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.

		2020-2021 Data	2021-2022 Data	
Competency Measured	Benchmark	Reported to CSWE	for Annual Program Report	
Competency 4: Engage in Practice-informed Research and Research-	80% of students will	89%	92%	
informed Practice	score 80 or higher	09%	92%	
Competency 5: Engage in Policy Practice	80% of students will	89%	95%	
	score 80 or higher	89%	95%	
Competency 6: Engage with Individuals, Families, Groups, Organizations,	80% of students will	0.20/	0.79/	
and Communities	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 <u>skills</u> are assessed in the Field Practicum experience and the Exit Exam offers a final measure of student <u>knowledge</u>.

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.

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

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

Students will	Rub	oric. See		considered to be effective
demonstrate self-	Vide	eo Rubric.		within this area of assessment.
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.				

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results	Status	Discussion of Status
*Copy last cycle's actions/goals and report on	C=Complete	If C, describe efforts that led to accomplishment of
progress toward continuous improvement on those	P=Progressing	actions/goals.
here.	N=No Action Taken	If P, provide update on progress made toward accomplishing actions/goals and what tasks remain
		If N, discuss why action toward accomplishing
		actions/goals has been delayed and what work will
		be initiated toward accomplishment.
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	S ACHIEVING BENCHMARK	
		Aggregate of Students from All Program Options	Program Option #1 (identify location/delivery method)	
		n = 71	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%	