaluate their own practice interventions and those of relevant systems.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

29. Use supervision and consultation appropriate to social work practice.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

30. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

4	3	2	1
Excellent	Good	Fair	Poor

Comments: _____

APPENDIX C

Mid-Term _____

Final _____

**Delta State University
Department of Social Work
Field Instruction
Evaluation SWO 475**

Student's Name _____

Placement Agency _____

Agency Field Instructor _____

On the following pages, evaluate the student's performance in the described areas. The key below should be used in your decision making. Please make every attempt to make this evaluation realistic. The **mid-term** evaluation should be done according to expectations commonly held for students at mid-semester, not at the end, of this educational experience; likewise, **final** evaluations should reflect expectations commonly held for students at the completion of their undergraduate education. Graduates are expected to continue their professional growth after graduation, and this instrument should be beneficial to them in planning for that growth.

Please explain 'Excellent', 'Poor' or 'NA' ratings at the end of the form or on additional paper.

5 - Excellent	Performance consistently above expected level
4 - Good	Performance often above expected level
3 - Average	Performance generally at expected level
2 - Fair	Performance often below expected level
1 - Poor	Performance often below acceptable level
NA	Unable to practice this skill during placement

I. PROFESSIONAL SKILLS AND KNOWLEDGE

1. Demonstrates application of social work values.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

2. Demonstrates application of social work ethics.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

3. Demonstrates an understanding and respect for the value of diversity. (Respects the beliefs and values of those whose lifestyle and/or culture may be different from own while remaining comfortable with the management of own beliefs and values. Works with clients who are racially/culturally different from himself/herself.)

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

4. Demonstrates the ability to identify and assess problems in the relationship between people and social institutions, including service gap.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

5. Demonstrates ability to plan for solution of problems in relationship between people and social institutions.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

6. Demonstrates an understanding of the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

7. Communicates effectively with others in a purposeful way, encouraging open and trusting relationships.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

8. Demonstrates the ability to assess the needs of populations-at-risk with emphasis on working with rural populations as both client and action systems.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

9. Demonstrates the following skills in working with systems of varying sizes, including rural populations: interviewing, defining issues, collecting data, recording, assessing, planning, contracting, intervening in alternative ways, evaluating, terminating, and following-up with systems of varying sizes including rural populations. (If all topics in this item cannot be rated the same, use the lines below and the back of the page to make needed comments.)

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

10. Demonstrates the professional use of self. (Identifies own personal descriptive and behavioral attributes that hinder or promote effective intervention with client systems.)

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

11. Uses communication skills, both oral and written, differentially, with a variety of client populations, colleagues, and members of the community.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

12. Applies critical thinking skills within the context of professional social work practice.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

13. Demonstrates the ability to analyze social policies and how they impact client systems, workers, and agencies.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

14. Demonstrates an understanding of agency structure, allocation of role performance, and the impact of organizational power and policies on client systems, and under supervision, seeks necessary organizational change

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

15. Evaluates research studies and applies findings to practice.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

16. Constantly evaluates own practice through obtaining feedback from peers, client populations, supervisors, liaison, and assignments.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

17. Uses supervision appropriate to generalist practice to enhance learning.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

18. Recognizes the limitations of their own competence and respects contributions of other helping resources, professional and nonprofessional.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

19. Applies knowledge of biopsychosocial variables that affect individual development and behavior, and uses theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e. families, groups, organizations, and communities).

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

II. Professional Work Habits

1. Dresses appropriately to agency setting.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

2. Attends as required.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

3. Adheres to required work hours.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

4. Performs work punctually.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

5. Demonstrates an attitude of enthusiasm, cooperation, and initiative.

5	4	3	2	1	
Excellent	Good	Average	Fair	Poor	NA

Field Instructor's Signature _____ Date _____

Student's Signature _____ Date _____

Field Liaison's Signature _____ Date _____

APPENDIX D

Rubric Results
Policy Analysis Paper Grading Criteria
Tracy T. Mims, Assistant Professor of Social Work
SWO-430/Fall 2005

Quality Points/ Number Grade		Writing (15)	Quality of Research (30)	Coverage (55)
5 (100) <i>7 students in this category</i>	Superior 15 30 55	Free of punctuation, spelling and grammatical errors. The logical flow and structure of the paper is easy to follow and understand	At least 4 peer reviewed articles used and 4 top quality sources were used. Your points/arguments were thoroughly researched.	The problem the bill addresses and your proposed amelioration are very lucidly stated. Alternative policies are discussed and very thoroughly analyzed. A very clear plan is presented for how the policy will be implemented.
4 (90.5-99.89) <i>10 students in this category</i>	Above Average 13.1-14.95 25.1-29.95 52.3-54.99	Less than 4 punctuation, spelling and grammatical errors. Logical flow and structure of paper easy to understand	At least 3 peer reviewed articles and 5 top quality sources were used. Your points/arguments were thoroughly researched.	The problem the bill addresses and your proposed amelioration are very lucidly stated. Alternative policies are discussed and thoroughly analyzed. A plan is presented for how the policy will be implemented.
3 (74.5-90) <i>7 students in this category</i>	Average 11.1-13 23.1-25 40.3-52	Between 4-8 punctuation, spelling and grammatical errors. Logical flow and structure of paper workable.	At least 2 peer reviewed articles and 6 top quality sources were used. Your points/arguments were thoroughly researched, although a little more could have been said.	The problem the bill addresses and your proposed amelioration are lucidly stated. Alternative policies are discussed and analyzed. A plan is presented for how the policy will be implemented.

Quality Points		Writing (15)	Quality of Research (30)	Coverage (55)
2 (63.5-74.4) <i>1 student in this category</i>	Passable 7.91-10.9 15.9-22.9 39.7-40.6	Between 9-20 punctuation, spelling and grammatical errors. Structure and flow of paper needs work.	At least 8 top quality sources were used. Your Points/arguments were well researched, but substantially more could have been said.	Your bill fails to do one of the following things. 1. State the problem 2. Propose an amelioration 3. analyze alternative policies 4. present a plan for your policy
1 (0-63.4)	Not passable 0-7.9 0-15.9 0-39.6	More than 20 punctuation, spelling and grammatical errors. Structure and flow of paper not there.	Fewer than 8 sources were used. Your points/arguments were poorly researched.	Your bill fails to do more than one of the following things. 1. State the problem 2. Propose an amelioration 3. analyze alternative policies 4. present a plan for your policy

n-25

mean- 3.72 or 90.84

median- 92

mode-100

28 % of students ranked at 5 quality points

40 % of students ranked at 4 quality points

28% of students ranked at 3 quality points

4% of students ranked at 2 quality points

APPENDIX E

INTERVIEW II SKILLS RATING SHEET

Student _____

Date _____

<u>Skills & Concepts</u>	0	1	2	<u>Points Received</u>	<u>Min. Points Required for Section</u>	<u>Total Points</u>
	<u>Improvement Needed</u>	<u>Satisfactory</u>	<u>Excellent</u>			
<u>Section A</u>						
*1. Opening remarks						
2. Sessional turning-in						
* a. Clarifying needs for immediate work						
b. Tuning in to Client's sense of urgency						
c. Tuning to Worker's own feelings						
*3. Sessional contracting						
*4. Summarization of interview content						
*5. Ending interview appropriately (including length)					5	

Section B

1. Expression of empathy/ rapport						
2. "Hearing" client's indirect communication						
3. Use of silence						
4. Confrontation of client's inconsistencies						
5. Challenge of illusions of work						
6. Making a demand for work						
7. Focusing on meaning of behavior						
8. Focusing on subject being discussed						
9. Elaborating						
10. Probing						

- 11. Reframing
- 12. Sharing data

6

Section C

- *1. Voice quality and volume
- *2. Use of standard English
- *3. Body posture
- *4. Appropriate eye contact
- *5. Behavioral congruence/facial expression
(words match outward appearance)
- 6. Worker composure

5

* = required

See next page for grading scale.

Positive Comments About Strengths Demonstrated During the Interview

