Please complete this page for each degree program, graduate and undergraduate.

Student Learning Outcomes Check Sheet

Due 24 Feb 2012

College Of Education and Human Services  
Degree Program Title: Social Work

Department: Social Work  
Degree Type: BSW  
Banner/CIP Code: 44.0701.00

Responsible Program Coordinator/Chair completing this form: ______________________

A. Program MISSION Statement: What body of knowledge and/or what skills and qualities will graduates from this program possess upon completion of the degree?

The Department of Social Work is committed to the development of professional social workers who promote equality and justice and exemplify leadership, service, and respect for all people.

B. Does this program have any culminating experience or capstone course that would capture the cumulative knowledge and accomplishments of graduates of your program? If so, please describe the process by which faculty participate in the design and evaluation of the course and its products/experiences.

C. We have a Comprehensive Exam that consists of questions consistent with the Licensed Bachelors of Social Work exam. Faculty reviewed sample exam questions from various study guides and choose ones for a “test pool” of questions from which each Comp Exam is selected. The content areas are consistent with those taught in the BSW program. Faculty implement Pre & Post tests of applicable questions in courses throughout the curriculum. Final scores of graduates are reported to faculty for subsequent revisions to the exam.

We also have an Integrative Paper that is required of seniors in the semester prior to graduation. The Integrative Paper requires students to reflect on content from across the curriculum and apply it to a selected case study. Scores of graduates are reported to faculty for consideration of any needed revisions to the curriculum.

In the attached pages, please provide the learning outcomes the faculty as a whole expects from graduates from the program. While you may choose as many outcomes as you wish, it is often a good strategy to focus on the most important goals for students in the first few years of your Student Assessment Program. For example, two or three of the most critical goals would be a good starting point. Please complete questions 1-6 for each Student Learning Outcome you are assessing or plan to evaluate in the next review period on the attached sheet.
STUDENT LEARNING OUTCOME #1

1. **STUDENT LEARNING OUTCOME** (SLO): Students will be able to apply critical thinking and demonstrate effective communication.

2. **LINKS TO CURRICULUM & PROGRAM FACULTY.**

   The following courses in the BSW curriculum support the achievement of this SLO: SWK 225, 250, 275, 322, 328, 329, 370, 331, 325, 340, 348, 350, 422, 424, 425, and 426.

   The faculty as a whole worked to develop learning outcomes consistent with CSWE’s Education and Policy Accreditation Standards (EPAS) which were revised in 2008. After developing the learning outcomes, faculty worked to identify which courses had content and activities that would support the achievement of each learning outcome (competency). All syllabi were revised to reflect specific course objectives and professional behaviors that would be addressed in each course.

   Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

3. **ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING.**

   Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

   Student performance for each course is monitored individually throughout the semester via exams, assignments and class activities. In addition, many courses include a Pre and Post test using questions relevant to that course and consistent with corresponding Licensing Exam questions. A key measure of learning outcomes, competencies and professional behaviors are the Field Evaluations. Students complete three semesters of field internships, with a formal written evaluation and faculty visit at the agency at the end of each semester. The scores of the final field evaluation form is entered into the department’s evaluation database for analysis.

4. **CRITERIA FOR SUCCESS: MEASURES & TARGETS.**

   1. Field Evaluation – students are evaluated on a 5-point Likert scale on their competency in their field internship.

      - 100% of students completing their final Field Internship will have an overall rating of 3.75 (on a 5-point scale) which are indicative of critical thinking and effective communication.
2. Comprehensive Exam: students must pass an objective multiple choice exam with that questions consistent with the Licensed Bachelor Social Work exam (LBSW).
   - 100% of students will pass the Comprehensive Exam with a score of 70% or higher

3. ACAT exam – this nationally normed standardized exam has been piloted to determine its effectiveness in measuring knowledge of social work content. 80% of our students will score within acceptable ranges when compared to national averages.

4. Comprehensive Integrative Paper - The Integrative Paper requires students to reflect on content from across the curriculum and apply it to a selected case study.
   - 100% of students will receive a score of 70% or higher.

These two additional reports for questions 5&6 below will be due in May 11, 2012

5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc

Review and Approval Signatures & Date:
Program Coordinator if applicable
Department Chair:
Dean
STUDENT LEARNING OUTCOME #2

1. **STUDENT LEARNING OUTCOME** (SLO): Students will be able to apply social work ethics and principles.

2. **LINKS TO CURRICULUM & PROGRAM FACULTY.**

   The following courses in the BSW curriculum support the achievement of this SLO: SWK 225, 250, 275, 322, 328, 329, 370, 331, 325, 340, 348, 350, 422, 424, 425, and 426.

   The faculty as a whole worked to develop learning outcomes consistent with CSWE’s Education and Policy Accreditation Standards (EPAS) which were revised in 2008. After developing the learning outcomes, faculty worked to identify which courses had content and activities that would support the achievement of each learning outcome (competency). All syllabi were revised to reflect specific course objectives and professional behaviors that would be addressed in each course.

   Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

3. **ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING.**

   Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

   Student performance for each course is monitored individually throughout the semester via exams, assignments and class activities. In addition, many courses include a Pre and Post test using questions relevant to that course and consistent with corresponding Licensing Exam questions. A key measure of learning outcomes, competencies and professional behaviors are the Field Evaluations. Students complete three semesters of field internships, with a formal written evaluation and faculty visit at the agency at the end of each semester. The scores of the final field evaluation form is entered into the department’s evaluation database for analysis.

4. **CRITERIA FOR SUCCESS: MEASURES & TARGETS.**

   1. Field Evaluation – students are evaluated on a 5-point Likert scale on their competency in their field internship.

      - 100% of students completing their final Field Internship will have an overall rating of 3.75 (on a 5-point scale) which are indicative of understanding professional values and performing ethically in the field.
2. Comprehensive Exam: students must pass an objective multiple choice exam with that questions consistent with the Licensed Bachelor Social Work exam (LBSW).
   - 80% of students will correctly answer all questions related to values and ethics.

3. ACAT exam – this nationally normed standardized exam has been piloted to determine its effectiveness in measuring knowledge of social work content.
   - 80% of our students will score within acceptable ranges when compared to national averages on the area of exam related to values and ethics.

These two additional reports for questions 5&6 below will be due in May 11, 2012

5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc

Review and Approval Signatures & Date:
Program Coordinator if applicable __________________________________________
Department Chair: _______________________________________________________
Dean _________________________________________________________________
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STUDENT LEARNING OUTCOME #3

1. STUDENT LEARNING OUTCOME (SLO): Students will be able to apply change strategies with all levels of systems.

2. LINKS TO CURRICULUM & PROGRAM FACULTY.

   The following courses in the BSW curriculum support the achievement of this SLO: SWK 225, 250, 275, 322, 328, 329, 370, 331, 325, 340, 348, 350, 422, 424, 425, and 426.

   The faculty as a whole worked to develop learning outcomes consistent with CSWE’s Education and Policy Accreditation Standards (EPAS) which were revised in 2008. After developing the learning outcomes, faculty worked to identify which courses had content and activities that would support the achievement of each learning outcome (competency). All syllabi were revised to reflect specific course objectives and professional behaviors that would be addressed in each course.

   Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

3. ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING.

   Faculty submit data related to their courses and measures of achievement of applicable learning outcomes and professional behaviors. The Program Evaluation Committee is responsible for ensuring the data is input. All faculty review the results at semi-annual faculty retreats and discuss any needed modifications or program changes.

   Student performance for each course is monitored individually throughout the semester via exams, assignments and class activities. In addition, many courses include a Pre and Post test using questions relevant to that course and consistent with corresponding Licensing Exam questions. A key measure of learning outcomes, competencies and professional behaviors are the Field Evaluations. Students complete three semesters of field internships, with a formal written evaluation and faculty visit at the agency at the end of each semester. The scores of the final field evaluation form is entered into the department’s evaluation database for analysis.

4. CRITERIA FOR SUCCESS: MEASURES & TARGETS.

   Field Evaluation – students are evaluated on a 5-point Likert scale on their competency in their field internship.

   - 100% of students completing their final Field Internship will have an overall rating of 3.75 (on a 5-point scale) which are indicative of effective intervention skills with clients in the field setting.

   These two additional reports for questions 5&6 below will be due in May 11, 2012
5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc.

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Program Coordinator if applicable ____________________________________________
Department Chair: ________________________________________________________
Dean ____________________________________________________________________