# FAMOUS ASSESSMENT PLANNING FORM

## Instructional Programs (IP)

<table>
<thead>
<tr>
<th>SECTION I _ GENERAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Program</strong></td>
</tr>
<tr>
<td><strong>College/School</strong></td>
</tr>
<tr>
<td><strong>Contact Person(s)</strong></td>
</tr>
<tr>
<td><strong>Academic Year</strong></td>
</tr>
</tbody>
</table>

| Date Submitted, Steps 1-3       |
| Date Submitted, Steps 4-5       |
| Date Submitted, Step 6          |

## SECTION II _ INSTITUTIONAL MISSION/GOALS CONNECTION

- **Excerpt(s) Citing Linkage to University Mission Statement**
  - Intellectual, moral, cultural, ethical, and student-centered environment with an emphasis on community based research and service through creative partnerships.

- **Excerpt(s) Citing Linkage to University Goal(s) Statements**
  - Strategic Initiative 1: Enhance the processes of access, recruitment, enrollment, retention, progression, and graduation at the undergraduate and graduate levels.
  - Strategic Initiative 3: Retain and enhance appropriate and necessary institutional resources (human, physical, financial, and technological)

### Program Mission/Goals

**Program Mission Statement**

The mission of the Bachelor of Social Work (BSW) program in the Department of Social Work is to provide a beginning generalist curriculum reflecting the history, knowledge, values, ethics and skills of the profession. We seek to educate students who will engage in the problem-solving process with individuals, groups and communities; promote social and economic justice for oppressed people; and demonstrate knowledge and sensitivity to human diversity. Program graduates will be prepared for beginning social work practice and/or advanced standing upon entry into a graduate program of study.

**Program Goals**

Specific learning domains encompassing both cognitive objectives and behavioral outcomes that are consistent with the BSW program’s mission have been identified, and include the following:
1. **Foundation Knowledge**: To provide a liberal arts base for foundation knowledge, effective communication, and critical thinking necessary for developing and implementing problem-solving processes with individuals, families, groups, organizations, and communities.

2. **Ethical Practice**: To socialize students in the ethics and values of the profession as framed by the NASW Code of Ethics.

3. **Life-long Learning**: To help students who are grounded in the history, purpose and philosophy of the profession understand the need for continuous professional development.

4. **Dimensions of Human Development**: To provide a knowledge base in the study of theories and human behavior and social environment with emphasis on populations at risk, human diversity, and women.

5. **Social Policy**: To focus on the public will, and the political and legislative processes used in developing and implementing social policy.

6. **Social Research**: To provide orientation to the methods of social research and the tools and procedures used in measurement of social behavior, and social work practice.

7. **Generalist Practice Skills**: To provide application of the generalist practice method with client systems including individuals, groups, communities, and organizations in diverse settings.

8. **Commitment to Populations-at-Risk**: To provide evaluative study of social movements and organizational programs promoting the general welfare of oppressed peoples.

9. **Advocacy and Social Change**: To promote successful strategies for political, social, and economic development of African Americans and their communities.

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**Program Expected Outcomes**

**Expected Educational Outcomes** for the BSW Program include:

1. **Communication Skills**: Students will demonstrate proficiency in oral and in written communication about enhancing the social functioning and interactions of individuals, families, groups, organizations, and communities.

2. **Critical Thinking Skills**: Students will demonstrate the ability to use critical and creative thinking in analyzing, synthesizing, and evaluating social policies, services, and programs that meet...
<table>
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<tr>
<th>Expected Research Outcomes</th>
<th>Expected Research Outcome for the BSW Program includes:</th>
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<tr>
<td>1.</td>
<td>BSW Faculty will maintain a consistent publication record and disseminate knowledge reflecting research endeavors and participation in national journals and learned/scholarly professional meetings.</td>
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3. **Human Behavior and the Social Environment**: Students will acquire the ability to cite and apply significant theories explaining human behavior, person-in-environment, personality development, physical development, human diversity, social dysfunction, emotional and behavioral disorders.

4. **Social Welfare Policy and Services**: Students will demonstrate knowledge of social policy development, determination of the impact of various forces on political/legislative support for social issues, knowledge of the governmental system of social services, and capacity for using the political system in support of appropriate social issues.

5. **Research Methods**: Students will demonstrate cognizance of research processes and ability to utilize the research of others, capacity to formulate simple research study and the measurement of variables, program objectives, and practice interventions, and familiarity with the characteristics of populations-at-risk.

6. **Generalist Practice Skills**: Students will demonstrate a cognitive understanding of generalist practice skills, and a confident presentation of self, including accessibility, resourcefulness, and continuous self-assessment.

7. **Human Diversity**: Students will be able to articulate knowledge of characteristics, sensitivities, and social barriers experienced by minority group members, and will understand their own experiences surrounding discrimination and prejudice, and the importance of active promotion of social and economic justice.

8. **Social Work Values and Ethics**: Students will be familiar with the values and ethics used in the Social Work profession, will be able to apply these ethics and values in their practicum and classroom activities, and will understand how they relate to the larger agency and community.
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<th>Expected Community Service Outcomes</th>
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**Expected Community Service Outcome** for the BSW Program includes:

1. The BSW faculty will demonstrate a clear commitment and investment in making meaningful contributions to professional and community service at a local, regional, and national level.
### SECTION III_ FAMOUS SIX STEPS

**EXPECTED EDUCATIONAL OUTCOME #1**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Objective</th>
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</tr>
<tr>
<td><strong>Communication Skills:</strong></td>
<td>Students will demonstrate proficiency in oral and in written communication about enhancing the social functioning and interactions of individuals, families, groups, organizations, and communities.</td>
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<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
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<tr>
<td><strong>Direct Criteria for Success:</strong></td>
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<tr>
<td>80% of students will get a “C” or better on the <strong>Diversity Powerpoint Presentation</strong> in SOW 3801 <strong>Self Awareness</strong>.</td>
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<tr>
<td>80% of students will get a “C” or better on the <strong>Self-Analysis Journal</strong> in SOW 3801 <strong>Self Awareness</strong>.</td>
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<tr>
<td>80% of students will get a “C” or better on the <strong>Individual Biopsychosocial Evaluation</strong> in SOW 3341 <strong>Practice I: Social Work Practice with Individuals</strong>.</td>
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<tr>
<td>80% of students will get a “C” or better on the <strong>Mock Treatment Group Facilitation/Paper</strong> in SOW 4322 <strong>Practice II: Social Work Practice with Groups</strong>.</td>
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<tr>
<td>80% of students will get a “C” or better on the <strong>Weekly Field Program Notes</strong> in SOW 4522 <strong>Integrative Seminar</strong>.</td>
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<tr>
<td>80% of students will get a “C” or better on the <strong>Community Assessment Presentation</strong> in SOW 4343 <strong>Practice III: Social Work Practice with Communities and Organizations</strong>.</td>
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<td>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <strong>BSW Field Evaluation</strong> on items that deal specifically with communication skills will be 3.0 or above.</td>
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<td><strong>Indirect Criteria for Success:</strong></td>
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<td>On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the <strong>Foundation Practice Self-Efficacy (FPSE)</strong> on items that deal specifically with communication skills will be 50 or better. In addition, no students will score a 0 or 10 on these items.</td>
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<td>Overall findings of a content analysis completed on the qualitative data from student <strong>Exit Interviews</strong> will indicate student satisfaction with their learning experiences with regard to oral and written communication.</td>
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<td><strong>Average student evaluations of SOW 3350 Interviewing and Recording</strong></td>
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on the State University System Student Assessment of Instruction (SUSSAI; scale of 1 to 5) will be 3.0 or higher.

### Step 3

#### Measure Performance Using Direct and Indirect Methods of Assessment

**Direct Assessment Method(s):**

Students will be assessed based on demonstration of their oral and written communications skills. Students will be graded on a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).

Grades on Diversity Powerpoint Presentation in SOW 3801 Self Awareness will be used to assess communication skills, including oral communication, Powerpoint skills, content, organization, grammar, spelling, and pronunciation.

Grades on Self-Analysis Paper in SOW 3801 Self Awareness will be used to assess communication skills, including ability to self-reflect through the use of words, organization, grammar, and spelling.

Grades on Individual Biopsychosocial Evaluation in SOW 3341 Practice I: Social Work Practice with Individuals will be used to assess communication skills, including organization, clarity, conciseness, grammar, and spelling.

Grades on the Mock Treatment Group Facilitation/Paper in SOW 4322 Practice II: Social Work Practice with Groups will be used to assess communication skills, including students’ ability to articulate and communicate in a group setting.

Grades on Weekly Field Program Notes in SOW 4522 Integrative Seminar will be used to assess communication skills, including organization, clarity, conciseness, grammar, and spelling.

Grades on Community Assessment Presentation in SOW 4343 Practice III: Social Work Practice with Communities and Organizations will be used to assess communication skills, including organization, oral communication, grammar, spelling, and pronunciation.

Students will be evaluated on their communication skills through specific questions (C1-C5; D3; F2; H5) on the BSW Field Evaluation. This performance evaluation is completed by the student’s Field Instructor at mid-term and at end-of-term during their Field Placement.

**Indirect Assessment Method(s):**

Students will assess their self-efficacy in the area of communications skills using question #13 on the Foundation Practice Self-Efficacy (FPSE). This evaluation will be completed during the students’ final semester in the BSW program.

Students will complete an Exit Interview during their final semester in the program. Qualitative data will be gathered regarding their...
Students will complete an evaluation of the BSW courses and instructors through the State University System Student Assessment of Instruction (SUSSAI). Student evaluations of the instruction and curriculum offered in SOW 3350 Interviewing and Recording will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department, so we will report what is available.

### Results of Direct Criteria for Success:

80% of students will get a “C” or better on the Diversity Powerpoint Presentation in SOW 3801 Self Awareness.

- **Fall Semester 2010:**
  - 98% of students received “C” or better on this assignment
- **Spring Semester 2011:**
  - 96% of students received “C” or better on this assignment

80% of students will get a “C” or better on the Self-Analysis Journal in SOW 3801 Self Awareness.

- **Fall Semester 2010:**
  - 86% of students received “C” or better on this assignment
- **Spring Semester 2011:**
  - 81% of students received “C” or better on this assignment

80% of students will get a “C” or better on the Individual Biopsychosocial Evaluation in SOW 3341 Practice I: Social Work Practice with Individuals.

- **Fall Semester 2010:**
  - 97% (2 sections – 95% and 100%) of students received “C” or better on this assignment
- **Spring Semester 2011:**
  - 100% (2 sections – 100% each) of students received “C” or better on this assignment

80% of students will get a “C” or better on the Mock Treatment Group Facilitation/Paper in SOW 4322 Practice II: Social Work Practice with Groups.

- **Fall Semester 2010:**
  - 100% of students received “C” or better on this assignment
- **Spring Semester 2011:**
  - 84% (2 sections: 84% and 85%) of students received “C” or better on this assignment

80% of students will get a “C” or better on the Weekly Field Program.
Notes in SOW 4522 Integrative Seminar.

- **Fall Semester 2010:**
  - 100% of students received “C” or better on this assignment

- **Spring Semester 2011:**
  - 100% of students received “C” or better on this assignment

80% of students will get a “C” or better on the Community Assessment Presentation in SOW 4343 Practice III: Social Work Practice with Communities and Organizations.

- **Fall Semester 2010:**
  - 84% of students received “C” or better on this assignment

- **Spring Semester 2011:**
  - 100% (2 sections: 100% each) of students received “C” or better on this assignment

On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the BSW Field Evaluation on items that deal specifically with communication skills will be 3.0 or above.

- **Fall Semester 2010:**
  - Items on the BSW Field Evaluation that were identified as related to Communication Skills are B4; C3-C5; D3; F2; G5. The average score on these items was 3.62.

- **Spring Semester 2011:**
  - Items on the BSW Field Evaluation that were identified as related to Communication Skills are B4; C3-C5; D3; F2; G5. The average score on these items was 3.55.

**Results of Indirect Criteria for Success:**

On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the Foundation Practice Self-Efficacy (FPSE) on items that deal specifically with communication skills will be 50 or better. In addition, no students will score a 0 or 10 on these items.

- **Fall Semester 2010:**
  - The item on the FPSE that was identified as related to Communications Skills was #13.
    - The average pretest score was 82.2.
    - The average posttest score was 96.1.

- **Spring Semester 2011:**
  - The item on the FPSE that was identified as related to Communications Skills was #13.
    - The average pretest score was 74.5.
    - The average posttest score was 94.8.
  - No student scored a 0 or 10 on this item on the posttest.

A content analysis will be completed on the qualitative data from
student Exit Interviews. Overall findings related to the students’
learning experiences with regard to oral and written communication will
be reported here, along with particularly meaningful or helpful individual
comments that could help us improve the BSW program’s
communication skills component.

- These interviews were not completed this year due to
  the fact that we have not had a full-time Field
  Coordinator. Once the new BSW Field Coordinator is in
  place, we will complete these interviews with all
  graduating seniors.

Average student evaluations of SOW 3350 Interviewing and Recording
on the State University System Student Assessment of Instruction
(SUSSAI; scale of 1 to 5) will be 3.0 or higher.

- **Fall Semester 2009:**
  - The SUSSAI for SOW 3350 was not completed.

- **Spring Semester 2010:**
  - The average student evaluation on the SUSSAI for SOW
    3350 was 3.78.

- **Fall Semester 2010 – Spring Semester 2011:**
  - The outcomes of the SUSSAI for this academic year
    have not been returned to our department yet.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
</table>
| The outcomes of the SUSSAI for Fall semester 2010 and Spring
  semester 2011 have not been returned to our department yet.
  Therefore, we have reported the SUSSAI scores from the previous
  academic year throughout this report (Fall semester 2009 and Spring
  semester 2010). In future FAMOUS plans, we will plan on using the
  SUSSAI from the previous year, and can include current year data as
  well if it is returned in time. |

<table>
<thead>
<tr>
<th>Step 6</th>
<th>Strengthening Unit Services (Action Plan)</th>
</tr>
</thead>
<tbody>
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</table>
### SECTION III FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #2

<table>
<thead>
<tr>
<th>Step 1</th>
<th><strong>Formulate Objective</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Critical Thinking Skills:</strong> Students will demonstrate the ability to use critical thinking to analyze social policies, services, and programs that meet basic human needs and support the development of human capacities.</td>
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<thead>
<tr>
<th>Step 2</th>
<th><strong>Ascertain Criteria for Success</strong></th>
</tr>
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<tr>
<td><strong>Direct Criteria for Success:</strong></td>
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<tr>
<td>There will at least a 25% improvement on the average score on <em>Basic Social Work Knowledge and Competency Assessment</em> from the pre-test to the post-test.</td>
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<tr>
<td>80% of the students will score 80% or higher on the <em>Basic Social Work Knowledge and Competency Assessment</em> post-test.</td>
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<tr>
<td>80% of students will get a “C” or better on the <em>Critical Thinking Assignments</em> in SOW 3103 <em>Theories of Human Behavior</em>.</td>
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<tr>
<td>80% of students will get a “C” or better on the <em>Bill/Policy Analysis</em> in SOW 3232 <em>Policy Analysis</em>.</td>
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<tr>
<td>80% of students will get a “C” or better on the <em>Round-Table Discussion/Website evaluation</em> assignment in SOW 3290 <em>Ethics and Professional Development</em>.</td>
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<tr>
<td>80% of students will get a “C” or better on the <em>Research Proposal</em> in SOW 4403 <em>Research Methods</em>.</td>
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<tr>
<td>80% of students will get a “C” or better on the <em>Research Article Critiques</em> in SOW 4403 <em>Research Methods</em>.</td>
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<td>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <em>BSW Field Evaluation</em> on items that deal specifically with critical thinking skills will be 3.0 or above.</td>
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| **Indirect Criteria for Success:** |
| On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the *Foundation Practice Self-Efficacy (FPSE)* on items that deal specifically with critical thinking skills will be 50 or better. In addition, no students will score a 0 or 10 on these items. |
| Overall findings of a content analysis completed on the qualitative data from student *Exit Interviews* will indicate student satisfaction with their learning experiences with regard to critical thinking. |
### Direct Assessment Method(s):

Students will be assessed based on demonstration of their ability to use critical and creative thinking. Students will be graded on a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).

This year we will add a pre-test/post-test evaluation of students’ general social work knowledge, the **Basic Social Work Knowledge and Competency Assessment**. The pre-test will be given to all students in SOW 3203 *Introduction to Social Work*, the first course taken by most Social Work majors. The post-test will be given toward the end of SOW 4522 *Integrative Seminar*, during the last semester of the student’s course of study. This assessment will not begin until Spring semester 2010.

Grades on a series of **Critical Thinking Assignments** in SOW 3103 *Theories of Human Behavior* will be used to assess critical thinking skills.

Grades on the **Bill/Policy Analysis** in SOW 3232 *Policy Analysis* will be used to assess critical thinking skills.

Grades on a **Round-Table Discussion/Website Evaluation** assignment in SOW 3290 *Ethics and Professional Development* will be used to assess students’ knowledge and communication of issues pertaining to personal development (self-care, mental health, etc.), personal finance, and professional development (written and oral communication skills, etc.).

Grades on the **Research Proposal** in SOW 4403 *Research Methods* will be used to assess critical thinking skills.

Grades on a series of **Research Article Critiques** in SOW 4403 *Research Methods* will be used to assess critical thinking skills.

Students will be evaluated on their critical thinking skills through specific questions (E2; E6; G1-G3; H1-H4; H6) on the **BSW Field Evaluation**. This performance evaluation is completed by the student’s Field Instructor at mid-term and at end-of-term during their Field Placement.

### Indirect Assessment Method(s):

Students will assess their self-efficacy in the area of critical thinking skills using question #1 on the **Foundation Practice Self-Efficacy (FPSE)**. This evaluation will be completed during the students’ final semester in the BSW program.

Students will complete an **Exit Interview** during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.
Results of Direct Criteria for Success:

There will at least a 25% improvement on the average score on Basic Social Work Knowledge and Competency Assessment from the pre-test to the post-test.

- We have not developed this assessment yet. We have been short-staffed this academic year and have not been able to get this assessment in place.

80% of the students will score 80% or higher on the Basic Social Work Knowledge and Competency Assessment post-test.

- We have not developed this assessment yet. We have been short-staffed this academic year and have not been able to get this assessment in place.

80% of students will get a “C” or better on the Critical Thinking Assignments in SOW 3103 Theories of Human Behavior.

- Fall Semester 2010: Assignment not used (see below)
- Spring Semester 2011: Assignment not used (see below)

80% of students will get a “C” or better on the Bill/Policy Analysis in SOW 3232 Policy Analysis.

- Fall Semester 2010:
  - 95% of students received “C” or better on this assignment
- Spring Semester 2011:
  - 88% of students received “C” or better on this assignment

80% of students will get a “C” or better on the Round-Table Discussion/Website Evaluation assignment in SOW 3290 Ethics and Professional Development.

- Fall Semester 2010:
  - 90% of students received “C” or better on this assignment
- Spring Semester 2011:
  - 90% of students received “C” or better on this assignment

80% of students will get a “C” or better on the Research Proposal/Project in SOW 4403 Research Methods.

- Fall Semester 2010:
  - 85% of students received “C” or better on this assignment
- Spring Semester 2011:
  - 84% (2 sections: 94% and 71%) of students received “C” or better on this assignment

80% of students will get a “C” or better on the Research Article Critiques in SOW 4403 Research Methods.

- Fall Semester 2010:
• 85% of students received “C” or better on this assignment

**Spring Semester 2011:**
• 70% (2 sections: 72% and 67%) of students received “C” or better on the first Article Critique and 85% received “C” or better on the second Article Critique.

On a scale from 1 (“Student does not demonstrate this ability”) to 4 ("Student clearly demonstrates this ability"), the average student scores on the BSW Field Evaluation on items that deal specifically with critical thinking skills will be 3.0 or above.

**Fall Semester 2010:**
• Items on the BSW Field Evaluation that were identified as related to Critical Thinking Skills are A1-A5; B2-B3; E5-E7; F3; G1. The average score on these items was 3.49.

**Spring Semester 2011:**
• Items on the BSW Field Evaluation that were identified as related to Critical Thinking Skills are A1-A5; B2-B3; E5-E7; F3; G1. The average score on these items was 3.56.

**Results of Indirect Criteria for Success:**

On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the Foundation Practice Self-Efficacy (FPSE) on items that deal specifically with critical thinking skills will be 50 or better. In addition, no students will score a 0 or 10 on these items.

**Fall Semester 2010:**
• The items on the FPSE that were identified as related to Critical Thinking Skills were #1, 4, 5.
  o The average pretest score was 72.6.
  o The average posttest score was 95.9.

**Spring Semester 2011:**
• The items on the FPSE that were identified as related to Critical Thinking Skills were #1, 4, 5.
  o The average pretest score was 61.9.
  o The average posttest score was 93.3.
• No student scored a 0 or 10 on any of these items on a posttest.

A content analysis will be completed on the qualitative data from student Exit Interviews. Overall findings related to the students’ learning experiences with regard to critical thinking skills will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program’s critical thinking skills component.

• These interviews were not completed this year due to the fact that we have not had a full-time Field Coordinator. Once the new BSW Field Coordinator is in place, we will complete these interviews with all
### Step 5  
**Use of Results for Improvement (Implemented)**

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<td><strong>graduating seniors.</strong></td>
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<td>We failed to meet our goals to have 80% of the students pass the <em>Article Critiques</em> in Research Methods, although this year’s percentage (70%) did come up from last year’s figure (58%). We will continue working to prepare students for this assignment.</td>
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<tr>
<td>Instructor for SOW 3103 did not use the Critical Thinking Assignments this year. This class has become increasingly filled with social work minors, and this is a very difficult assignment for these students. We are currently working to change this course to a majors-only course and renumber it SOW 4103. This change will take effect Spring semester 2012. At that time, this course will be a majors-only course and the instructor will return to using the Critical Thinking Assignments.</td>
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### Step 6  
**Strengthening Unit Services (Action Plan)**

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<td><strong>To improve the students’ performance on the Article Critiques in Research methods, the teacher plans to have students complete at least one article critique in the classroom and get immediate feedback from the teacher and other students. The instructor will go over each section to clarify what the correct answers were for each section of the review. This should help students when they are to complete the article critique assignment.</strong></td>
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| The following curriculum changes have been approved by the University Curriculum Committee, and will be put into place Spring semester 2012:
  - Change SOW 3103 to SOW 4103. This will become a social work majors-only course and will become the second of our 2-part series on Human Behavior and the Social Environment.
  - Change SOW 4104 to SOW 3104. This will become the first of our 2-part series on Human Behavior and the Social Environment.
  - Minors will be required to take SOW 3104 rather than the current requirement that they take SOW 3103.
  - This will allow us to include the more difficult assignments and students will be properly prepared for the assignments. |
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<tr>
<td>1</td>
<td><strong>Human Behavior and the Social Environment</strong>: Students will acquire the ability to cite and apply significant theories explaining human behavior, person-in-environment, personality development, physical development, human diversity, social dysfunction, emotional and behavioral disorders.</td>
<td><strong>Direct Criteria for Success:</strong> 80% of students will get a “C” or better on the <em>Erikson Paper</em> in SOW 4104 <em>Human Behavior and the Social Environment: Across the Life Cycle</em>. 80% of students will get a “C” or better on the <em>Family Genogram</em> in SOW 4104 <em>Human Behavior and the Social Environment: Across the Life Cycle</em>. On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <em>BSW Field Evaluation</em> on items that deal specifically with issues regarding human behavior and the social environment will be 3.0 or above. <strong>Indirect Criteria for Success:</strong> On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the <em>Foundation Practice Self-Efficacy (FPSE)</em> on items that deal specifically with human behavior and the social environment will be 50 or better. In addition, no students will score a 0 or 10 on these items. Overall findings of a content analysis completed on the qualitative data from student <em>Exit Interviews</em> will indicate student satisfaction with their learning experiences with regard to human behavior and the social environment (HBSE). Average student evaluations of SOW 3103 <em>Theories of Human Behavior</em> and SOW 4104 <em>Human Behavior and the Social Environment: Across the Life Cycle</em> on the <em>State University System Student Assessment of Instruction (SUSSAI)</em>; scale of 1 to 5) will be 3.0 or higher.</td>
<td><strong>Direct Assessment Method(s):</strong> Students will be assessed based on understanding human behavior and the social environment, both at the individual level and at the system</td>
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</table>
Assessment Planning Form for Bachelor of Social Work Program – 2010-2011 Academic Year

Assessment level. Students will be graded in a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).

Grades on the *Erikson Paper* in SOW 4104 *Human Behavior and the Social Environment: Across the Life Cycle* will be used to assess student's knowledge regarding human behavior.

Grades on the *Family Genogram* in SOW 4104 *Human Behavior and the Social Environment: Across the Life Cycle* will be used to assess student's knowledge regarding human behavior.

Students will be evaluated on their understanding of human behavior and the social environment through specific questions (E3-E4; F5) on the *BSW Field Evaluation*. This performance evaluation is completed by the student’s Field Instructor at mid-term and at end-of-term during their Field Placement.

**Indirect Assessment Method(s):**

Students will assess their self-efficacy in the area of human behavior and the social environment using question #6 on the *Foundation Practice Self-Efficacy (FPSE)*. This evaluation will be completed during the students’ final semester in the BSW program.

Students will complete an *Exit Interview* during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.

Students will complete an evaluation of the BSW courses and instructors through the *State University System Student Assessment of Instruction (SUSSAI)*. Student evaluations of the instruction and curriculum offered in SOW 3103 *Theories of Human Behavior* and SOW 4104 *Human Behavior and the Social Environment: Across the Life Cycle* will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department, so we will report what is available.

**Step 4**

**Observe and Summarize Results**

**Results of Direct Criteria for Success:**

80% of students will get a “C” or better on the *Erikson Paper* in SOW 4104 *Human Behavior and the Social Environment: Across the Life Cycle*.

- **Fall Semester 2010:**
  - 100% of students received “C” or better on this assignment
- **Spring Semester 2011:**
  - 87% of students received “C” or better on this assignment
80% of students will get a “C” or better on the Family Genogram in SOW 4104 Human Behavior and the Social Environment: Across the Life Cycle.

- **Fall Semester 2010:**
  - 100% of students received “C” or better on this assignment

- **Spring Semester 2011:**
  - 84% of students received “C” or better on this assignment

On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the BSW Field Evaluation on items that deal specifically with issues regarding human behavior and the social environment will be 3.0 or above.

- **Fall Semester 2010:**
  - Items on the BSW Field Evaluation that were identified as related to Human Behavior and the Social Environment are E2-E4; F5. The average score on these items was 3.62.

- **Spring Semester 2011:**
  - Items on the BSW Field Evaluation that were identified as related to Human Behavior and the Social Environment are E2-E4; F5. The average score on these items was 3.45.

**Results of Indirect Criteria for Success:**

On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do” to 100 (“Student is certain he/she can do”), the average student scores on the Foundation Practice Self-Efficacy (FPSE) on items that deal specifically with Human Behavior and the Social Environment will be 50 or better. In addition, no students will score a 0 or 10 on these items.

- **Fall Semester 2010:**
  - The item on the FPSE that was identified as related to Human Behavior and the Social Environment was #6.
    - The average pretest score was 71.0.
    - The average posttest score was 90.5.

- **Spring Semester 2011:**
  - The item on the FPSE that was identified as related to Human Behavior and the Social Environment was #6.
    - The average pretest score was 58.2.
    - The average posttest score was 92.4.
    - No student scored a 0 or 10 on this item on the posttest.

A content analysis will be completed on the qualitative data from student Exit Interviews. Overall findings related to the students’ learning experiences with regard to human behavior and the social environment (HBSE) will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program’s HBSE component.
• These interviews were not completed this year due to the fact that we have not had a full-time Field Coordinator. Once the new BSW Field Coordinator is in place, we will complete these interviews with all graduating seniors.

Average student evaluations of SOW 3103 *Theories of Human Behavior* and SOW 4104 *Human Behavior and the Social Environment: Across the Life Cycle* on the *State University System Student Assessment of Instruction* (SUSSAI; scale of 1 to 5) will be 3.0 or higher.

- **Fall Semester 2009:**
  - The average student evaluation on the SUSSAI for SOW 3103 was 4.22.
  - The SUSSAI was not completed for SOW 4104.

- **Spring Semester 2010:**
  - The average student evaluation on the SUSSAI for SOW 3103 was 4.14.
  - The average student evaluation on the SUSSAI for SOW 4104 was 4.13.

- **Fall Semester 2010 – Spring Semester 2011:**
  - The outcomes of the SUSSAI for this academic year have not been returned to our department yet.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The outcomes of the SUSSAI for Fall semester 2010 and Spring semester 2011 have not been returned to our department yet. Therefore, we have reported the SUSSAI scores from the previous academic year throughout this report (Fall semester 2009 and Spring semester 2010). In future FAMOUS plans, we will plan on using the SUSSAI from the previous year, and can include current year data as well if it is returned in time.</td>
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<tr>
<th>Step 6</th>
<th>Strengthening Unit Services (Action Plan)</th>
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<tr>
<td></td>
<td>Even though we met the specific goals as they relate to HBSE, we have made the following curriculum changes to our series of two human behavior classes in an attempt to improve these classes. The changes have been approved by the University Curriculum Committee, and will be put into place Spring semester 2012:</td>
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<tr>
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<td>- Change SOW 3103 to SOW 4103. This will become a social work majors-only course and will become the second of our 2-part series on Human Behavior and the Social Environment.</td>
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<tr>
<td></td>
<td>- Change SOW 4104 to SOW 3104. This will become the first of our 2-part series on Human Behavior and the Social Environment.</td>
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<td>- Minors will be required to take SOW 3104 rather than the current requirement that they take SOW 3103. This will allow us to include the more difficult assignments and students will be properly prepared for the assignments.</td>
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<td></td>
<td>Another way we are trying to strengthen our HBSE series this year is by using a Web-based program offered by Pearson Publishing. This on-line program attempts to strengthen the student’s critical thinking with regard to human behavior. The student reads a case study or watches a video and then answers conceptual questions regarding the content relating to human behavior.</td>
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<td>Step</td>
<td>Description</td>
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<td>1</td>
<td>Formulate Objective</td>
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| 2    | Ascertain Criteria for Success | **Direct Criteria for Success:**  
80% of students will get a “C” or better on the Bill/Policy Analysis in SOW 3232 Social Policy Analysis.  
80% of students will get a “C” or better on the Government Meeting Analysis in SOW 3230 Social Welfare History.  
80% of students will get a “C” or better on the Political Campaign Involvement in SOW 3230 Social Welfare History (Fall semester only).  
On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the BSW Field Evaluation on items that deal specifically with social welfare policy issues will be 3.0 or above.  
At least 80% of the students enrolled in SOW 3230 Social Welfare History in the Spring semester will participate in Lobby Day.  
**Indirect Criteria for Success:**  
On a scale from 0 -10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the Foundation Practice Self-Efficacy (FPSE) on items that deal specifically with social welfare policy and services will be 50 or better. In addition, no students will score a 0 or 10 on these items.  
Overall findings of a content analysis completed on the qualitative data from student Exit Interviews will indicate student satisfaction with their learning experiences with regard to social welfare policy and services.  
Average student evaluations of SOW 3230 Social Welfare History and SOW 3232 Policy Analysis on the State University System Student Assessment of Instruction (SUSSAI; scale of 1 to 5) will be 3.0 or higher. |
| 3    | Measure Performance Using Direct and Indirect | **Direct Assessment Method(s):** Students will be assessed based on demonstration of their knowledge of |
| Methods of Assessment | social policy development, forces on support for social issues, knowledge of the governmental system, and use of the political system. Students will be graded on a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).

Grades on the Bill/Policy Analysis in SOW 3232 Social Policy Analysis will be used to assess student knowledge regarding social welfare policy and services.

Grades on the Government Meeting Analysis in SOW 3230 Social Welfare History will be used to assess student knowledge regarding social welfare policy and services.

Grades on the Political Campaign Involvement in SOW 3230 Social Welfare History (Fall semester only) will be used to assess student knowledge regarding social welfare policy and services.

Students will be evaluated on their understanding of social welfare policy and services through specific questions (A1-A3; A7-A9; B1-B4) on the BSW Field Evaluation. This performance evaluation is completed by the student’s Field Instructor at mid-term and at end-of-term during their Field Placement.

Students will participate in Lobby Day sponsored by the National Association of Social Workers (NASW)-Florida.

Indirect Assessment Method(s):

Students will assess their self-efficacy in the area of social welfare policy and services using questions #4, 7, 8, and 9 on the Foundation Practice Self-Efficacy (FPSE). This evaluation will be completed during the students’ final semester in the BSW program.

Students will complete an Exit Interview during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.

Students will complete an evaluation of the BSW courses and instructors through the State University System Student Assessment of Instruction (SUSSAI). Student evaluations of the instruction and curriculum offered in SOW 3230 Social Welfare History and SOW 3232 Social Policy Analysis will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department, so we will report what is available.

| Step 4 | Observe and Summarize Results | Results of Direct Criteria for Success: 80% of students will get a “C” or better on the Bill/Policy Analysis in SOW 3232 Social Policy Analysis. |
Fall Semester 2010:
- 95% of students received “C” or better on this assignment

Spring Semester 2011:
- 88% of students received “C” or better on this assignment

80% of students will get a “C” or better on the Government Meeting Analysis in SOW 3230 Social Welfare History.

Fall Semester 2010:
- 93% of students received “C” or better on this assignment

Spring Semester 2011:
- 69% (2 sections - 55% and 81%) of students received “C” or better on this assignment

80% of students will get a “C” or better on the Political Campaign Involvement in SOW 3230 Social Welfare History.

Fall Semester 2010:
- 93% of students received “C” or better on this assignment.

Spring Semester 2011: Fall assignment only.

On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the BSW Field Evaluation on items that deal specifically with social welfare policy issues will be 3.0 or above.

Fall Semester 2010:
- Items on the BSW Field Evaluation that were identified as related to Social Welfare Policy and Services are A6-A9; B1; G2. The average score on these items was 3.33.

Spring Semester 2011:
- Items on the BSW Field Evaluation that were identified as related to Social Welfare Policy and Services are A6-A9; B1; G2. The average score on these items was 3.49.

At least 80% of the students enrolled in SOW 3230 Social Welfare History in the Spring semester will participate in Lobby Day.

Fall Semester 2010:
- Lobby Day assignment occurs only in the Spring semester.

Spring Semester 2011:
- 87% (2 sections - 86% and 87%) of students enrolled in SOW 3230 participated in Lobby Day.

Results of Indirect Criteria for Success:

On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student on the Foundation Practice Self-Efficacy (FPSE) on items that deal specifically with Social Welfare Policy and
Services will be 50 or better. In addition, no students will score a 0 or 10 on these items.

- **Fall Semester 2010:**
  - The items on the FPSE that were identified as related to Social Welfare Policy and Services were #7-9.
    - The average pretest score was 66.9.
    - The average posttest score was 88.9.

- **Spring Semester 2011:**
  - The items on the FPSE that were identified as related to Social Welfare Policy and Services were #7-9.
    - The average pretest score was 54.8.
    - The average posttest score was 82.7.
  - No student scored a 0 or 10 on any of these items on the posttest.

A content analysis will be completed on the qualitative data from student Exit Interviews. Overall findings related to the students’ learning experiences with regard to social welfare policy and services will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program’s social welfare policy component.

- These interviews were not completed this year due to the fact that we have not had a full-time Field Coordinator. Once the new BSW Field Coordinator is in place, we will complete these interviews with all graduating seniors.

Average student evaluations of SOW 3230 Social Welfare History and SOW 3232 Policy Analysis on the State University System Student Assessment of Instruction (SUSSAI; scale of 1 to 5) will be 3.0 or higher.

- **Fall Semester 2009:**
  - The average student evaluation on the SUSSAI for SOW 3230 was 4.2.
  - The average student evaluation on the SUSSAI for SOW 3232 was 4.2.

- **Spring Semester 2010:**
  - The average student evaluation on the SUSSAI for SOW 3230 was 4.44.
  - The average student evaluation on the SUSSAI for SOW 3232 was 3.81.

- **Fall Semester 2010 – Spring Semester 2011:**
  - The outcomes of the SUSSAI for this academic year have not been returned to our department yet.

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<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
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<tr>
<td></td>
<td>The outcomes of the SUSSAI for Fall semester 2010 and Spring semester 2011 have not been returned to our department yet. Therefore, we have reported the SUSSAI scores from the previous academic year throughout this report (Fall semester 2009 and Spring semester 2010). In future FAMOUS plans, we will plan on using the SUSSAI from the previous year, and can include current year data as well if it is returned in time. We did not meet our goal for one of the three sections of SOW 3230 on</td>
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</table>
One of the professors suggested that we move the assignment earlier in the semester. When it was due at the end of the semester, many students were waiting until it was too late to find a meeting to attend.

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<th>Step 6</th>
<th>Strengthening Unit Services (Action Plan)</th>
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<td>We will suggest to all professors teaching SOW 3230 that the Government Meeting Analysis assignment be due near the middle of the semester instead of the end of the semester.</td>
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### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #5

<table>
<thead>
<tr>
<th>Step 1</th>
<th><strong>Formulate Objective</strong></th>
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<tr>
<td><strong>Research Methods:</strong> Students will demonstrate cognizance of research processes and ability to utilize the research of others, capacity to formulate simple research study and the measurement of variables, program objectives, and practice interventions, and familiarity with the characteristics of populations-at-risk.</td>
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<tr>
<th>Step 2</th>
<th><strong>Ascertain Criteria for Success</strong></th>
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<tr>
<td><strong>Direct Criteria for Success:</strong></td>
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<tr>
<td>80% of students will get a “C” or better on the Research Proposal in SOW 4403 Research Methods will be used to assess student understanding of research methods.</td>
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<tr>
<td>80% of students will get a “C” or better on the Research Article Critiques in SOW 4403 Research Methods will be used to assess student understanding of research methods.</td>
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<tr>
<td>80% of students will get a “C” or better on the SPSS Evaluation in SOW 4414 Measures in Social Work Research will be used to assess student understanding of research methods.</td>
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<td>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the BSW Field Evaluation on items that deal specifically with Social Work research skills will be 3.0 or above.</td>
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<td><strong>Indirect Criteria for Success:</strong></td>
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<td>On a scale from 0 -10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the Foundation Practice Self-Efficacy (FPSE) on items that deal specifically with research methods will be 50 or better. In addition, no students will score a 0 or 10 on these items.</td>
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<tr>
<td>Overall findings of a content analysis completed on the qualitative data from student Exit Interviews will indicate student satisfaction with their learning experiences with regard to research methods and statistics.</td>
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<tr>
<td>Average student evaluations of SOW 4403 Research Methods and SOW 4414 Measures in Social Work Research on the State University System Student Assessment of Instruction (SUSSAI; scale of 1 to 5) will be 3.0 or higher.</td>
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<th>Step 3</th>
<th><strong>Measure Performance Using Direct</strong></th>
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<tr>
<td><strong>Direct Assessment Method(s):</strong></td>
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Students will be assessed based on their understanding of research processes and their ability to utilize the research of others. They will also be assessed on their understanding of statistics and measurement of variables, program objectives, and practice interventions. Students will be graded on a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).

Grades on the Research Proposal in SOW 4403 Research Methods will be used to assess student understanding of research methods.

Grades on a series of Research Article Critiques in SOW 4403 Research Methods will be used to assess student understanding of research methods.

Grades on a Data Analysis in SOW 4414 Measures in Social Work Research will be used to assess student understanding of research methods.

Students will be evaluated on their research skills through specific questions (E1; E5; F1; F3-F4) on the BSW Field Evaluation. This performance evaluation is completed by the student’s Field Instructor at mid-term and at end-of-term during their Field Placement.

**Indirect Assessment Method(s):**

Students will assess their self-efficacy in the area of research methods using questions #10-12 on the Foundation Practice Self-Efficacy (FPSE). This evaluation will be completed during the students’ final semester in the BSW program.

Students will complete an Exit Interview during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.

Students will complete an evaluation of the BSW courses and instructors through the State University System Student Assessment of Instruction (SUSSAI). Student evaluations of the instruction and curriculum offered in SOW 4403 Research Methods and SOW 4414 Measures in Social Work Research will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department, so we will report what is available.

### Results of Direct Criteria for Success:

80% of students will get a “C” or better on the Research Proposal/Project in SOW 4403 Research Methods will be used to assess student understanding of research methods.

- **Fall Semester 2010:**
  - 85% of students received “C” or better on this
assignment

**Spring Semester 2011:**
- 84% (2 sections: 94% and 71%) of students received “C” or better on this assignment

80% of students will get a “C” or better on the Research Article Critiques in SOW 4403 Research Methods will be used to assess student understanding of research methods.

**Fall Semester 2010:**
- 85% of students received “C” or better on this assignment

**Spring Semester 2011:**
- 70% (2 sections: 72% and 67%) of students received “C” or better on this assignment

80% of students will get a “C” or better on the Data Analysis in SOW 4414 Measures in Social Work Research will be used to assess student understanding of research methods.

**Fall Semester 2010:** SOW 4414 not taught

**Spring Semester 2011:**
- 88% of students received “C” or better on this assignment

On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the BSW Field Evaluation on items that deal specifically with Social Work research skills will be 3.0 or above.

**Fall Semester 2010:**
- Items on the BSW Field Evaluation that were identified as related to Research Methods are E1; F1; F4. The average score on these items was 3.69.

**Spring Semester 2011:**
- Items on the BSW Field Evaluation that were identified as related to Research Methods are E1; F1; F4. The average score on these items was 3.42.

### Results of Indirect Criteria for Success:

On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do” to 100 (“Student is certain he/she can do”), the average student scores on the Foundation Practice Self-Efficacy (FPSE) on items that deal specifically with Research Methods will be 50 or better. In addition, no students will score a 0 or 10 on these items.

**Fall Semester 2010:**
- The items on the FPSE that were identified as related to Research Methods were #10-12.
  - The average pretest score was 74.9.
  - The average posttest score was 87.6.

**Spring Semester 2011:**
- The items on the FPSE that were identified as related to Research Methods were #10-12.
  - The average pretest score was 62.8.
<table>
<thead>
<tr>
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<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
<tbody>
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<td>The outcomes of the SUSSAI for Fall semester 2010 and Spring semester 2011 have not been returned to our department yet. Therefore, we have reported the SUSSAI scores from the previous academic year throughout this report (Fall semester 2009 and Spring semester 2010). In future FAMOUS plans, we will plan on using the SUSSAI from the previous year, and can include current year data as well if it is returned in time.</td>
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<td>We failed to meet our goals to have 80% of the students pass the Article Critiques in Research Methods, although this year’s percentage (70%) did come up from last year’s figure (58%).</td>
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<td>We have given up on getting SPSS available to our students for use in our SOW 4414 statistics class. Therefore, we have replaced our SPSS Evaluation grade with a Data Analysis assignment.</td>
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<tr>
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<th>Strengthening Unit Services (Action Plan)</th>
</tr>
</thead>
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<td></td>
<td>To improve the students’ performance on the Article Critiques in Research methods, the teacher plans to have students complete at least one article critique in the classroom and get immediate feedback from the teacher and other students. The instructor will go over each section to clarify what the correct answers were for each section of the review.</td>
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### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #6

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<thead>
<tr>
<th>Step 1</th>
<th>Formulate Objective</th>
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<tr>
<td><strong>Generalist Practice Skills:</strong> Students will demonstrate a cognitive understanding of generalist practice skills, and a confident presentation of self, including accessibility, resourcefulness, and continuous self-assessment.</td>
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<th>Ascertain Criteria for Success</th>
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<tbody>
<tr>
<td><strong>Direct Criteria for Success:</strong></td>
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<tr>
<td>80% of students will get a “C” or better on the <em>Individual Biopsychosocial Evaluation</em> in SOW 3341 <em>Practice I: Social Work Practice with Individuals</em>.</td>
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<td>80% of students will get a “C” or better on the <em>Mock Treatment Group Facilitation/Paper</em> in SOW 4322 <em>Practice II: Social Work Practice with Groups</em>.</td>
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<td>80% of students will get a “C” or better on the <em>Community Assessment Presentation</em> in SOW 4343 <em>Practice III: Social Work Practice with Communities and Organizations</em>.</td>
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<tr>
<td>At least 70% of students will receive a grade of “B-” (80%) or better for their overall Field Practicum evaluation. All graduating students will receive a grade of “C-” (70%) or better for their overall Field Practicum evaluation.</td>
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<tr>
<td>On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the <em>BSW Field Evaluation</em> on items that deal specifically with generalist practice knowledge and skills will be 3.0 or above.</td>
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<p>| <strong>Indirect Criteria for Success:</strong> |
| On a scale from 0 -10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the <em>Foundation Practice Self-Efficacy (FPSE)</em> on items that deal specifically with generalist practice skills will be 50 or better. In addition, no students will score a 0 or 10 on these items. |
| Overall findings of a content analysis completed on the qualitative data from student <em>Exit Interviews</em> will indicate student satisfaction with their learning experiences with regard to generalist social work practice. A major section of the interview addresses post-graduation plans and basic information as it pertains to generalist social work practice. |
| Average student evaluations of SOW 3341 <em>Practice I: Social Work Practice with Individuals</em>, SOW 4322 <em>Practice II: Social Work Practice with Groups</em>, SOW 4343 <em>Practice III: Social Work Practice with...</em> |</p>
<table>
<thead>
<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
</tr>
</thead>
</table>

*Communities and Organizations, SOW 3801 Self Awareness on the State University System Student Assessment of Instruction (SUSSAI; scale of 1 to 5) will be 3.0 or higher.*

**Direct Assessment Method(s):**

Students will be assessed on their demonstration of knowledge of generalist practice skills. This includes applying the problem solving process, promoting social justice for oppressed people, continuous self-assessment, and demonstrating knowledge and sensitivity to human diversity. Students will be graded on a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).

Grades on the *Individual Biopsychosocial Evaluation* in SOW 3341 *Practice I: Social Work Practice with Individuals* will be used to assess the students’ understanding of generalist social work practice with individuals.

Grades on the *Mock Treatment Group Facilitation/Paper* in SOW 4322 *Practice II: Social Work Practice with Groups* will be used to assess the students’ understanding of generalist social work practice with groups.

Grades on the *Community Assessment Presentation* in SOW 4343 *Practice III: Social Work Practice with Communities and Organizations* will be used to assess the students’ understanding of generalist social work practice with communities.

Overall grade on Field Evaluations will be used to assess students’ generalist practice skills. Students receive grades from A+ to F.

Students will be evaluated on their generalist practice skills through specific questions (A4-A6; D4; E7; F6; G6-G9) on the *BSW Field Evaluation*. This performance evaluation is completed by the student’s Field Instructor at mid-term and at end-of-term during their Field Placement.

**Indirect Assessment Method(s):**

Students will assess their self-efficacy in the area of generalist practice skills using questions #5 and #14-17 on the *Foundation Practice Self-Efficacy (FPSE)*. This evaluation will be completed during the students’ final semester in the BSW program.

Students will complete an *Exit Interview* during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.

Students will complete an evaluation of the BSW courses and instructors through the *State University System Student Assessment of Instruction*
Student evaluations of the instruction and curriculum offered in SOW 3341 Practice I: Social Work Practice with Individuals, SOW 4322 Practice II: Social Work Practice with Families and Groups, SOW 4343 Practice III: Social Work Practice with Communities and Organizations, SOW 3801 Self Awareness will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department, so we will report what is available.

**Results of Direct Criteria for Success:**

80% of students will get a “C” or better on the Individual Biopsychosocial Evaluation in SOW 3341 Practice I: Social Work Practice with Individuals.

- **Fall Semester 2010:**
  - 97% (2 sections – 95% and 100%) of students received “C” or better on this assignment
- **Spring Semester 2011:**
  - 100% (2 sections – 100% each) of students received “C” or better on this assignment

80% of students will get a “C” or better on the Mock Treatment Group Facilitation/Paper in SOW 4322 Practice II: Social Work Practice with Groups.

- **Fall Semester 2010:**
  - 100% of students received “C” or better on this assignment
- **Spring Semester 2011:**
  - 84% (2 sections: 84% and 85%) of students received “C” or better on this assignment

80% of students will get a “C” or better on the Community Assessment Presentation in SOW 4343 Practice III: Social Work Practice with Communities and Organizations.

- **Fall Semester 2010:**
  - 84% of students received “C” or better on this assignment
- **Spring Semester 2011:**
  - 100% (2 sections: 100% each) of students received “C” or better on this assignment

At least 70% of students will receive a grade of “B-“ (80%) or better for their overall Field Practicum evaluation. All graduating students will receive a grade of “C-“ (70%) or better for their overall Field Practicum evaluation.

- **Fall Semester 2010:**
  - 100% of students received a “B-“ or better for their overall Field evaluation.
  - 100% of graduating students received a “C-“ or better for their overall Field evaluation.
- **Spring Semester 2011:**
  - 100% of students received a “B-“ (80%) or better for their overall Field evaluation.
• 100% of graduating students received a “C-” (70%) or better for their overall Field evaluation.

On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the BSW Field Evaluation on items that deal specifically with generalist practice knowledge and skills will be 3.0 or above.

❖ Fall Semester 2010:
• Items on the BSW Field Evaluation that were identified as related to Generalist Practice Skills are C1-C2; D4; F6; G3; H1-H4; H6. The average score on these items was 3.52.

❖ Spring Semester 2011:
• Items on the BSW Field Evaluation that were identified as related to Generalist Practice Skills are C1-C2; D4; F6; G3; H1-H4; H6. The average score on these items was 3.66.

Results of Indirect Criteria for Success:

On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the Foundation Practice Self-Efficacy (FPSE) on items that deal specifically with generalist practice skills will be 50 or better. In addition, no students will score a 0 or 10 on these items.

❖ Fall Semester 2010:
• The items on the FPSE that were identified as related to Generalist Practice Skills were #14-17.
  o The average pretest score was 79.2.
  o The average posttest score was 98.7.

❖ Spring Semester 2011:
• The items on the FPSE that were identified as related to Generalist Practice Skills were #14-17.
  o The average pretest score was 62.6.
  o The average posttest score was 91.8.
• No student scored a 0 or 10 on any of these items on the posttest.

A content analysis will be completed on the qualitative data from student Exit Interviews. A major section of the interview addresses post-graduation plans and basic information as it pertains to generalist social work practice. Overall findings related to the students’ learning experiences with regard to generalist practice skills will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program’s generalist practice skills component.

• These interviews were not completed this year due to the fact that we have not had a full-time Field Coordinator. Once the new BSW Field Coordinator is in place, we will complete these interviews with all graduating seniors.
Average student evaluations of SOW 3341 *Practice I: Social Work Practice with Individuals*, SOW 4322 *Practice II: Social Work Practice with Groups*, SOW 4343 *Practice III: Social Work Practice with Communities and Organizations*, SOW 3801 *Self Awareness on the State University System Student Assessment of Instruction (SUSSAI; scale of 1 to 5) will be 3.0 or higher.

**Fall Semester 2009:**
- The SUSSAI was not completed for SOW 3341.
- The SUSSAI was not completed for SOW 4322.
- The SUSSAI was not completed for SOW 4343.
- The average student evaluation on the SUSSAI for SOW 3801 was 4.9.

**Spring Semester 2010:**
- The SUSSAI was not completed for SOW 3341.
- The average student evaluation on the SUSSAI for SOW 4322 was 4.03.
- The average student evaluation on the SUSSAI for SOW 4343 was 3.63.
- The average student evaluation on the SUSSAI for SOW 3801 was 4.8.

**Fall Semester 2010 – Spring Semester 2011:**
- The outcomes of the SUSSAI for this academic year have not been returned to our department yet.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The outcomes of the SUSSAI for Fall semester 2010 and Spring semester 2011 have not been returned to our department yet. Therefore, we have reported the SUSSAI scores from the previous academic year throughout this report (Fall semester 2009 and Spring semester 2010). In future FAMOUS plans, we will plan on using the SUSSAI from the previous year, and can include current year data as well if it is returned in time.</td>
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<tr>
<th>Step 6</th>
<th>Strengthening Unit Services (Action Plan)</th>
</tr>
</thead>
</table>
### SECTION III  _FAMOUS SIX STEPS_

#### EXPECTED EDUCATIONAL OUTCOME #7

<table>
<thead>
<tr>
<th>Step</th>
<th>Formulate Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td><strong>Human Diversity:</strong> Students will be able to articulate knowledge of characteristics, sensitivities, and social barriers experienced by minority group members, and will understand their own experiences surrounding discrimination and prejudice, and the importance of active promotion of social and economic justice.</td>
</tr>
</tbody>
</table>
| **Step 2** | **Direct Criteria for Success:**  
80% of students will get a “C” or better on the *Diversity Powerpoint Presentation* in SOW 3801 *Self Awareness*.  
80% of students will get a “C” or better on the *Diversity Presentation/Paper* in SOW 3203 *Introduction to Social Work*.  
80% of students will get a “C” or better on the *Interlocking Oppression Critical Thinking Assignment* in SOW 3103 *Theories of Human Behavior*.  
On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the *BSW Field Evaluation* on items that deal specifically with human diversity issues will be 3.0 or above.  
**Indirect Criteria for Success:**  
On a scale from 0 -10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the *Foundation Practice Self-Efficacy (FPSE)* on items that deal specifically with human diversity will be 50 or better.  
In addition, no students will score a 0 or 10 on these items.  
Overall findings of a content analysis completed on the qualitative data from student *Exit Interviews* will indicate student satisfaction with their learning experiences with regard to human diversity.  
*Average student evaluations of SOW 3203 Introduction to Social Work, SOW 3801 Self Awareness, and SOW 3230 History of Social Welfare on the State University System Student Assessment of Instruction (SUSSAI; scale of 1 to 5) will be 3.0 or higher.* |
| **Step 3** | **Direct Assessment Method(s):**  
Students will be assessed on their knowledge and understanding of issues surrounding human diversity and the promotion of social and economic justice. Students will be graded on a range from: “A” |
Exemplary/Excellent, “B” Accomplished/Good, “C” Developing/Average, or “D/F” Beginning (Poorest Performance).

Grades on a Diversity Powerpoint Presentation in SOW 3801 Self Awareness will be used to demonstrate knowledge of the characteristics, immigration patterns, cultural history, and social barriers of a cultural group that is different from their own.

Grades on a Diversity Presentation/Paper in SOW 3203 Introduction to Social Work will be used to assess knowledge of human diversity issues.

Grades on the Interlocking Oppression Critical Thinking Assignment in SOW 3103 Theories of Human Behavior will be used to assess student understanding of oppression and discrimination.

Students will be evaluated on their understanding of human diversity through specific questions (E8-E9; G10-G12) on the BSW Field Evaluation. This performance evaluation is completed by the student’s Field Instructor at mid-term and at end-of-term during their Field Placement.

**Indirect Assessment Method(s):**

Students will assess their self-efficacy in the area of human diversity using questions #3 and #18-31 on the Foundation Practice Self-Efficacy (FPSE). This evaluation will be completed during the students’ final semester in the BSW program.

Students will complete an Exit Interview during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.

Students will complete an evaluation of the BSW courses and instructors through the State University System Student Assessment of Instruction (SUSSAI). Student evaluations of the instruction and curriculum offered in SOW 3203 Introduction to Social Work, SOW 3801 Self Awareness, and SOW 3230 History of Social Welfare will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department, so we will report what is available.

**Step 4**

**Observe and Summarize Results**

**Results of Direct Criteria for Success:**

80% of students will get a “C” or better on the Diversity Powerpoint Presentation in SOW 3801 Self Awareness.

- **Fall Semester 2009:**
  - 98% of students received “C” or better on this assignment

- **Spring Semester 2011:**
  - 96% of students received “C” or better on this assignment
80% of students will get a “C” or better on the *Diversity Presentation/Paper* in SOW 3203 *Introduction to Social Work*.

- **Fall Semester 2010:**
  - 98% of students received “C” or better on this assignment

- **Spring Semester 2011:**
  - 85% of students received “C” or better on this assignment

80% of students will get a “C” or better on the *Interlocking Oppression Critical Thinking Assignment* in SOW 3103 *Theories of Human Behavior*.

- **Fall Semester 2010:**
  - 76% of students received “C” or better on this assignment

- **Spring Semester 2011:**
  - 81% of students received “C” or better on this assignment

On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the *BSW Field Evaluation* on items that deal specifically with human diversity issues will be 3.0 or above.

- **Fall Semester 2010:**
  - Items on the *BSW Field Evaluation* that were identified as related to *Human Diversity* are E8-E9; G10-G12. The average score on these items was 3.71.

- **Spring Semester 2011:**
  - Items on the *BSW Field Evaluation* that were identified as related to *Human Diversity* are E8-E9; G10-G12. The average score on these items was 3.82.

**Results of Indirect Criteria for Success:**

On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the *Foundation Practice Self-Efficacy (FPSE)* on items that deal specifically with Human Diversity will be 50 or better. In addition, no students will score a 0 or 10 on these items.

- **Fall Semester 2010:**
  - The items on the *FPSE* that were identified as related to *Human Diversity* were #18-30.
    - The average pretest score was 80.45.
    - The average posttest score was 95.5.

- **Spring Semester 2011:**
  - The items on the *FPSE* that were identified as related to *Human Diversity* were #18-30.
    - The average pretest score was 81.3.
    - The average posttest score was 97.9.
    - No student scored a 0 or 10 on any of these items on the posttest.
A content analysis will be completed on the qualitative data from student Exit Interviews. Overall findings related to the students’ learning experiences with regard to human diversity will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program’s human diversity component.

- These interviews were not completed this year due to the fact that we have not had a full-time Field Coordinator. Once the new BSW Field Coordinator is in place, we will complete these interviews with all graduating seniors.

Average student evaluations of SOW 3203 Introduction to Social Work, SOW 3801 Self Awareness, and SOW 3230 History of Social Welfare on the State University System Student Assessment of Instruction (SUSSAI; scale of 1 to 5) will be 3.0 or higher.

- **Fall Semester 2009:**
  - The SUSSAI was not completed for SOW 3203.
  - The average student evaluation on the SUSSAI for SOW 3801 was 4.9.
  - The average student evaluation on the SUSSAI for SOW 3230 was 4.2.

- **Spring Semester 2010:**
  - The average student evaluation on the SUSSAI for SOW 3203 was 4.54.
  - The average student evaluation on the SUSSAI for SOW 3801 was 4.8.
  - The average student evaluation on the SUSSAI for SOW 3230 was 4.44.

- **Fall Semester 2010 – Spring Semester 2011:**
  - The outcomes of the SUSSAI for this academic year have not been returned to our department yet.

This class has become increasingly filled with social work minors, and the Interlocking Oppression is a very difficult assignment for these students. We are currently working to change this course to a majors-only course and renumber it SOW 4103. This change will take effect Spring semester 2012. At that time, this course will be a majors-only course and the instructor will return to using the Critical Thinking Assignments.

The outcomes of the SUSSAI for Fall semester 2010 and Spring semester 2011 have not been returned to our department yet. Therefore, we have reported the SUSSAI scores from the previous academic year throughout this report (Fall semester 2009 and Spring semester 2010). In future FAMOUS plans, we will plan on using the SUSSAI from the previous year, and can include current year data as well if it is returned in time.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
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<tr>
<td></td>
<td>This class has become increasingly filled with social work minors, and the Interlocking Oppression is a very difficult assignment for these students. We are currently working to change this course to a majors-only course and renumber it SOW 4103. This change will take effect Spring semester 2012. At that time, this course will be a majors-only course and the instructor will return to using the Critical Thinking Assignments.</td>
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<tr>
<td>Step 6</td>
<td>Strengthening Unit Services (Action Plan)</td>
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|        | The following curriculum changes have been approved by the University Curriculum Committee, and will be put into place Spring semester 2012:  
  - Change SOW 3103 to SOW 4103. This will become a social work majors-only course and will become the second of our 2-
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<tr>
<td> Change SOW 4104 to SOW 3104. This will become the first of</td>
<td> Minors will be required to take SOW 3104 rather than the</td>
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<td>our 2-part series on Human Behavior and the Social Environment.</td>
<td>current requirement that they take SOW 3103. This will allow</td>
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<td>us to include the more difficult assignments and students</td>
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<td>will be properly prepared for the assignments.</td>
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</tbody>
</table>
### SECTION III_ FAMOUS SIX STEPS

<table>
<thead>
<tr>
<th>EXPECTED EDUCATIONAL OUTCOME #8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
</tr>
<tr>
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| **Step 2** | **Ascertaining Criteria for Success** |
|            | **Direct Criteria for Success:** |
|            | There will at least a 25% improvement on the average score on *NASW Code of Ethics Knowledge Test* from the pre-test to the post-test. |
|            | 80% of students will get a “C” or better on the *Ethical Dilemma Reaction Papers* in SOW 3290 *Ethics and Professional Development*. |
|            | On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the *BSW Field Evaluation* on items that deal specifically with Social Work values and ethics will be 3.0 or above. |
|            | **Indirect Criteria for Success:** |
|            | 100% of graduating students will be members of the *National Association of Social Workers (NASW)* or *National Association of Christian Social Workers (NACSW)*. |
|            | On a scale from 0 -10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the *Foundation Practice Self-Efficacy (FPSE)* on items that deal specifically with social work values and ethics will be 50 or better. In addition, no students will score a 0 or 10 on these items. |
|            | Overall findings of a content analysis completed on the qualitative data from student *Exit Interviews* will indicate student satisfaction with their learning experiences with regard to social work values and ethics. |
|            | Average student evaluations of SOW 3290 *Ethics and Professional Development* on the *State University System Student Assessment of Instruction (SUSSAI)*; scale of 1 to 5) will be 3.0 or higher. |

| **Step 3** | **Measure Performance Using Direct and Indirect Methods of Assessment** |
|            | **Direct Assessment Method(s):** |
|            | Students will be assessed based on their understanding of professional behaviors and social work values and ethics. Students will be graded in a range from: “A” Exemplary/Excellent, “B” Accomplished/Good, “C” |
Developing/Average, or “D/F” Beginning (Poorest Performance).

This year we have added a pre-test/post-test evaluation of students’ knowledge of the NASW Code of Ethics. The pre-test will be given at the beginning of the semester in SOW 3290 Ethics and Professional Development. The post-test will be completed toward the end of the semester.

Grades on a series of Ethical Dilemma Reaction Papers in SOW 3290 Ethics and Professional Development will be used to assess the students’ understanding of social work values and ethics.

Students will be evaluated on their understanding of social work values and ethics through specific questions (D1-D2; G4-G5; G13; H7) on the BSW Field Evaluation. This performance evaluation is completed by the student’s Field Instructor at mid-term and at end-of-term during their Field Placement.

Indirect Assessment Method(s):

Students will support the professions values and ethics by joining the National Association of Social Workers (NASW) or National Association of Christian Social Workers (NACSW) and follow the organizations’ Code of Ethics.

Students will assess their self-efficacy in the area of social work values and ethics using question #2 on the Foundation Practice Self-Efficacy (FPSE). This evaluation will be completed during the students’ final semester in the BSW program.

Students will complete an Exit Interview during their final semester in the program. Qualitative data will be gathered regarding their experiences in the program, including the curriculum, courses, instruction, advisement, and practicum experience. Individual findings will be reported under the appropriate educational outcome.

Students will complete an evaluation of the BSW courses and instructors through the State University System Student Assessment of Instruction (SUSSAI). Student evaluations of the instruction and curriculum offered in SOW 3290 Ethics and Professional Development will be reported here. It sometimes takes several months for the results from these evaluations to be returned to the department, so we will report what is available.

Step 4: Observe and Summarize Results

Results of Direct Criteria for Success:

There will at least a 25% improvement on the average score on NASW Code of Ethics Knowledge Test from the pre-test to the post-test.

- Fall Semester 2010:
  - There was an average 19% improvement from pre-test to post-test.
- Spring Semester 2011:
- There was an average 15% reduction in score from pre-test to post-test.

80% of students will get a “C” or better on the *Ethical Dilemma Reaction Papers* in SOW 3290 *Ethics and Professional Development*.

**Fall Semester 2010:**
- 85% of students received “C” or better on this assignment

**Spring Semester 2011:**
- 82% of students received “C” or better on this assignment

On a scale from 1 (“Student does not demonstrate this ability”) to 4 (“Student clearly demonstrates this ability”), the average student scores on the *BSW Field Evaluation* on items that deal specifically with Social Work values and ethics will be 3.0 or above.

**Fall Semester 2010:**
- Items on the *BSW Field Evaluation* that were identified as related to *Social Work Values and Ethics* are D1-D2; G4-G9; G13; H7. The average score on these items was 3.74.

**Spring Semester 2011:**
- Items on the *BSW Field Evaluation* that were identified as related to *Social Work Values and Ethics* are D1-D2; G4-G9; G13; H7. The average score on these items was 3.63.

**Results of Indirect Criteria for Success:**

100% of graduating students will be members of the *National Association of Social Workers (NASW)* or *National Association of Christian Social Workers (NACSW)*.

**Fall Semester 2010:**
- 100% of graduating students are members of either *National Association of Social Workers (NASW)* or *National Association of Christian Social Workers (NACSW)*.

**Spring Semester 2011:**
- 100% of graduating students are members of either *National Association of Social Workers (NASW)* or *National Association of Christian Social Workers (NACSW)*.

On a scale from 0-10 (“Student cannot do at all”) to 50 (“Student is moderately certain he/she can do”) to 100 (“Student is certain he/she can do”), the average student scores on the *Foundation Practice Self-Efficacy (FPSE)* on items that deal specifically with Social Work Value and Ethics will be 50 or better. In addition, no students will score a 0 or 10 on these items.

**Fall Semester 2010:**
- The items on the FPSE that were identified as related to *Social Work Values and Ethics* were #2 and 3.
  - The average pretest score was 69.9.
The average posttest score was 94.9.

**Spring Semester 2011:**
- The items on the FPSE that were identified as related to *Social Work Values and Ethics* were #2 and 3.
  - The average pretest score was 57.9.
  - The average posttest score was 92.9.
- No student scored a 0 or 10 on any of these items on the posttest.

A content analysis will be completed on the qualitative data from student Exit Interviews. Overall findings related to the students’ learning experiences with regard to social work values and ethics will be reported here, along with particularly meaningful or helpful individual comments that could help us improve the BSW program’s values and ethics component.

- These interviews were not completed this year due to the fact that we have not had a full-time Field Coordinator. Once the new BSW Field Coordinator is in place, we will complete these interviews with all graduating seniors.

Average student evaluations of SOW 3290 *Ethics and Professional Development* on the *State University System Student Assessment of Instruction (SUSSAI)*; scale of 1 to 5) will be 3.0 or higher.

- **Fall Semester 2009:**
  - The average student evaluation on the SUSSAI for SOW 3290 was 4.4.
- **Spring Semester 2010:**
  - The average student evaluation on the SUSSAI for SOW 3290 was 4.3.
- **Fall Semester 2010 – Spring Semester 2011:**
  - The outcomes of the SUSSAI for this academic year have not been returned to our department yet.

Step 5

**Use of Results for Improvement (Implemented)**

The outcomes of the SUSSAI for Fall semester 2010 and Spring semester 2011 have not been returned to our department yet. Therefore, we have reported the SUSSAI scores from the previous academic year throughout this report (Fall semester 2009 and Spring semester 2010). In future FAMOUS plans, we will plan on using the SUSSAI from the previous year, and can include current year data as well if it is returned in time.

We did not meet our goal either semester that students in SOW 3290 would improve at least 25% on the *NASW Code of Ethics Knowledge Test*. There was actually a decline in scores in Spring semester. The faculty member stated that many of the students during spring semester did not take both the pretest and posttest making it difficult to analyze these results. The fall scores maybe a better indication of our progress on this area. The students improved an average of 19%, still short of our goal of 25%, but getting close.

Step 6

**Strengthening Unit Services**

We plan to strengthen the section in SOW 3290 that covers the *NASW Code of Ethics* so we can see a 25% improvement on the knowledge
(Action Plan) Dr. Davis has selected a new book to use with this class that emphasizes the social work ethical code. The instructor is also using a Web-based program offered by Pearson Publishing to strengthen the student’s critical thinking with regard to social work ethics. The student reads a case study or watches a video and then answers conceptual questions regarding the content relating to values and ethics. We hope this will increase the students’ scores on this test.
### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED RESEARCH OUTCOME #1

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty will maintain a consistent publication record and disseminate knowledge reflecting research endeavors and participation in national journals and learned/scholarly professional meetings.</td>
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<table>
<thead>
<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
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<tbody>
<tr>
<td><strong>Direct Criteria for Success:</strong></td>
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<tr>
<td>25% of BSW faculty will publish research findings in recognized peer-reviewed periodicals.</td>
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<td>25% of BSW faculty will submit abstracts/applications to present research findings at local, regional, national, and international conferences/professional meetings.</td>
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<tr>
<td>25% of BSW faculty will attend at least one workshop or presentation offered by University, State, or Federal officials/agencies that focuses on grant preparation training and dissemination of information.</td>
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<td><strong>Indirect Criteria for Success:</strong></td>
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<td>25% of BSW faculty will have a proportion of their AOR dedicated toward research activities, and will be able to show a product in conjunction with the time allotted for research.</td>
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<table>
<thead>
<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Assessment Method(s):</strong></td>
<td></td>
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<tr>
<td>The Department of Social Annual Report will a list of publications, conference presentations, and workshop attendance of faculty, and will be disseminated within the FAMU, professional, and general communities.</td>
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<tr>
<td><strong>Indirect Assessment Method(s):</strong></td>
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<tr>
<td>The Chair of the Department of Social Work will report on the percentage of BSW faculty that have time allotted for research on their AOR and on the completion of assigned tasks and/or product.</td>
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<thead>
<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
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<tbody>
<tr>
<td><strong>Results of Direct Criteria for Success:</strong></td>
<td></td>
</tr>
<tr>
<td>33% of BSW faculty published research findings in recognized peer-reviewed periodicals. In addition, 67% of BSW faculty has reviewed manuscripts for books and/or journals.</td>
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<tr>
<td>33% of BSW faculty submitted abstracts/applications to present research findings at local, regional, national, and international</td>
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</tbody>
</table>
33% of BSW faculty attended at least one workshop or presentation offered by University, State, or Federal officials/agencies that focuses on grant preparation training and dissemination of information.

**Results of Indirect Criteria for Success:**

67% of BSW faculty had a proportion of their AOR dedicated toward research activities, and will be able to show a product in conjunction with the time allotted for research.

<table>
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<tr>
<th>Step 5</th>
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<td>Over the past two years, our faculty have attended two different grant-writing workshops on FAMU campus. However, these workshops seem to be geared more toward the hard sciences rather than the social sciences. Therefore, they have not been very helpful. We have discussed the possibility of asking university research staff to come to the Department of Social Work for a grant workshop aimed directly at our departmental needs.</td>
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<tr>
<th>Step 6</th>
<th>Strengthening Unit Services (Action Plan)</th>
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<tr>
<td>We will request a grant-writing workshop for the social work faculty to be held during the 2011-2012 academic year. Next year we hope to add a goal that at least one of the BSW faculty members will write a grant.</td>
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### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED COMMUNITY/ PUBLIC SERVICE OUTCOME #1

<table>
<thead>
<tr>
<th>Step</th>
<th>Section Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Formulate Objective</td>
<td>The BSW faculty will demonstrate a clear commitment and investment in making meaningful contributions to professional and community service at a local, regional, and national level.</td>
</tr>
</tbody>
</table>
| Step 2 | Ascertain Criteria for Success                    | **Direct Criteria for Success:**  
At least 25% of BSW faculty will actively participate in regional, state, national committees or working groups, and/or on commissions, community advisory boards, task forces, councils, or other professional association activities (e.g., accreditation site review teams, etc.) that have a direct or indirect benefit for community-based practice and well-being.  
At least 75% of BSW faculty will be members in learned and professional societies whose focus and mission, in whole or part, addresses the needs and problems confronting state, regional, and national communities.  
**Indirect Criteria for Success:**  
At least 25% of BSW faculty will receive formal recognition and/or be invited to provide presentations or speak at community events. |
| Step 3 | Measure Performance Using Direct and Indirect Methods of Assessment | **Direct Assessment Method(s):**  
An annotated listing of all community service activities of individual faculty members will be compiled.  
An annotated listing of all memberships held with professional and learned societies/organizations and associated activities within these societies/organizations will be compiled.  
**Indirect Assessment Method(s):**  
External documentation of the quality of contributions made by faculty to the community will be itemized and summarized. These may include (but are not limited to) letters of support and thanks or event programs detailing the faculty member’s presentation/activity. |
| Step 4 | Observe and Summarize Results                     | **Results of Direct Criteria for Success:**  
67% of BSW faculty actively participated in regional, state, national committees or working groups, and/or on commissions, community advisory boards, task forces, councils, or other professional association |
activities (e.g., accreditation site review teams, etc.) that have a direct or indirect benefit for community-based practice and well-being.

100% of BSW faculty are members in learned and professional societies whose focus and mission, in whole or part, addresses the needs and problems confronting state, regional, and national communities.

**Results of Indirect Criteria for Success:**

33% of BSW faculty received formal recognition and/or were invited to provide presentations or speak at community events. One of our BSW faculty, Dr. Cynthia Davis, won the 2011 NASW Big Bend Social Work Educator of the Year award.

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