

Core Curriculum Annual Assessment

Year	2022-23
Course number and Name:	SOWK 2361 Introduction to Social Work
Component area:	Social / Behavior Science
Number of sections offered:	4 (2 per long semester)
Number of students enrolled:	115
Contact Person (include email & Phone#)	Ginger Gummelt ginger.gummelt@lamar.edu 8568

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for core course improvement. Point to a specific example of how an assessment provided the department 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:

Social Work courses are guided by the Educational Policy and Accreditation Standards (EPAS) established by our national accreditation with the Council on Social Work Education (CSWE). Competency 1 focuses on student demonstration of professional and ethical behavior related to the Code of Ethics. As the Introduction course for Social Work, 2361 focuses heavily on addressing Competency 1 throughout the curriculum. Using assessment data over the past two years, it was determined that the area of self-reflection needed improvement (85% mastery in 2021-2022 as determined by successful completion in 2361 and on the Exit Exam). Changes were made to the Self-Reflective Paper assignment in SOWK 2361 including a measurement of the self-reflective learning process and a critical analysis of professional growth. These expectations were clearly outlined on the rubric as well. These changes were also addressed in the lecture and class discussion. Data from the 2022-2023 year indicated an improvement in Competency 1 to 89% mastery as measured by successful completion (benchmark 80) of the assignment in 2361 and the Exit Exam.

Course highlights Since Last Report

Identify and briefly discuss any changes made to the course since the last report.

Respond here: Class discussions and activity addressing self-reflection related to professional and ethical behavior. Changes in the attendance expectations for the course which assigns a grade based on regular attendance and participation.

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Table 1. Assessment Results and Analysis for Current Cycle

Stage 1: PLAN			STAGE 2: DO		Stage 3: STUDY	
General Education Competencies Addressed in this Course:	Assessment Method(s) – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data	Proficiency – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on the final exam	Benchmark – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on the final exam	Results of course assessment(s)	Analysis of results – e.g. strengths and weaknesses What does this 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?	Recommendations for Course based on assessment
Communication (required)	Agency Interview Assignment: Rubric Scored assignment	Proficient student will present agency information and reach 80% on assessment rubric	80% of students will successfully reach 80% on rubric scored assignment	82% of students achieved the benchmark for 22-23. Consistent from previous year (81%).	This data is evaluated annually per our CSWE accreditation requirements. Data is used to influence the learning process for the upcoming year.	Continue
Critical Thinking (required)	Embedded questions on Tests (3)	Proficient student will correctly answer 4 of 5 embedded	80% of students will successfully answer 4 of 5	87% of students achieved the benchmark for 22-23.	This data is evaluated annually per our CSWE	Incorporate more critical thinking activities (2) into class

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		questions on each Test	questions correctly	Improvement from previous year (86%).	accreditation requirements. Data is used to influence the learning process for the upcoming year.	discussion/lesion plan.
Select One: ___ Empirical & Quantitative Skills ___ Teamwork _X_ Social responsibility ___ Personal Responsibility	Self-Reflective Paper: Rubric Scored assignment	Proficient student will evaluate personal growth on issues of social responsibility and reach 80% on assessment rubric	80% of students will successfully reach 80% on rubric scored assignment	82% of students achieved the benchmark for 22-23. Consistent from previous year.	This data is evaluated annually per our CSWE accreditation requirements. Data is used to influence the learning process for the upcoming year.	Continue
Select One: _X_ Empirical & Quantitative Skills ___ Teamwork ___ Social responsibility ___ Personal Responsibility	Embedded questions on Tests (3)	Proficient student will correctly answer 4 of 5 embedded questions on each Test	80% of students will successfully answer 4 of 5 questions correctly	Students did not achieve benchmark. 79% of students achieved the benchmark for 22-23. Improvement from previous year (77%).	This data is evaluated annually per our CSWE accreditation requirements. Data is used to influence the learning process for the upcoming year.	Introduce quantitative skills earlier in semester and provide multiple learning opportunities (weekly) throughout the semester.

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Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT		
Actions/Goals based on data results <i>*copy last cycles 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>
Critical Thinking Skills – Selected questions on Tests 1, 2, 3, 4. Selected questions on each of the four tests evaluated inquiry, analysis, creative thinking, and synthesis of information related to working with diverse and marginalized populations.	P	87% of students achieved the benchmark for 22-23. Improvement from previous year (86%). This data is evaluated annually per our CSWE accreditation requirements. Data is used to influence the learning process for the upcoming year.
Communication Skills – Agency Profile Interview Assignment. Students identify a local social service agency/program in the community and interview a representative to gain knowledge and information about agency mission, service, clients, funding, and impact.	P	82% of students achieved the benchmark for 22-23. Consistent from previous year (81%). This data is evaluated annually per our CSWE accreditation requirements. Data is used to influence the learning process for the upcoming year.
Empirical and Quantitative Skills - Selected questions on Tests 1, 2, 3, 4. Selected questions on each of the four tests evaluated observable facts, data, and data analysis related to working with diverse and marginalized populations.	P	Students did not achieve benchmark. 79% of students achieved the benchmark for 22-23. Improvement from previous year (77%). This data is evaluated annually per our CSWE accreditation requirements. Data is used to influence the learning process for the upcoming year. Introduce quantitative skills earlier in semester and provide multiple learning opportunities (weekly) throughout the semester.

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Social Responsibility – Self-Reflective Paper Assignment. Students summarize content covered in this course with a focus on intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Students papers include course content that changed the student’s beliefs, opinions, and attitudes to promote social and economic equality for all multicultural groups.	P	82% of students achieved the benchmark for 22-23. Consistent from previous year. This data is evaluated annually per our CSWE accreditation requirements. Data is used to influence the learning process for the upcoming year.
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