

## **Department of Social Work Program Assessment and Continuous Improvement Plan**

The Social Work Department has a comprehensive plan in place for systematic Program evaluation which provides the Department with essential information and assists with ensuring quality. Due to the commitment to total quality management, the Department has increased efforts to review curriculum and collect data linked to the Program mission, goals, and objectives. To ensure the delivery of a quality program, faculty continues to focus on curriculum development, implementation, evaluation and modification.

The curriculum is reviewed regularly in light of student outcomes, new knowledge and the demands of the profession and practice. Modifications are made in the curriculum in response to continuous Program reviews. The means used by the Program to implement ongoing curriculum development is formalized through faculty meetings for the purpose of Program and Curriculum Review. The University also requires yearly reports on student outcomes, thus monitoring further the functioning of each program.

### *Program Review Plan*

The Program evaluation plan includes multiple instruments to measure the accomplishment of Program's objectives:

1. The Association of Social Work Baccalaureate Program Directors "Baccalaureate Education Assessment Project (BEAP) Alumni Survey" (distributed during the Fall; analyzed in the Spring semester)
 

This instrument is both a measure of the graduate's performance and an assessment of the Program's accomplishment of educational objectives. It is designed to provide the Program with data on graduates' demographic information, educational activities, evaluation of the BSW Program, professional activities since completion of BSW, description of present social work activity, description of first social work position after graduating with a BSW degree, and non-social work employment questions. The Department also utilizes the BEAP Survey in order to become part of a national database about BSW graduates' assessment of their education. (Completed by the Program in 2000 and in 2005; comparison completed in 2006)
2. The Association of Social Work Baccalaureate Program Directors "Baccalaureate Education Assessment Project (BEAP) Employer Survey" (distributed during the Fall semester; analyzed in the Spring semester)
 

This instrument is both a measure of the employer's perspective of the Program's graduate's performance and an assessment of the Program's accomplishment of educational objectives. The instrument asks employers to rate the performance and ability of the Program's graduates. The Department also utilizes the BEAP Survey in order to become part of a national database about employer's assessment of the Program's graduates. (Completed by the Program in 2000 and in 2005; comparison completed in 2006).
3. Annually monitoring of acceptance rates of graduating seniors to graduate schools (collected and analyzed during the month of May)
 

Faculty continues to monitor the acceptance rate of graduating seniors to MSW programs (see Exit Interviews). From the class of 2006, 44% of the students applied and of those, 100% were accepted to graduate schools. (Note: Recruiters of Indiana MSW programs continue to inform the Department that Indiana State University

- BSW graduates are very prepared for their programs and they actively recruit the Program's graduates).
4. Field evaluations (Collected and analyzed annually during the month of May)
    - a. Students Evaluation of Placement – Each student completes an evaluation of her/his field placement. The student provides feedback about the agency, the Field Instructor, and Task Supervisor (if used). This information also provides feedback on whether the placement provided the student the opportunity to accomplish the Program Objectives.
    - b. Field Instructor Evaluation of Student – Each field instructor/task supervisor completes an evaluation of the student's performance at the completion of the field practicum. This information provides feedback on the student's ability in the 12 Program Objectives and preparedness for generalist practice.
    - c. Field Instructor Evaluation of Program - Each field instructor/task supervisor completes an evaluation of the Program's at the completion of the field practicum. This information provides feedback regarding the Program's preparation of students' readiness for the field and the performance of the Field Coordinator to ensure that the Program Objectives are met.
  5. Comprehensive examination (Administered, graded and analyzed annually during the Spring semester)
 

Social Work 494 is a capstone course and has built-in outcome measures. Students are required to complete course work throughout the semester and take a comprehensive final examination to demonstrate their preparation for practice at the beginning generalist practice level and/or graduate education. The capstone course requires students to develop their own practice framework, which includes their knowledge, values, skills, ethical decision making framework, and frameworks for analyzing policy and research. Note: The final in-class comprehensive examination will be available during the site visit (since students have access to the self-study documents).
  6. Exit interviews with graduating seniors (conducted in May; analyzed during the Summer)
 

Exit interviews are conducted by members of the Department's Advisory Committee with graduating seniors after they have taken their comprehensive examination. The exit interviews provide the Department with the student's self assessment and serves to evaluate how the student perceives the Program's value. Students provide feedback on how well the Program assisted them in meeting Program Goals and Objectives (See Exit Interview form).

### *Program Review Procedures*

The following are the procedures the Program institutes to evaluate whether Program Objectives have been met. A number of evaluative tools are in place for ongoing monitoring of the Program through faculty and student progress.

#### *Faculty*

*Program/Department:* Faculty have scheduled meetings where each aspect of the Program's operations are scrutinized, evaluated and reevaluated in the Program's quest for excellence and integration of the curriculum. Faculty work together to carry through identified changes, monitor the implementation of changes, and maintain integration of the curriculum.

*Teaching Efficacy:* Faculty formally review each other's teaching in peer review of classroom teaching. Faculty use feedback to help them enhance teaching, develop syllabi and locate materials.

*Students:* All faculty members in the Department utilize a number of measures to assess students' performance and progress through the curriculum. (See Vol. 1, pp. 39-126, Standard 2, Course Grids which summarize the linkages between Program Goals and Objectives to Course Objectives, Content, Assignments/Measurement.)

### *Students*

*Faculty Evaluations:* Evaluations by students are a critical component of ongoing program review. Students are asked at the end of each course to anonymously complete the University's Student Instructional Report II (SIR II) Evaluation Form. A rating scale is used to examine a number of areas including objectives, quality of instruction and student's self evaluation. Students also are asked by the instructor to provide feedback on how they see the course in total with reference to course content, class format, readings, type of instruction, amount of learning, etc. In addition, students are encouraged to write comments which are typed before they are seen by the instructor. This instrument is administered by the Department's Academic Services Assistant and the instructor must be out of the room. It is scored by the testing office and is only available to the instructor and Chairperson after all grades have been officially submitted. The University's testing office provides statistical data for the University, the College, the Department, and each individual Social Work faculty member's SIR scores. The Chairperson meets individually with each faculty member as needed to discuss concerns identified in the SIRs.

*Academic Advisement Coordinator:* A Student Advisement Questionnaire is distributed each semester to evaluate the quality of departmental Advisement Coordinator. Students are asked to evaluate how knowledgeable the advisor was in terms of the Social Work Program, the University, resources available and the profession.

*Field Placement Experience:* Students in internships evaluate their field placements. Students are asked to assess the type of learning experiences provided, type and quality of supervision and the agency learning environment. It is the policy of the Program for the Field Coordinator to be available to students to discuss any concerns about their placement. The Department will discontinue the use of an agency or supervisor who is assessed as being unable to provide a quality experience for students.

### *Field Instructors*

The Field Coordinator works closely with Field Instructors/Task Supervisors. The Field Coordinator maintains telephone and face-to-face contact with the field instructor to discuss the student's performance. In addition, as part of the Department's ongoing effort to enhance the field work component, the Field Coordinator conducts group training sessions to discuss the art of supervision, to highlight the evaluative process, and to provide programmatic feedback. Field Instructors/Task Supervisors complete a written evaluation of the Field program at the end of SOWK 480 and SOWK 499. It should be noted that all Field Evaluation Instruments were modified by the faculty in the summer of 2007 to make sure that they were measuring students' performance related to the Program Objectives.

### *Advisory Committee*

The Departmental Advisory Board is composed of agency executives and social workers from the public and voluntary social welfare agencies as well as alumni from the Program. Meetings are held semi-annually to disseminate information and seek valuable input regarding the quality of the Program. Advisory Board members also conduct the exit interviews with graduating seniors.

### *College*

There are procedures in place that all programs must follow to make curriculum changes, such as changing course titles, course numbers, course descriptions, number of hours in the major, and additions or deletions of courses. To make changes, all departments must submit documents that clearly identify what changes are being requested. The College must approve all changes, which is then forwarded to the University. For a detailed explanation, see the University handbook.

### *University*

The University initiates procedures for University-wide program review. During the past five years, the University has had a number of programmatic/departmental review initiatives that required a response from all Programs. These include:

- University Program Prioritization Review;
- Student credit hour productivity;
- Student outcome assessment plan;
- Year end annual reports; and
- Review of all courses related to community engagement

It should be noted that the University has increasingly required that all Departments and Programs have mission, goals, and objectives that are consistent with the University's mission and strategic plan.

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