



**Date of Report**  
**July 28, 2015**

# Academic Program Review

## Department of Social Work

Academic Program Reviewed

Bachelor of Social Work (BSW)

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*Joy Borak*  
Department Chair

## **Part I Departmental Assessment**

The University of North Alabama is committed to a process of ongoing and integrated planning and evaluation. To this end, each department engages in a five-year review to ensure that departmental goals, strategies, and projected outcomes support the institution's mission, strategic plan, and commitment to academic excellence.

Specifically, all five-year reviews should 1) incorporate a systematic review of institutional mission, goals, and outcomes; 2) review results targeted toward continuing improvement in departmental quality; and 3) document changes that have occurred as a result of the review.

### **1. Assess the department as it relates to students including enrollment and graduation data, and student services:**

During the 2009-14 5-Year program review period, the average number of unduplicated majors enrolled in the Department of Social Work was 197.6, indicating a 7.9% increase in enrollment since the last review period of 2002-2007. Future trends show increasing enrollment, according to sources such as Council on Social Work Education (CSWE) statistical information and the Bureau of Labor Statistics/Occupational Outlook Handbook (<http://www.bls.gov/oco/ocos060.htm>). Employment in the social services area is expected to rise higher than average, which will have a positive impact on enrollment in social work programs. Within the Department, there is a cyclical pattern to the number of graduates, with current numbers showing an upward trend.

With regards to degree productivity and graduation data, an average of 36.8 BSW degrees were awarded per year with the average ratio of degrees conferred being 6:46. Average class size is 19.98, which is in keeping with professional social work programs of comparable size. The Department has a 5 year average retention rate of 78.5%, which is attributed to a clear professional program design and implementation.

In the area of Student Services, students in the Department of Social Work are engaged with faculty and practitioners in continuing educational opportunities to enhance their professional experiences. This is accomplished in a number of ways including providing opportunities on campus as well as attending and presenting at local, state, regional, and national meetings, conferences, and workshops. Students are also encouraged and supported in their involvement as volunteers in community agencies, organizations, and grants sponsored by the Department and the University.

### **2. Assess the department as it relates to faculty and staff activities throughout the previous reporting period including research, service, and faculty/staff development:**

Number of faculty in the Department has been consistent over the program review period. According to the FTE faculty data, there are four full-time faculty and one part time faculty assigned to the Social Work Department. Of the four full-time faculty, one serves as Department Chair, one serves as Director of Field Instruction, one serves as classroom instructor and faculty Field Instruction liaison, and the other faculty members primarily instruct along with other University responsibilities. All faculty provide academic advisement for all Social Work majors. The Department Chair, along with 3 other faculty, are trained University Advisors. The primary responsibilities of the Social Work Faculty include teaching, research, service, and professional advisement. Additional responsibilities include the following:

- ongoing oversight of program development including the design, modification, approval, implementation, and evaluation of the Program's curriculum and educational policies
- systematic assessment and continuous evaluation of program outcomes in light of the Program's specified goals, objectives and student learning outcomes
- teaching and modeling professional social work practice and other social work skills
- coordination of Field Instruction
- maintenance of program integrity

Regarding Credit Hours/FTE Faculty, the usual expected teaching load at the University of North Alabama is 12 credit hours for each semester during the academic year, excluding summer. In the Department of Social Work, workload credit is provided for program administration and Director of Field Instruction responsibilities. As part of the Department, faculty members are expected to perform community service related to the purpose of the program, participate in activities of professional organizations, seek out professional development activities, and engage in research, publication, and other scholarly production.

Social Work faculty have expertise in several fields of professional practice including healthcare, family and children's services, mental health, school social work, developmental disabilities, youth services, gerontology, research, and community organization. One faculty member has experience in policy and community development, and three have considerable experience in supervision and management; all have had experience in grant writing and program development. All faculty have had extensive experience in baccalaureate social work education. The Director of Field Instruction has been affiliated with the University BSW Program for twenty years, providing stability to the program.

The Department supports individual faculty members in publications and presentation of their research in regional and national conferences. Areas addressed have included Gender, Ethnicity and Violence, Infusing Global Content in the Social Work Curriculum, Immigration, and others. Faculty participate in the Annual Alabama-Mississippi Social Work Education Conference. Selected conference presentations during the program review period are listed below:

Borah, J., Hodges, J. and Bailey, L. (2014). *Integrating Local and Global Social Work Practice: Lessons from India* presented at the 43<sup>rd</sup> Annual Alabama/Mississippi Social Work Education Conference, Tuskegee. AL, October 9-10

Hodges, J. & Borah, J. (2014). *Consumer-run Services in Mental Health: What do Social Workers Need to Know?* presented at the 43<sup>rd</sup> Annual Alabama/Mississippi Social Work Education Conference, Tuskegee. AL, October 9-10

Faculty are members of the Alabama Higher Education Child Welfare Consortium and participate in frequent ongoing research and related activities. The Department partners with the state's Child Protective Services agency (Alabama Department of Human Resources) to develop and implement a variety of strategies to produce highly trained social workers for future employment in the child welfare system. The University's Certificate in Gerontology Program integrates the interdisciplinary components of Social Work, Sociology, and Nursing. This Certificate Program is academically diverse and prepares students to serve today's aging population and their families.

The Department is committed to the goal of enhancing town/gown relations and service to the community. Faculty in the Department are active on numerous boards in service to the community

including Department of Human Resources, Safeplace, Shoals Health Clinic, and others. The Department provides continuing education hours for the professional development of licensed social workers and other professionals by offering workshops and conferences independently as well as in conjunction with the University of North Alabama Office of Continuing Studies and Outreach. This provides a valuable service to professionals in the community and region, as well as to the University community. Some of the professional education opportunities for academic years 2008-2015 were: Professional Ethics Workshop, Navigating the DSM-5: Structural, Criteria, and Coding Changes, Healthy Aging: Nutritional Strategies for Optimal Aging, Human Trafficking: Social Work's Call to Action (UNA Dept. of Social Work Annual Conference), Leadership: Understanding the Dynamics of Working with Others, 19<sup>th</sup> Annual North Alabama's Workers' Compensation Conference, The Connection between Suicide and Substance Abuse, Grant Writing for Beginners, Leadership: Understanding the Dynamics of Working with Others, Making Decisions and Communicating about Money. A comprehensive listing of conferences is maintained in the Department of Social Work. These partnerships of service provide the students and faculty an opportunity to engage in collaborations with outside resources.

In conclusion, the Program's involvement with grant and research projects, certificate programs, professional research presentations and community partnerships illustrates the program's commitment to and interest in the enhancement of human well-being and promotion of social and economic justice.

**3. Are facilities and resources adequate to address the goals and objectives of each program within the department? Explain why or why not:**

The administration of the institution and the program provides the library holdings and other educational resources necessary for attaining the program's goals. Because the University of North Alabama has been preparing students for careers in social work since its inception in 1974, the University library has steadily built resources that support the social work curriculum. These resources include holdings in hard copy books as well as periodicals, reference works, governmental documents, audio-visual holdings, and online resources. A positive working relationship with the professional library staff results in meeting the needs of discipline-specific requests. Classes meet in the library for instruction on accessing social work resources to assist in meeting student learning and research needs. For example, SW 305 and SW 370 have library orientation and instruction as part of their course requirements. A range of social work classes have library assignments related to materials on reserve in the library.

As the University has been steadily upgrading the electronic data and word processing hardware and software available for use, the Social Work Department's computer needs are satisfactorily met. Maintenance and upgrade of this equipment is also satisfactory. Training sessions for computer use are offered on a regular basis. The University has adopted an advanced technology program (Banner) which has significantly increased technology capabilities on campus. Students have access to individual computers in the library, and other computer labs across campus. The Department has access to two large photocopying machines in the building located on the same floor as the department office. For fewer numbers of copies, the Department has access to a smaller photocopying machine in the office area. All technical support systems are accessible and available for use by disabled students on campus.

The Department of Social Work offices and classrooms are all located in Stevens Hall very near the heart of the campus. All faculty offices are private and are located in an office suite arrangement on the 5<sup>th</sup> floor with classrooms on the 3<sup>rd</sup> floor.

Two classrooms on the 3<sup>rd</sup> floor of Stevens Hall have been assigned to the Department. The assigned classroom has an informal bulletin board in the room available to faculty, staff and students. Stevens Hall conference and meeting rooms are convenient to students and faculty and can be reserved for regular use by the Department. Necessary arrangements for students with disabilities are typically successfully worked out in the classrooms utilized for social work classes.

The Department has one full-time professional administrative assistant and student workers who are under her supervision. The Administrative Assistant is knowledgeable about the importance of the Department's relationship with the social work community and field program.

The Department recognizes that its faculty resources are currently stretched with the number of majors. Request for a new tenure-track faculty position for 2015-16 was approved by the College of Arts and Sciences Budget Committee as well as the strategic Planning and Budget studies Committee, and is awaiting the final decision of the President. The Department needs additional faculty space near the immediate office area. There is a need for a laboratory for observing and video-recording interviews to develop students' clinical skills for interviewing.

#### **4. Notable achievements by the department (students, faculty, staff):**

##### **Reaffirmation of Accreditation till 2019**

- ♦ In 2011, the Department achieved **100% compliance** without a single issue or concern from the national accrediting body, the Council on Social Work Education (CSWE) till 2019.

##### **Increasing Enrollment:**

- ♦ Increase in enrollment from 124.5 in 2006-07 to 208 majors in Fall 2014, making it the **third highest** Department in number of majors within the College.

##### **High Graduation Rate in the College of Arts and Sciences:**

- ♦ Second highest degree completion rate among undergraduates in the College of Arts and Sciences (51 for the period Summer 2013 – Spring 2014)

##### **Educational Innovation and Excellence**

- ♦ **First program** in the state of Alabama to offer a **Certificate program in Child Welfare Practice** to meet local and regional training needs in the area
- ♦ MoU agreement with Alabama A&M University for satellite MSW program at UNA starting 2013

##### **Community Engagement**

- ♦ Strong **Field Internship Program:** Based on an average of 25 students per semester, Social Work majors perform 12,500 hours of internship and service to area agencies per semester
- ♦ **Service Learning**
  - infused throughout the Social Work curriculum, Service Learning benefits area agencies while providing valuable hands-on experiential learning to students
  - one of the first departments on campus to offer a stand-alone Service Learning course SW 199 Volunteer Service and Community Engagement starting Fall 2013
- ♦ **Social Work Alumni Association** created Fall 2009 to provide networking opportunities
- ♦ Annual Fall Reception, Annual Social Work Conference (Spring), and ongoing workshops provide Continuing Education Units (CEU's) for licensed area social workers

- ♦ Involvement of faculty in local, state, national, and international social work boards and initiatives

#### **Other Departmental Achievements**

- ♦ Strong culture of Assessment and Continuous Improvement - e.g., since 2011 Reaffirmation, introduced 5 new courses including training students in SPSS & FYE class to be offered Fall 15
- ♦ Active faculty - student research: e.g., regional and national conference presentations every year
- ♦ Strong recruitment, retention, and advising (4 faculty members serve as University Advisors)
- ♦ Student Excellence - most recent examples include:
  - Spring 2015 Keller Key Recipient: Anna Grace Masterson*
  - Spring 2015 Outstanding Student College of Arts & Sciences: Bethany Pottratz*
  - Spring 2015 Alabama State Gerontology Association, Best Research Paper Award: Jacob Ezell (accepted to MSW program at University of Michigan, Ann Arbor)*

#### **Other Awards and Distinctions**

- ♦ The Department of Social Work was awarded the Student Engagement Award by the College of Arts and Sciences in Spring 2015.
- ♦ Dr. Joy Borah was awarded the Outstanding Chair Award by the College of Arts and Sciences in Spring 2015.
- ♦ Dr. Joy Borah was nominated to serve on the Council on Social Work Education's Commission on Global Education

#### **5. How has the department addressed recommendations from the previous program review?**

The last Program Review was judged as exemplary and there were no recommendations for changes.

#### **6. Briefly describe the department's vision and how it aligns with the University's strategic plan:**

The Vision of the Department of Social Work is to train and nurture social work professionals who advocate for human well-being and promote social and economic justice in a global society, emphasizing a commitment to the advancement of professional social work practice. The Department's Vision, Mission and Goals are in concert with the Strategic Plan of the University of North Alabama to offer high quality programs, maintain a student-centered University, celebrate Diversity, foster a strong University Community, and enhance regional development and outreach.

While some of these activities can be accomplished with present resources, others such as procuring, licensure data, recruitment and marketing of the Department and, in the future, developing certificate programs will require additional state and administrative resources.

**Part II**  
**Academic Program Assessment**

Departments should identify expected outcomes for each of their educational programs (graduate and undergraduate). The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. If a department offers more than one program, each program coordinator should complete this part of the report.

7. **Name of Program:** Department of Social Work

8. **Coordinator of Program:** Dr. Joy Borah

9. **Mission Statement of Program:**

The mission of the Department of Social Work is to prepare competent and ethical entry level social workers to apply professional social work values with diverse clients and communities in rural to metropolitan environments within a global context. The Department endeavors to model a commitment to professional practice and research that promotes the advancement of human well-being.

The Social Work Department is a strong manifestation of the institution's mission. The social work profession's commitment to the enhancement of human well-being and promotion of social and economic justice is in harmony with the institutional mission and purpose of the University.

10. **Program Overview:**

**10.1 Brief overview of program**

The Social Work Department endeavors to prepare students at the baccalaureate level for beginning social work practice with individuals, families, groups and organizations in diverse communities. The Social Work Program provides content to enable students to effectively assess and address the needs of the institution's service area and broader regions and to promote social and economic justice. Much like the University at large, the transmission of the social work knowledge base is accomplished through teaching, research, and community service.

**10.2 Student Learning Outcomes of the program (*student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included*). (See Table 1 - Student Learning Outcome Matrix by Course)**

**Table 1 - Student Learning Outcomes Matrix by Course**

<b>Student Learning Outcomes</b>	<b>Courses</b>
<b>Student Learning Outcome 1</b> Identify as a professional social worker and conduct oneself accordingly.	SW 315 SW 360 SW 370 SW 432/433
<b>Student Learning Outcome 2</b> Apply social work ethical principles to guide professional practice.	SW 230 SW 360 SW 370 SW 432/433
<b>Student Learning Outcome 3</b> Apply critical thinking to inform and communicate professional judgments.	SW 230 SW 324 SW 361 SW 432/433
<b>Student Learning Outcome 4</b> Engage diversity and difference in practice	SW 316 SW 324 SW 361 SW 370 SW 432/433
<b>Student Learning Outcome 5</b> Advance human rights and social and economic justice.	SW 230 SW 305 SW 324 SW 362 SW 432/433
<b>Student Learning Outcome 6</b> Engage in research-informed practice and practice-informed research.	SW 360 SW 370 SW 432/433
<b>Student Learning Outcome 7</b> Apply knowledge of human behavior and the social environment.	SW 316 SW 315 SW 361 SW 432/433
<b>Student Learning Outcome 8</b> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	SW 305 SW 324 SW 362 SW 432/433
<b>Student Learning Outcome 9</b> Respond to contexts that shape practice.	SW 316 SW 362 SW 432/433
<b>Student Learning Outcome 10(a)</b> Engagement	SW 315 SW 360 SW 361 SW 362 SW 432/433
<b>Student Learning Outcome 10(b)</b> Assessment	SW 315 SW 360 SW 361 SW 362 SW 432/433
<b>Student Learning Outcome 10(c)</b> Intervention	SW 315 SW 360 SW 361 SW 362 SW 432/433



**10.3 Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth:**

See Section 1 page 1 on Program Productivity.

**10.4 Evaluate the adequacy of library resources available to support your program:**

The administration of the institution and the program provides the library holdings and other educational resources necessary for attaining the program's goals. Because the University of North Alabama has been preparing students for careers in social work since its inception in 1974, the University library has steadily built resources that support the social work curriculum. These resources include holdings in hard copy books as well as periodicals, reference works, governmental documents, audio-visual holdings, and online resources. A positive working relationship with the professional library staff results in meeting the needs of discipline-specific requests. Classes meet in the library for instruction on accessing social work resources to assist in meeting student learning and research needs. For example, SW 305 and SW 370 have library orientation and instruction as part of their course requirements. A range of social work classes have library assignments related to materials on reserve in the library.

**10.5 If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy:**

See 10.4 above.

**11. Program Evaluation Including Appropriate Documentation**

**11.1 Means of assessing each Student Learning Outcome:**

The Department's curriculum is designed and organized as a progressive integrated whole that is consistent with its goals and objectives which originates from the Department's mission and is consistent with the University's mission and vision. In order to evaluate the effectiveness of the Social Work Department's program to prepare student graduates for ethical valued based generalist social work practice, evaluation of the program is conducted in a multi-pronged approach that provides for continuous quality improvement.

To that end, the Department measures the effect of its educational programming through direct and indirect measures. The results of these measures are used for ongoing decision making related to the Department's assessment and program planning. Additionally, student learning outcomes are continuously measured, evaluated, and re-assessed in the same manner in order, to positively impact student learning.

➤ ***Assessing Student Learning Outcomes and Continuous Improvement Plan***

The Social Work Department views continuous improvement as a dynamic and multi-faceted function. It is comprised of both the direct and indirect measures listed below. These measures evaluate the Department's performance on an ongoing basis with their outcomes being utilized as the identification of actions to improve our quality and consistency.

The Department Chair ensures the cycle of evaluation and continuous improvement occurs. Faculty are given special assignments to assist in that process as needed. Strategies for evaluation are conducted at

the course and Department level, as well as, through the students as consumers and the agencies as employers. Outcomes are presented at faculty meetings and identified improvements are routinely incorporated by the Department.

### **Direct Measures**

- ♦ Direct measure instruments assess the extent to which students have achieved required social work course objectives, the Council on Social Work Education's core competencies, and its associated practice behaviors. Each measure is linked specific courses, competences, and practice behaviors with established benchmarks to quantify student learning outcomes. Evaluative findings are used on an on-going basis to make program and curriculum changes. This is illustrated in the following tables. (*Table 2- Assessment Measure Mapping - Explicit Curriculum, Table 2a - Student Learning Outcome Matrix by Course*)
- ♦ Students are graded on course exams which are directly linked to course objectives. Additionally, written assignments, experiential exercises, class participation, student presentations, methods and skills evaluations, comprehensive field practicum evaluations, research papers, and research projects are, also, utilized. Examples of graded student products representative of the student's acquisitions of established knowledge and skills of the profession are kept on file in the students' Field Instruction Integration Portfolio (FIIP). (*Table 2- Assessment Measure Mapping - Explicit Curriculum, Table 2a - Student Learning Outcome Matrix by Course*)
- ♦ All Senior Social Work majors must complete Field Placement with a Social Service Agency. Field Placement is where students integrate what they have learned across the curriculum in the classroom environment about social work values, ethics, and practice along with prescribed supporting courses. The measurement instrument used by field supervisor's to assess and evaluate field students is applied at mid-term and at the end of the field placement to assess the extent to which field students evaluate themselves as achieving student learning outcomes. Evaluative findings are used on an on-going basis to make program and curriculum changes. For example, changes to HBSE, Research Methods, and Welfare Policy courses were initiated in response to students' identification of specific areas in these course that would improve their awareness, understanding, and application of evidence-based practice interventions with target populations prior to field placement. (*See Table 3 - Exit Data and Student Field Self Evaluation*)
- ♦ Survey of BSW graduates instrument administered to graduates of our program to provide feedback on the adequacy of their BSW academic training as professional social workers. Evaluative findings are used on an on-going basis to make program and curriculum changes. (*See Table 4 - Alumni Survey*)
- ♦ BSW Employer survey instrument to provide feedback on the level of employer's satisfaction with the academic training and professional development of our graduates. Evaluative findings are used on an on-going basis to make program and curriculum changes. (*See Table 5 - Employer Survey*)
- ♦ Student Evaluations of faculty are used to assess teaching effectiveness. (*See Table 2 - Assessment Measure Mapping - Implicit Curriculum*)

## Indirect Measures

- ♦ Department faculty meet on a regular basis to assess the strengths and needs of the program. Changes are made whenever necessary to enhance the educational and professional development of the students. For example, in response to community agencies need for specially trained professionals in Child Welfare the Department developed a Child Welfare Certificate. *(See Table 2 - Assessment Measures Mapping -Implicit Measures)*
- ♦ The Matriculation application is completed after the first three core courses (SW 230, 305, and 315). The matriculation interview is a required component of the social work program where faculty has the opportunity to assess a student's aptitude and academic preparation for the profession of social work. Students are asked for their feedback on the program's effectiveness.
- ♦ Students are required to compile a Field Instruction Integration Portfolio (FIIP) which is used to facilitate the integration of their social work knowledge, values and skills, acquired throughout their social work academic training.
- ♦ Field Supervisor's Evaluation of the program is used to assess the overall preparation of students for professional practice. This evaluation is done at mid-term and at the end of the semester. Evaluative findings are used on an on-going basis to make program and curriculum changes.
- ♦ The Social Work Community Advisory Board meets quarterly. The Board functions as a formal mechanism of program evaluation to prepare students for practice effectiveness in the community. The Board format has undergone changes and in 2012 -2013 meeting time frames were adjusted to bi-annually to meet the need of agencies.
- ♦ The Student Advisory Board meets each semester with the faculty. It functions as a formal mechanism in the department for feedback of strengths and program matters related to curriculum and student interest. In response to students and faculty indicating increased need for student involvement, the procedure to assign students to be Student Advisory Board members changed in 2011 - 2012. Assigning member to the Student Advisory Board changed to each cohort of students electing two represented for the Student Advisory Board for the fiscal year.

### **11.2 Summary of the results of the assessment/s for each Student Learning Outcome:**

*See Table 6 - Student Learning Outcomes Summary 2009/2010 - 2013/2014*

### **11.3 Program improvements made as a result of these assessments:**

*See Tables 1-5 below.*

**TABLE 2**

<b>Explicit Curriculum Assessment Measures (Outcomes are denoted in the Department's Annual Program Assessment of Core Competencies Matrix)</b>		
<b>Measure/ Instrument</b>	<b>Benchmark</b>	<b>Description</b>
Quizzes and Examinations	80% or greater	Quizzes and examinations, which include both multiple choice and essay type, help students to further their analytical skills within and across content areas.
Group Work	80% or greater	Many social work classes require students to work in small groups which provide students the opportunity to use a team approach in problem solving.
Presentations	80% or greater	Presentations are related to course work completed by a student or a group of students. Presentations are done in front of the class and provide a way to assess students' communication skills as well as their abilities to synthesize and present a particular topic in a professional manner.
Writing Assignments	80% or greater	Writing assignments are an important component of the curriculum. Faculty assesses students' understanding of the core content areas and core values of the social work profession. Faculty uses these assignments to provide feedback to students on their written communication skills.
Participation	80% or greater	Class participation is another way by which faculty assess student performance. Participation in class discussions and experiential learning exercises provide ways to assess student's skill and interest levels, professional use of self, and understanding of the concepts being taught. It also provides faculty with insights related to students' attitudes, values, and beliefs in reference to particular content areas such as oppressed and diverse populations.
Role-Plays	80% or greater	Role playing is another method used in social work teaching. Students are given feedback by their instructor and peers.
Community Service Learning	80% or greater	Participation in a Community Service Learning project is a required component of some social work classes. Service-learning is a structured learning experience that combines community service with preparation and reflection. It provides faculty ways to assess students' ability to integrate theory learned in the classroom with practice in the community. Students engaged in service-learning learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens. Service learning projects offer students ways to help communities in need and give students a chance to develop leadership skills.
Student Interviews	80% or greater	Students in social work classes conduct interviews with clients that are documented for instructor feedback.
Personal Essay by Students	80% or greater	Students in SW 315 write a paper that is an autobiographical sketch addressing pertinent issues regarding Social Work. These essays are reviewed by faculty members as part of the matriculation process.
Student Portfolio	80% or greater	The Field Instruction Integration Portfolio (FIIP) is a feature of the evaluation process compiled by students beginning in their second course as a major and culminating in their last course.
Field Student Conference	Interview occurs	Field faculty hold individual conferences with students completing their internship as a way of assessing their integration of knowledge, values, and skills into practice, cultural competence, and professional ethics. Faculty obtains feedback from students regarding the program.
Field Director Evaluation	80% or greater	The Field Director determines the student's grade for Field Instruction after assessing the evaluation forms completed by Field Supervisor and student submitted learning assignments.
Final Evaluation of Field Performance	< 3 on a 5 point Likert scale	The Field Supervisor evaluates the Field student's Field Performance on an inverse likert scale, thus the lower the score the better the student's performance. Assessment of the overall preparation of students for professional practice utilizing the 10 core competencies and associated practice behaviors to measure attainment of the knowledge values and skills of a new beginning professional social worker is made. Evaluative findings are used on an on-going basis to make program and curriculum changes.

Table 2 continued					
Assessment Measures Mapping 2009 – 2014 Explicit and Implicit Curriculum					
Implicit Curriculum Assessment Measures Mapping and Outcomes					
Measure	Frequency/ Start Date	Method	Responsible Entities	Findings/ Location	Results 2009– 2010 thru 2013 -2014
Faculty Meeting	Bi-weekly, as needed	Paper	Department Chairperson	Agenda and Minutes with outcomes are maintained in the Department Chairs' Office SW Groups page.	Faculty meetings were conducted on a bi-weekly and as needed basis. Assessment is a standing Agenda item. Meeting minutes can be found on the University groups page.
Students Evaluation Of Teaching	December and April	Paper	Social Work Students	Submitted to the Office of Institutional Research	Student evaluation results rated Social Work teaching above the average for University Faculty.
Faculty Performance Evaluation	Annually	Paper	Department Chair	Submitted to the Dean of Arts and Sciences	Each faculty member was evaluated as satisfactory or greater on Faculty Performance Evaluations.
BEAP Exit Survey	December and April	Paper and Web based	Field Director	Assessment Chair maintains and reports in Faculty Meeting	BEAP Exit Surveys administered 2010/ 2011. Summary data is on file in the Assessment Chairs Office. <b>Discontinued for 2012 – 2013. Department measures used.</b>
BEAP Alumnae Survey	Every two years	Web based	Assessment Chair	Maintained by Assessment Chair	BEAP Alumnae Surveys administered Fall 2010 and Spring 2011. Summary data is on file in the Assessment Chairs Office. <b>Discontinued for 2012 – 2013. Department measures used.</b>
BEAP Employer Survey	Every two years	Web based	Assessment Chair	Maintained by Assessment Chair	86% of Employers view graduates from the University of North Alabama Department of Social Work favorably with ratings from Good to Superior in the practice of Professional Social Work. <b>Discontinued for 2012 – 2013. Department Measures used.</b>
Matriculation Assessment Self-Survey	Once a semester	Paper	Two Faculty members who aren't an advisor	Maintained in Student Files in the Social Work Department	MASS administered each semester and reviewed with students during the Matriculation process. <b>Discontinued for 2012 - 2013</b>
Department Exit Exam	Senior Year April	Paper	Faculty	Maintained by Assessment Chair	Fall and Spring 2012 / 2013 responses to questions related to content in HBSE and Practice reviewed. Exit Exam results continue to compare to practice behaviors captured in the CCAPC. Changes were made in course content in SW 305, 315, 362. <b>2013 – 2014 results attached.</b>
Department Alumnae Survey	March Bi-Annually	Paper Mail Out	Research Methods Class	Maintained by Assessment Chair	71% of Alumnae who responded to the survey are employed in Social Work positions. 95% of respondents believe their BSW helped them gain employment. And, 75% of respondents are licensed. <b>Next Admin. 2013 -2014. Measure converted for online administration to be piloted 2014 – 2015.</b>

Table 2 continued					
Implicit Curriculum Assessment Measures Mapping and Annual Outcomes – Continued					
Measure	Frequency/ Start Date	Method	Responsible Entities	Findings/ Location	Results 2009 – 2010 thru 2013 -2014
<b>Department Employer Survey</b>	October Bi-Annually	Paper Mail Out	Research Methods Class	Maintained by Assessment Chair	78% of Employers view graduates from the University of North Alabama Department of Social Work favorably with ratings from Good to Superior in the practice of Professional Social Work. <b>Next admin. 2013 -2014. Measure converted to online administration and to be piloted 2014 – 2015.</b>
<b>Student Advisory Board</b>	Two times per Academic Year	Paper	Department Chair	Maintained by Department Chair	Student Advisor board members elected from each class cohort of students. Recommendations made to Faculty concerning mentoring and dissemination of information to students about Departmental changes. Connections Across the Curriculum process implemented 2012. Entire faculty meets with each class to provide overview of Department, connections to curriculum, and the larger University mission. <b>Board Revised 2012 – 2013 to be reinstated 2013 – 2014.</b>
<b>Community Advisory Board</b>	Two times per Academic Year	Paper	Department Chair	Maintained by Department Chair	Community partners met with Faculty to provide input to enhance the program, preparation of students, and connection to community.

**TABLE 2A - STUDENT LEARNING OUTCOMES MATRIX**  
**Student Learning Outcome, Practice Behaviors, Benchmarks, and Analysis Procedure**

<b>Student Learning Outcome (SLO)</b>	<b>Practice Behaviors (Abbreviated)</b>	<b>Measures</b>	<b>SLO Benchmarks</b>	<b>Analysis Procedure</b>
<b><i>Student Learning Outcome 1—Identify as a professional social worker and conduct oneself accordingly.</i></b>	1. Advocate for client access	360-Evaluation of Practice Setting (paper; agency visit)	80>	Mean
		360-Social History and Activities	80>	Mean
	2. personal reflection	370 –Research Project 370-Article Review	80> 80>	Mean Mean
	3. professional roles & boundaries.	Assignment IV Final Evaluation	80>	Mean
	4. professional demeanor.	360-Evaluation of Practice Setting (paper; agency visit)	80>	Mean
		360-Social History and Activities	80>	Mean
	5. career-long learning.	370 –Research Prj. 370-Article Review	80> 80>	Mean Mean
	6. supervision & consultation.	Assignment IV Final Evaluation	80>	Mean
<b><i>Student Learning Outcome 2—Apply social work ethical principles to guide professional practice.</i></b>	7. recognize personal and professional values	360-Evaluation of Practice Setting (paper; agency visit)	80>	Mean
		360-Social History and Activities	80>	Mean
	8. tolerate ambiguity	370 –Research Prj. 370-Article Review	80> 80>	Mean Mean
	9. resolve ethical conflicts	Assignment IV Final Evaluation	80>	Mean

Student Learning Outcome (SLO)	Practice Behaviors (Abbreviated)	Measures	SLO Benchmarks	Analysis Procedure
	10. ethical reasoning	360-Evaluation of Practice Setting (paper; agency visit)	80>	Mean
		360-Social History and Activities	80>	Mean
<b>Student Learning Outcome 3—Apply critical thinking to inform and communicate professional judgments.</b>	11. distinguish sources of knowledge	370 –Research Prj. 370-Article Review	80> 80>	Mean Mean
	12. analyze models of assessment	Assignment IV Final Evaluation	80>	Mean
	13. effective communication	360-Evaluation of Practice Setting (paper; agency visit)	80>	Mean
		360-Social History and Activities	80>	Mean
<b>Student Learning Outcome 4—Engage diversity and difference in practice.</b>	14. recognize structures of power and oppression	316 – Test #1 316 - Project #2	80> 80>	Mean Mean
	15. gain self-awareness	MT exam GP assessment	80>	Mean
	16. understand differences	361-Role Plays (interviews, written assessments, etc.)	80>	Mean
		361-Home Visits (interviews, case records, etc )	80>	Mean
17. view themselves as learners	370 –Research Prj. 370-Article Review	80> 80>	Mean Mean	



<b>Student Learning Outcome (SLO)</b>	<b>Practice Behaviors (Abbreviated)</b>	<b>Measures</b>	<b>SLO Benchmarks</b>	<b>Analysis Procedure</b>
<b><i>Student Learning Outcome 5—Advance human rights and social and economic justice.</i></b>	18. understand mechanisms of discrimination;	Assignment IV Final Evaluation	80>	Mean
	19. advocate for human rights	316 – Test #1 316 - Project #2	80> 80>	Mean Mean
	20. advance social and economic justice	MT exam GP assessment	80>	Mean Mean
<b><i>Student Learning Outcome 6—Engage in research-informed practice and practice-informed research.</i></b>	21. use practice experience to inform research	361-Role Plays (interviews, written assessments, etc.)	80>	Mean Mean
		361-Home Visits (interviews, case records, etc. )	80>	
	22. use research evidence to inform practice	370 –Research Prj. 370-Article Review	80> 80>	Mean Mean
<b><i>Student Learning Outcome 7—Apply knowledge of human behavior and the social environment.</i></b>	23. utilize conceptual frameworks	Assignment IV Final Evaluation	80>	Mean Mean
	24. knowledge of person and environment	316 – Project #3 316 - Test #2	80> 80>	Mean Mean
<b><i>Student Learning Outcome 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</i></b>	25. analyze and formulate policies	MT exam GP assessment	80>	Mean Mean

<b>Student Learning Outcome (SLO)</b>	<b>Practice Behaviors (Abbreviated)</b>	<b>Measures</b>	<b>SLO Benchmarks</b>	<b>Analysis Procedure</b>
	26. collaborate for policy action.	361-Role Plays (interviews, written assessments, etc.)	80>	Mean
		361-Home Visits (interviews, case records, etc. )	80>	Mean
<b>Student Learning Outcome 9—Respond to contexts that shape practice.</b>	27. provide relevant services	370 –Research Prj. 370-Article Review	80> 80>	Mean Mean
	28. provide leadership	Assignment IV Final Evaluation	80>	Mean
<b>Student Learning Outcome 10(a)—Engagement Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b>	29. prepare for action	316 – Project #2 316 – Project #3	80> 80>	Mean Mean
	30. use empathy	MT exam GP assessment	80>	Mean
	31. develop mutually desirable outcomes	361-Role Plays (interviews, written assessments, etc.)	80>	Mean
		361-Home Visits (interviews, case records, etc.)	80>	Mean
<b>Student Learning Outcome 10(b)—Assessment Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b>	32. client data	370 –Research Prj. 370-Article Review	80> 80>	Mean
	33. assess client strengths and limitations	Assignment IV Final Evaluation	80> 80>	Mean Mean

<b>Student Learning Outcome (SLO)</b>	<b>Practice Behaviors (Abbreviated)</b>	<b>Measures</b>	<b>SLO Benchmarks</b>	<b>Analysis Procedure</b>
	34. develop mutually agreed-on intervention goals and objectives	230-Exam 3  230-Analysis of Assigned Readings	80>  80>	Mean
	35. select appropriate intervention strategies	305 - Awareness Articles 1-5 305 - Issue/ Debate Assignment	80> 80>	Mean Mean
<b>Student Learning Outcome 10(c)—Intervention Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b>	36. initiate actions	MT exam GP assessment	80> 80>	Mean
	37. implement prevention interventions	362 – Test #1  362 – Community Analysis	80> 80>	Mean
	38. help clients resolve problems	Assignment I Final Evaluation	80>	Mean Mean
	39. negotiate, mediate, and advocate for clients	230-Exam 3  230-Analysis of Assigned Readings	80> 80>	Mean
	40. facilitate transitions and endings	305 - Awareness Articles 1-5 305 - Issue/ Debate Assignment	80> 80>	Mean Mean
<b>Student Learning Outcome 10(d)—Evaluation Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b>	41. critically evaluate interventions	MT exam GP assessment	80>	Mean Mean

**TABLE 3**

<b>Department Exit Exam Data – 2009 to 2014</b>												
	<b>SEM/ YEAR</b>											
	<b>F08</b>	<b>S09</b>	<b>F09</b>	<b>S10</b>	<b>F10</b>	<b>S11</b>	<b>F11</b>	<b>S12</b>	<b>F12</b>	<b>S13</b>	<b>F13</b>	<b>S14</b>
<b>RACE</b>												
White	12	7	9	12	9	13	10	11	17	21	17	25
African American	1	4	2	0	5	3	3	4	2	1	3	5
Hispanic	1	1	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	1	0	0	0	0	0	0	1	0
Native American	0	0	0	1	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	2	0	0	0	0	0	0
<b>SEX</b>												
Female	13	12	8	14	10	16	12	11	19	21	20	27
Male	1	1	3	0	4	2	1	4	0	1	1	3
<b>Avg. Score</b>	74	74	72	74	73	71	73	77	75	70	67	75
<b>Total Class</b>	14	13	11	14	14	18	13	15	19	22	21	30

**Exit Outcomes:**

Students met the established benchmarks each fiscal year except in Fall 2013 where scores of two students negatively impacted the average. Results are reviewed annually at the Department’s Faculty Retreat. Relevance of content, organization of the exam, and construction of specific questions are addressed by the Faculty. Changes to the Exit Exam were made to improve outcomes. For example the format of four question have been changed. Two HBSE questions (#8 and #23) and two Research questions (#44 and #48) were restated or replaced in 2012/ 2012 and FY2013/2014.

**Student Self-Evaluation Pre and Post Test Outcomes:**

The Department has selected the **Student Field Self-Evaluation Survey (Pre/ Post)** and the **Final Evaluation of Field Placement** as measures of attainment of the core competencies. However, the **Final Evaluation of Field Placement** measure was discontinued for 2012/ 2013 after much faculty discussion. It was determined student self-efficacy measures was the best evaluation of student learning outcomes and CSWE 10 core competencies. The 10 competencies and associated practice behaviors each directly relate to the program’s Explicit/Implicit curriculum inclusive of the Departmental Mission and Goals and student learning outcomes. Completion of these measures during the students’ Field Internship demonstrates evidence that by the completion of the program, students are prepared and have attained competence in the 10 competencies identified by the Department to constitute competent generalist social worker practitioners.

The **Student Field Self-Evaluation of Core Competencies with Practice Behaviors** Instrument is a Self-Efficacy measure which graduating students complete to assess their attainment of the Department’s Competencies. The students rate themselves on each practice behavior in the first session of Field

Seminar and the last session of Field Seminar. The measure is a Likert scale with the following ratings: 0 = don't know or now applicable; 1 = need improvement; 2 = acceptable; 3 = good; 4 = excellent; and 5 = superior. The Bench mark for this measure is "3" which equals "good". The ratings on the Student Field Self-Evaluation of Core Competencies with Practice Behaviors Instrument is correlated to ratings for the same cohort of students on the **Matriculation Self-Assessment Survey (MASS)** which is administered when students have completed the first three Social Work courses to assess their comprehension of the 10 Core competencies and associated practice behaviors.

### **The Student Field Self-Evaluation of Core Competencies with Practice Behaviors Pre-Survey**

Instrument was initiated Fall 2009. For the Fiscal year students rated fourteen practice behaviors below the Benchmark of "3". These practice behaviors included: Provide leadership in promoting sustainable changes in service delivery; Continuously discover, appraise, and attend to changing locales; Social Workers critically analyze, monitor, and evaluate interventions; Facilitate transitions and endings; Collaborate with colleagues and clients for effective policy action; Analyze, formulate, and advocate for policies that advance social wellbeing; Utilize conceptual frameworks to guide practice; Use research evidence to inform practice; Use Practice experience to inform scientific inquiry; Recognize the extent culture's structure and values may oppress; Analyze models of assessment; Appraise and integrate sources of knowledge; Advocate for client access to services. While, on the post surveys students evaluated themselves > 3 which met or exceeded the benchmark indicating attainment of each practice behavior. These outcomes were consistent until 2013 -2014.

In 2013 the Department utilized independent samples *t*-test analysis with the Student Field Self Evaluation Survey which indicated pretest means from 2.33 – 1.94 to posttest means of 1.83 to 1.33. The mean differed significantly at the  $p < .05$  level for 20 of the survey's items. On all survey items respondents rated themselves as having greater ability pre-test than posttest. Of note is the number of means found not to vary significant (21) indicating respondents did not differ significantly from pre-test to post-test in these areas.

### **List of items that did not vary significantly Pre - Post test**

1. Attend to Professional roles and boundaries.
2. Demonstrate Professional Demeanor
3. Supervision and Consultation
4. Recognize and manage personal values
5. Make ethical decisions
6. Appraise and integrate sources of knowledge
7. Analyze models of assessment
8. Demonstrate effective oral and written communication
9. Recognize and communicate their understanding
10. Gain sufficient self-awareness
11. View themselves as learners and engaged informants
12. Understand forms of oppressions and discrimination
13. Advocate for Human Rights
14. Engage in practices that advance social and economic justice
15. Use Practice experience to inform scientific inquiry
16. Use research evidence to inform practice
17. Utilize conceptual frameworks to guide practice
18. Use empathy and other interpersonal skills

19. Develop a mutually agreed-on focus of work and desired outcomes
20. Collect, organize, and interpret client data
21. Assess client's strengths and limitations

**Example of significant items**

1. Advocate for client access to services
2. Tolerate ambiguity
3. Appraise and integrate sources of knowledge
4. Use practice experience to inform scientific inquiry
5. Select appropriate intervention strategies

In Spring 2013 similar outcomes occurred. The independent samples *t*-test analysis indicated pretest means from 2.50 – 1.40 to posttest means of 1.67 to 1.07. The mean differed significantly at the  $p < .05$  level for 39 of the survey's items. On all survey items respondents rated themselves as having greater ability pre-test than posttest. Of note are the number of items the mean is close to poor (1.07 – 1.30).

**List of items that did not vary significantly pre to post test**

1. Demonstrate Professional Demeanor
2. Demonstrate effective oral and written communication

**Example of significant items means are between poor and fair**

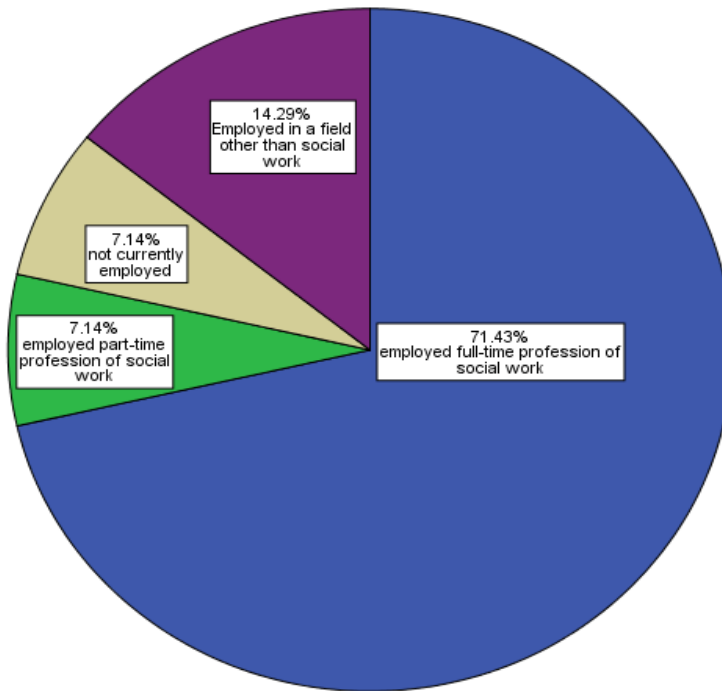
1. Attend to professional boundaries
2. Use empathy and other intervention skills
3. Assess clients' strengths and limitations
4. Select appropriate intervention strategies
5. Initiate action to achieve organizational goals
6. Negotiate, mediate, and advocate for the client
7. Make ethical decisions
8. View themselves as learner and engaged informant

Faculty concluded students may rate themselves higher pre-field, but at the end of the Field Internship have a more comprehensive understanding of their knowledge and skills when applied in a professional setting.

**Table 4 – Results of the Alumni Survey**

In 2010–2011, the Department's Alumni Survey was administered to graduates of the program. Of approximately 60 surveys distributed, 42 were returned for a response rate of 70%. Respondents were solicited at the 2011 Annual Social Work Conference on March 9, 2011. Additional surveys were distributed at local agencies which employ BSW graduates, including the Lauderdale County Health Department and Lauderdale County Department of Human Resources (DHR) offices.

Graduates of the UNA BSW program, as represented by the Alumni Survey, are heavily female and Caucasian. Most are employed full-time in the profession of social work (see diagram) and the majority found their jobs within 18 months of graduation. Most work in publically funded agencies, about 75% hold social work licensure, and most identify their primary duty as provision of direct services. If graduates belong to a professional organization it is most likely to be NASW (National Association of Social Workers), and over 40% of the sample earn over \$40,000 per year. The respondent overwhelmingly stated that their BSW degree helped them obtain their current position (95%).

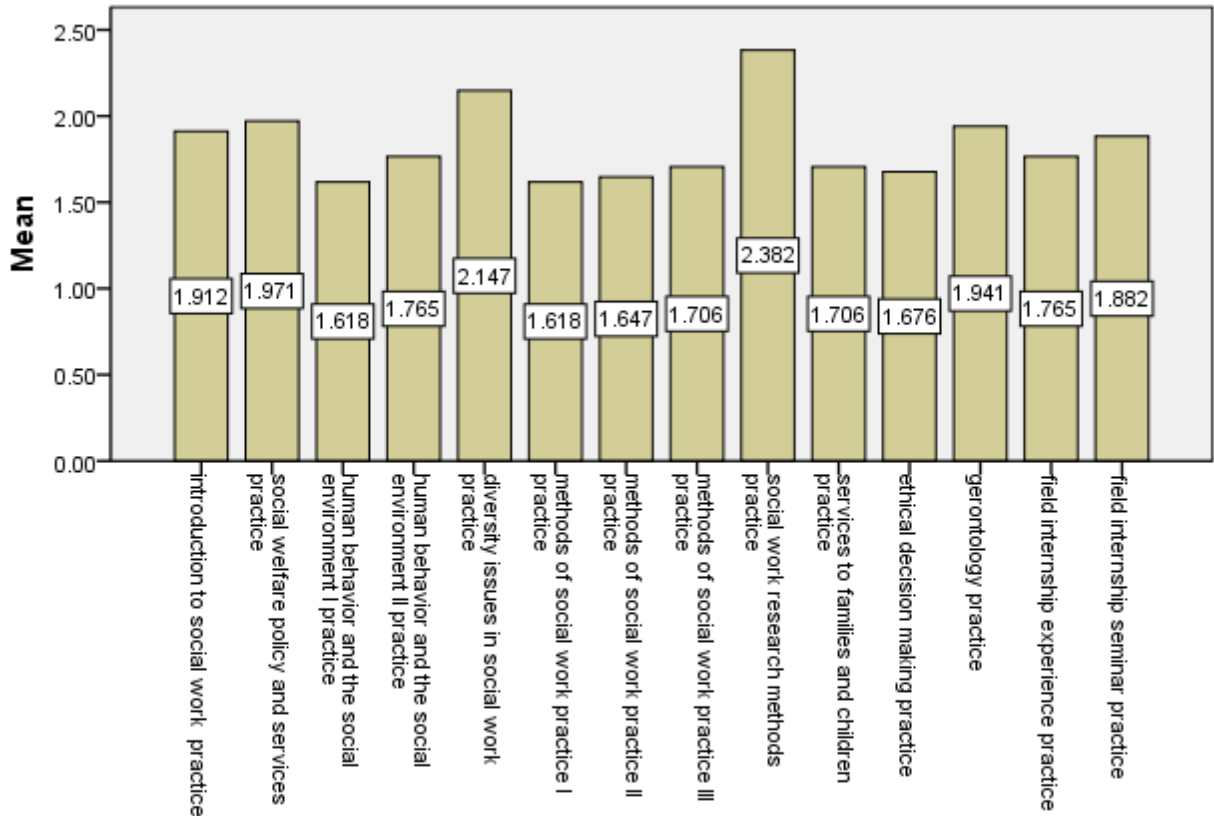


**Diagram 1: Employment Status of Respondents**

Graduates also found the BSW program to be extremely good at preparing them for social work practice in the areas of values, knowledge, and skills. No mean score on each of the core social work values was above 2 (“very well prepared”). On the assessment of knowledge areas, no mean score was above 3 (“well prepared”). Knowledge areas where respondents felt least prepared were application of computer technology to human services and knowledge of group process and leadership techniques (though both were still rated as “well prepared” or better). On the assessment of skills, no mean score was higher than 3 (“well prepared”). Skill areas where respondents felt less prepared included administration, application of research findings, and program evaluation/quality assurance (though each of these were rated as “well prepared” or better).

BSW courses were rated as extremely useful in preparing graduates for social work practice (See Diagram 2) as well as preparing for graduate studies. All courses were rated as “well prepared” or better. Courses with the lowest ratings for social work practice preparation were research and diversity. The course with the lowest rating for preparing graduates for graduate studies was gerontology. Note that all of the three previously mentioned courses were still in the 2 range (“very well prepared”).

### How useful was each BSW course in preparing you for social work practice?



1=excellently prepared, 2=very well prepared, 3=well prepared

4=adequately prepared, 5=poorly prepared, 6=unprepared

It is clear from the strengths comments that students highly value the faculty and staff of the social work department for their knowledge, their personal interactions with students, and concern for students' education. Respondents also value the community engagement of the program, the strong curriculum, and the field internship. It is also evident from suggestions for improvement that students wish UNA has an MSW program, want more focus on interviewing/assessment, and on writing skill development. The findings of the alumni survey are extremely positive regarding faculty, staff, the curriculum, and the individual courses. The department head, in conjunction with the faculty, will review the findings for continuous quality improvement purposes.

#### *Three strengths of the social work program:*

When asked to name three strengths of the social work program, the most frequently noted strength was faculty and staff. Twenty-one responses praised the faculty and staff knowledge, responsiveness, caring, and concern for students.

The next most frequently noted strength is the curriculum of the BSW program. Fourteen respondents noted the depth of the curriculum, how well it prepared them for social work practice and/or graduate school, the numerous hands-on/service learning opportunities in the classes, and the diversity of the curriculum.



Finally, eight respondents praised the field internship as relevant, a good learning experience, and an opportunity to apply their classroom learning.

*Areas of needed growth/development for the social work program:*

The most common suggestion for program improvement was an increased focus on writing skills (5 responses). Three respondents wanted to see an increased emphasis on interviewing and assessment skills; three respondents noted a need for more development of writing skills, and three respondents wished UNA had an MSW program.

**Table 5 – Results of Employer Survey 2010 - 2011**

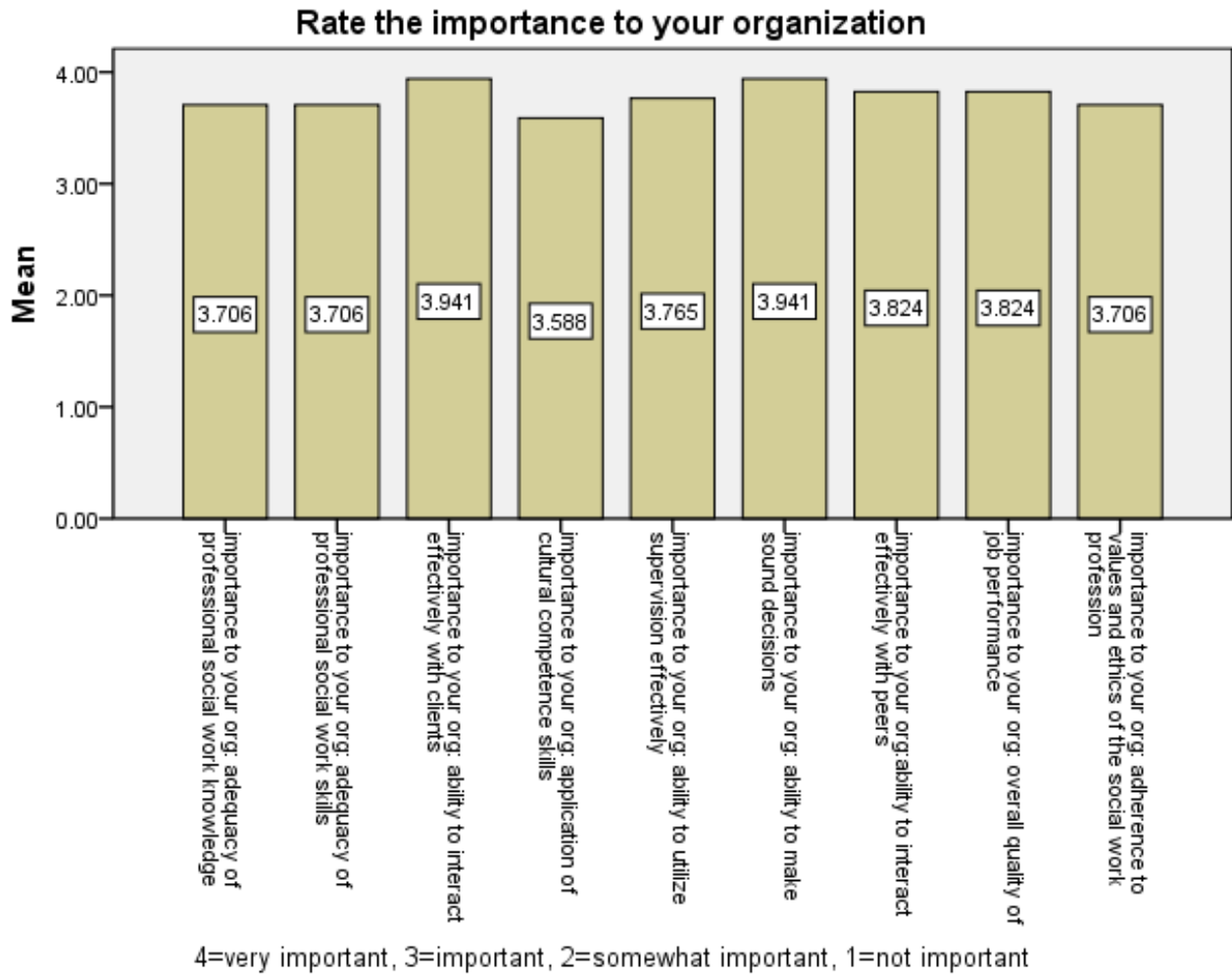
In 2010-2011, the Department administered Employer Surveys to approximately 30 employers. Surveys were mailed to agencies known to be major employers of BSW graduates from the University of North Alabama. 17 completed surveys were returned, for a response rate of 57%.

Responding agencies employ a mean of 12 BSW social workers (range 1-56 BSW workers), with a mean of 7 of these having received their BSW from UNA (range 1-30 BSWs from UNA). Employers report a mean of 15 years that they have employed BSW graduates from UNA (range 0-30 years).

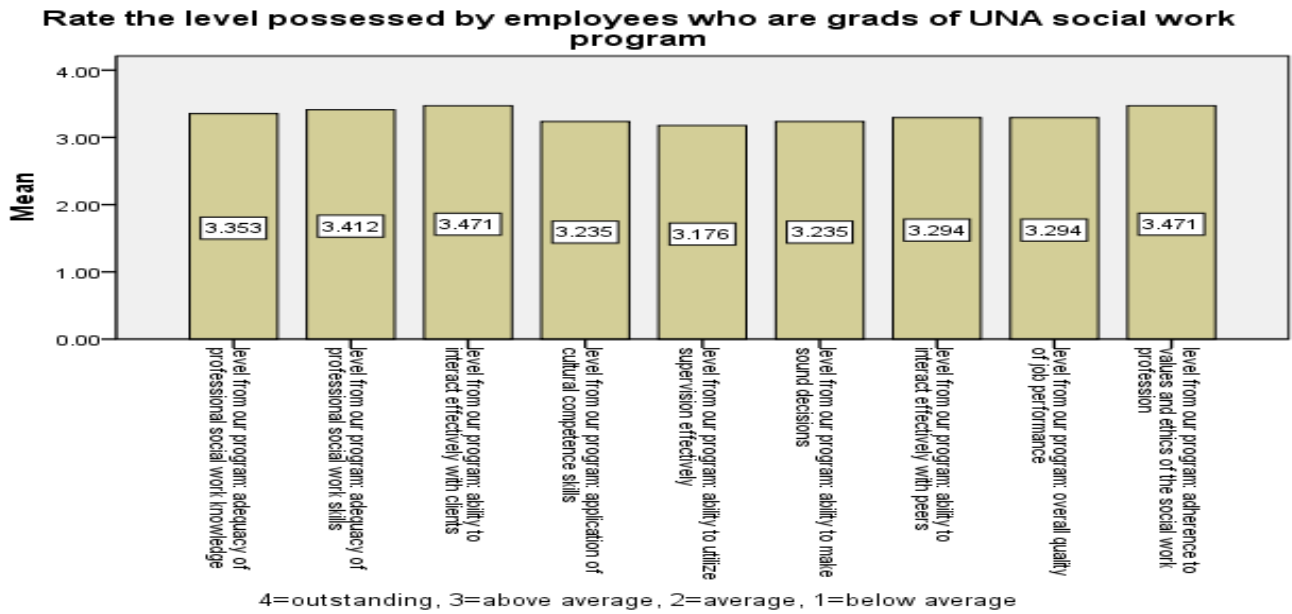
All 17 respondents (100%) report that they will continue to employ BSW graduates from UNA's social work program.

### Employer Ratings of UNA BSW graduates compared to graduates of other programs

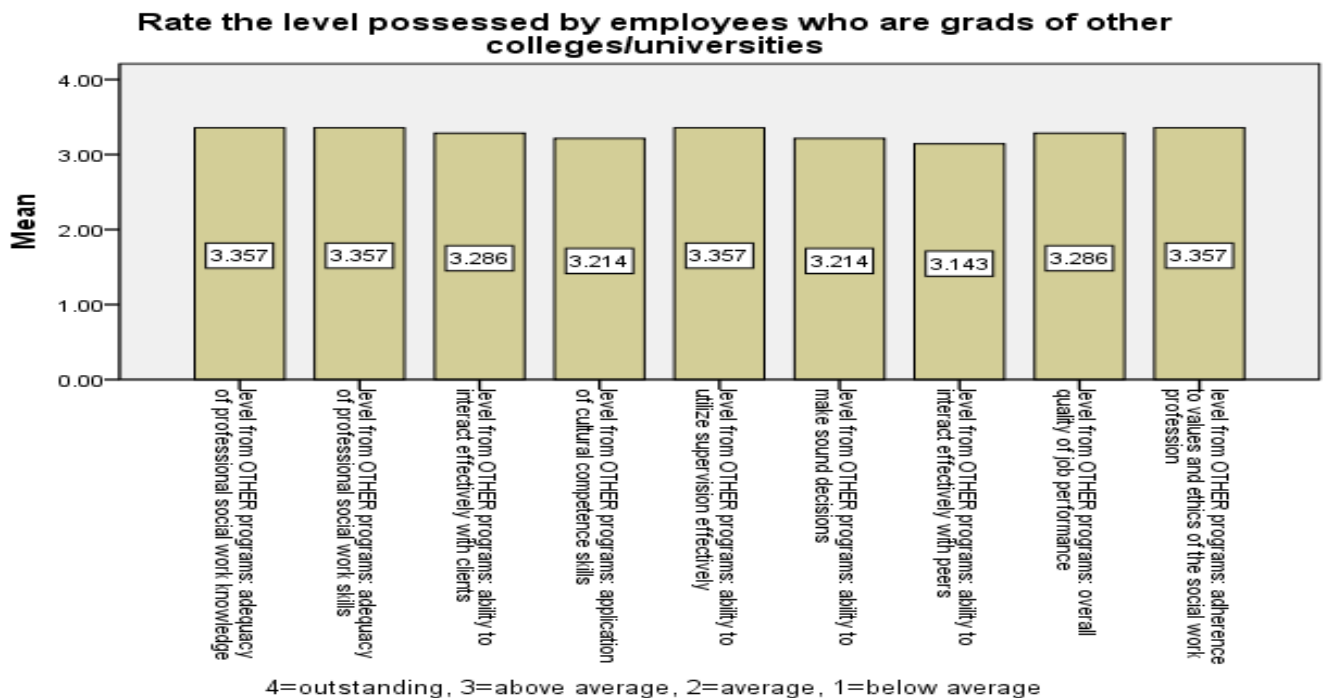
Please see the bar chart below for a rating of the importance of each skill/competency/knowledge area to the employers' organization.



Please see the bar chart below for a rating of the level of each skill/competency/knowledge possessed by employees who are graduates of UNA's social work BSW program.



Please see the bar chart below for a rating of the level of each skills/competency/knowledge possessed by employees who are graduates of other colleges or universities.



### **Additional Comments from Employers**

Five employers included additional comments on the returned surveys. They are:

- My social worker is fantastic. She is a good advocate—thank you for training her!
- The program needs an intro to using supervision. Some BSW and MSW graduates think they know everything.
- One of our BSW grads is outstanding. The other has weaknesses that are a function of her personality, this is not a reflection on the BSW program.
- My only complaint is that you don't teach Federal court cases that impact social services in Alabama.
- UNA produces outstanding professional social workers. The last few interns have been outstanding.

### **Discussion**

There are several very positive findings from this survey of those who employ BSW graduates from UNA. First, all respondents indicated that they would continue to employ UNA graduates in the future. The major finding however, lies in the comparison between employer ratings of UNA BSW graduates compared to BSW graduates from other programs. Of the nine areas assessed, UNA graduates were rated higher on seven of the nine. The two areas where UNA grads were not rated higher showed only marginal differences: 3.353 for UNA compared to 3.357 for other programs on “adequacy of professional social work knowledge” and 3.176 for UNA compared to 3.357 for other programs on “ability to utilize supervision effectively”. It should be noted that all ratings for UNA students as well as those from other programs fell into the categories of “above average” or “outstanding”. This data illustrates that UNA is keeping pace with or exceeding other social work programs in terms of employer satisfaction with our graduates.

**11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments:**

Supporting documentation for the assessment of student learning outcomes and continuous improvement is presented in Table 6 below:

**TABLE 6 - ASSESSMENT OF STUDENT LEARNING OUTCOMES  
(2009/2010 to 2012/2014)**

All accredited Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

<b>Student Learning Outcomes</b>	<b>Student Learning Outcomes BENCHMARK</b>	<b>PERCENTAGE OF STUDENTS ACHIEVING LEARNING OUTCOME BENCHMARKS</b>
Identify as a Professional Social Worker	80 %	92%
Apply Ethical Principles	80 %	86%
Apply Critical Thinking	80 %	86%
Engage Diversity in Practice	80 %	93%
Advance Human Rights/ Social and Economic Justice	80 %	88%
Engage Research Informed Practice/ Practice Informed Research	80 %	91%
Apply Human Behavior Knowledge	80 %	89%
Engage Policy Practice to Advance Well-Being and Deliver Services	80 %	91%
Respond to Practice Contexts	80 %	92%
Practice Engagement	80 %	92%
Practice Assessment	80 %	88%
Practice Intervention	80 %	89%
Practice Evaluation	80 %	87%

## 12. Planning

### 12.1 Outline program goals over the next five years including, but not limited to, accreditation/re-accreditation, enrollment or expansion, and curriculum:

#### Departmental Goals for next five years

- ♦ hire a full-time tenure-track faculty member to meet program needs
- ♦ implement Certificate of Child Welfare Practice starting Fall 2015
- ♦ offer SW230 Introduction to Social Work at Northwest Shoals Community College campus starting Fall 2015
- ♦ contract with the states of Alabama and Tennessee to receive Title IV-E Child Welfare tuition-assistance funding for Social Work students starting Fall 2015
- ♦ offer a Social Work Licensure Exam Preparation Course open to students and community
- ♦ achieve 100% Reaffirmation of Accreditation in 2019
- ♦ enhance enrollment and retention rates

### 12.2 Outline faculty development goals for the next five years including new faculty, research, and professional development:

Faculty development goals for the next five years are listed below:

#### Joy Borah

##### Teaching:

- Continue to achieve excellence in teaching
- Strengthen departmental assessment component for continuous improvement.
- Enhance offerings and implement curriculum revisions based on assessment data

##### Research:

- Apply for grant
- Submit 2 articles for presentation/publication in professional conference/peer-reviewed journal

##### Professional Development:

- Initiate self-study planning process in preparation for CSWE Reaffirmation in 2019
- Continue to be active nationally with the Council on Social Work Education, Departmental and University-wide committees and area social service agencies.
- Offer Social Work Licensure Exam Preparation Course open to students and community

#### Freda Coleman-Reed

##### Teaching:

- Add additional teaching methods and strategies to enhance student learning and increase course retention.

##### Research:

- Actively works with Social Work faculty to develop and implement a Child Welfare and Services Certificate program as well as Child Welfare Stipend program.
- Collaborate with other Faculty to write a manuscript for publication in a peer-reviewed journals.

##### Professional Development:

- Serve as Faculty Advisor for the Social Work Organization, and continue developing activities, projects, and interest that support positive campus and community relationships.

### Katherine Crisler

#### Teaching:

- Revise curriculum in SW 360 Social Work Knowledge, Skills, Values and SW 361 Social Work with Individuals and Families to incorporate new text edition (Techniques and Guidelines for Social Work Practice, 10<sup>th</sup> edition).
- Coordinate with Social Work faculty to implement Child Welfare Certificate.
- Develop curriculum for new course SW 425 Child Welfare Practices and Policies and teach the course in Spring 2016.

#### Research:

- Attend meetings and contribute as a member of the Higher Education Consortium on Child Welfare to develop appropriate teaching materials for undergraduate social work programs, collect data for targeted research identified by the Consortium, and participate in the annual professional conference presented by the Consortium.
- Attend meetings and contribute as a working member of the Quality Assurance Team at the Alabama Department of Human Resources, including conduct quality service reviews (i.e., interviews, case record reviews, and special studies) to generate data regarding evaluation of social work practice.

#### Professional Development:

- Attend meetings and contribute as a member of the QEP Discovery Leadership Team in implementation of the UNA Quality Enhancement Plan across the University community.
- Function as the QEP coordinator for the Department of Social Work.
- Attend meetings and contribute as a working member of the Faculty Senate as representative of the Department of Social Work.

### John Hodges

#### Teaching:

- Successfully teach FYE 101 section, continue with current courses—achieve good mix of service learning and classroom activities and receive good course evaluations.

#### Research:

- Achieve publication of one article in a peer-reviewed journal (first-generation college student article).
- Present at the 2015 Alabama-Mississippi Social Work Education Conference, Hattiesburg, MS. Abstract submitted, waiting to hear on acceptance status.

#### Professional Development:

- Continue to serve on all current committees; add new ones as needed.

### Jacqueline Winston

#### Teaching:

- Review and update course materials to reflect current social services trend and department curriculum revision.
- Collaborate with Field Faculty to develop and host Field supervisors' training to evaluate and explore professional community service needs to inform department's curriculum development

#### Research:

- Collaborate with department faculty to implement Child Welfare certificate program.
- Attend regional and national conferences with focus on orientation to revised CSWE accreditation standards.

#### Professional Development:

- Work in partnership with Alabama A&M faculty to assist in coordination of the satellite MSW program
- Participate on community boards and committee to develop training opportunities.

### **13. Program Recommendations**

#### **13.1 Recommendations for changes which are within the control of the program:**

The Department of Social Work has a system of assessment procedures to evaluate stated goals, objectives and student learning outcomes to achieve program effectiveness. The cycle of assessment involves comprehensive program planning, self-study and review for accreditation by Social Work faculty. Student Learning Outcomes are measured at five different points in time and broken down by graduation cohort:

- at the student's entry into the program
- at the conclusion of the student's internship placement
- ongoing during each social work course
- annual survey of employers
- after one year of graduation

Assessment outcomes, program and curriculum matters are discussed at the Departmental Assessment Retreat held every summer and necessary changes made as a part of the Department's commitment to continuous improvement. While some of these activities are within the control of the program, some activities such as procuring licensure data, recruitment, marketing and developing certificate programs will require additional resources from University administration. Regarding licensure, the entire social work curriculum prepares students for the licensure exam. A plan to get reports from the Alabama State Board of Social Work Examiners on the number of our graduates who take the social work licensing examination, the number who pass the examination and national averages for comparison purposes requires additional financial support from administration.

#### **13.2 Recommendations for changes that require action at the Dean, Provost, or higher, which are congruent to and support the institution's mission and strategic plan:**

1. New Tenure-Track Faculty Position

The Department recognizes that its faculty resources currently are stretched with the number of majors. Request for a new tenure-track faculty position for 2015-16 was approved by the College of Arts and Sciences Budget Committee as well as the strategic Planning and Budget studies Committee, and is awaiting the final decision of the President.

2. Additional Space

The Department needs additional faculty space in Stevens Hall.

3. There is a need for a laboratory for observing and video-recording interviews to develop students' clinical skills for interviewing.