

Social Work

Tuesday, January 9, 2024 4:24 PM

This is the place to store assessment data for each of your program's learning outcomes. *You will record assessment data every year.* Periodically — twice during each five-year program review cycle — you will record your analysis of the data and indicate any program changes made or planned based on the assessment.

Program/Major Information
Name of the Academic Program/Major: BBS - Social Work, BBS – Social Work Administration, BS – Social Work and Psychology
Department: Social Work
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Mission Statement
HSU Mission Statement: The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

How did program faculty participate in assessment planning and data collection?
With only two full-time social work faculty, we work closely together in all aspects of program, curriculum, policies, and evaluation. Outcome measures are intentionally designed in each course to meet the competencies and practice behaviors put forth by our accrediting body, the Council on Social Work Education (CSWE) within compliance of the Education Policies and Accreditation Standards, 2022. All faculty play a role in data collection and assessment, changes in the curriculum, to policies, and documents related to program evaluation and accreditation. The Social Work Department also has a Social Work Advisory Council comprised of current and former faculty, current students, alumni, and community partners who assist in an advisory capacity in program evaluation, policies, curriculum, and program activities.

Program changes made based on assessment data & analysis (add boxes as needed)
Program Change: As the Educational Policies and Accreditation Standards (EPAS) for accreditation set forth by the Council on Social Work Education were revised and changes to EPAS went into effect in June 2022, changes were made in assessment in the 2022 – 2023 academic year. Changes were made to the HSU Social Work Student Handbook, HSU Social Work Field Manual inclusive of the Field Evaluation tools used in program assessment of learning outcomes, all course syllabi, and some course assignments. Date Adopted: Fall 2022
Program Change: We received feedback from a volunteer subcommittee within our Social Work Advisory Council in the Spring/Summer 2022 to modernize the theoretical framework of the Social Work program, to better align with the current needs of the education for our students and in accordance with the alterations in the CSWE EPAS. Date Adopted: Fall 2022
Program Change: Date Adopted:
Program Change:

Date Adopted:

Planned Changes

No significant alterations are planned at this time for the Social Work program.

Response to Feedback on Prior Assessment Reporting

Briefly describe how you used the feedback on your last ALOC report or 5-year Program Review, including any changes to data collection or reporting.

The tables below suggest a format for your assessment data that will be familiar to your colleagues across campus. If the program has a specialized accreditation, and the accreditor prefers a different format, you may use that instead.

Each program should keep assessment data for at least three learning outcomes, at least one of which is an external measure. If you are reporting on related programs, each should probably have an additional outcome unique to itself. Your data should span multiple years, running through the academic year just prior to the March 1 reporting date.

Learning Outcome 1.

Timing of Assessment: After graduation Near graduation Other (specify):

Learning Outcome:

Learning Outcome:

Students will Demonstrate Ethical and Professional Behavior.

Professionalism is exhibited as practice behaviors outlined by the Council on Social Work Education as: demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes as appropriate to context; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

Method of Assessment and Criteria for Success

Method of Assessment:

Spring Field Instructor Evaluations

Recent Graduate Survey

Check if this is an external measure.

Criteria for Success:

Spring Field Instructor Evaluation of students also lists a large number of behavior, attitudes, etc. to be accomplished by the student. The Field Instructor evaluates each behavior, attitude, etc. on a scale of 1 to 5 with the following interpretations:

1=Poor

2=Marginal

3=Acceptable

4=Good

5=Superior

The benchmark for each behavior, attitude, etc. is 4.0, "Good", which is less than "Superior" but better than "Acceptable".

The type analysis used for each question is a mean score of those who were evaluated.

The final Spring Evaluation for each student is completed in April of each year. The Field Coordinator collects all the evaluations then inputs and analyzes the data in May.

Recent Graduate Survey

This instrument has a series of questions, each of which is measured by the responder selecting their response to a scale of 1 “Very Poor” to 5 “Excellent” as in the following format example:

Superior	Good	Acceptable	Marginal	Poor
5	4	3	2	1

How well the Social Work Department taught and prepared you:

“Students will identify as a professional social worker and conduct themselves accordingly. Social Workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

- Advocate for client access to services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation

Rationale for criteria selected:

This assessment tool was selected as it is a standardized measurement utilized by the community field instructors readily engaging with our students daily learning and interactions in pre-professional settings. These assessments align directly with the competencies defined with the Council on Social Work Educational Policy Accreditation Standards for the social work program accreditation.

The Recent Graduate Survey allow recent graduates to rank their capacity to engage in competencies that align with the expectations of the CSWE Educational Competencies based on the program's taught and prepared them prior to graduation.

Assessment Results

Report data for multiple years to show trends in student achievement. Take the space you need, expanding the cells below or putting your data beneath the table.

Quantitative data for Learning Outcome:

Spring Field Instructor Evaluations

Data Collected	Analysis Criteria Utilized	Total Possible # of Participants	# of Participants	Response Rate	Mean Score	# exceeding criterion	% exceeding criterion
Spring 2023	Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	12	12	100%	4.5	7	58%
Spring 2023	Student uses supervision and consultation to guide professional judgment and behavior.	12	12	100%	4.5	6	50%
Spring 2023	Student uses supervision and consultation to guide professional judgment and behavior.	12	12	100%	4.3	6	50%
Spring 2023	Student applies knowledge of human behavior and person-in environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	12	12	100%	4.7	8	67%
Spring 2023	Student demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	12	12	100%	4.6	7	58%

Spring 2023	Student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	12	12	100%	4.3	4	33%
Spring 2023	Student critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	12	12	100%	4	2	17%

Recent Graduate Survey

Data Collected	Analysis Criteria Utilized	Total Possible # of Participants	# of Participants	Response Rate	Mean Score	# exceeding criterion	% exceeding criterion
Spring 2024	Use of self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	12	6	50%	4.9	6	100%
Spring 2024	Demonstrate professional demeanor in behavior, appearance, and communication	12	6	50%	5	6	100%
Spring 2024	Use technology ethically and appropriately to facilitate practice outcomes	12	6	50%	4.9	6	100%
Spring 2024	Use supervision and consultation to guide professional judgement and behavior	12	6	50%	4.9	6	100%

Qualitative data for Learning Outcome:

Analysis of Data for Learning Outcome 1 (every other year: add rows as needed)

Date:

Analysis: Will be reported in the following year

Date:

Analysis:

Learning Outcome 2.

Timing of Assessment: After graduation Near graduation Other (specify):

Learning Outcome:

Students will Engage in Policy Practice

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

1. assess how social welfare and economic policies impact the delivery of and access to social services;
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Method of Assessment and Criteria for Success

Method of Assessment:

Spring Field Instructor Evaluations

SCWK 3365 Social Welfare Policy II Assignments

YES - Check if this is an external measure.

Criteria for Success:

Spring Field Instructor Evaluation of students also lists a large number of behavior, attitudes, etc. to be accomplished by the student. The Field Instructor evaluates each behavior, attitude, etc. on a scale of 1 to 5 with the following interpretations:

- 1=Poor
- 2=Marginal
- 3=Acceptable
- 4=Good
- 5=Superior

The benchmark for each behavior, attitude, etc. is 4.0, "Good", which is less than "Superior" but better than "Acceptable".

The type analysis used for each question is a mean score of those who were evaluated.

The final Spring Evaluation for each student is completed in April of each year. The Field Coordinator collects all the evaluations then inputs and analyzes the data in May.

SCWK 3365 Social Welfare Policy II Assignments

The specific class assignments may include quizzes, papers, exercises, and overall course grade. The data is collected for each is a numeric grade from 0 to 100.

The benchmark for each assignment is a grade of 80.

The analysis used will be the mean grade for all students in the particular class in which the assignment is made.

Rationale for criteria selected:

This Final Field Evaluation assessment tool was selected as it is a standardized measurement utilized by the community field instructors readily engaging with our students daily learning and interactions in pre-professional settings. These assessments align directly with the competencies defined with the Council on Social Work Educational Policy Accreditation Standards for the social work program accreditation.

The Recent Graduate Survey allow recent graduates to rank their capacity to engage in competencies that align with the expectations of the CSWE Educational Competencies based on the program's taught and prepared them prior to graduation.

The Social Welfare Policy II assignments were selected as they are a representation of the upper level empirical research required by students in meeting the expectations and competencies that align with the Council on Social Work Education Policy Accreditation Standards for the social work program accreditation.

Assessment Results

Report data for multiple years to show trends in student achievement. Take the space you need, expanding the cells below or putting your data beneath the table.

Quantitative data for Learning Outcome:

Analysis:

Spring Field Instructor Evaluation

Analysis Criteria Utilized	Total Possible #	# of	Response	Mean	# exceeding	% exceeding
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	of Participants	Participant s	Rate	Score	criterion	criterion
Student uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	12	12	100%	4.25	11	92%
Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	12	12	100%	4.15	10	83%

SCWK 3365 Social Welfare Policy II Assignments:

For the Spring 2023 semester, grades for the Policy Analysis Paper and Presentation were as follows:

Data Collected	Analysis Criteria Utilized	Total Possible # of Participants	# of Participants	Response Rate	Mean Score	# exceeding criterion	% exceeding criterion
Spring 2023	Social Analysis Policy Analysis Paper	10	10	100%	93	9	90%
Spring 2023	Social Analysis Policy Analysis Presentation	10	10	100%	92	10	100%
Spring 2023	Letter to Editor	10	10	100%	93	10	100%
Spring 2023	Letter to Legislator	10	10	100%	92	8	80%
Spring 2023	Advocacy Packet	10	10	100%	97	10	100%

Qualitative data for Learning Outcome:

Analysis of Data for Learning Outcome 2 (every other year: add rows as needed)

Date:

Analysis: Will be reported in the following year

Date:

Analysis:

Learning Outcome 3.

Timing of Assessment: After graduation Near graduation Other (specify):

Learning Outcome:

Students will Engage diversity and difference in practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Method of Assessment and Criteria for Success

Method of Assessment:

Spring Field Instructor Evaluation of students also lists a large number of behavior, attitudes, etc. to be accomplished by the student. The Field Instructor evaluates each behavior, attitude, etc. on a scale of 1 to 5 with the following interpretations:

- 1=Poor
- 2=Marginal
- 3=Acceptable
- 4=Good
- 5=Superior

The benchmark for each behavior, attitude, etc. is 4.0, "Good", which is less than "Superior" but better than "Acceptable".

The type analysis used for each question is a mean score of those who were evaluated.

The final Spring Evaluation for each student is completed in April of each year. The Field Coordinator collects all the evaluations then inputs and analyzes the data in May.

Recent Graduate Survey

This instrument has a series of questions, each of which is measured by the responder selecting their response to a scale of 1 "Very Poor" to 5 "Excellent" as in the following format example:

Superior	Good	Acceptable	Marginal	Poor
5	4	3	2	1

How well the Social Work Department taught and prepared you to engage diversity & difference in practice.

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

SCWK 2303 Social Work Practice I Assignment: The purpose of this assignment "Diversity Interview" is to assist students in developing core competencies in social work practice. Specifically this assignment should address Competency #1 Professional & Ethical practice, and Competency #2 Diversity & Difference in Practice. In this assignment, students conduct an in-depth interview with someone they do not know that meet characteristics of diversity and difference as outlined in the competency as but not limited to, "age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status." After the interview, students write a paper integrating their knowledge, values, and skills learned in the class. The paper discusses identified social work practice skills, application of theory and research, professional values and ethical implications, and self-awareness in recognizing and managing their own feelings, attitudes, and biases, using self-discipline in interactions, recognizing challenges or need for improvement, and recognizing areas of strengths and competence.

The specific class assignments may include quizzes, papers, exercises, and overall course grade. The data is collected for each is a numeric grade from 0 to 100.

The benchmark for each assignment is a grade of 80.

The analysis used will be the mean grade for all students in the particular class in which the assignment is made.

Check if this is an external measure.

Criteria for Success:

Spring Field Instructor Evaluation of students also lists a large number of behavior, attitudes, etc. to be accomplished by the student. The Field Instructor evaluates each behavior, attitude, etc. on a scale of 1 to 5 with the following interpretations:

- 1=Poor
- 2=Marginal
- 3=Acceptable

4=Good

5=Superior

The benchmark for each behavior, attitude, etc. is 4.0, "Good", which is less than "Superior" but better than "Acceptable".

The type analysis used for each question is a mean score of those who were evaluated.

The final Spring Evaluation for each student is completed in April of each year. The Field Coordinator collects all the evaluations then inputs and analyzes the data in May.

Students will demonstrate ability to:

- advocate for human rights at the individual, family, group, organizational, and community system levels
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Recent Graduate Survey

This instrument has a series of questions, each of which is measured by the responder selecting their response to a scale of 1 "Very Poor" to 5 "Excellent" as in the following format example:

Superior	Good	Acceptable	Marginal	Poor
5	4	3	2	1

How well the Social Work Department taught and prepared you to engage diversity & difference in practice.

- advocate for human rights at the individual, family, group, organizational, and community system levels
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

SCWK 2303 Social Work Practice I Assignment: The specific class assignments may include quizzes, papers, exercises, and overall course grade. The data is collected for each is a numeric grade from 0 to 100.

The benchmark for each assignment is a grade of 80.

The analysis used will be the mean grade for all students in the particular class in which the assignment is made.

Rationale for criteria selected:

This Final Field Evaluation assessment tool was selected as it is a standardized measurement utilized by the community field instructors readily engaging with our students daily learning and interactions in pre-professional settings. These assessments align directly with the competencies defined with the Council on Social Work Educational Policy Accreditation Standards for the social work program accreditation.

The Social Work Practice I assignment was selected as it requires underclassmen students to practice their interview skills with individuals that differ from them in varied capacities. This challenge is a quality representation of the upper level practice skills required by students in meeting the expectations and competencies that align with the Council on Social Work Education Policy Accreditation Standards for the social work program accreditation.

Assessment Results

Report data for multiple years to show trends in student achievement. Take the space you need, expanding the cells below or putting your data beneath the table.

Quantitative data for Learning Outcome:

Spring Field Instructor Evaluation

Data Collected	Analysis Criteria Utilized	Total Possible # of Participants	# of Participants	Response Rate	Mean Score	# exceeding criterion	% exceeding criterion

Spring 2023	Students will advocate for human rights at the individual, family, group, organizational, and community system levels.	12	12	100%	4.2	10	83%
Spring 2023	Students will engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	12	12	100%	4.25	10	83%
Spring 2023	Students will demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	12	12	100%	4.18	10	83%
Spring 2023	Students will demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	12	12	100%	4.9	11	92%

Recent Graduate Survey

Data Collected	Analysis Criteria Utilized	Total Possible # of Participants	# of Participants	Response Rate	Mean Score	# exceeding criterion	% exceeding criterion
Spring 2024	Social Workers advocate for human rights at the individual, family, group, organizational, and community system levels	12	6	50%	5	6	100%
Spring 2024	Social workers engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	12	6	50%	5	6	100%
Spring 2024	Social Workers demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	12	6	50%	4.9	6	100%
Spring 2024	Social Workers demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies.	12	6	50%	5	6	100%

SCWK 2303 Social Work Practice I Assignment

Data Collected	Analysis Criteria Utilized	Total Possible # of Participants	# of Participants	Response Rate	Mean Score	# exceeding criterion	% exceeding criterion
Spring 2023	Social Work Practice I Diversity Interview	13	12	92%	85	7	53%

Qualitative data for Learning Outcome: