

Examples of implementation of outcome measures:

SOCIAL WORK DEPARTMENT ON-GOING STUDENT ASSESSMENT PLAN

PROGRAM GOALS:	ASSESSMENT METHODS:	REPORTING OF RESULTS:	MEASURES TAKEN AS A RESULT OF OUTCOMES: <i>The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.</i>
<p>1. Prepare competent and effective generalist social work practitioners to work effectively with diverse individuals, groups, families, organizations and small communities in rural areas and yet assure they be well versed in global and international ramifications of contemporary social and political realities.</p>	<ul style="list-style-type: none"> *Field Internship Assessments and student focus groups *Focus groups held with field internship supervisors *SLU Exit Survey Interviews (graduation rates) (graduation rates) *In particular -SW205: Diversity and Populations AT-Risk – Honesty Assessment Questionnaire and Self-Control Schedule *Other course assignments and grades *Student Course Evaluations (SOT's) *Major Field Assessment *BEAP Inventory 	<p>The Program Evaluation and Research Committee analyze the assessment method data. Results of the data are reported at the end of each semester to the faculty during faculty meetings.</p>	<p>The Curriculum Planning Committee analyzes implications of the assessment data.</p> <p>According to the data amassed our students are prepared upon graduation as competent and effective generalist social work practitioners.</p> <p>Although it appears that we are preparing competent Baccalaureate level social workers, after reviewing the BEAP Inventory the Curriculum Planning Committee's suggestion is that we begin to utilize this form of assessment as an added data collection method to aid in curriculum development and change.</p> <p>*This fall semester 2003, we have begun collecting data in SW201 with the BEAP demographics and values inventory to facilitate the improvement of curriculum development and change.</p>
<p>2. To engage in on-going exploration and expansion of the social work knowledge base related to:</p> <p>A. Competent and effective generalist social work service and</p>	<ul style="list-style-type: none"> *Field Internship Assessments and student focus groups *Focus groups held with field internship supervisors *SLU Exit Survey 	<p>The Program Evaluation and Research Committee analyze the assessment method data. Results of the data are reported at the end of each semester to the faculty during faculty</p>	<p>The Curriculum Planning Committee analyzes implications of the assessment data.</p> <p>The data demonstrated that although our students were well versed in</p>

<p>leadership in the development, provision, and evaluation of social services in a variety of organizational settings and service delivery systems within a global context,</p> <p>B. Social functioning, social policy, social and economic justice and social problems associated with rural poverty.</p>	<p>Interviews (graduation rates)</p> <p>*In particular – SW406: Macro Practice – Needs Assessment Assignment and Grant Writing Assignment</p> <p>*SW201 and 402: Policy – Policy Analysis Assignments</p> <p>*Other course assignments and grades</p> <p>*Major Field Assessment</p>	<p>meetings.</p>	<p>understanding policy, they appeared to have difficulty in retaining specific programs that were facilitated by policies (e.g., Medicaid, Medicare, SSI, etc.).</p> <p>Therefore, the Curriculum Planning Committee reviewed this information and met with the faculty to discuss these concerns. Suggestions were made and new assignments regarding important programs to and for the rural community are in the process of formulation for the 2004-2005 academic year.</p>
<p>3. To provide leadership in the development of social services through:</p> <p>A. Preparation of competent and effective practitioners to staff public and private social service agencies and in a variety of organizational settings and service delivery systems,</p> <p>B. Active interaction with area service delivery systems through the SLU Community Advisory Board and Field Internship Advisory Committee, the National Association of Social Work, the Social Services Council, and through participation on social service advisory boards and boards of directors, and continuing education initiatives,</p> <p>C. Professional consultation, advisement, research and evaluation for and with public and private social service agencies in a variety of organizational settings and service delivery systems,</p>	<p>*Field Internship Assessments and student focus groups</p> <p>*SLU Community Advisory Board focus group.</p> <p>*Focus groups held with field internship supervisors</p> <p>*SLU Exit Survey Interviews (graduation rates)</p> <p>*In particular – SW406: Macro Practice – Needs Assessment Assignment and Grant Writing Assignment</p> <p>*SW201 and 402: Policy – Policy Analysis Assignments</p> <p>*Other course assignments and grades</p> <p>*Major Field Assessment</p> <p>*Alumni Survey</p>	<p>The Program Evaluation and Research Committee analyze the assessment method data. Results of the data are reported at the end of each semester to the faculty during faculty meetings.</p>	<p>The Curriculum Planning Committee analyzes implications of the assessment data.</p> <p>According to the data amassed our students are prepared upon graduation as competent and effective generalist social work practitioners.</p> <p>Although it appears that we are preparing competent and effective practitioners to staff public and private social service agencies in a variety of settings and service delivery systems, after reviewing the data the Curriculum Planning Committee's suggestion is that we begin to facilitate service learning initiatives to help our students to broaden their experiences, education, and knowledge base in relation to the various settings in the rural community.</p> <p>A plan to incorporate service learning in social work practice courses has begun. The social work program projects that by the academic calendar year 2008-</p>

			2009, all core curriculum classes will engender a service-learning component.
<p>4. To ground the social work education of competent and effective generalist social work practitioners in the history, purposes and philosophy of the social work profession by:</p> <p>A. Preparing students to work with diverse at risk populations and to become and maintain aware of the ramifications of social and economic injustice within international and global contexts as related to social problems: poverty, gender bias, sexual orientation and race,</p> <p>B. Infusing and affirming the professional history and philosophy of social work values, ethics, purpose and goals throughout the educational curriculum, affirming and promulgating the values, standards and principles as reflected in the National Association of Social Work Code of Ethics and the Louisiana Social Work Practice Act and their Louisiana Rules, Standards and Procedures and Practices whenever and wherever relevant throughout the curriculum.</p> <p>C. Reaffirming the Social Work Program's commitment to the history and philosophy of the social work profession reflected in the Council on Social Work Education Educational Policy and Accreditation Standards through our thoughtful and responsive self-assessment, constructive</p>	<p>*Field Internship Assessments and student focus groups</p> <p>*Focus groups held with field internship supervisors</p> <p>*SLU Exit Survey Interviews (graduation rates)</p> <p>*Course assignments, exercises, and grades</p> <p>*E.g., SW101: Values Inventory and SW360: Ethical Dilemmas in Research</p> <p>*Student Course Evaluations (SOT's)</p> <p>*Major Field Assessment</p> <p>*BEAP Inventory</p>	<p>The Program Evaluation and Research Committee analyze the assessment method data. Results of the data are reported at the end of each semester to the faculty during faculty meetings.</p>	<p>The Curriculum Planning Committee analyzes implications of the assessment data.</p> <p>According to the data amassed our students are prepared upon graduation as competent and effective generalist social work practitioners.</p> <p>Although it appears that we are preparing competent Baccalaureate level social workers, after reviewing the BEAP Inventory the Curriculum Committee's suggestion is that we begin to utilize this form of assessment as an added data collection method to aid in curriculum development and change.</p> <p>*This fall semester 2003, we have begun collecting data in SW201 with the BEAP demographics and values inventory to facilitate the improvement of curriculum development and change.</p>

change and documentation of these processes.			
<p>5. To base social work education of competent and effective generalist social work practitioners on a body of knowledge, values and skills by:</p> <p>A. Promulgating a generalist problem solving and intervention curriculum model built upon a broad based liberal arts perspective for effective empowerment oriented social work practice with individuals, groups, families, organizations and communities,</p> <p>B. Utilizing theoretical frameworks supported by empirical evidence to ensure student's understanding of individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.</p> <p>C. Preparing baccalaureate level generalist social workers to become critical thinkers and to understand and accept the responsibility to remain proficient in professional research based practice through lifelong acquisition and development of knowledge and skills toward client empowerment, advocacy and transformation.</p>	<ul style="list-style-type: none"> *Field Internship Assessments and student focus groups *Focus groups held with field internship supervisors *SLU Exit Survey Interviews (graduation rates) *Exercises, assignments, and final grades in social work practice, policy, and research courses *E.g., SW304: The Case-Study Analysis *Grades in the liberal arts foundation courses *Student Course Evaluations (SOT's) *Major Field Assessment *BEAP Inventory 	<p>The Program Evaluation and Research Committee analyze the assessment method data. Results of the data are reported at the end of each semester to the faculty during faculty meetings.</p>	<p>The Curriculum Planning Committee analyzes implications of the assessment data.</p> <p>According to the data amassed our students are prepared upon graduation as competent and effective generalist social work practitioners.</p> <p>Although it appears that we are preparing competent and effective practitioners who engender the ability to utilize a problem solving model, understand the importance regarding the use of empirically based theoretical frameworks, and understand the importance of remaining proficient in relation to research (e.g., reading current literature as well as adding to) after reviewing the data, the Curriculum Planning Committee's suggestion is that we begin to facilitate service learning initiatives to help our students gain a deeper appreciation and feel more adept at using the problem solving model, at using empirically based theories, and at understanding research as well as performing research.</p> <p>A plan to incorporate service learning in many social work core curriculum classes has begun. The social work program projects that by the academic calendar year 2008-2009, all core curriculum classes will engender a service-learning component.</p>
6. To enable students in the SLU Social Work Program to	*Field Internship Assessments and student focus groups	The Program Evaluation and Research Committee	The Curriculum Planning Committee analyzes implications

<p>integrate the knowledge, values and skills of the social work profession toward competent practice through:</p> <p>A. Maintaining and advancing teaching excellence in the SLU Social Work Program,</p> <p>B. Appropriate volunteer, service learning and through field internship practice experiences,</p> <p>C. Active student interaction with area service delivery systems through participation in the SLU Social Work Club professional program and community services initiatives, on the SLU Community Advisory Board and Field Internship Advisory Committee, the National Association of Social Work, the Social Services Council, and social service advisory boards and boards of directors, and continuing education initiatives.</p>	<p>*Focus groups held with field internship supervisors</p> <p>*SLU Exit Survey Interviews (graduation rates)</p> <p>*Student Course Evaluations (SOT's)</p> <p>*Major Field Assessment</p> <p>*Focus groups held during meetings with the Social Work Club and the Community Advisory Board</p>	<p>analyze the assessment method data. Results of the data are reported at the end of each semester to the faculty during faculty meetings.</p>	<p>of the assessment data.</p> <p>According to the data amassed our students are prepared upon graduation as competent and effective generalist social work practitioners.</p> <p>Although it appears that we are our social work students to integrate the knowledge, values, and skills needed for competent social work practice, after reviewing the data, the Curriculum Planning Committee's suggestion is that we begin to facilitate service learning initiatives to help our students better integrate the knowledge, values, and skills necessary for professional and competent social work practice, before entering into their field internship.</p> <p>A plan to incorporate service learning in many social work core curriculum classes has begun. The social work program projects that by the academic calendar year 2008-2009, all core curriculum classes will engender a service-learning component.</p>
---	--	---	---