

**Revised Template
Degree Program
Assessment of Student Learning Plan
Kansas State University**

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

a. College, Department, and Date

College: *Arts & Sciences*
Department: *Sociology, Anthropology & Social Work*
Date: *10/06/04*

b. Contact Person(s) for the Assessment Plans

Janice Dinkel, Coordinator of Social Work program

Degree Program

BS/BA in Social Work

Assessment of Student Learning Three-Year Plan

- 1. Student Learning Outcome(s)**
1. Apply critical thinking skills within the context of professional social work practice.
 2. Practice within the values and ethics of the social work profession.
 3. Practice with an understanding of and respect for the positive value of diversity.
 4. Demonstrate the professional use of self.
 5. Understand the forms and mechanisms of oppression and discrimination.
 6. Understand the strategies of change that advance social and economic justice.
 7. Understand the history of the social work profession and its current structures and issues.
 8. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
 9. Apply knowledge of bio-psycho-social variables that affect individual development and behavior.
 10. Use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
 11. Analyze the impact of social policies on client systems, workers, and agencies.
 12. Evaluate research studies and apply findings to practice.

13. Evaluate, under supervision, their own practice interventions and those of other relevant systems.
14. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
15. Use supervision appropriate to generalist practice.
16. Operate within the structure of organizations and service delivery systems and, under supervision, seek necessary organizational change.

Special rationale for selecting these learning outcomes (optional):

These learning outcomes are consistent with the mission of our program, Council on Social Work Education standards, and university-wide Student Learning Outcomes.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
1. <i>Apply critical thinking skills within the context of professional social work practice.</i>	X	X	X	X	X	
2. <i>Practice within the values and ethics of the social work profession.</i>	X	X	X	X	X	
3. <i>Practice with an understanding of and respect for the positive value of diversity.</i>	X	X	X	X	X	
4. <i>Demonstrate the professional use of self.</i>			X		X	

5. <i>Understand the forms and mechanisms of oppression and discrimination.</i>	X	X		X	X	
6. <i>Understand the strategies of change that advance social and economic justice.</i>	X	X		X	X	
7. <i>Understand the history of the social work profession and its current structures and issues.</i>	X	X			X	
8. <i>Apply the knowledge and skills of generalist social work to practice with systems of all sizes.</i>	X	X	X	X	X	
9. <i>Apply knowledge of bio-psycho-social variables that affect individual development and behavior.</i>	X	X	X	X	X	
10. <i>Use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e.,</i>	X	X	X	X	X	

<i>families, groups, organizations, and communities).</i>						
<i>11. Analyze the impact of social policies on client systems, workers, and agencies.</i>	X	X	X	X	X	
<i>12. Evaluate research studies and apply findings to practice.</i>	X	X	X	X	X	
<i>13. Evaluate, under supervision, their own practice interventions and those of other relevant systems.</i>	X	X	X	X	X	
<i>14. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.</i>	X	X	X	X	X	
<i>15. Use supervision appropriate to generalist practice.</i>	X	X	X	X	X	
<i>16. Operate within the structure of organizations</i>	X	X	X	X	X	

<i>and service delivery systems and, under supervision, seek necessary organizational change.</i>						
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Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1.				
2.				
3.				
4.				
5.				

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

The social work faculty engages in ongoing evaluation of the Program and the curriculum. A number of measures are used to gather data about student learning, faculty teaching, and program outcomes. Student learning is evaluated through class related pre- and post-tests, examinations, quizzes, presentations, papers, videotapes, student projects (both in and out of the classroom), discussion/participation, role-plays, and comprehensive field practicum evaluations. Every course taught by the social work faculty is evaluated by the students enrolled in the course with respect to teaching effectiveness and the clarity of relationship between the course program objectives and the course content. Practicum students also evaluate the practicum experience and the practicum supervisor. Program outcomes are assessed through student exit interviews at the end of the field practicum experience, University alumni surveys, Baccalaureate Program Director surveys, surveys of practicum instructors, feedback from the advisory board and the community, Behavioral Sciences Licensing Board examination performance, and faculty meetings. A brief description of these measures is presented below.

Pre- and Post-Tests

Each social work course uses a pre- and post-test examination to assess the amount of student learning over the semester. Pre-tests are administered the first day of class and post-tests are administered the last week of class. These instruments vary from class to class with some being a purely objective-type and some being an essay type. Faculty members score the tests and use the results to inform their teaching methods and objectives.

Examinations, Quizzes, Presentations, and Writing Assignments

A variety of course examinations are utilized in an attempt to assure critical thinking, written communication skills, knowledge acquisition, and content integration. The examination process is viewed as another method to help students further their analytical skills and further integrate knowledge, values, and skills within and across content areas. Presentations are class related and represent work a student or group of students has completed. These presentations are done in front of the class and provide a way to assess students' abilities to synthesize and present a variety of ideas and experiences. Writing assignments provide a way to assess students' understanding of the core values and core content areas as well as providing insights into personal values, attitudes, and beliefs. These assignments also provide an opportunity for instructors to give students feedback about their written communication skills.

Participation

All instructors in the Program assess student performance, in part, on a student's willingness to participate in class discussion and in experiential learning exercises. Participation in these activities provides a way to gauge the student's skill level, use of self, understanding of the concepts being taught, and provides indications of attitudes, values, and beliefs in reference to particular content issues such as working with oppressed or diverse populations.

Role-plays

Instructors, particularly in the practice skills classes, utilize role-plays. Role-playing is done as part of the expectation of class participation. Student role-plays are critiqued with feedback provided by the instructor and by student peers. Students also conduct interviews with their peers, which are videotaped and shown to the entire class for peer and instructor feedback.

Comprehensive Field Practicum Evaluation

Practicum students are evaluated by their field practicum supervisors. This provides an external assessment of the students' preparation for engaging in entry-level social work that is very important in assessing overall program outcomes. In addition, students provide an assessment of their practicum experiences and the Program field director of field that is helpful in maintaining the quality of that experience for students.

Exit Interviews

During the last meeting of the Professional Seminar class, which is at the end of the students' field practicum, the entire Program faculty joins the students for a discussion of the strengths and weaknesses of the Program from the students' perspectives. This has been a time for students to speak to what changes they would recommend for the Program. It is also a time to review Program outcome objectives and obtain feedback on those. Because students have been in the field, this perspective is particularly important for a professional program.

University Alumni Surveys and Baccalaureate Program Director Alumni Surveys

The University conducts surveys of graduates on an annual basis with each college and program alumni surveyed every third year. This survey provides information about many areas of interest. Some areas of specific interest to social work are employment preparation, graduate education preparation, and comparison of undergraduate preparation of Program graduates with entry-level social workers from other programs. The Faculty also relies on the Baccalaureate Program Director Outcomes Instruments to evaluate our graduates' experiences as generalist social work practitioners in furtherance of our outcome assessment effort.

Survey of Practicum Instructors

The Faculty recently initiated a survey of field practicum supervisors. The objective of this survey was to obtain a more general rating of the "typical" practicum student in terms of preparation for entering into the field practicum experience, which informs curriculum development.

Community and Advisory Board Feedback

Collegial and community feedback on the Program, its students, and its graduates is an important source of information. The Program faculty receives feedback from agency practitioners, community representatives, and colleagues in graduate programs about the preparation for and conduct of practice exhibited by Program graduates. This information is included in faculty deliberations on curricular and program matters.

Kansas Behavioral Sciences Regulatory Board (K-BSRB)

The K-BSRB provides reports from the Association of Social Work Boards on the numbers of Program graduates who take the social work licensing examination, the number who pass the examination, and national averages for comparison purposes. Since this is a nationally standardized instrument, it assumes considerable importance as an objective standard of the outcome of preparing students for entry-level generalist social work practice.

Faculty Meetings

The Program faculty meets on a weekly basis. The agenda often includes discussion of curricular issues and provides for student input into these considerations. These meetings are a key element in evaluating the curriculum, making adjustments to the curriculum, and being certain that the curriculum demonstrates and maintains integration. At the end of each semester, the faculty meets in a retreat format to engage in long-term planning of curricular issues.

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

- a. Each social work course addresses a specific set of program objectives, which are presented in each course syllabus. These are discussed with students at the beginning of the semester, and occasionally revisited during the semester. At the end of the semester each student is asked to rate the extent to which the course helped her/him move toward achieving those objectives. Responses are on a five-point scale (1-not at all, 2- very little, 3-somewhat, 4- quite a bit, and 5-very much). These data have been collected and used in the last two years to supplement information on teaching effectiveness along with the University TEVAL system. The results were discussed in faculty meetings and included in each faculty member's annual departmental review. The faculty has used the results of these data to make adjustments in course content, assignments, and teaching methods.
- b. In addition to assessing the extent to which program objectives are achieved, the program uses a variety of methods to assess individual student performance in each class over the course of the curriculum. The admissions process, which occurs during the first semester of the junior year, starts an on-going assessment of each student, which continues through the final and field semester. After admission to the program, students are evaluated in each course through various skills assignments, and must incorporate instructor feedback when completing subsequent work. Each student's progress is reviewed by the faculty periodically throughout each semester after admission to the program. Presently in development is an anchored scale instrument that will provide data about students' performances in the skills classes during the last three semesters of the curriculum. The final assessment of student learning is the Kansas licensure exam, which is required by the Behavioral Sciences Regulatory Board. The entire social work program curriculum prepares students for this exam. On-going assessment of the program culminates at the end of each semester when the faculty gathers for a retreat to evaluate the outcome of that semester's classes.

4. What is the unit's process for using assessment results to improve student learning?

The Program faculty has decided to assemble these data in a form that will permit an ongoing analysis of course outcomes beginning with the spring 2002 term. The plan is to post these data by course, instructor, student cohort, and semester. This will permit tracking the course outcomes over time and across student cohorts, and, we hope, provide a better understanding of the dynamics of the teaching/learning processes.

Much of the modification of the curriculum emerges from the course evaluation processes and discussions during regularly scheduled faculty meetings. Due to the highly integrated nature of the social work curriculum, it is not a cliché to say, "everything is related to everything else." Issues that come up in one class inevitably appear in other classes, so regular and ongoing discussion of curriculum issues is the hallmark of the Program. This discussion culminates with the end of the semester faculty retreat during which program modifications and a plan for their implementation are made.