

Point Loma Nazarene University

Annual Assessment Report

Social Work

Annual Assessment Report

Sociology and Social Work

Assessment period: (2010-11)

Assessment Plan Description:

1. Expanded Statement of Purpose or Program Mission Statement:

As stated in our program handbook and on the University website, at its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.¹*

(*note to reader: generalist practice is a specific professional model. Please do not edit to say 'general'.)

Consistency in Mission: University, Program, and Profession

The baccalaureate social work program is invested in a purpose derived from the mission, values, and goals of the University; from social work education and social work practice; and from the expressed concerns of our constituents – the students and the community. There is natural accord among the University's mission, its investment in baccalaureate social work education, and the social work profession. Primary connections

, Program handbook

amongst these are found in the focused attention on the *acquisition of knowledge and skills, a commitment to service, and in promoting social justice*. The University helps students to realize their mental, physical, social, moral, and spiritual potential and to recognize that a commitment to serving others, fostering social justice, and realizing individual capacity are expressions of a faithful lifestyle. The mission of the program helps to implement the University's mission to prepare students for service and leadership in selected professions. The Wesleyan heritage of the University is further expressed in core values and educational objectives. PLNU core values include several elements that resonate with the values of the social work profession and the educational objectives social work education. The University holds core values such as the importance of a global perspective, honoring ethnic and cultural diversity, effective stewardship of resources, service that works to better the condition of humankind locally and globally, and development of students as whole persons² that are commensurate with the principles of effective social work practices and the purposes of social work education. The consistency of mission-fit between the program and the University has been articulated by students in the major. One student (Lindsay Harlin) created the following outline during her senior year:

Mission: Teaching, Shaping, Sending

To develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.

Goals

1. Prepare students for beginning generalist practice
2. Prepare students who are committed to service in the community
3. Promote social and economic justice
4. Prepare students for advancement in graduate education and continuing professional development

Teaching KNOWLEDGE

- Critical thinking skills
- Application of generalist skills at the micro, mezzo, and macro levels
- History of profession as well as contemporary structures and issues
- Forms and mechanisms of oppression and discrimination

² PLNU Catalog,2007-08, p. 3

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- Strategies of advocacy and social change
- Theoretical frameworks

Shaping **PRACTICE**

- Core values of Social Work Profession
- Empowerment of others
- Cultural sensitivity
- Engagement without discrimination
- Broad communication skills
- Incorporation of Christian social work values and a Wesleyan perspective

Sending **PROFESSIONALS**

- Functional in agency or community service to bring about change
- Appropriately using supervision and consultation
- Personally responsible for learning and development
- Evaluating and self improving
- Analyzing, formulating, and influencing social policies
- Prepared for graduate study
- Personally aware and employing a professional use of self

According the Council on Social Work Education, “the purposes of social work education are to prepare competent and effective professionals” and “enable students to integrate the knowledge, values, and skills of the social work profession for competent practice.” In accord with this policy, the baccalaureate social work program at PLNU prepares graduates for entry-level generalist professional practice who are able to integrate the knowledge of the liberal arts foundation with specific training in social work practices and skills, principles, and values and ethics.

The core goals of the PLNU social work program flow from the mission. These goals are related to the development of competent professions; integration of faith and professional practice; service to the community that empowers others; and continuous personal development. The four primary program goals are:

A. To prepare students for beginning generalist professional practice by providing the basic knowledge, skills, and values and ethics that form a professional foundation for competent practice with diverse populations and systems of any size.

B. To prepare students who are committed to service in the community in a manner that includes an understanding of the intersection of Christian / Wesleyan perspectives and social work practice.

C. To develop entry-level practitioners who are motivated to promote social and economic justice; and who employ theory and cultural sensitivity to empower diverse populations and to understand the transactions between social and cultural environments.

D. To foster student involvement in continuing professional development and preparation for successful advancement to graduate education in social work.

2. Program Learning Outcomes

Section 2.A. Program Outcomes

To accomplish the identified program goals, upon completion of the PLNU social work program, a student must be able to achieve objectives clustered in three areas: 1) knowledge; 2) professional practice that is guided by values and ethics and inspired by faith; and 3) development of professional identity and capacity. Program objectives in these three areas parallel the institutional learning outcomes (ILOs). The program learning outcomes for social work focus on the integration of knowledge, skills, and values and ethics that are **demonstrated** through professional practice. Although Bloom's taxonomy for cognitive processes ranks 'applying' and 'demonstrate' as mid-level (3) on the dimension matrix, as an applied profession social work ranked the demonstration of competence in the ability to understand knowledge, recognize and integrate the influence of context, critically assess data, and discern and operate within an established ethical framework as a high level skill, equivalent to dimensions 5 or 6 in the matrix that assesses cognition only. The learning outcomes include:

- *Program Outcome 1:* Demonstrate an understanding of integrated body of knowledge required of a "generalist practitioner" as defined by CSWE
- *Program Outcome 2:* Engage in professional practice that is guided by values and ethics and inspired by faith:
 - 2A. Possess a command of the professional values and ethics required of a "general practitioner"
 - 2B. Demonstration of an awareness of the influence of Christian and Wesleyan perspectives on social work practice
 - 2C: Demonstration of competence in the concrete practice of professional skills, especially those skills required by CSWE of a "general practitioner"
- *Program Outcome 3:* Possess the capacity to transition to careers and/or graduate education in social work

The social work program will produce students who achieve 16 learning outcomes (competencies the professional foundation) in order to demonstrate achievement of the program objectives. Report section 2 B links the program

objectives with the appropriate segment of the PLNU Mission and the Institutional Learning Outcomes.

Section 2 B. Concurrence of Mission, ILOs, and PLOs

PLNU Mission: TEACH

ILO: 1B: Think critically and analytically

PLO: Part I: Knowledge (Teaching Knowledge): Demonstrate an understanding of integrated body of knowledge required of a "generalist practitioner" as defined by CSWE – (objectives)

- I. 1. Apply critical thinking skills within the context of social work practice.
- I. 2. Apply the knowledge and skills of generalist social work practice with systems of any size (individuals, families, groups, organizations, networks, communities).
- I. 3. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- I. 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that promote economic and social justice.
- I. 5. Understand theoretical frameworks supported by empirical evidence in understanding individual development and behavior across the life span and interactions among individuals, families, groups, organizations, and communities.

PLNU Mission: SHAPE

ILO:2B: Living gracefully in a complex world

PLOs Part II: Practice Framed by Professional Values, Ethics, and Faith (Shaping Practice)

SWK Goal A. Possess a command of the professional values and ethics required of a "general practitioner".

SWK Objectives

- II. 6. Understand the core values and ethics of the social work profession and practice accordingly
- II. 7. Empower others through culturally-sensitive engagement with others that practices without discrimination and with respect, knowledge, and skills related to clients' age,

class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, or sexual orientation.

II. 8. Use communication skills differentially across client populations, networks, and communities.

II. 9. Understand the intersection of Christian and professional social work values and articulates how a Wesleyan perspective complements social work practice.

PLNU Mission: SEND

ILO:

PLOs Part III: Professional Identity and Capacity for Further Education (Sending Professionals)

10. Function within the context of agency and community service delivery systems and seek necessary change.

11. Use supervision and consultation appropriate to social work practice.

12. Demonstrate personal responsibility for his/her own learning and professional development and evaluate his/her own practice and promotes continuous self improvement.

13. Demonstrate sufficient personal awareness to promote a professional use of self.

14. Possess basic knowledge and skills required for acceptance for graduate study in Social Work.

15. Analyze, formulate, and influence social policies.

16. Evaluate research studies, apply research findings to practice, and evaluate their own practice intervention.

3. Curriculum Map

Please see attaché Curriculum Map. File labeled for SWK.

4. Multi-Year Assessment Plan

The Social Work Program assessment plan calls for use of the following tools or measures:

- *Graduate Record Exam (GRE)*
- *ASWB practice exam*
- *Successful completion of internship in setting*

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- *CSWE-qualified field supervisor evaluation performed at mid-point and end of a 400-hour field practice, using a standardized tool*
- *Written test evaluated by external jury of professionals (students correctly identify six core values of NASW Code of Ethics for social work) (Amended in 2009 to eliminate jury since correct identification is not subjective data).*
- *CSWE-qualified field supervisor evaluation performed at mid-point and end of a 400-hour field practice, using a standardized tool*
- *Reflection paper evaluated jointly by Social Work Program Advisory Committee and PLNU Social Work faculty (students demonstrate awareness of influence of Christian and Wesleyan perspectives)*
- *Portfolio to include field notes and/or field reflection paper, evaluated by a jury of 3 professors, at least one from Philosophy and Religion (students identify, (students identify, reflect on and discuss their faith perspective). Note: Measure of faith perspective was measured by GE Exit exam rather than reflective essay.*
- *Alumni survey (employment application success rates) (Alumni employer survey removed from protocol after consultation with CSWE Commissioner in October 2010. Graduate exit survey and Alumni surveys remain part of protocol.*
- *Student resumes*
- *Alumni survey (graduate school acceptance rates)*

The multi-year plan for program assessment for the past three years is detailed in the attached document, ‘Social Work Program Assessment Plan’. This plan outlines the overarching plan for review – at the institutional level (of university objectives relevant to the program); at the program level (faculty and programmatic achievement); at the student performance level; and after graduate transition beyond the university. Each of the program objectives and student outcomes are assessed on criteria at the individual student level and/or aggregated at the program level.

Assessment Activities: *This section will be completed annually for each PLO measured during this Academic Year (as described in your Multi-Year Assessment Plan).*

- The social work program has collected data in accord with the Assessment plan. A listing of the data sets gathered during the last 3 years using the identified tools and measures follows:

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- Sample Graduate Record Exam (GRE): 2009, 10, 11 from 96% of graduating seniors
- Sample ASWB practice exam: 2009, 10, 11 from 100% of graduating seniors
- Internship evaluations by professional social worker using written standardized field evaluation tool: field supervisor evaluation performed at mid-point and end of a 400-hour field practice, using a standardized tool midpoint: same tool in 2009, 10, tool revised tool in 11.
- Written test evaluated by external jury of professionals (students correctly identify six core values of NASW Code of Ethics for social work): collected for all SWK practice students 2009, 10, 11 but evaluated by a single faculty
- Reflection paper evaluated jointly by Social Work Program Advisory Committee and PLNU Social Work faculty (students demonstrate awareness of influence of Christian and Wesleyan perspectives). Note: Assessment of faith perspective has been transferred to GE Exit exam.
- Portfolio to include field notes and/or field reflection paper, evaluated by a jury of 3 professors, at least one from Philosophy and Religion (students identify, (students identify, reflect on and discuss their faith perspective)
- Alumni survey (employment application success rates): The BEAP Alumni survey was initiated for students two-years post graduation in May, 2011. Employment and Advanced education application and acceptance rates were collected only as available from a convenience sample.
- Student resumes: Included in Senior Portfolio 2009, 10, 11, for 90%+ students. Subjective review based on the Chrysler Plymouth system but not scored on a standardized metric.

5. **Methods of Assessment and Criteria for Success:** *This section describes how student learning was assessed for each PLO.*

6. **Summary of Data collected:** *This section should discuss the results of the assessment process for the designated SLO.*

For past years, please see the Annual CSWE and BEAP updates and the multi-year WASC summary spreadsheet.

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Data regarding two PLOs (knowledge and values and ethics) is largely gathered through three instruments: The ASWB Sample Exam; the BEAP Exit Survey, and the standardized Field evaluations. Each of these instruments is specifically designed to assess the ability to recognize and apply the knowledge and values and ethics of the generalist social work profession.

Tables summarizing the method and criteria for assessment of the program goals and associated learning objectives are attached. These tables provide the plans for assessment under each of the governing standards for the program. For example, the social work program must demonstrate how the program goals and objectives align with the goals and objectives of the Council on Social Work Education (CSWE- Accreditation Standards) and the Educational Policies of the social work profession (EPAS). Various planning and reporting forms are required. The initial WASC plans and standards are reflected on the 'Nichols' forms (green and yellow attachments) while the CSWE forms and standards are reflected on the charts required in accordance with our CSWE Accreditation plan. The data for the various plans and reports, however are collected from the same measures and instruments, as a result the data for each of the instruments are collated into summary forms from which the evaluation in accord with the various criteria for success are drawn. For example, the ASWB and Field evaluation instruments capture data for both CSWE and WASC, however, the specific items within those instruments that are evaluated for CSWE or WASC differ. As a result the curriculum map and PLOs identified for measurement and tracking are more extensive than the items of measure reported in the Annual WASC assessment.

The ASWB tests includes 50 items categorized into the essential knowledge base for social work practice. These categories include measures for characteristics related to ILO-PLOs. For example test items that measure awareness of values and ethics contribute to assessment for ILO 2B and PLO II.6. Each students test score is entered unto a spreadsheet and evaluated first comprehensively, then in each category. The aggregate tests scores of all students are then compared with the criteria (overall 60%). For any category with an aggregate score below criteria, a note is made of the course that holds primary responsibility for development of the related skill or knowledge base and program faculty responsible for the course is consulted. (See ASWB score sheet example and ASWB data summary spreadsheet). The 2011 ASWB reveals that preparation for social work administration and knowledge of service delivery design should be strengthened.

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Similarly, the BEAP evaluation uses specific survey items to measure objectives tied to PLOs. The BEAP is assessed in a standardized national review and is also able to analyze results by demographic characteristics of the respondents. A formal statistical analysis is provided to the program. The program then reviews the results in comparison with our evaluative criteria (in general that items will be rated at or above a 6 on a nine-point scale). The aggregate of scores is compared with prior years to assess trends. The BEAP data analysis and narrative summary reports are attached.

Another instrument used in the Social Work program Assessment is the Formal Field evaluation which is completed by professional social workers meeting the national CSWE standards who supervise our students in direct practice for 400 hours. In 2010, this instrument was updated to align with the 16 program student objectives tied to the PLOs. Each of the 16 objectives has one or more specific items that measure achievement of that item. The summary spreadsheet for these reports then clustered the items into the 16 categories and basic statistical analysis is used to identify averages on the items. Again a review of individually scored items for each student is compiled into aggregate scores that reflect program accomplishments. A mid-point evaluation assesses only 6 variables: integration of knowledge and practice; professional use of self; ethnic-sensitive behavior; responsibility for learning; awareness and identification of self as professional; and competency in application of practice skills. The third item in this instrument helps to measure students' ability to live gracefully in a complex environment (ILO) and program objective II.7 Cultural sensitivity toward others. Data from the midterm evaluations indicate that this item has remained relatively stable. The multi-year average from 2005-2009 was 3.7. From 2007-2010 the overall average was 3.6. In the single years 2010 and 2011 the averages for this item were 3.57 and 3.56 respectively. The criteria for success for Program Objective II.7 is that no individual score will fall below 2.0 and that the aggregate will be at 2.75 or above (90% of cases).

Comparing the data to the criteria we discover that in 2010 and 2011 this standard is fully met, and in the past 8 years only one student score did not meet the standard. See attached spreadsheet for more complete data on each item.

Please see attachment plans and data reports.

Please attach supporting documentation.

7. Use of Results

How did you use what you learned from assessment of your PLO? *If everything went as planned – have a party! If it didn't go as planned, then **Close the Loop**. This section should include the following information:*

- *Describe any improvements your program has made in the past 12 months as a results of your assessment efforts:*
 - Changed use of BEAP evaluation tool
 - Increased attention to historical perspectives in SWK
 - Added Cultural Competency training post test to SWK 370
 - Added Single Subject design exercise to SWK473
- *Describe how the results of the assessments were disseminated and to whom*
 - Annual Summary report as part of self study to CSWE
 - Self Study CSWE volume 1 assessment provided to Dean and Provost prior to annual CSWE visit
 - BEAP standardized Entrance, Exit surveys submitted to BEAP national office in Utah
 - BEAP Analysis report and summary shared with program faculty and administration and An oral report is provided to SWK seniors in Senior seminar.
 - Discussion with senior seminar students to gather input
 - Individual students receive the outcome on specific instruments such as the ASWB and the Field Evaluation.
- *What is the program's process for reviewing the results? What is your process for discussing the implications of the results?*
 - The majority of the data is compiled in the Senior Portfolio
 - Completeness of documents is reviewed twice annually via review of checklists in senior portfolio
 - Annual review of data as a component of CSWE review with CSWE commissioners, program faculty
- *Based on your findings, what do you plan to do now?*

Need to enhance mechanisms for maintaining accurate graduate contact information.
Less than 5% of graduate surveys returned

If applicable – discuss program modifications, changes and timeline for implementation of changes.

Please attach supporting documentation.

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List of attachments:

Curriculum Map for SWK

Grid: Criteria for determining success for each program objective

Grid: Tools to evaluate student learning in the field placement (practice and mastery level measures)

Data: Excel file: CSWE Field Evaluation Mid & Final old- & new (multiple field evaluation spreadsheets)

PNU Social Work Program Assessment Protocol – Instruments, collection cycle. and data maintenance

Data: BEAP Data Analysis

BEAP Summary reports

ASWB Sample data evaluation tool

Data: ASWB data file 2011

WASC report