

Degree: Bachelor of Social Work 2023-2024 Assessment Plan		
	Student Learning Outcome #1	Students will demonstrate ethical and professional behavior (2022 EPAS Comp 1). Students in SOWK 4300 (Field Preparation) will 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 of ethics within the profession as appropriate to context. Students will be assessed on ability to demonstrate professional behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.
PLAN	Assessment Method(s)	Professional Development Assessment Checklist: Students will schedule appointments with the LU Center for Career and Professional Development to complete the checklist which consists of: Creation of Resume/Resume Critique, Handshake Profile Review, Cover Letter Critique, LinkedIn Profile Review, Job Search Appointment, Mock Interview, Professional Phone Etiquette, and Professional Email Etiquette.
	Proficiency	Students will successfully complete 6.5 out of 8 tasks on the Professional Development Assessment Checklist.
DO	Benchmark	The benchmark set for this assignment was 80% of students scoring an 80 or higher on the activity.
	Results of Assessment	20 of 21 students scored 100% on this assignment.
S T U D	Analysis of Results	This activity was implemented to specifically address Competency 1 of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). Competency 1 addresses engaging in ethical and professional behavior. During this assessment period 20 of 21 students, or

Commented [JAR1]: When reporting the results, you could explain a bit more (or in the analysis section) for instance in SLO 1, 20 of 21 scored 100, did the other student score 80 or higher?

Or SLO 3, it says 20 of 20 students scored 80 or higher, did the scores include scores of 80? Or could you have said 100% of students scored 85 or better? Sometimes just restating the findings in terms of the benchmark leaves something to be desired. Especially if benchmark says 80% of students will score an 80, and the results say "80% of students scored an 80" which is almost impossible to get a perfect percentage, etc. Just some thoughts.

Y		<p>of the students, achieved the benchmark. There is no previous data to compare as this is the first year the assignment was implemented. It is noted that the student who did not successfully complete this activity stopped attending class prior to the end of the semester. Since 100% of students who completed the course exceeded the benchmark, it appears that this activity has positively impacted student's professional behaviors.</p>
ACT	Improvement Plan for 2024-2025	<p>No specific improvement plan will be implemented at this time. Feedback from students, Lamar University Career Development staff, and Field Placement (internship) Supervisors has been overwhelmingly positive. Students acknowledge that receiving real-time feedback as they practice learned skills has increased their confidence upon entering their internships. Field Supervisors report that they have observed higher-level professional skills in this year's Social Work interns. This assignment will continue to be implemented in the SOWK 4300 (Field Preparation) course with an earlier start date to allow students ample time to successfully complete the assessment checklist tasks.</p>

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	Student Learning Outcome #2	Students will engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice (2022 EPAS Comp 3). Students in SOWK 3360 (Promoting Social Justice) will demonstrate self-reflection and an understanding of how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.
PLAN	Assessment Method(s)	Students will write a 4-page self-reflective paper summarizing the course content and identifying specific things learned about other cultures, beliefs, practices, prejudices, and experiences using course content and outside resources, including professional journals. Students will consider a specific focus on how their own thoughts and attitudes have changed since taking this course. Papers include information learned in the course that impacted the student's beliefs, opinions, attitudes, etc.; and the strategies they believe should be undertaken to promote social and economic equality for all multicultural groups.
	Proficiency	Students will demonstrate proficiency by scoring 4 of 5 on each section of the activity as established by the rubric.
DO	Benchmark	The benchmark set for this assignment was 80% of students scoring an 80 or higher on the activity.
	Results of Assessment	10 of 10 students scored 100% on this assignment.

S T U D Y	Analysis of Results	Results indicate that students are synthesizing course content with their own knowledge and beliefs. In their self-reflective papers, students were successful in identifying how information learned in the course impacted their beliefs, opinions, attitudes, etc. Students were also successful in identifying strategies that can be used to promote social and economic equality for all multicultural groups.
ACT	Improvement Plan for 2024-2025	Improvement plan for 2024-2025 will expand the written assignment to students presenting findings from their self-reflective papers. This will provide students an opportunity to further their own self-reflection by learning from their peers.

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	Student Learning Outcome #3	Students will use and translate research evidence to inform and improve social work practice, policy, and service delivery (2022 EPAS Comp 4). Students in SOWK 4380 (Research Methods in Social Work) will evaluate the research process by creating a research proposal and presentation. Students will logically connect every element in the research process using a set of mapped social science research designs. Students will evaluate the connection between research questions, purpose, design, sampling approach, measurement tools and data collection and analysis.
PLAN	Assessment Method(s)	Linking of the Research Process through Proposal and Presentation: Students will identify each of the elements in the four research projects presented and evaluate the connection between research questions, purpose, design, sampling approach, measurement tools and data collection and analysis. Each project must include the following: Research question, Research purpose, Research design, Sampling approach, Measurement tools, Data collection approach, and Data analysis approach. The final product will logically connect each element in the four projects listed.
	Proficiency	Students will demonstrate proficiency by scoring 4 of 5 on each section of the activity as established by the rubric.
DO	Benchmark	The benchmark set for this assignment was 80% of students scoring an 80 or higher on the activity.
	Results of Assessment	20 of 20 students scored 80 or higher on the activity.

S T U D Y	Analysis of Results	The program is considered effective within this area of application of understanding the research process and applying the process to actual research projects. The classes performed well in identifying and applying the research process to actual research projects. This activity was implemented to specifically address Competency 4 of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). Competency 4 addresses engaging in practice informed research and research informed practice within the field of social work.
ACT	Improvement Plan for 2024-2025	This specific learning outcome is being evaluated for the first time this year. As 100% of students met or exceeded the benchmark this year, it will continue to be evaluated to ensure consistency in mastery over time.

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	Student Learning Outcome #4	Students will assess individuals, families, groups, and organizations (2022 EPAS Comp 7). Students in SOWK 3330 (Practice 2) will demonstrate ethical and professional demeanor in behavior, appearance, and oral, written, and electronic communication. Students will be assessed on the ability to apply theories of human behavior and person-in-environment, as well as culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies. Specifically, students will be measured on the strengths-based assessment, identification of influencing factors, accessibility/evaluation of resources, and determination of goals/interventions for a client system through the presentation of the case. developing rapport, expressing empathy, and employing furthering techniques. Students present the assessment as part of the case presentation.
PLAN	Assessment Method(s)	Case Presentation: Students present a case from intake through termination with assessment evaluated throughout the case. Students respond to peer questions regarding the case and assessment.
	Proficiency	Students will demonstrate proficiency by scoring 4 of 5 on each section of the activity as established by the rubric.
DO	Benchmark	The benchmark set for this assignment was 80% of students scoring an 80 or higher on the paper.
	Results of Assessment	9 of 9 students scored an 80 or higher on the paper.
S T U D Y	Analysis of Results	All students completed the simulation activity and were able to identify and demonstrate empathy, rapport building, active listening, and furthering techniques with an identified client. This target behavior assessed students' readiness to work with clients and their understanding of effective communication skills.

ACT	Improvement Plan for 2024-2025	Student mastery of this learning outcome is made evident by all students exceeding the benchmark for this simulation activity. Faculty will continue to focus on teaching and assessing professional behaviors and students' readiness to work with clients.
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