

Bachelor of Social Work (BSW)

Annual Program Report

Year:	2021-2022
Program:	Social Work
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

With a focus on the accreditation standards established by the Council on Social Work Education (CSWE), Lamar University Social Work Program evaluates assessment results annually and makes program improvements based on these results. Annual Program data reported to CSWE from the 2020-2021 year indicates that the Social Work Program made marked improvements in the departmental areas assessed (see attached). The Annual Program Report (APR) focused on three of the nine competencies which best represent students at all levels of their education are considered critical in the foundational education of generalist social workers. It is worth noting that the data reported to CSWE uses two or more measures for each competency, while the APR reports only one measure, however, data was noted to be consistent among measures. A summary of these improvements is below.

Competency Measured	Benchmark	2020-2021 Data Reported to CSWE	2021-2022 Data for Annual Program Report
Competency 4: Engage in Practice-informed Research and Research-informed Practice	80% of students will score 80 or higher	89%	92%
Competency 5: Engage in Policy Practice	80% of students will score 80 or higher	89%	95%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students will score 80 or higher	92%	97%

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

The most significant programmatic change to the Social Work Program is the addition of our **Exit Exam** which is required for all graduating majors. The Exit Exam is a comprehensive assessment of student mastery based on the learning outcomes throughout the Social Work curriculum. Per our accreditation requirements from CSWE, student skills are assessed in the Field Practicum experience and the Exit Exam offers a final measure of student knowledge.

The Social Work Program also used assessment data to inform a programmatic change to the Field Preparation course which is required for all students prior to entering the Field Practicum experience. During the course of the Field Practicum experience, students must demonstrate mastery of all nine competencies as measured by the Field Supervisor. Preparing students for this experience requires a great deal of competency-based learning. In order to better prepare students for this experience (and provide a comprehensive review for the Exit Exam), the Field Preparation course was increased from a one-hour offering (SOWK 4100) to a three-hour course (SOWK 4300).

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Students will successfully master the competencies for Social Work generalist practice as established by the Council on Social Work Education. Students will demonstrate mastery of the Educational Policy and Accreditation Standard (EPAS) 4: Engaging in Research Informed Practice. More specifically, students will know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses.	Students will use and translate research evidence to inform and improve social work practice, policy, and service delivery (2015 EPAS Comp 4) Students in SOWK 4380 (Research Methods in Social Work) will evaluate the research process by mapping several processes. 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.	Linking of the Research Process Activity Students will complete the Linking of the Research Process Activity. Student will begin by sorting the cards to identify each of the elements in the four research projects presented in the cards. Each project must include the following: Research question - Research purpose - Research design - Sampling approach - Measurement	Students use the Linking the Research Process Activity cards to sort and classify the research process for each project. A rubric based on the complexity of the element is used to determine the final score of the final product. Scores are determined by rubric established for this activity and assigned by the faculty assigned to the course. SOURCE OF EVIDENCE In-Class Exercise -	80% of students will score 80 or higher on the activity	The threshold set for this assignment was 80% of students scoring an 80 or higher on the activity as established by the rubric. This benchmark was exceeded with 92% of the students scoring 80 or higher.	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. IMPROVEMENT TYPE Lamar University

		tools - Data collection approach - Data analysis approach. The final product will logically connect each element in the four projects listed.	Academic Direct			
Students will successfully master the competencies for Social Work generalist practice as established by the Council on Social Work Education. Students will demonstrate mastery of the Educational Policy and Accreditation Standard (EPAS) 5: Engage in Policy Practice. More specifically, students will recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy and understand and critique the history	Students will demonstrate an understanding of a major federal or state policy by participating in a group completing an analysis of that policy. Students will access official policy web sites and articles in peer-reviewed journal that contribute to the analysis. They will identify a major problem associated with the policy, identify a possible solution to the problem, and address obstacles to the enactment of the solution.	Local/State/Federal Policy Analysis Paper - Students prepare an analysis of a local/state/federal policy that affects a specific social welfare service or area of services. The analysis covers the description, goals, eligibility rules, service estimates, service delivery system and financing.	Papers are evaluated by the faculty assigned to the course and graded according to the assigned rubric. See rubric (Policy Paper Rubric).	80% of students will score 80 or higher on the activity	The threshold set for this assignment was 80% of students scoring an 80 or higher on the activity as established by the rubric. This benchmark was exceeded with 95% of the students scoring 80 or higher.	During a written assignment, students were to demonstrate understanding of a local, state, or federal policy that affects social welfare and explore the policy eligibility, goals, service delivery system, and financing. This activity was implemented to specifically address Competency 5 (CSWE standards) of engaging in policy practice. The overall mean score was 85, with eighty percent of the students achieving the benchmark. The rubric scores assessing mastery of this objective met the benchmark. The program is considered to be effective within this area of assessment.

and current structures of social policies and services.						
Students will successfully master the competencies for Social Work generalist practice as established by the Council on Social Work Education. Students will demonstrate mastery of the Educational Policy and Accreditation Standard (EPAS) 6: Engaging with Individuals, Families, Groups, and Organizations. More specifically, students will understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.	Students will demonstrate ethical and professional demeanor in behavior, appearance, and oral, written, and electronic communication. Students will be assessed on the ability to engage and communicate with clients. Specifically, they will be measured on developing rapport, expressing empathy, and employing furthering techniques. Students complete a video assignment in which they play the role of the social worker with a fellow student as the “client”.	Client Video: Students role play a demonstration of both general and specific professional skills.	Students are to arrange a role play and demonstrate both general and specific skills covered in Lamar University Page 6 of 8 class. Students will demonstrate professional skills including rapport building, conveying empathy, and specific skills including additive empathy (interpretation) and confrontation. Videos are reviewed and discussed in class. Students are evaluated by the assigned instructor according to the Video	80% of students will score 80 or higher on the activity	The threshold set for this assignment was 80% of students scoring an 80 or higher on the activity as established by the rubric. This benchmark was exceeded with 97% of the students scoring 80 or higher.	This activity was implemented to specifically address Competency 6 (CSWE standards) of engaging with individuals, families, groups, organizations and communities. During a simulation activity, students demonstrated the empathy, rapport building, active listening, and furthering techniques with an identified client. To achieve the desired results, additional case examples and live role play exercises were implemented during face-to-face instruction to practice new skills and provide feedback on progress. This target behavior assessed student readiness to work with clients and their understanding of effective communication skills. Ninety-three percent of the students achieved the benchmark of 80% or higher. The rubric scores assessing mastery of this objective exceeded the benchmark. During this assessment period, 38 of the 39 students, or 97% of the students, achieved the benchmark. The program is

Students 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.			Rubric. See Video Rubric.			considered to be effective within this area of assessment.
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Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete</i> <i>P=Progressing</i> <i>N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals.</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
The Social Work Program is currently updating all curriculum to reflect the 2022 Educational Policy and Accreditation Standards (EPAS) which were released by CSWE during the summer of 2022. Course objectives, outcomes, and assessments are being revised to accurately measure and reflect the updated competencies.	Progressing	Competencies have been updated in all syllabi and course assignments and assessments have been realigned with the updated competencies. Curriculum content is currently under review to ensure that knowledge, values, and skills are measured at least twice for all competencies. Data collection is underway.

Assessment Data Collected during the Academic Year (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
		Aggregate of Students from All Program Options n = 71	Program Option #1 (identify location/delivery method) n = 71
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will demonstrate competence of 2 or more measures	90%	31 + 33 / 71 90%
Competency 2: Engage Diversity and Difference in Practice	80% of students will demonstrate competence of 2 or more measures	94%	32 + 35 / 71 94%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will demonstrate competence of 2 or more measures	87%	30 + 32 / 71 87%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	80% of students will demonstrate competence of 2 or more measures	89%	31 + 32 / 71 89%
Competency 5: Engage in Policy Practice	80% of students will demonstrate competence of 2 or more measures	89%	30 + 33 / 71 89%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence of 2 or more measures	92%	33 + 32 / 71 92%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence of 2 or more measures	92%	31 + 34 / 71 92%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence of 2 or more measures	92%	32 + 33 / 71 92%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence of 2 or more measures	85%	29 + 31 / 71 85%