

**Annual Faculty Retreat Report for FY 2017 – 2018**

**Annual Assessment of Competencies (AAOC) outcomes (Attached)**

**Department Exit Exam Data**

**Exit Exam Outcomes Report Fall 2017**

**Exit Exam Outcomes Report Spring 2018**

**Follows**

**Annual Faculty Retreat FY 2017 – 2018**  
**Annual Assessment of Competencies (AAOC) outcomes (Attached)**

**Fall 2017 - Program Assessment Measure Outcomes**

Benchmarks were met by the overwhelming majority of courses with only one measure falling below the benchmark of 80 (59%) in SW 362 Social Work with Groups, Organizations, and Communities.

Faculty identified continuous improvement efforts in that course Fall 2017. Faculty has revised the Community Analysis Project to include a practice application prior to initiating the actual project benchmarks in FY 2018 – 2019.

Several other courses who had met the benchmark of 80 identified continuous improvement measure the Faculty identified as beneficial to enhancing attainment of the competency and dimensions:

- SW 315 ( Human Behavior and the Social Environment I: Infancy to Young Adulthood) – Revise Role Play: Child Protective Services assignment to include progress notes.
- SW 315 ( Human Behavior and the Social Environment I: Infancy to Young Adulthood) – Revise Self-Assessment section of the Reflection Paper: Assessment of Service Learning Experience assignment to include more discussion of cognitive and affective processes
- SW 360 (Social Work skills) – Revise the Social Work Practice Perspectives/Theories/Models assignment to add require students to create example of specific theory model
- SW 361 (Social Work with Individuals and Families – Add requirement to Community Action Agency Client Home Visits: Individualized Service Plans (ISP) assignment that for students participate in a verbal class presentation to describe development of one client ISP.

Implicit Measures continuous quality improvement items are addressed after the Spring 2018 Program Assessment Measure (PAM) outcomes report. Exit Exam data for FY 2017 – 2018 with the Exit Exam Outcome reports for Fall 2017 and Spring 2018 follows. Subsequently, the Annual Assessment of Competencies (AAOC) for FY 2017 -2018 follows that report.

**Spring 2018 - Program Assessment Measure Outcomes**

Benchmarks were met by all courses except SW 305 (Social Services, Programs, and Policies) Policy Analysis assignment. For that measure 75% of the class met the benchmark. Faculty identified will revise the assignment to include an overview of policies linked to Social Justice issues. There was improvement this semester in SW 362- Social Work with Groups, Organizations, and Communities Community Analysis Project measure. The benchmark was met by 80% or greater on this measure. This Spring, it is notable that 93% of the class met the benchmark.

Although the majority of the courses met the benchmark, Faculty in SW 432/ SW 433 (Field Internship in Social Work I and II) identified continuous improvement efforts in specific courses for Spring 2018:

- SW 432/ SW 433 (Field Internship in Social Work I and II) Revise Paper# 2: “The Problem Solving Approach” by restructuring the Integrative seminar start dates for course review.
- SW 432/ SW 433 (Field Internship in Social Work I and II) Review Paper # 4- Final Report on Field Experience for question clarity.

**Note:** Implicit measures continuous quality improvement items are addressed next. Exit Exam data for FY 2017- 2018 along with the Exit Exam outcome report for Spring 2018 follows. Lastly, the Annual Assessment of Competencies (AAOC) for FY 2017 -2018 follows that report.

### **Report on Implicit Measures FY 2017 - 2018**

Dr. Hodges, Department Chairperson, reported the following Implicit Curriculum measure continuous quality improvement items for FY 2017 – 2018. The Perpetual Calendar for FY 2017 -2018 is attached. Changes to the Perpetual Calendar for FY 2018-2019 will be made and distributed to Faculty.

Based on the faculty’s discussion and the Chair’s report on assessment of the implicit curriculum at the annual faculty retreat, the following changes were made during the academic year 2017-2018:

- The Social Work Organization (SWO) sponsored mentoring social events Fall 2017 and Spring 2018. SWO Officers reported students who participated expressed a desire to continue mentoring by those students in the Professional sequence of the Curriculum with student members of SWO in the Pre-professional sequence. Increased emphasis on the student organization (SWO), to support their efforts in socializing their peers to the profession. One way they do this is to bring in professional social workers as guest speakers at SWO meetings
- Positive responses by students on the Advising Evaluation (See Appendix 3). Increase focus on professional advising as a result of the Evaluation.
- Faculty met regarding Matriculation outcomes Fall and Spring FY 2017-2018. Both semesters, Faculty suggested strengthening the matriculation interview to include more emphasis on professionalization as well as more awareness of the students’ cognitive/affective processing. Focus in these areas will be a part of Matriculation process for FY 2018-2019. Additionally, Strengthening the professional mentoring of all students via the “Connections Across the Curriculum” meetings will occur.

The **Annual Assessment of Competencies (AAOC)** outcomes composed of PAMS for Fall 2017/ Spring 2018 follows.

**Chart XX: The Program Assessment Matrix – Fall 2017**

Competency	Course	Assignments	Dimension(s) (K,S,V, C/A)				Bench mark	% of students each course Achieving Benchmark	Mean score of the measure (assignment/ activity)	Quality Improvement Notes
			K	S	V	C/ A				
							<b>80 %</b>			
1: Demonstrate Ethical and Professional Behavior	230	Resource Development	X	X			80%	90 %	91	Benchmark met Change in faculty for on campus in Fall 2017
	315	NASW Code of Ethics Quiz	X		X		<b>80 %</b>	96%	99	Revise assignment to reflect revisions Code of Ethics
	360	Evaluation of SW Practice Setting: Agency Interview and Presentation	X	X	X		<b>80 %</b>	94%	94	Add discussion of agency policies directly impacted by federal legislation
	361	Community Action Agency Client Home Visits and Response Paper		X	X	X	<b>80 %</b>	93%	93	Benchmark met
	432/433	Weekly logs		X	X	X	<b>80 %</b>	95%	93	Benchmark met
2: Engage Diversity and Difference in Practice	305	Analysis of Social Welfare Issues Paper	X		X	X	<b>80 %</b>	99%	84	Develop an overview of policies linked to Social Justice issues.
	316	Middle Adulthood Genogram Project	X	X	X	X	<b>80 %</b>	100%	93	Benchmark met
	324	Ethnic and Social Cultural Groups Project	X	X	X	X	<b>80 %</b>	100 %	93	Benchmark met
	432/433	Paper# 2: "The Problem Solving Approach"	X		X		<b>80 %</b>	82%	91	Restructure Integrative seminar start date for course review
3: Advance Human Rights and Social, Economic, and Environmental Justice	230	Advocacy: Services for Clients with Disabilities	X		X	X	<b>80 %</b>	90%	85	Benchmark met Change in faculty for on campus in Fall 2017
	305	Policy Analysis Paper	X	X	X		<b>80 %</b>	100%	86	Benchmark met
	324	Ethnic and Social Cultural Groups Project: Policy Development Assignment	X	X	X		<b>80 %</b>	100 %	93	Benchmark met
	350	Group Presentation: How Statistics Helps or Harms Vulnerable Populations	X		X	X	<b>80 %</b>	89%	92	Benchmark met
	432/433	Paper # 4- Final Report on Field Experience	X		X	X	<b>80 %</b>	100%	99	Benchmark met

Competency	Course	Assignment	Dimension(s) (K,S,V, C/A)				Bench mark	% of students each course Achieving Benchmark	Mean score of the measure (assignment/ activity)	Quality Improvement Notes
			K	S	V	C/ A				
4: Engage in Practice-informed Research and Research-informed Practice	350	Mid-term and Final Exam	X	X			80 %	89%	90	Benchmark met
	360	Social Work Practice Perspectives/Theories/Models	X				80 %	94%	95	Revise assignment to add require to create example of specific theory model
	370	Agency-based Final Research Paper	X	X	X		80 %	83%	84	Benchmark met
	432/433	Paper #3 Evidence-Based Practice Experience	X	X		X	80 %	100%	97	Benchmark met
5: Engage in Policy Practice	305	Policy Analysis Paper: Policy Recommendations	X		X	X	80 %	100%	86	Benchmark met
	324	Ethnic and Social Cultural Groups Project: Policy Development Assignment	X	X	X		80 %	100 %	93	Benchmark met
	432/433	Paper #1 Agency Structure and Policy Analysis	X		X		80 %	100%	94	Benchmark met
6: Engage with Individuals, Families, Groups, Organizations, and Communities	315	Role Play: Child Protective Services	X	X	X	X	80 %	96%	98	Revise assignment to include progress note
	316	Later Adulthood Project	X	X	X	X	80 %	94	84	Benchmark met
	432/433	Weekly logs		X	X	X	80 %	93%	90	Benchmark met
7: Assess Individuals, Families, Groups, Organizations, and Communities	316	Later Adulthood Project	X	X	X		80 %	91%	84	Benchmark met
	360	Case Scenarios: Role Play and Progress Notes Exercise	X	X	X	X	80 %	93%	95	Benchmark met
	432/433	Case Presentation Assignment	X		X	X	80 %	84%	88	Benchmark met
8: Intervene with Individuals, Families, Groups, Organizations, and Communities	361	Community Action Agency Client Home Visits: Individualized Service Plans (ISP)	X	X			80 %	88%	93	Add requirement for student verbal in-class presentation to describe development of one client ISP
	362	Psychoeducational Group Project: Development and Presentation	X	X	X	X	80 %	100%	90	Benchmark met
	432/433	Paper# 2 "The Problem Solving Approach		X	X	X	80 %	82%	91	Benchmark met

Competency	Course	Assignment	Dimension(s) (K,S,V, C/A)				Bench mark	% of students each course Achieving Benchmark	Mean score of the measure (assignment/ activity)	Quality Improvement Notes
			K	S	V	C / A				
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	362	Community Analysis Project	X	X			80 %	59%	83	Revise Community analysis Project to include a practice application prior to initiating the actual project
	370	Class Activities: Single Case Design and Program Evaluation	X	X			80 %	81%	82	While this meets benchmark, will strengthen class with more content on single-case design as it applies to social work clients in agencies.
	432/433	Case Presentation Assignment	X		X	X	80 %	84%	88%	Benchmark met
10: Community Engagement and Service Learning	315	Reflection Paper: Assessment of Service Learning Experience	X	X	X	X	80 %	96%	96	Revised Self-Assessment section to include more discussion of cognitive and affective processes
	361	Response Paper: Community Action Agency Service Learning Experience	X	X	X	X	80 %	85%	84	Five students did not submit the assignment which lowered the benchmark percentage and mean; students who submitted work met all assignment requirements
	362	Community Service Learning Project	X	X	X		80 %	59%	83	Revise Community analysis Project to include a practice application prior to initiating the actual project
	432/433	Weekly logs		X	X	X	80 %	93%	90	Benchmark met



**Chart XX: The Program Assessment Matrix – Spring 2018**

Competency	Course	Assignments	Dimension(s) (K,S,V, C/A)				Bench mark	% of students each course Achieving Benchmark	Mean score of the measure (assignment/ activity)	Quality Improvement Notes
			K	S	V	C/A				
							<b>80 %</b>			
<b>1: Demonstrate Ethical and Professional Behavior</b>	230	Resource Development	X	X			80%	96%	96	Benchmark met
	315	NASW Code of Ethics Quiz	X		X		<b>80 %</b>	96	91	Faculty Change Spring '18 Benchmark met
	360	Evaluation of SW Practice Setting: Agency Interview and Presentation	X	X	X		<b>80 %</b>	85%	88	Benchmark met
	361	Community Action Agency Client Home Visits and Response Paper		X	X	X	<b>80 %</b>	93%	93	Benchmark met
	432/433	Weekly logs: Section C – Implications for Professional Growth		X	X	X	<b>80 %</b>	90%	90	Benchmark met
<b>2: Engage Diversity and Difference in Practice</b>	305	Analysis of Social Welfare Issues Paper	X		X	X	<b>80 %</b>	75%	84	Develop an overview of policies linked to Social Justice issues.
	316	Middle Adulthood Genogram Project	X	X	X	X	<b>80 %</b>	88%	93	Benchmark met
	324	Ethnic and Social Cultural Groups Project	X	X	X	X	<b>80 %</b>	96	92	Benchmark met
	432/433	Paper# 2: “The Problem Solving Approach”	X		X		<b>80 %</b>	63%	83	Restructure Integrative seminar start date for course review
<b>3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	230	Advocacy: Services for Clients with Disabilities	X		X		<b>80 %</b>	84%	84	Benchmark met
	305	Policy Analysis Paper	X	X	X		<b>80 %</b>	85%	80	Benchmark met
	324	Ethnic and Social Cultural Groups Project: Policy Development Assignment	X	X	X		<b>80 %</b>	96%	92	Benchmark met
	350	Group Presentation: How Statistics Helps or Harms Vulnerable Populations	X		X	X	<b>80 %</b>	91%	96	Benchmark met
	432/433	Paper # 4- Final Report on Field Experience	X		X	X	<b>80 %</b>	83%	94	Review assignment for question clarity.  Benchmark met



Competency	Course	Assignment	Dimension(s) (K,S,V, C/A)				Bench mark	% of students each course Achieving Benchmark	Mean score of the measure (assignment/ activity)	Quality Improvement Notes
			K	S	V	C/A				
									Benchmark met	
4: Engage in Practice-informed Research and Research-informed Practice	350	Mid-term and Final Exam	X	X			80 %	87%	85	Benchmark met
	360	Social Work Practice Perspectives/Theories/Models	X				80 %	85%	86	Benchmark met
	370	Agency-based Final Research Paper	X	X	X		80 %	96%	90	Benchmark met
	432/433	Paper #3 Evidence-Based Practice Experience	X	X		X	80 %	83%	91	Benchmark met
5: Engage in Policy Practice	305	Policy Analysis Paper:	X		X	X	80 %	85%	80	Benchmark met
	324	Ethnic and Social Cultural Groups Project: Policy Development Assignment	X	X	X		80 %	9%6	92	Benchmark met
	432/433	Paper #1 Agency Structure and Policy Analysis	X		X		80 %	100%	95	Benchmark met
6: Engage with Individuals, Families, Groups, Organizations, and Communities	315	Role Play: Child Protective Services	X	X	X	X	80 %	89%	90	Faculty Change Spring '18 Benchmark met
	316	Later Adulthood Project	X	X	X	X	80 %	92%	91	Benchmark met
	432/433	Weekly logs: Section A – Practice Related Information		X	X	X	80 %	90%	90	Benchmark met
7: Assess Individuals, Families, Groups, Organizations, and Communities	316	Later Adulthood Project	X	X	X		80 %	92%	91	Benchmark met
	360	Case Scenarios: Role Play and Progress Notes Exercise	X	X	X	X	80 %	85%	85	Benchmark met
	432/433	Case Presentation Assignment: Item 3	X		X	X	80 %	86%	88	Benchmark met
8: Intervene with Individuals, Families, Groups, Organizations, and Communities	361	Community Action Agency Client Home Visits: Individualized Service Plans (ISP)	X	X			80 %	93%	93	Benchmark met
	362	Psychoeducational Group Project: Development and Presentation	X	X	X	X	80 %	97%	89	Benchmark met
	432/433	Paper# 2 "The Problem Solving Approach: Items 3-7		X	X	X	80 %	86%	88	Benchmark met

Competency	Course	Assignment	Dimension(s) (K,S,V, C/A)				Bench mark	% of students each course Achieving Benchmark	Mean score of the measure (assignment/ activity)	Quality Improvement Notes
			K	S	V	C/A				
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	362	Community Analysis Project	X	X			80 %	100%	90	Benchmark met
	370	Class Activities: Single Case Design and Program Evaluation	X	X			80 %	83%	81	Benchmark met
	432/433	Case Presentation Assignment: Items 4 and 5	X		X	X	80 %	86%	88	Benchmark met
10: Community Engagement and Service Learning	315	Reflection Paper: Assessment of Service Learning Experience	X	X	X	X	80 %	96%	95	Faculty change Spring '18 Benchmark met
	361	Response Paper: Community Action Agency Service Learning Experience	X	X	X	X	80 %	100%	100	Benchmark met
	362	Community Service Learning Project	X	X	X		80 %	93%	91	Benchmark met
	432/433	Weekly logs		X	X	X	80 %	90%	90	Benchmark met

<b>Department Exit Exam Data</b>			
<b>DEMOGRAPHICS</b>	<b>SEMESTER/ YEAR</b>		
	<b>S17</b>	<b>F17</b>	<b>S18</b>
<b>RACE</b>			
Caucasian/ White	<b>25</b>	<b>23</b>	<b>18</b>
African American	<b>7</b>	<b>1</b>	<b>13</b>
Hispanic/ Non-White	<b>1</b>	<b>1</b>	<b>1</b>
Asian American	<b>0</b>	<b>1</b>	<b>0</b>
Native American	<b>0</b>	<b>0</b>	<b>0</b>
Other	<b>0</b>	<b>0</b>	
<b>SEX/ GENDER IDENTIFICATION</b>			
Female	<b>31</b>	<b>22</b>	<b>31</b>
Male	<b>2</b>	<b>3</b>	<b>1</b>
<b>Mean Score</b>	<b>74</b>	<b>74</b>	<b>68</b>
<b>Total Class</b>	<b>33</b>	<b>25</b>	<b>32</b>

## Exit Exam Outcomes Report

**Fall 2017** –The Exit Exam occurred electronically through the CANVAS platform. The average class score **exceeded the established Benchmark of 70%**. The overall mean score for Fall 2017 was 74%. The highest score was 90 and the lowest score 46 with a standard deviation of 5.71. Approximately, a fifth of the students scored below 70: 5 students scored in the 60s and one student 46. Fall Exit exams results held steady from Spring 2017 (74 mean score). As in previous Exit exam outcomes, on several questions 50% or more of the class answered incorrectly: question #3 (42%)- In the transition stage of a group ; question #7 (58%) \_\_\_\_\_ and \_\_\_\_\_ issues are necessary because of the tendency of social workers to lose objectivity, accuracy, and sensitivity; question #9 (3%) Social Work has a value stance that \_\_\_\_\_ and \_\_\_\_\_ directed against any group are damaging to the social, emotional and economic well-being of the affected group and of society as a whole; question #22 (39%) Identify the incorrect statement regarding Piaget's theory of cognitive development; and question # 50 (30%) All of these are criteria for a structuring a good hypothesis except.

By contrast, 100% of the class answered the following eight questions correctly: #13 - Assume you have ten different clients in your caseload who have each been given the same diagnosis using the DSM-5. Which of the following is correct?; #16 - Identify the best reflective social worker response in the case examples. Client (age 9): "I hate school! I'm never going back there because everybody is so stupid and they hate me."; #19 - Which of the following is true about home visits; #21 - Social workers must have a sound knowledge base about human development because; #23 - Regarding the cycle of abuse seen in domestic violence cases, which sequence correctly describes the phases of abuse; #32 - Assessing physical and behavioral indicators of child maltreatment involves; #41- Which of the following are examples of nonverbal communication?; #44 - The following is true about stress.

Finally, this is the second semester there were a high number students with incorrect responses to question #9 (3%); question #22 (30%), and question # 50 (22%). However, it is notable the number of correct answers for the questions did increase over the previous semester. Results from the Exit Exam will be offered during the Annual Faculty Assessment Retreat to inform Faculty and to determine if any continuous quality improvement efforts are warranted.

## Exit Exam Outcomes Report

**Spring 2018** - The Exit Exam occurred electronically through the CANVAS platform. The average class score was just below the established Benchmark with an overall score of 68%. The highest score was 92 and the lowest score 46 with a standard deviation of 12.03. Student scores varied in the following manner: 3 students scored in the 90s, 4 students scored in the 80s, 10 students scored in the 70s, 8 students scored in the 60s, 5 students scored in the 50s, and 2 students scored in the 40s. Spring Exit exams results decreased over Fall 2017 (74) and Spring 2017 (74). As in previous Exit exam outcomes, on several questions 50% or more of the class answered incorrectly: question #3 (32%) - In the transition stage of a group ; question #7 (39% ) \_\_\_\_\_ and \_\_\_\_\_ issues are necessary because of the tendency of social workers to lose objectivity, accuracy, and sensitivity; question #9 (10%) Social Work has a value stance that \_\_\_\_\_ and \_\_\_\_\_ directed against any group are damaging to the social, emotional and economic well-being of the affected group and of society as a whole; question #18 - What is the maximum time limit for receiving TANF imposed by the federal government?; question #22 (39%) Identify the incorrect statement regarding Piaget's theory of cognitive development; question #43 (26%) - Social disorganization occurs when a large organization or an entire society is imperfectly organized to achieve its goals and maintain its stability; question # 47 (19%) Of the three psychological adjustments to aging suggested by Peck, the one that refers to getting past our preoccupation with our physical selves is; and question # 50 (26%) All of these are criteria for structuring a good hypothesis except.

By contrast, 90 - 100% of the class answered the following six questions correctly: #6 can be a primary reason for termination of a worker-client relationship involving individuals from diverse cultural backgrounds; question #13 \_\_\_\_\_ can be a primary reason for termination of a worker-client relationship involving individuals from diverse cultural backgrounds.; #16 - Identify the best reflective social worker response in the case examples; #19 - Which of the following is true about home visits; #21 - Social workers must have a sound knowledge base about human development because; #35 - Midlife need not be a time of serious crisis but a time of expected transition and change.

Finally, this is the third semester there were a high number of students with incorrect responses to question # 50 (26%). However, it is notable the number of correct answers for this question did increase over the previous semester. Results from the Exit Exam will be offered during the Annual Faculty Assessment Retreat to inform Faculty and to determine if any continuous quality improvement efforts are warranted.