



## CHAPTER 14: ASSESSMENT



*Top left: Dr. Raphael Travis*

*Top right: Dr. Nancy Chavkin and Dr. Dorinda Noble*

*Bottom: Online cohort at graduation, with graduates flanking Sen. Judith Zaffirini (D-Laredo), center*

Chapter  
**14**

## How Texas State School of Social Work Investigates and Assures Its Quality

### *Assessing and Improving our BSW Educational Enterprise: Leading the Way into the Future*

The School of Social Work investigated and assessed student learning as faculty transitioned from program outcomes to student competencies, making changes based on data analyses, student feedback, and constituency input. This report of our assessment plan begins in 2004, our last reaffirmation, transitioning to student practice behaviors starting in fall 2009. The School of Social Work has developed and is implementing an assessment system to explicate our educational product, while assuring that this system continuously informs and promotes change in both implicit and explicit curricula. The result is a circular loop of feedback, data, and information that enhances how our students attain competencies. Educational leadership involves understanding the present educational product while devising strategies to improve that product, and Texas State School of Social Work is committed to continual assessment and refinement.



**EDUCATIONAL POLICY 4.0. ASSESSMENT IS AN INTEGRAL COMPONENT OF COMPETENCY-BASED EDUCATION. TO VALUE THE EXTENT TO WHICH THE COMPETENCIES HAVE BEEN MET, A SYSTEM OF ASSESSMENT IS CENTRAL TO THIS MODEL OF EDUCATION. DATA FROM ASSESSMENT CONTINUOUSLY INFORM AND PROMOTE CHANGE IN THE EXPLICIT AND IMPLICIT CURRICULUM TO ENHANCE ATTAINMENT OF PROGRAM COMPETENCIES**

#### **Accreditation Standard 4.0- Assessment**

**4.0.1** *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3).*

**AS B2.0.3** *Provides an operational definition for each of its competencies used in curriculum design and its assessment.*

**4.0.2** *The program provides evidence of ongoing data collection and analysis and*

*discusses how it uses the assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

*4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*

*4.0.4 The program describes how it makes constituencies aware of its assessment outcomes.*

*4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

## **Our Assessment System**

Using an ongoing process of development, improvement, and measurement, our assessment plan creates a system for assessing BSW student competencies and practice behaviors. Developing our plan initially required redesigning all syllabi, as well as making curriculum changes, to ensure the competencies were covered in course work and that assignments paralleled practice behaviors. Next, we piloted measurements across the curriculum, especially evaluating the primary pedagogy, field. We refined field after piloting three instruments based on field instructor and supervisor feedback and made subsequent changes in measurement. Throughout our assessment, we modified data collection; that process is recorded as working documents, such as assessment plans, matrices, timelines and feedback loops to guide our system. All documentation was created to track the transitional changes and integration of the 2008 EPAS, as well enhance both student competencies and their measurement. Reporting outcomes is an important, continual part of the process, which is informed by feedback from faculty, students, and the community.

Our assessment plan, displayed in Figure 14.1, allows us to continually collect, report, and analyze data, recommend adjustments based on data, implement adjustments, and begin the process again. This looping action ensures that we are basing refinements on real information, and that we are constantly aware of how our School actually affects our constituents, particularly students.

Figure 14.1 Assessment Plan: Data Use, Feedback and Change



***Our Assessment Plan, Procedures, Measures, and Benchmarks:  
How We Assess and Attain BSW Competencies***

Texas State School of Social Work, in modifying its assessment from program outcomes to student competencies, worked in task groups to identify unique knowledge, skills, and values for BSW practice behaviors. Faculty discussed and problem-solved at length in order to incorporate the principles of the 2008 EPAS, reaching consensus on how to demonstrate competencies through measurable practice behaviors. We changed our syllabi templates, continually reported outcomes for feedback, evaluated and reflected on curriculum changes, and designated task groups that develop and implement necessary changes. We continue to gather information and loop it back into program enhancements by assessing, on multidimensional and multilevel levels, the explicit and implicit curricula.

We measure practice behaviors twice, ensuring that our assessment is comprehensive. We track measurement through a timeline, curriculum location, and matrices to assess benchmarks for the BSW program, involving faculty, staff, and students. To measure practice behaviors and competencies, faculty and the Assessment Committee designated eight data points for the BSW program and measured them. The Assessment Committee developed instruments, and coordinated with the Field Office to develop the field evaluation measurement. We added

supplemental measures throughout the assessment process to help explain and investigate, as well as add depth to the statistical data. The faculty agreed that benchmarks should be set at 80% of students completing located curricular content assignments with a score of 80%. The School of Social Work qualified this benchmark by anticipating this percentage will increase as we analyze data and make changes; however, this benchmark fits with School academic policies of required GPA.

The School's Assessment Committee ensures that we systematically and regularly collect, report, and analyze data. Table 14.1 shows the time schedule and data points for each major component of our assessment plan.

Table 14.1: BSW Assessment Plan Timeline and Data Points

BSW	Aggregate Grades	Field Evaluations	Research Survey <sup>1</sup>	Legislative Day	Focus Groups	Self-Efficacy	Exit Survey <sup>2</sup>	Alumni Survey <sup>3</sup>
	Fall09-Summer11	Spring10-Summer11	Fall09-Spring10	Spring10, Spring11	Spring11	Spring11	Spring11	Spring10, Spring11
C1 Professional Conduct	*	*		*				*
C2 Ethical Conduct	*	*	*			*		*
C3 Critical Thinking	*	*						*
C4 Engage Diversity	*	*	*		*			*
C5 Advance Justice	*	*	*	*				*
C6 Research Practice	*	*	*		*			*
C7 Apply HBSE	*	*						*
C8 Policy Practice	*	*	*	*				*
C9 Contexts	*	*	*			*		*
C10 Practice	*	*	*					*

<sup>1</sup>Measures Competencies only (2, 4, 5, 8, 9), Practice Behaviors C6, C10

<sup>2</sup>Measures School Mission and Goals

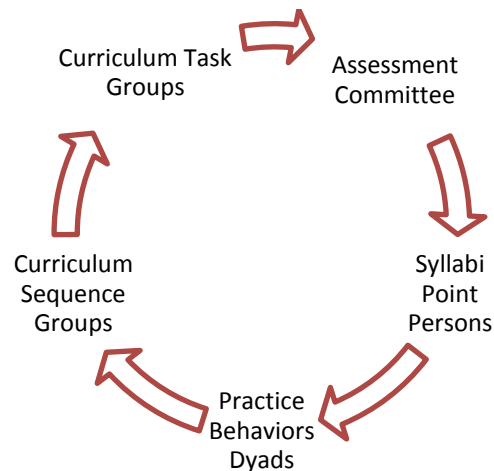
<sup>3</sup>Measures Competencies only

## Procedures

### Our Feedback Loop

During this transition to the 2008 EPAS, the School of Social Work engaged in specific procedures to ensure that we comprehensively measured competencies and practice behavior by looping feedback and recommending changes. We used work groups to assess which specific assignments best measure competencies and behavior. Work groups reported back to the faculty, which considered and revised these ideas. With guidance from the Assessment Committee, faculty agreed on deadlines for the assessment plan. Figure 14.2 shows how these actions created a feedback loop. Figure 14.3 shows the timeline for these procedures. Table 14.2 shows curricular content for measurement in courses.

Figure 14.2: Specific School Transition & Feedback Loop Procedures



Below are the procedures we used in implementing the assessment plan within the School's work groups; although bulleted, we continue to revisit these procedures as we evaluate and implement our assessment plan. Figure 14.3 shows this step-wise process with additional descriptions below.

- Locate course-specific curriculum content of competencies (table 14.2)
- Operationize competencies through measured practice behaviors (tables 14.3 through 14.12)
- Adapt syllabi to match competencies
- Adapt syllabi to locate course assignments measuring practice behaviors
- Develop comprehensive assessment plan (figure 14.1, table 14.1)
- Make horizontal review by syllabi point persons and curriculum sequences
- Make vertical review by point persons for the BSW program
- Edit field manuals and instruction to match EPAS
- Collect data and analyze measurements based on findings and feedback
- Revise measurements to enhance adaptation of BSW program for improvement
- Continue data collection and analysis beginning Fall 2009 and ending Summer 2011 for self-study, then integrate ongoing streamlined data collection
  - Faculty and Assessment Committee collect data
  - Field director completes instrument design (field evaluations, graduate research assistants helped with self-efficacy surveys, and Assessment Committee were primary faculty responsible for assessment portions of reaccreditation)

- Conduct qualitative analyses with students, focus groups and open-ended surveys, to guide measurement and assess practice behaviors in courses
- Identify gaps and needed changes in core assignments and curriculum location of practice behaviors
- Create database for statistical procedures to manage measurement
- Conduct frequencies, percentages, means, median and modes with complementary variability to summarize the results for interpretation, data use, and affirmation and/or change

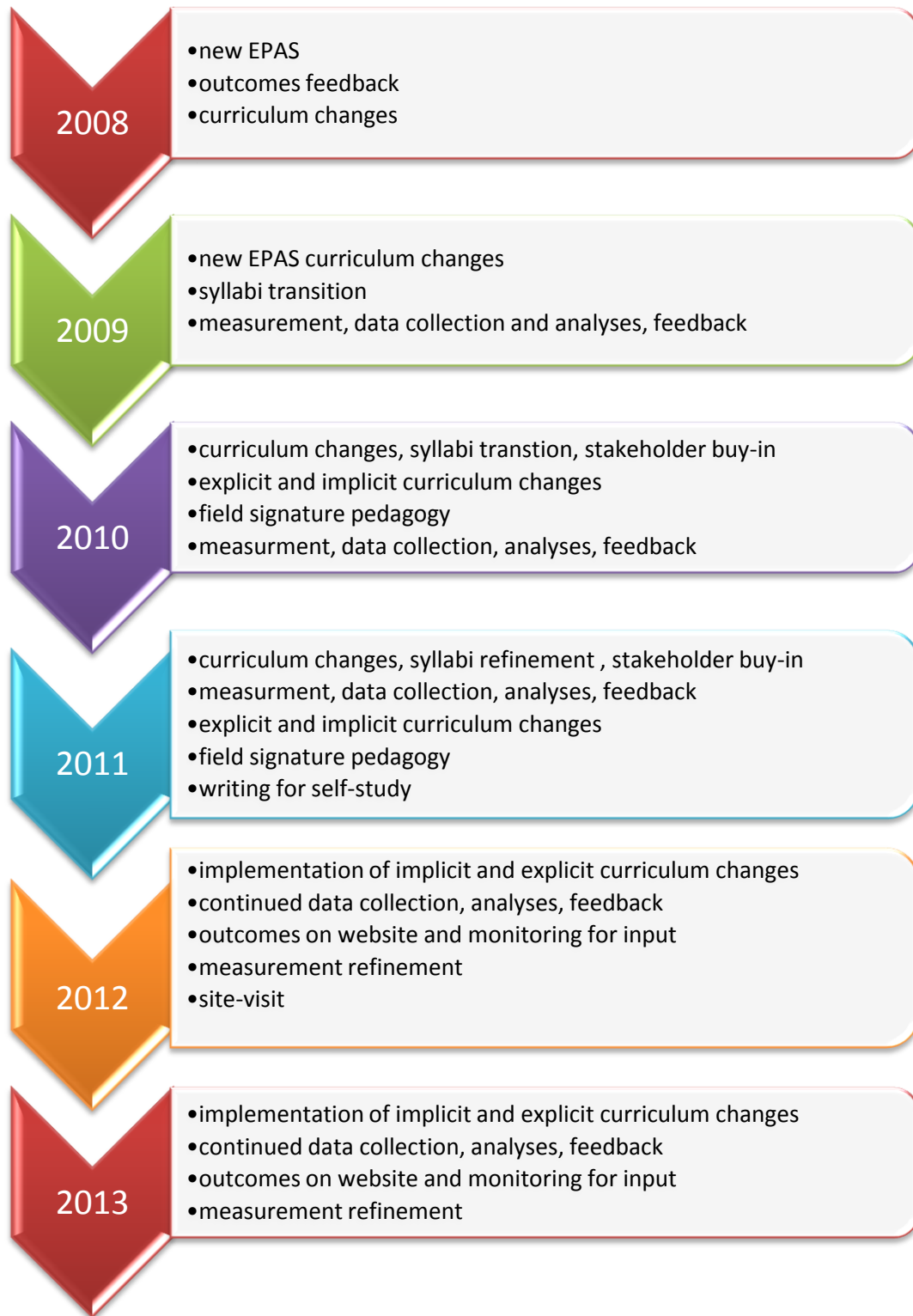
Table 14.2: BSW Primary Curriculum Location for Measurement in Course

1: Professional Conduct	2: Ethical Practice	3: Critical Thinking	4: Engage Diversity	5: Advance Justice	6: Research Practice	7: Apply HBSE	8: Policy Practice	9: Practice Contexts	10: Practice Knowledge
1350: Intro	<u>4356</u> : Profession -alism (&1)	<u>3340</u> : Research (& 6)	<u>3305</u> : HBSE Seminar I (&7)	2375: Social Services	<u>3340</u> : Research (&3)	<u>3305</u> : HBSE Seminar I (&4)	4355: Policy Practice	3425: Practice II	3420: Practice I
<u>4356</u> : Professional -ism (& 2)	<u>4645</u> : Beginning Field (&1, 10)		<u>4305</u> : HBSE Seminar II (&7)	3350: Connect- ing Policy & Practice		<u>4305</u> : HBSE Seminar II (&4)		4315: Child Welfare	4425: Practice III
<u>4645</u> : Beginning Field (& 2, 10)	<u>4650</u> : Advanced Field (&10)		<u>4310</u> : Diversity (&5)	<u>4310</u> : Diversity (&4)				4318: Health Care	<u>4645</u> : Beginning Field (&1, 2)
									<u>4650</u> : Advanced Field (&2)

Underlined course numbers denote overlap of multiple competencies



Figure 14.3: Specific School Timeline Procedures





- 2008 Fall Retreat: Faculty discussed and revised our vision and where we wanted to go with our online education program (which was no longer grant-funded), and started improving our mission statement.
- 2009 Spring Retreat: Assessment Committee familiarized faculty with new EPAS, continued work on the mission statement, and matched courses to competencies.
- 2010: in fall, discussed outcomes for our national accreditation process, SACS, and how to integrate these outcomes into the new EPAS; brainstormed and gave feedback on measurements; changed our previous format of domains to competencies; drafted practice behaviors; and assigned the first sets of point persons to syllabi transition.
- 2010-2011 Stakeholder Involvement; 2009-2010 year overall curriculum matrix; 2009-2010 continual syllabi transition; and 2009-2011 EPAS measurement.
- 2011 Fall Faculty Retreat: faculty discussed 2010-2011 stakeholder involvement, measurement & feedback loops, preliminary results from field evaluations, measurement of the explicit and implicit curriculum, measurement of field-the signature pedagogy, adapted practice behavior responses based on stakeholder feedback, assigned writing for content areas in the explicit and implicit curriculum, and began formal preparations for our spring 2012 site visit.
- 2012 Site visit.
- 2012-2013: Streamline continued data collection, analysis, and outcomes reporting.

### *Multiple Measurements*

The School designated two primary measurement instruments for demonstrating practice behaviors: aggregate grades and field evaluation ratings. Additional measurements complement, explain, and expand on how we affirm or change measurements to help students attain competencies.

- **Aggregated Grades:** We collected aggregate grades each semester, beginning fall 2009 and ending spring 2011, from designated social work courses to assess benchmark targets on the specific operationalized practice behaviors located in the curriculum as transposing assignments that best matched and measured the practice behaviors.
- **Field Evaluations:** At mid-semester (pretest) and later in the semester before graduation (post-test), BSW students and field supervisors completed written evaluation of students' competencies and practice behaviors in field practice.
- **Research Sequence Assessment:** Beginning fall 2009, the School formed a committee to assess specific practice behaviors within the research sequence. This survey asked preliminary student feedback on research practice behaviors, diversity in research courses, and the learning environment and efficacy within the research courses.
- **Student Legislative Day:** In Spring, students voluntarily attended a social work student day at the legislature to learn political processes and logistics of state law. This event increased students' understanding of empowerment and advocacy, which are central in advancing human rights and social and economic justice, professional social work behavior, and enhancing policy practice.
- **Focus Groups:** BSW students in the final semester of their social work course requirements participated in focus groups in courses that engage diversity and difference in practice, research practice, and policy practice. These qualitative measures helped faculty determine if students were attaining skills in the courses designated as curriculum location for specific practice behaviors, and they provide feedback and student participation in the self-study process.

- **Self-Efficacy Survey:** Students participated in a self-efficacy survey that assessed their attitudes of perception and mastery of competencies and practice behaviors. Faculty administered surveys at the end of the semester in specific courses that were identified as curriculum location for these practice behaviors.
- **Exit Survey:** The School of Social Work conducted its own exit survey of all students in their last semester of study. When BSW students were in their final field placement, we asked them to evaluate how well the School had achieved its objectives. We also solicited suggestions for improvement and other comments on their entire academic experience.
- **Alumni Survey:** After graduation, recent BSW graduates were asked follow-up information in their early social work professional career. Students respond if the School did well, or not, in delivering comprehensive competency skill acquisition.

### *Benchmarks*

- **Aggregated grades:** Measuring all BSW competencies and practice behaviors, items were evaluated on a 100 point scale, with benchmarks set at 80% of students achieving an 80% or above on the practice behavior-specific assignments that represented competency attainment.
- **Field evaluations:** Measuring all BSW competencies and practice behaviors, items were evaluated on a scale from 0-4, and students must score 3-4, intermediate or advanced competence, to achieve this competency. The School tracked students' performance on this evaluation each semester beginning fall 2010. Target skill competency benchmarks were set at an 80% passing rate for field seminar and course requirements.
- **All remaining ordinal scale surveys:** Specific BSW competencies and practice behavior items were evaluated on a scale from 1-5, with benchmarks set for target competency attainment at 80% of responses falling in the 4-5 range of agree and strongly agree, well or very well.
- **Qualitative Measures:** Target competencies for this measurement were assessed in terms of feedback loop guidance with benchmarks set at constructive responses that were coded as curriculum and assignment improvement for specific practice behavior attainment.

### *Operationalizing Each Competency through Practice Behaviors*

The following tables, Tables 14.3 through 14.12, present specific measurements for each competency with practice behaviors as the School's tool for demonstrating attainment of student values, knowledge, and skills.

**Table 14.3: Competency Number 1: EP 2.1.1**

Identify as a professional social worker and conduct oneself accordingly.

**Practice Behaviors** **Multiple Measurements, Measured by**

Advocate for client access to services	1: Aggregate Grades: Interview of Professional Social Worker (Intro to SW) 2: Field Evaluation Ratings of PB 3: Student Legislative Day Survey
Personal self-reflection and correction for professional development	1: Aggregate Grades: Portfolio Paper (Professionalism) 2: Field Evaluation Ratings of PB
Attend to professional roles and boundaries	1: Aggregate Grades: Portfolio Paper (Professionalism) 2: Field Evaluation Ratings of PB 3: Student Legislative Day Survey
Demonstrate professional demeanor	1: Aggregate Grades: Psychosocial Assessment (Advanced Field) 2: Field Evaluation Ratings of PB 3: Student Legislative Day Survey
Engage in career-long learning	1: Aggregate Grades: Psychosocial Assessment (Advanced Field) 2: Field Evaluation Ratings of PB
Use supervision and consultation	1: Aggregate Grades: Agency Paper (Beginning Field) 2: Field Evaluation Ratings of PB

*\*This Competency is also measured as a whole in the Alumni Survey*

**Table 14.4: Competency Number 2: EP 2.1.2**

Apply social work ethical principles to guide professional practice.

**Practice Behaviors** **Multiple Measurements, Measured by**

Recognize and manage personal values to allow professional values to guide practice	1: Aggregate Grades: Law and Ethics Paper (Professionalism) 2: Field Evaluation Ratings of PB 3: Self-Efficacy Survey
Make ethical decisions by applying NASW Code of Ethics, and, as applicable, IFSW/IASSW ethical principles	1: Aggregate Grades: Law and Ethics Paper (Professionalism) 2: Field Evaluation Ratings of PB 3: Self-Efficacy Survey
Tolerate ambiguity in resolving ethical dilemmas	1: Aggregate Grades: Ethics Paper (Beginning Field) 2: Field Evaluation Ratings of PB 3: Self-Efficacy Survey
Apply strategies of ethical reasoning to arrive at principled decisions	1: Aggregate Grades: Ethics Paper (Beginning Field) 2: Field Evaluation Ratings of PB 3: Self-Efficacy Survey

*\*This Competency is measured as a whole in the Alumni Survey and Research Sequence Assessment*

**Table 14.5: Competency Number 3: EP 2.1.3**

Apply critical thinking to inform and communicate professional judgments.

**Practice Behaviors**

**Multiple Measurements, Measured by**

Draw on multiple sources of knowledge	1: Aggregate Grades: Research Design Presentation (Social Work Research) 2: Field Evaluation Ratings of PB
Analyze models of assessment, prevention, intervention, and evaluation	1: Aggregate Grades: Research Design Presentation (Social Work Research) 2: Field Evaluation Ratings of PB
Demonstrate effective oral and written communication	1: Aggregate Grades: Research Design Presentation (Social Work Research) 2: Field Evaluation Ratings of PB

*\*This Competency is measured as a whole in the Alumni Survey*

**Table 14.6: Competency Number 4: EP 2.1.4**

Engage diversity and difference in practice.

**Practice Behaviors**

**Multiple Measurements, Measured by**

Recognize how a culture's structure and values may impact privilege and power	1: Aggregate Grades: Research Paper (HBSE I) 2: Field Evaluation Ratings of PB 3: Focus Groups
Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups	1: Aggregate Grades: Research Paper (HBSE I) 2: Field Evaluation Ratings of PB 3: Focus Groups
Recognize and communicate understanding of the importance of difference in shaping life experiences	1: Aggregate Grades: Autobiography/Ethnography (HBSE II) 2: Field Evaluation Ratings of PB 3: Focus Groups
View selves as learners and engage those with whom they work as informants	1: Aggregate Grades: Autobiography/Ethnography (HBSE II) 2: Field Evaluation Ratings of PB 3: Focus Groups

*\*This Competency is measured as a whole in the Alumni Survey and Research Sequence Assessment*

**Table 14.7: Competency Number 5: EP 2.1.5**

Advance human rights and social and economic justice.

**Practice Behaviors** **Multiple Measurements, Measured by**

Understand the forms and mechanisms of oppression and discrimination	1: Aggregate Grades: Poverty Case Study (Connecting Policy and Practice) 2: Field Evaluation Ratings of PB
Advocate for human rights and social and economic justice	1: Aggregate Grades: Legislative Assignment (Social Services) 2: Field Evaluation Ratings of PB 3: Legislative Day Survey
Engage in practices that advance social and economic justice	1: Aggregate Grades: Legislative Assignment (Social Services) 2: Field Evaluation Ratings of PB 3: Legislative Day Survey

*\*This Competency is measured as a whole in the Alumni Survey and Research Sequence Assessment*

**Table 14.8: Competency Number 6: EP 2.1.6**

Engage in research-informed practice and practice-informed research.

**Practice Behaviors** **Multiple Measurements, Measured by**

Use practice experiences to inform scientific inquiry	1: Aggregate Grades: Evaluation of Macro Project (Practice II) 2: Field Evaluation Ratings of PB 3: Research Sequence Assessment 4: Focus Groups
Use research evidence to inform practice	1: Aggregate Grades: Research Design Presentation (Social Work Research) 2: Aggregate Grades: Evaluation of Macro Project (Advanced Field) 2: Field Evaluation Ratings of PB 4: Research Sequence Assessment 5: Focus Groups

*\*This Competency is measured as a whole in the Alumni Survey*

**Table 14.9: Competency Number 7: EP 2.1.7**

Apply knowledge of human behavior and the social environment.

**Practice Behaviors** **Multiple Measurements, Measured by**

Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	1: Aggregate Grades: Research Paper (HBSE I) 2: Field Evaluation Ratings of PB
Critique and apply knowledge to understand person in environment	1: Aggregate Grades: Autobiography/Ethnography (HBSE II) 2: Field Evaluation Ratings of PB

*\*This Competency is measured as a whole in the Alumni Survey*

**Table 14.10: Competency Number 8: EP 2.1.8**

Engage in policy practice to advance social and economic well-being and deliver effective social work services.

**Practice Behaviors**

**Multiple Measurements, Measured by**

Analyze, formulate, and advocate for policies that advance social well-being	1: Aggregate Grades: Policy Analysis and Presentation (Policy Practice) 2: Field Evaluation Ratings of PB 3: Legislative Day Survey
Collaborates with colleagues and clients for effective policy action	1: Aggregate Grades: Policy Analysis and Presentation (Policy Practice) 2: Field Evaluation Ratings of PB 3: Legislative Day Survey

*\*This Competency is measured as a whole in the Alumni Survey and Research Sequence Assessment*

**Table 14.11: Competency Number 9: EP 2.1.9**

Respond to contexts that shape practice.

**Practice Behaviors**

**Multiple Measurements, Measured by**

Discover, appraise, and attend to changing contexts to provide relevant services	1: Aggregate Grades: Community Macro Project and Presentation (Practice II) 2: Field Evaluation Ratings of PB 3: Self-Efficacy Survey
Provide leadership in promoting changes in service delivery and practice to improve service quality	1: Aggregate Grades: Community Macro Project and Presentation (Practice II) 2: Field Evaluation Ratings of PB 3: Self-Efficacy Survey

*\*This Competency is measured as a whole in the Alumni Survey and Research Sequence Assessment*

**Table 14.12: Competency Number 10: EP 2.1.10 (a-d)**

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

	<b>Practice Behaviors</b>	<b>Multiple Measurements, Measured by</b>
<i>Engagement</i>	Substantively and affectively prepare for actions at all levels of practice	1: Aggregate Grades: Social History (Practice I)
	Use empathy and other interpersonal skills	2: Aggregate Grades: Video Labs (Practice III)
	Develop a mutually agreed-on focus and desired outcomes	3: Aggregate Grades: Agency Report (Beginning Field)
		4: Aggregate Grades: Process Recording (Advanced Field)
		5: Field Evaluation Ratings of PB
<i>Assessment</i>	Collect, organize, and interpret client data	1: Aggregate Grades: Case Analysis and Social History (Practice I)
	Assess client strengths and limitations	2: Aggregate Grades: Labs/Psychosocial Assessment (Practice III)
	Develop mutually agreed-on intervention goals and objectives	3: Aggregate Grades: SOAP Notes (Beginning Field)
	Select appropriate intervention strategies	4: Aggregate Grades: Psychosocial Assessment (Advanced Field)
		5: Field Evaluation Ratings of PB
<i>Intervention</i>	Initiate actions to achieve organizational goals	1: Aggregate Grades: Case Analysis and Social History (Practice I)
	Implement prevention interventions that enhances client capacities	2: Aggregate Grades: Labs/Psychosocial Assessment (Practice III)
	Help clients resolve problems	3: Aggregate Grades: SOAP Notes (Beginning Field)
	Negotiate, mediate, and advocate for clients	4: Aggregate Grades: Process Recording (Advanced Field)
	Facilitate transitions and endings	5: Field Evaluation Ratings of PB
<i>Evaluation</i>	Critically analyze, monitor, and evaluate intervention	1: Aggregate Grades: Labs/Psychosocial Assessment (Practice III)
		2: Aggregate Grades: SOAP Notes (Beginning Field)
		3: Aggregate Grades: Process Recording (Advanced Field)
		4: Field Evaluation Ratings of PB

*\*This Competency is measured as a whole in the Alumni Survey and Research Sequence Assessment*



## How We Collect, Analyze, and Assess Data to Change Explicit & Implicit Curricula

### *Evidence of Data Collection & Data Use*

The School of Social Work implemented its assessment plan, to compare and contrast the outcomes of each competency and operationalized practice behaviors, beginning fall 2009. As figure 14.1 and table 14.1 show, we continuously collect, report, and analyze data, integrating recommendations and implementing refinements, and evaluate the process again to assess how well the refinements are working. This overall plan, which supports the dynamic nature of our BSW social work education and curriculum, allows us to continuously affirm the parts of our educational effort that are working well and to improve, on a timely basis, the elements that need change. Simply collecting and analyzing data is not enough; we want to plow those results back into our educational product so that we can reap improvements. This ongoing cycle informs us, leads to refinements, and affirms our educational efforts.

We present evidence of our ongoing data collection and analyses in the appended summary data collection tables in section 4.0.5. These tables contain the entirety of our assessment results and include how we use the outcomes. In section 4.0.3, we highlight specific changes and our actions of refinement.

Additional evidence of data use occurred in faculty retreats, and at monthly Director's meetings when the Assessment Committee requested input and feedback on the assessment plan, as well as reported findings. We analyzed data when faculty gave input on changes at the faculty retreat in fall 2010, in which the Assessment Committee presented correlations and findings of the first year of field evaluations using the 2008 EPAS practice behaviors. We refined the process by adapting response categories that better matched skill and competence in the 41 practice behaviors when students are in field. Faculty discussed data collection for SACS in spring 2011 and adjusted uniformity of measures, primarily aggregate grades and field evaluations that assess practice behaviors, to streamline our assessment process, as well as continue collecting and analyzing data for future reaffirmation. Quantitative data collection includes percentages and frequencies, with comparative analyses over semester scores, using data to indicate needed changes or to affirm operationalized practice behaviors. The Assessment Committee completed qualitative coding for themes and patterns to include student input on these assignments as catalysts for skill attainment, as well as to check for understanding of competencies and specific student feedback on the assessment process. Data collection has been an empirical process, with multiple measurements, and continual refinement of instrumentation to best capture student practice behavior knowledge, values, and skills. This has also created some challenges in pretest and post test measurement. Ongoing measurement changes resulted in pilot surveys, especially in field, and an experimentation with online field evaluation, which later reverted back to written hard copy evaluations which were more convenient for instructors and students.

### *Data Use*

Data were used to affirm and/or change explicit and implicit curricula depending on the statistical results meeting, or not, our predetermined benchmarks. We created a field for specific data use and purpose within each table to alert us to additional reasons of outcomes in addition to students' attainment of the competencies, which is the primary purpose of collecting and analyzing all these data. As we collected data, we continuously considered and modified

program elements. We measured comprehensive, or whole, competencies to direct faculty in planning assessment, checking how students and faculty understand student competencies, and guiding ongoing data analysis and curriculum location of the specific practice behaviors. We focus on meeting benchmarks in student competency attainment for the operationalized practice behaviors. Results tables in section 4.0.5 contain a category for data use to show how we are using the specific data collected—and the primary purpose of collecting these data is to assess if benchmarks are being met for each practice behavior across multiple measurements. We also use data to guide us in the affirmation or change process, and these data purposes are presented in the table below. We outline the general uses of data in the table below, 14.13, and reveal the purpose of data and how we apply this in our assessment plan and feedback looping. How we specifically used data to make changes is indicated in Tables 14.14 through 14.17, section 4.0.3.

Table 14.13: Data Use Chart

Data Use	Purpose
Explicit	Investigate outcomes
	Benchmark not met
	Affirm and/or change
	Experiential learning
	Checking understanding of PBs
	Follow-up on quantitative measures
	Piloting instruments and measurements
	Curriculum change
	Student feedback
	Cross-course learning
	Assignment change
	Additional curriculum location
	Core assignment
	Skill transfer and attainment
Implicit	Student organizations
	Guest speakers
	Investigate outcomes
	Affirm and/or change
	Off campus activity
	Revision of field manual
	Service learning
	Student feedback
	Student forums
	Student satisfaction
	Post-graduation student feedback
	Student feedback on School mission and goals
	Student feedback on School learning environment
	Student feedback on School diversity
	Student feedback on School student development
	Student feedback on School faculty
Student feedback on School resources	

### **Examples of Data Use: Explicit**

*Skill transfer and attainment:* The primary use of our assessment data is to measure competency attainment. The measure that best assesses this achievement is the field instructor evaluation. Ratings in the comprehensive evaluation reveal across all practice behaviors the correlation between instructor and student skill attainment. This is also applied learning, showing skill attainment and transfer.

*Benchmark not met, Affirm and/or change, Core assignment, Investigate outcomes:* We analyze data in this realm for outcomes met, or not, and if benchmarks were achieved. If not, we investigate outcomes. There may be additional reasons for benchmarks not being met, especially if the core assignment needs redefinition, or if the measure may not be completely in the School's control, like the Alumni Survey. Data use here leads us to affirm or make changes.

*Piloting instrument, Additional curriculum location, Curriculum change, Assignment change:* Since we are piloting the 2008 EPAS and its measurement, we have piloted many instruments to investigate their reliability in assessing skill attainment. This process may lead to additional curriculum locations for the specific practice behaviors, or changes in assignments, or refinements in curriculum.

*Student feedback, Experiential learning, Cross-course learning, Checking understanding of practice behaviors, Follow-up on quantitative measures:* To involve students and empower them in the process of curriculum changes, we have used many forms of measurement to integrate student feedback. Student surveys assess how they interpret experiential learning, like Student Day at the Legislature, and if they benefit from cross-course learning when course sequence builds upon practice behaviors as they advance through the program. These instruments check student understanding of practice behaviors and also follow-up on quantitative measures in student focus groups, which helps explain some responses and provides a deeper understanding of students' perceptions.

### **Examples of Data Use: Implicit**

*Investigate outcomes, Affirm and/or change:* We analyzed data in this realm for outcomes met, or not, and if benchmarks are achieved. If not met or achieved, we investigate. There may be additional reasons for benchmarks not being met or if the measure may not be completely in the School's control (Alumni Survey). Data use leads us to affirmation or needed changes.

*Revision of field manual:* A primary refinement and enhancement was the curriculum committee changes to the field manual to better communicate expectations, learning, and competencies in the signature pedagogy. This revision affected multiple areas of implicit curriculum, as well as explicit.

*All student feedback:* To involve students and empower them in the process of major curriculum changes, we used many forms of measurement to integrate student feedback. Student surveys assessed how they interpreted experiential learning, how they feel about the School's mission and goals, and if they understand and are aware of their learning

environment. Student feedback has helped to explain some responses and provide a deeper understanding of students' perceptions.

*Guest speakers, Off campus activity, Service learning:* To address needed changes across the implicit curriculum, we increased the presence of guest speakers within specialized areas of social welfare, justice, and continuing education. Off-campus activities increased student involvement and allowed students to transfer skills to the real world. Students have benefited from the experiential opportunities of enlarged service learning components, such as student involvement in the MAP program.

*Student organizations, Student satisfaction, Student forums:* Student organizations are a primary facet of student satisfaction, and the School has made changes to increase these opportunities, as well as forums for students to direct and participate in, such as the University-wide Islamophobia event.

## **Refinements Resulting from Assessment**

### *Explicit Curriculum Changes*

The School of Social Work engages in ongoing refinements as a result of assessing the data around our explicit curriculum. This data analysis alerts us to specific areas we need to investigate and change in order to affirm these competencies and practice behaviors in the future. Some issues require changing core assignments and core curriculum locations to ensure that students attain learning. For example, we assessed competency 1 in an introductory course with social work pre-majors, and although we made changes to address not meeting benchmarks in this area, results show in multiple measurements that BSW social work majors did attain this competency. In this same instance, during the course of our assessment, we made a diversity course a requisite for the BSW degree, so, in the future, we can better assess the benchmark not met in competency 4. Competencies 4 and 7 demonstrate primary changes to affirm future assessment, in which we changed the HBSE sequences courses for improved student learning and skill attainment by making the courses more equalized and contemporary.

When data demonstrate that we do not meet benchmarks, we investigate and make changes. All field evaluation ratings, our comprehensive assessment across all competencies and practice behaviors, revealed in data analysis that all benchmarks were met, with one exception of an N/A response on competency 6; however, this outcome changed longitudinally after we emphasized the BSW poster presentation in field instruction. We believe that we have made progress that will be revealed in next year's results.

Tables 14.14 and 14.15 show the changes we made based on specific outcomes from collecting and analyzing data, and using it to change our explicit curriculum.

Table 14.14: Explicit Curriculum Changes Based on Outcomes

<b>Explicit Curriculum</b>	<b>Data Results</b>	<b>Data Use</b>	<b>Changes Made</b>
Competency 1- PB 1: Advocate for client access to services	Measure: Aggregate Grades- Intro to SW: Interview of Social Worker F09=61%, Sp10=65%, F10=83%, Sp11=73%	Benchmark not met across semesters Explore core assignment change	1: Offering more professional learning opportunities in classes 2: More specialized guest lectures based on student feedback and data
Competency 2-PB3: Apply ethical principles	Measure: Research Sequence Assessment: 57% Unsure (Mode)	Students unsure if IRB required in research courses	1: Required IRB knowledge/CITI course of all research students and IRB training not included in BSW course work but IRB knowledge required 2: research ethics covered in course
Competency 4- PB 1 & 2: Recognize culture's structure impacts power and privilege & gain self-awareness to eliminate biases	Measure: Aggregate Grades- HBSE I: Research Paper Sp11=71%	Benchmark not met in specific semester Explore core assignment change	1: 4310 Diversity and Social Justice added as a requisite for BSW majors 2: Revised 2 HBSE courses to equalize course content and make them more contemporary
Competency 5-PBs 2 & 3: advocate for human rights & engage in practices for justice	Measure: Aggregate Grades-Social Services Legislative Assignment: Sp10=74%, F10=44%, Sp11=68%	Benchmark not met mostly across semesters	Emphasis on experiential learning through Student Legislative Day
Competency 6- PB 1: Use practice to inform inquiry	Measure: Field Evaluation: Spring10: 56% students and 42% instructors replied N/A (Mode)	Although reply N/A, investigate outcomes	Emphasis placed on BSW poster presentations in field instruction to apply practice to scientific inquiry
Competency 7- PB 1: Utilize conceptual frameworks	Measure: Aggregate Grades-HBSE I Research Paper: Sp11=71%	Benchmark not met in one semester	Revised 2 HBSE courses to equalize course content and make them more contemporary
Competency 8- PB 2: Collaborate with colleagues	Measure: Field Evaluation: Spring10: 50% students and 26% instructors replied N/A (Mode)	Although reply N/A, investigate results	1: Response changes over semester to meet benchmarks 2: Offering more professional learning opportunities in classes
Competency 10-a PB1: Engagement: Prepare for action at all levels	Measure: Aggregate Grades- Practice I: Social History Spring11=79%	Benchmark is near 80%, investigate outcome, explore core assignment	1:Service Learning Fellows required to add to courses 2: In process, address this outcome with instructors and investigate if students attain skill

Table 14.15: Additional Explicit Curriculum Changes

<b>Explicit Curriculum Changes Made</b>	<b>Matches Competencies &amp; Practice Behaviors</b>
Added online discussion forum in on-campus classes	EP 2.9 Respond to contexts that shape practice Technological developments, emerging trends to provide relevant services
Gerontology/Elder grant: segments in each course	EP 2.1.4 Engage diversity and difference in practice View themselves as learners and engage those with whom they work as informants
Military social work added as elective	EP 2.1.4 Engage diversity and difference in practice View themselves as learners and engage those with whom they work as informants
BSW course sequence alignment to coordinate cross-course learning and assignments, course sequences changed. 3425 Practice II sequenced with 3340 Research so concepts such as needs assessment, human subjects research and evaluation for the macro project could be linked to content covered in research course.	EP 2.1.6 Engage in research-informed and practice-informed research Use research evidence to inform practice
3350 Connecting Policy and Practice now an elective	EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services Analyze, formulate, and advocate for policies that advance social well-being
Added other statistics courses as prerequisites for 3340 Social Work Research	EP 2.1.6 Engage in research-informed and practice-informed research Use research evidence to inform practice

### *Implicit Curriculum Changes*

The School of Social Work, after analyzing data on benchmarks, makes changes in the implicit curriculum. This data analysis and use alerts us to specific areas to investigate and change in order to affirm implicit curriculum in future assessment. Some of these issues require investigation into responses and student characteristics in future plans. For example, data on licensing and employment revealed that some students did not seek assistance from the university in job searches, did not have employment, and had no plans to take the licensing exam. The School increased more professional training and learning opportunities in courses, and we updated and promoted job openings on our Facebook page, although many of these students are anticipating entering an MSW program. Additionally, students reported two primary areas for improvement for the school: field expectations and advising issues. We revised the field manual, implemented an annual field fair, implemented changing field grading protocols to letter grades, and updated our FAQ website page.

Though the School provides BSW students with three advisors (a College of Applied Arts registration advisor, a faculty professional and career advisor, and a field liaison advisor), we expanded training for advising and tightened BSW course approvals system with the Advising Center. These activities should help strengthen advising. Students also reported not having adequate opportunities for extracurricular activities. The School answered this by emphasizing and promoting the following groups as well as sponsoring such activities, such as: Undoing



Racism, Allies, Generations Connections, Friends and Families of the Military, Latinas Unidas, Veterans' support group, and former foster children support group. Tables 14.16 and 14.17 show the changes made based on specific outcomes from our assessment plan, data collection and analyses, and data use to change our implicit curriculum.

Table 14.16: Implicit Curriculum Changes Based on Outcomes

<b>Implicit Curriculum</b>	<b>Data Results</b>	<b>Data Use</b>	<b>Changes Made</b>
Taken the licensing exam?	Measure: BSW Exit Survey 39%=No	Investigate outcomes	Offering more professional learning opportunities in classes, some students entering MSW programs
Employment?	Measure: BSW Exit Survey 41%=No	Investigate outcomes	1: Job postings and ads via Facebook 2: Some students entering MSW programs 3: Service Learning courses increased volunteer work
Suggestions for improvement?	Measure: BSW Exit Survey 1: Expectations in field, clarify 2: Faculty Advisors for individual students	Investigate outcomes	1: Field manual revised and reviewed with students 2: Implementation of Field Fair 3: Field changes to letter grades from pass/fail 4: FAQ added to School website and updated 5: Training for advising, students have 3 advisors 6: Tightened BSW course approval system with new Advising Center
Have you sought employment help from Texas State's Career Services Office?	Measure: Alumni Survey 2009: No=67% 2010: No=100% 2011: Yes, not helpful=67%	Investigate outcomes	1: Job postings and ads via Facebook 2: Some students entering MSW programs 3: Service Learning courses increased volunteer work
If you have not already, are you planning to enroll in a certification/ licensing or continuing education training within the next five years?	Measure: Alumni Survey 2011: 57% No	Investigate outcomes	Offering more professional learning opportunities in classes, some students entering MSW programs
Did you understand the resources the School had available to support the BSW program?	Measure: BSW Exit Survey 73% Yes	Investigate outcomes	The School is drafting documentation of our resources for reaccreditation and will make this information public to students on our website
Opportunities to participate in extracurricular activities?	Measure: Alumni Survey: Spring 10=50% Fair	Benchmark not met	1: Emphasis placed on student involvement in organizations: Interruptions, Allies, Generations Connections, Friends and Families of the Military, Latinas Unidas 2: Sponsored training: Undoing Racism 3: Veterans support group 4: Former foster children support group
Assignments in research course were creative and interesting?	Measure: Research Sequence Assessment: 32% Disagree (Mode)	Investigate outcomes	1: Research Committee enhanced assignments and changed textbook 2: BSW student representatives in Research Sequence Committee for feedback 3: Encourage BSW students to apply for undergraduate research funding



Table 14.17: Additional Implicit Curriculum Changes

<i>Implicit Curriculum Changes Made</i>	<i>Matches Implicit Curriculum</i>
Students included in faculty selection	EP 3.3: Faculty
Received SAFE Office award from Allies 2010	EP 3.1 Diversity
Won Diversity grant and had speaker series/ talent show on diversity	EP 3.1 Diversity
Use of technology as a tool	EP 3.5 Resources
New advancement policy to clarify and streamline process for dealing with academic and disciplinary issues	EP 3.2 Student Development Advisement, retention, and termination
Orientation mandatory and include content on writing skills, citation/plagiarism, group work, APA style	EP 3.2 Student Development Admissions
Alumni included in End-of-Life Lecture planning committee	EP 3.1 Diversity

## Informing Our Constituencies of Assessment

The School of Social Work informs its constituencies of assessment outcomes through two forums. First, we have provided ongoing feedback and outcome reporting through our transition to the new EPAS competencies. Second, our assessment outcomes are made public. We have continual interaction with students, field instructors, and the community during the assessment process, sharing outcomes from our self-study. For example, students have participated (and will continue to do so) in focus groups based on the 2008 EPAS so that we can get their feedback on how well they understand competencies, and to get suggestions on improving student performance of these competencies. The School will continue to provide multiple formats for constituencies to review and share feedback on assessment outcomes. We report our outcomes online, in the field manual, and to field instructors who serve as the School's Advisory Board.

- SACS annual reports are public information
- Texas HB2504 student evaluations are public information
- Alumni surveys are public and presented on the School's website
- State of School address to faculty, staff, and field/community representatives
- Focus group luncheons
- Alumni events
- Field events and Workshops
- Reaccreditation outcome reports on School's website

## How We Append Summary Data for Each Measure Used

Each competency with operationalized practice behaviors are listed below with data results and use. The highlighted fields show where benchmarks were not met and thus change was warranted; these are addressed in detail in section 4.0.3. Frequencies, percentages, and medians/modes with ranges reported were the highest, and concur with the mode reported, of all response categories. The same is conducted for implicit measures. The primary measure to assess attainment for comprehensive competency and practice behaviors is contained within the field evaluation ratings, where modes and ranges are presented, with percentages between instructors and students for comparison. Data use and purpose of field measurement was competency skill attainment and transfer. The next primary measure is aggregate grades which locate practice behaviors in the curriculum. Supplemental measurements reinforce, help explain, and/or provide further data collection and analysis for competency attainment for student enhancement.

### *Appended Summary Data: Explicit Curriculum*

#### **Competency 1: Identify as a professional social worker and conduct oneself accordingly.**

**Narrative for Competency 1 Outcomes:** Across the three measures, all benchmarks were met minus aggregate grades for the Introduction to Social Work assignment of Interview with a Professional Social Worker, which fell below 80% attainment except for one semester. Because this is an introductory course and students are not BSW majors, it is not surprising to see benchmarks not met. To address this issue, we have added professional training to courses, as well as specialized guest speakers to increase competency of advocating for client access to services, further discussed in section 4.0.3. Additionally, for future assessment, this core assignment will be better measured in another course by another assignment, and the Assessment Committee is investigating this to present to the faculty. Although the remaining measures met benchmarks, especially in field where only twice were attainment levels less than advanced, these measures do show lower modes and frequencies of 'intermediate' in the practice behaviors. The supplemental measure of Student Legislative Day was a beneficial follow-up regarding these practice behaviors in an experiential learning environment, off campus activity.

**Competency 1 Data Analysis & Data Use: Aggregate Grades**

<b>Competency 1: Assignment</b>	<b>Measures PBs:</b>	<b>F09</b>	<b>Sp10</b>	<b>Su10</b>	<b>F10</b>	<b>Sp11</b>	<b>Data Use</b>	<b>Affirm/ Change</b>
<i>Interview of Professional Social Worker (Intro to SW)</i>	Advocate for client access to services	N=31 n=19 61%	N=89 n=73 65%	N/A	N=88 n=73 83%	N=85 n=62 73%	Benchmark not met Investigate outcomes	Change
<i>Portfolio Paper (Professionalism)</i>	Personal self-reflection and correction for professional development	N=32 n=32 100%	N/A	N/A	N/A	N=30 n=30 100%	Skill attainment Core assignment	Affirm
<i>Portfolio Paper (Professionalism)</i>	Attend to professional roles and boundaries	N=32 n=32 100%	N/A	N/A	N/A	N=30 n=30 100%	Additional curriculum location	Affirm
<i>Psychosocial Assessment (Advanced Field)</i>	Demonstrate professional demeanor	N=9 n=9 100%	N/A	N/A	N/A	N=11 n=11 100%	Skill transfer and attainment	Affirm
<i>Psychosocial Assessment (Advanced Field)</i>	Engage in career-long learning	N=9 n=9 100%	N/A	N/A	N/A	N=11 n=11 100%	Skill transfer and attainment	Affirm
<i>Agency Paper (Beginning Field)</i>	Use supervision and consultation	N=9 n=9 100%	N/A	N/A	N/A	N=20 n=20 100%	Skill transfer and attainment	Affirm

\*Benchmark set at 80% of students completed assignment at 80%

\*Rating scale: 100 point scale, maximum number of points 100 (100%)

**Competency 1 Data Analysis & Data Use: Final Field Evaluations**

Competency 1 Practice Behaviors	Spring 2010 Mode (Range) % N=24		Summer 2010 Mode (Range) % N=30		Fall 2010 Mode (Range) % N=6		Spring 2011 Mode (Range) % N=19		Summer 2011 Mode (Range) % N=17	
	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor
	3 (4) Intermediate		4 (4) Advanced		4 (1) Advanced		4 (4) Advanced		3 (1) Intermediate	
Advocate for client access to the services of social work	n=10 50%	n=11 58%	n=8 62%	n=20 69%	n=3 75%	n=4 80%	n=10 56%	n=12 67%	n=5 46%	n=7 47%
	4 (1) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced	
Practice personal reflection and self-correction to assure continual professional development	n=12 60%	n=10 53%	n=8 62%	n=21 72%	n=2 50%	n=4 80%	n=17 90%	n=15 79%	n=11 85%	n=11 65%
	3 (2) Intermediate		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced	
Attend to professional roles and boundaries	n=8 40%	n=12 63%	n=10 77%	n=21 72%	n=3 75%	n=3 60%	n=15 79%	n=11 58%	n=6 46%	n=11 65%
	4 (1) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced	
Demonstrate professional demeanor in behavior, appearance, and communication	n=11 55%	n=9 47%	n=10 77%	n=22 76%	n=2 50%	n=4 80%	n=14 74%	n=14 74%	n=7 54%	n=11 65%
	4 (2) Advanced		4 (2) Advanced		4 (1) Advanced		4 (1) Advanced		4 (2) Advanced	
Engage in career-long learning	n=9 45%	n=11 58%	n=10 77%	n=21 72%	n=2 50%	n=4 80%	n=13 68%	n=16 84%	n=8 62%	n=13 77%
	4 (2) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced	
Use supervision and consultation	n=11 55%	n=11 58%	n=8 62%	n=24 83%	n=3 75%	n=4 80%	n=15 79%	n=14 74%	n=10 77%	n=16 94%

\*Rating scale: Ordinal scale ranging from skill not present (1), beginning skill/competence (2), intermediate skill/competence (3), and advanced skill/competence (4)

### Student Legislative Day Survey

After spending the day at the State Legislature, please answer what you feel your skill level is at this time in the following practice behaviors.

Competency 1 Practice Behaviors	Spring 2010 N= 26 %	Spring 2011 N= 45 %	Data Use	Affirm/ Change
Advocate for client services.	Adequate n=10 39%	Adequate n=24 53%	Experiential learning	Affirm
Attend to professional roles and boundaries.	Adequate n=14 54%	Adequate n=25 57%	Skill transfer and attainment	Affirm
Demonstrate professional demeanor.	Adequate n=11 42%	Advanced n=25 56%	Additional curriculum location	Affirm

\*Rating scale: Ordinal scale ranging from skill not present, beginning, adequate, and advanced skill

### Competency 2: Apply social work ethical principles to guide professional practice.

**Narrative for Competency 2 Outcomes:** Across the five measures, all benchmarks were met except in the Research Sequence Assessment, where students were unsure if they should take the IRB training; however, this does not measure primary practice behaviors and was used as a feedback tool. This is further explained in 4.0.3 and changes made are presented. Remaining measures met benchmarks for the instruments. The supplemental measures of the Self-Efficacy Survey with qualitative analyses provided additional data. The qualitative analyses helped explain student perceptions of application of this competency, revealing they felt prepared to apply ethical principles in professional settings, and stated specific techniques in doing so.

#### Competency 2 Data Analysis & Data Use: Aggregate Grades

Competency 2: Assignment	Measures PBs:	F09	Sp10	Su10	F10	Sp11	Data Use	Affirm/ Change
Law and Ethics Paper (Professionalism)	Recognize and manage personal values to allow professional values to guide practice	N=32 n=31 96%	N/A	N/A	N/A	N=30 n=28 94%	Core assignment	Affirm
Law and Ethics Paper (Professionalism)	Make ethical decisions by applying NASW Code of Ethics, and, as applicable, IFSW/IASSW ethical principles	N=32 n=31 96%	N/A	N/A	N/A	N=30 n=28 94%	Additional curriculum location	Affirm
Ethics Paper (Beginning Field)	Tolerate ambiguity in resolving ethical dilemmas	N=9 n=9 100%	N/A	N/A	N/A	N=9 n=8 89%	Skill transfer and attainment	Affirm
Ethics Paper (Beginning Field)	Apply strategies of ethical reasoning to arrive at principled decisions	N=9 n=9 100%	N/A	N/A	N/A	N=9 n=8 89%	Skill transfer and attainment	Affirm

\*Benchmark set at 80% of students completed assignment at 80%

\*Rating scale: 100 point scale, maximum number of points 100 (100%)

**Competency 2 Data Analysis & Data Use: Field Evaluations**

Competency 2 Practice Behaviors	Spring 2010 Mode (Range) % N=24		Summer 2010 Mode (Range) % N=30		Fall 2010 Mode (Range) % N=6		Spring 2011 Mode (Range) % N=19		Summer 2011 Mode (Range) % N=17	
	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor
	4 (4) Advanced		4 (1) Advanced		4 (1) Advanced		4 (2) Advanced		4 (1) Advanced	
Recognize and manage personal values in a way that allows professional values to guide practice;	n=13 65%	n=10 53%	n=9 69%	n=19 66%	n=3 75%	n=4 80%	n=13 68%	n=13 68%	n=7 54%	n=13 77%
	4 (4) Advanced		4 (4) Advanced		4 (1) Advanced		3 (2) Intermediate		3 (1) Intermediate	
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	n=9 45%	n=10 53%	n=8 67%	n=15 54%	n=73 75%	n=4 80%	n=9 47%	n=10 53%	n=7 58%	n=11 65%
	3 (4) Intermediate		4 (4) Advanced		4 (1) Advanced		3 (1) Intermediate		3 (1) Intermediate	
Tolerate ambiguity in resolving ethical conflicts	n=12 60%	n=8 42%	n=7 58%	n=18 64%	n=2 50%	n=3 60%	n=10 53%	n=11 58%	n=10 83%	n=9 56%
	3 (4) Intermediate		4 (2) Advanced		4 (1) Advanced		3 (1) Intermediate		3 (2) Intermediate	
Apply strategies of ethical reasoning to arrive at principled decisions	n=9 45%	n=8 44%	n=7 54%	n=19 66%	n=3 75%	n=3 60%	n=10 53%	n=10 53%	n=9 75%	n=8 47%

\*Rating scale: Ordinal scale ranging from skill not present (1), beginning skill/competence (2), intermediate skill/competence (3), and advanced skill/competence (4)

**Research Sequence Assessment: Fall 2009 through spring 2010**

Competency 2 Practice Behaviors N= 42	Mode (Range) %	Data Use	Affirm/ Change
BSW students understand the ethical issues related to social and behavioral research with human subjects.	5 (2) 52.4% Strongly Agree	Student feedback	Affirm
BSW students are familiar with the role of the IRB.	4 (4) 35.7% Agree	Skill transfer and attainment	Affirm
All BSW students should take the IRB online exam related to research compliance.	3 (3) 57.1% Unsure	Assignment change	Change

\*Comprehensive Competency

\*Rating scale: Ordinal scale ranging from 1 (strongly disagree) to 5 (strongly agree)

**Self-Efficacy Survey: Spring 2011**  
**Competency 2 Practice Behaviors**

	<b>Mode (Range)</b> <b>n=</b> <b>%</b>	<b>Data Use</b>	<b>Affirm/ Change</b>
<i>I can recognize and manage personal values to allow professional values to guide practice.</i>	5 (1) n=19 76% Very much like me	Student feedback	Affirm
<i>I can make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles.</i>	5 (1) n=17 68% Very much like me	Skill transfer and attainment	Affirm
<i>I can tolerate ambiguity in resolving ethical dilemmas.</i>	4 (4) n=13 52% Somewhat like me	Skill transfer and attainment	Affirm
<i>I can apply strategies of ethical reasoning to arrive at principled decisions.</i>	5 (2) n=17 68% Very much like me	Skill transfer and attainment	Affirm

\*Ranking on a 1 (not like me at all) to 5 (very much like me) Likert scale  
\*Spring 2011

**Qualitative Analyses of Self-Efficacy Survey: Spring 2011**

<b>Competency 2 Practice Behaviors</b>	<b>Themes</b>	<b>Interpretation</b>	<b>Data Use</b>
<i>How do you feel prepared to represent the profession of social work, its mission, values, and history, in your career as a social worker?</i>	Confident and well-prepared Focus on mission, values, and ethics	Students feel prepared by course work and can apply this beyond classroom to their future careers	Student feedback, follow-up on quantitative measures Affirm
<i>How do you currently/ plan to reflect upon and further develop your skills as a Social Worker, through supervision and life-long learning?</i>	Through formal education Self-education Networking, conferences, and the social work community	Students can reference real-world contexts to continuing their life long learning in future careers	Student feedback, Piloting instruments and measurements Affirm

**Competency 3: Apply critical thinking to inform and communicate professional judgments.**

**Narrative for Competency 3 Outcomes:** Across the two measures, all benchmarks were met. The core assignment of the research design and presentation captured this competency well and ranges from high 80% to 100%. Field evaluation ratings showed that students and instructors assessed competency attainment consistently across intermediate and advanced levels for critical thinking.

**Competency 3 Data Analysis & Data Use: Aggregate Grades**

Competency 3: Assignment	Measures PBs:	F09	Sp10	Su10	F10	Sp11	Data Use	Affirm/Change
Research Design Presentation (Social Work Research)	Draw on multiple sources of knowledge	N/A	N=35 n=31 89%	N/A	N=35 n=35 100%	N=45 n=42 93%	Core assignment	Affirm
Research Design Presentation (Social Work Research)	Analyze models of assessment, prevention, intervention, and evaluation	N/A	N=35 n=31 89%	N/A	N=35 n=35 100%	N=45 n=42 93%	Skill transfer and attainment	Affirm
Research Design Presentation (Social Work Research)	Demonstrate effective oral and written communication	N/A	N=35 n=31 89%	N/A	N=35 n=35 100%	N=45 n=42 93%	Skill transfer and attainment	Affirm

\*Benchmark set at 80% of students completed assignment at 80%

\*Rating scale: 100 point scale, maximum number of points 100 (100%)

**Competency 3 Data Analysis & Data Use: Field Evaluations**

Competency 3 Practice Behaviors	Spring 2010 Mode (Range) % N=24		Summer 2010 Mode (Range) % N=30		Fall 2010 Mode (Range) % N=6		Spring 2011 Mode (Range) % N=19		Summer 2011 Mode (Range) % N=17	
	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor
	3 (4) Intermediate		4 (2) Advanced		4 (1) Advanced		4 (2) Advanced		4 (2) Advanced	
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	n=8 45%	n=8 45%	n=9 69%	n=19 66%	n=2 50%	n=4 80%	n=9 47%	n=12 63%	n=6 46%	n=13 77%
	3 (4) Intermediate		4 (4) Advanced		4 (4) Advanced		3 (1) Intermediate		3 (2) Intermediate	
Analyze models of assessment, prevention, intervention, and evaluation	n=10 56%	n=11 58%	n=7 54%	n=18 62%	n=3 75%	n=3 60%	n=10 53%	n=11 58%	n=8 62%	n=9 56%
	4 (2) Advanced		4 (2) Advanced		4 (1) Advanced		4 (2) Advanced		4 (1) Advanced	
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	n=7 39%	n=11 58%	n=8 62%	n=18 62%	n=2 50%	n=4 80%	n=13 68%	n=14 74%	n=8 62%	n=12 71%

\*Rating scale: Ordinal scale ranging from skill not present (1), beginning skill/competence (2), intermediate skill/competence (3), and advanced skill/competence (4)

**Competency 4: Engage diversity and difference in practice.**

**Narrative for Competency 4 Outcomes:** Across the four measures, all benchmarks were met except in aggregate grades for the HBSE I Research Paper assignment, where benchmarks fell below 80% (71%) for two semesters. To address this issue, we have made changes to the curriculum to make the course more contemporary and equalized across HBSE I and HBSE II, further discussed in section 4.0.3. Additionally, for future assessment, this core assignment will be better measured in another course by another assignment, and the Assessment Committee will investigate this. Remaining measures met benchmarks, especially in field where, of special note, all ratings by students and instructors were



advanced competency skill levels. The supplemental measures, Research Sequence Assessment and Focus Groups, reveal additional attainment levels. Students reported that research courses contained diversity elements, and focus groups revealed students can locate, cite, and apply techniques to engage diversity and difference in practice. The qualitative analyses helped explain student perceptions of application of this competency.

**Competency 4 Data Analysis & Data Use: Aggregate Grades**

<i>Competency 4: Assignment</i>	<i>Measures PBs:</i>	<i>F09</i>	<i>Sp10</i>	<i>Su10</i>	<i>F10</i>	<i>Sp11</i>	<i>Data Use</i>	<i>Affirm/ Change</i>
<b>Research Paper (HBSE I)</b>	Recognize how a culture's structure and values may impact privilege and power	N=36 n=34 94%	N=26 n=26 100%	N/A	N=28 n=27 96%	N=28 n=20 71%	Curriculum change	Change
<b>Research Paper (HBSE I)</b>	Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups	N=36 n=34 94%	N=26 n=26 100%	N/A	N=28 n=27 96%	N=28 n=20 71%	Assignment change	Change
<b>Autobiography/ Ethnography (HBSE II)</b>	Recognize and communicate understanding of the importance of difference in shaping life experiences	N=32 n=31 97%	N=33 n=29 88%	N/A	N=28 n=24 86%	N=32 n=32 100%	Core assignment	Affirm
<b>Autobiography/ Ethnography (HBSE II)</b>	View selves as learners and engage those with whom they work as informants	N=32 n=31 97%	N=33 n=29 88%	N/A	N=28 n=24 86%	N=32 n=32 100%	Skill transfer and attainment	Affirm

\*Benchmark set at 80% of students completed assignment at 80%

\*Rating scale: 100 point scale, maximum number of points 100 (100%)

**Competency 4 Data Analysis & Data Use: Field Evaluations**

Competency 4 Practice Behaviors	Spring 2010 Mode (Range) % N=24		Summer 2010 Mode (Range) % N=30		Fall 2010 Mode (Range) % N=6		Spring 2011 Mode (Range) % N=19		Summer 2011 Mode (Range) % N=17	
	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor
	4 (1) Advanced		4 (2) Advanced		4 (1) Advanced		4 (2) Advanced		4 (1) Advanced	
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	n=10 56%	n=9 50%	n=7 54%	n=23 79%	n=3 75%	n=4 80%	n=16 84%	n=16 84%	n=7 54%	n=11 69%
	4 (1) Advanced		4 (2) Advanced		4 (1) Advanced		4 (2) Advanced		4 (1) Advanced	
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	n=9 50%	n=12 67%	n=10 77%	n=21 72%	n=3 75%	n=4 80%	n=15 79%	n=16 84%	n=7 54%	n=12 71%
	4 (4) Advanced		4 (2) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced	
Recognize and communicate their understanding of the importance of difference in shaping life experiences	n=7 39%	n=11 61%	n=10 77%	n=20 69%	n=3 75%	n=4 80%	n=15 79%	n=14 74%	n=7 54%	n=10 59%
	4 (1) Advanced		4 (2) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced	
View self as learner and engage those with whom they work as informants	n=11 61%	n=9 53%	n=10 77%	n=20 69%	n=7 54%	n=23 79%	n=16 84%	n=14 74%	n=9 69%	n=16 94%

\*Rating scale: Ordinal scale ranging from skill not present (1), beginning skill/competence (2), intermediate skill/competence (3), and advanced skill/competence (4)

**Research Sequence Assessment: Fall 2009 through spring 2010**

Competency 4 Practice Behaviors N= 41	Mode (Range) %	Data Use	Affirm/ Change
The research classes include a perspective on diversity, privilege, and power.	4 (4) 29.3% Agree	Student feedback, Cross-course learning, Piloting instruments and measurements	Affirm

\*Comprehensive Competency

\*Rating scale: Ordinal scale ranging from 1 (strongly disagree) to 5 (strongly agree)

**Qualitative Data: Focus Groups**

<i>Competency 4 Practice Behaviors</i>	<i>Themes</i>	<i>Interpretation</i>	<i>Data Use</i>
<b>How would you...</b>			
<i>Recognize how a culture's structure and values may impact privilege and power?</i>	Awareness of: white privilege, power, benefits of power and how this influences exploitation, communication patterns, norms	Students can locate specific mechanisms of cultural structure	Checking understanding of PBs Affirm
<i>Gain self-awareness to eliminate the influence of personal bias and values in working with diverse groups?</i>	Research, education, respecting differences, participation, open-mindedness, self-checking, immersing self with diverse groups, observation, receptive to feedback	Students can cite specific techniques to increase self-awareness	Checking understanding of PBs Affirm
<i>Recognize and communicate understanding of the importance of difference in shaping life experience?</i>	Being an ally, sensitivity, advocacy, celebrating difference, asking questions, not assuming, exposure to diversity, differences are important	Students can apply techniques to interactions that are affirming and empowering	Student feedback Affirm
<i>View yourself as a learner and engage those with whom you work as informants?</i>	Open and honest, genuine, build rapport, curiosity, lifelong process, eager and open to learning from others, admit ignorance	Students reveal deep understanding and characteristics to ensure they are learners and empower the persons with whom they work	Experiential learning, follow-up on quantitative measures Affirm

\*Spring 2011  
\*13 groups in 4 courses

**Competency 5: Advance human rights and social and economic justice.**

**Narrative for Competency 5 Outcomes:** Across the five measures, all benchmarks were met minus aggregate grades for the Social Services course, Legislative Assignment, where benchmarks fell below 80% (ranging from 44% to 74%) for three semesters. Because this is an introductory course, it is not surprising to see benchmarks not met due to pre-major status and a subsequent lack of investment in the BSW degree. To address this issue, emphasis was placed on experiential learning through Student Legislative Day, and we had many BSW students attend this off campus activity. Additionally, for future assessment, this core assignment will be better measured in another course by another assignment, and the Assessment Committee will investigate this. Remaining measures met benchmarks, especially in field where most ratings by students and instructors were advanced competency skill levels. The supplemental measure of the Research Sequence Assessment showed students found elements of human rights and justice in the research course. The supplemental measure of Student Legislative Day was a beneficial follow-up regarding these practice behaviors in an experiential learning environment; students reported adequate and advanced skill levels. Focus groups were conducted to follow-up on core assignment issues to address changes for this competency. Students reported that the coursework was a beneficial stepping stone to advance justice, and that this competency is affirmed by the Student Legislative Day off-campus event as is the change in increased guest speakers.

**Competency 5 Data Analysis & Data Use: Aggregate Grades**

Competency 5: Assignment	Measures PBs:	F09	Sp10	Su10	F10	Sp11	Data Use	Affirm/Change
Poverty Case Study (Connecting Policy and Practice)	Understand the forms and mechanisms of oppression and discrimination	N/A	N/A	N/A	N/A	N=22 n=22 100%	Assignment change Additional curriculum location	Affirm
Legislative Assignment (Social Services)	Advocate for human rights and social and economic justice	N=24 n=20 83%	N=25 n=19 74%	N/A	N=50 n=22 44%	N=79 n=54 68%	Experiential learning Assignment change Core assignment	Change
Legislative Assignment (Social Services)	Engage in practices that advance social and economic justice	N=24 n=20 83%	N=25 n=19 74%	N/A	N=50 n=22 44%	N=79 n=54 68%	Skill transfer and attainment	change

\*Benchmark set at 80% of students completed assignment at 80%  
\*Rating scale: 100 point scale, maximum number of points 100 (100%)

**Competency 5 Data Analysis & Data Use: Field Evaluations**

Competency 5 Practice Behaviors	Spring 2010 Mode (Range) % N=24		Summer 2010 Mode (Range) % N=30		Fall 2010 Mode (Range) % N=6		Spring 2011 Mode (Range) % N=19		Summer 2011 Mode (Range) % N=17	
	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor
	3 (4) Intermediate		4 (2) Advanced		4(1) Advanced		4 (1) Advanced		4 (1) Advanced	
Understand the forms and mechanisms of oppression and discrimination	n=10 56%	n=8 42%	n=8 62%	n=16 55%	n=2 50%	n=4 80%	n=16 84%	n=13 68%	n=9 69%	n=13 77%
	4 (4) Advanced		4 (4) Advanced		4 (1) Advanced		4 (4) Advanced		3 (1) Intermediate	
Advocate for human rights and social and economic justice	n=5 28%	n=6 32%	n=7 54%	n=8 45%	n=2 50%	n=4 80%	n=14 74%	n=12 63%	n=6 55%	n=8 57%
	3 (4) Intermediate		4 (2) Advanced		4 (1) Advanced		4 (4) Advanced		4 (1) Advanced	
Engage in practices that advance social and economic justice	n=6 33%	n=5 26%	n=8 62%	n=16 55%	n=2 50%	n=4 80%	n=11 52%	n=10 56%	n=5 46%	n=6 46%

\*Rating scale: Ordinal scale ranging from skill not present (1), beginning skill/competence (2), intermediate skill/competence (3), and advanced skill/competence (4)

**Research Sequence Assessment: Fall 2009 through spring 2010**

<b>Competency 5 Practice Behaviors N= 42</b>	<b>Mode (Range) %</b>	<b>Data Use</b>	<b>Affirm/ Change</b>
<i>The social work research classes connect research to the advancement of human rights and social and economic justice.</i>	4 (4) 28.6% Agree	Student feedback, cross-course learning, piloting instruments and measurements	Affirm

\*Comprehensive Competency

\*Rating scale: Ordinal scale ranging from 1 (strongly disagree) to 5 (strongly agree)

**Student Legislative Day Survey**

After spending the day at the State Legislature, please answer what you feel your skill level is at this time in the following practice behaviors.

<b>Competency 5 Practice Behaviors</b>	<b>Spring 2010 N= 26 %</b>	<b>Spring 2011 N=45 %</b>	<b>Data Use</b>	<b>Affirm/ Change</b>
<i>Understand the forms and mechanisms of oppression and discrimination.</i>	Adequate n=13 50%	Advanced n=24 53%	Follow-up on quantitative measures	Affirm
<i>Advocate for human rights and social and economic justice.</i>	Advanced n=10 39%	Advanced n=18 40%	Checking understanding of PBs	Affirm
<i>Engage in practices that advance social and economic justice.</i>	Adequate n=14 54%	Adequate n=19 43%	Student feedback	Affirm

\*Rating scale: Ordinal scale ranging from skill not present, beginning, adequate, and advanced

**Qualitative Data: Focus Groups**

**Competency 5: Advance human rights and social and economic justice.**

<b>Competency 5 Practice Behaviors</b>	<b>Themes</b>	<b>Interpretation</b>	<b>Data Use</b>
<i>How would you... Advance human rights and social and economic justice?</i>	Course work as stepping stone, awareness, importance of policy knowledge, protest, advocacy, extensive policy research, identify gaps and advance human rights, hands-on, policy techniques, using voice and belief in human rights.	Assignments effective for advancing human rights, students aware and applying learning, as well as overlapping competencies in policy practice	Off-campus activity Guest speakers  Affirm

\*Spring 2011

\*5 groups in 1 course

\*Comprehensive Competency

## Competency 6: Engage in research-informed practice and practice-informed research.

**Narrative for Competency 6 Outcomes:** Across the four measures, all benchmarks were met minus an interesting issue in the field evaluations where one semester students and instructors recorded a 'not applicable' response to using practice experience to inform scientific inquiry. This response changes over time and we made a change to emphasize the BSW poster presentations completed in field. This is further discussed in section 4.0.3. Remaining field evaluations are intermediate and advanced skill. Aggregate grades to measure this competency in three assignments revealed student attainment of these practice behaviors. The supplemental measure of the Research Sequence Assessment showed students met competency attainment. The qualitative analyses helped explain student perceptions of application of this competency, revealing they felt prepared to engage in research-informed practice and practice-informed research, and stated specific techniques in doing so.

### Competency 6 Data Analysis & Data Use: Aggregate Grades

Competency 6: Assignment	Measures PBs:	F09	Sp10	Su10	F10	Sp11	Data Use	Affirm/Change
Evaluation of Macro Project (Practice II)	Use practice experiences to inform scientific inquiry	N=37 n=37 100%	N=14 n=14 100%	N/A	N=27 n=27 100%	N=32 n=32 100%	Core assignment	Affirm
Research Design Presentation (Social Work Research)	Use research evidence to inform practice	N/A	N=35 n=31 89%	N/A	N=35 n=35 100%	N=45 n=42 93%	Additional curriculum location	Affirm
Evaluation of Macro Project (Advanced Field)	Use research evidence to inform practice	N=9 n=9 100%	N/A	N=14 n=14 100%	N=5 n=5 100%	N=9 n=9 100%	Skill transfer and attainment	Affirm

\*Benchmark set at 80% of students completed assignment at 80%

\*Rating scale: 100 point scale, maximum number of points 100 (100%)

### Competency 6 Data Analysis & Data Use: Field Evaluations

Competency 6 Practice Behaviors	Spring 2010 Mode (Range) % N=24		Summer 2010 Mode (Range) % N=30		Fall 2010 Mode (Range) % N=6		Spring 2011 Mode (Range) % N=19		Summer 2011 Mode (Range) % N=17	
	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor
	0 (4) N/A		4 (4) Advanced		4 (4) Advanced		3 (4) Intermediate		3 (2) Intermediate	
Use practice experience to inform scientific inquiry	n=10 56%	n=8 42%	n=2 50%	n=2 50%	n=1 33%	n=3 60%	n=11 61%	n=8 44%	n=5 63%	n=6 56%
	3 (4) Intermediate		4 (4) Advanced		4 (1) Advanced		3 (4) Intermediate		4 (1) Advanced	
Use research evidence to inform practice	n=7 39%	n=10 53%	n=6 46%	n=16 55%	n=2 67%	n=3 60%	n=13 68%	n=9 47%	n=7 58%	n=8 47%

\*Rating scale: Ordinal scale ranging from skill not present (1), beginning skill/competence (2), intermediate skill/competence (3), and advanced skill/competence (4)

**Research Sequence Assessment: Fall 2009 through spring 2010**

<b>Competency 6 Pilot Survey Practice Behaviors:</b>	<b>Matches Practice Behaviors:</b>	<b>Mode (Range) % N</b>	<b>Data Use</b>	<b>Affirm/Change</b>
<i>Research courses (at Texas State SSW) help BSW students to understand the connection between social work research and social work practice.</i>	Use practice experience to inform scientific inquiry.	4 (3) 42% Agree N=50	Skill transfer and attainment	Affirm
	Use research evidence to inform practice.	4 (3) 42% Agree N=50	Piloting instruments and measurements	Affirm
<i>Research courses prepare BSW students for social work practice and program evaluation.</i>	Use practice experience to inform scientific inquiry.	4 (4) 38.8% Agree N=49	Skill transfer and attainment	Affirm
	Use research evidence to inform practice.	4 (4) 38.8% Agree N=49	Checking understanding of PBs	Affirm
<i>Good social work practice requires a knowledge of research methods.</i>	Use research evidence to inform practice.	5 (3) 55.1% Strongly Agree N=49	Experiential learning	Affirm
<i>Assignments BSW students complete in the research sequence will help prepare them to adopt evidence-based practice interventions.</i>	Use research evidence to inform practice.	4 (4) 34.7% Agree N=49	Skill transfer and attainment	Affirm
<i>BSW students learn how to use research findings to improve practice, policy, and social service delivery.</i>	Use research evidence to inform practice.	4 (4) 51% Agree N=49	Student feedback, cross-course learning	Affirm

\*Rating scale: Ordinal scale ranging from 1 (strongly disagree) to 5 (strongly agree)

**Qualitative Data: Focus Groups**

<b>Competency 6 Practice Behaviors</b>	<b>Themes</b>	<b>Interpretation</b>	<b>Data Use</b>
<b>How would you...</b>			
<i>Use practice experiences to inform scientific inquiry?</i>	Using strengths perspective, observation, exposure to certain population needs, starting point of inquiry, systemic issues within services for inquiry basis	Students well versed in applying strengths to inquiry, knowledge of systems and client needs	Student feedback, checking understanding of PBs Affirm
<i>Use research evidence to inform practice?</i>	Using research techniques, applying research, theory, to practice, using findings to conduct practice, to investigate changes needed, evaluation, increase service quality	Students knowledgeable in applying research techniques and using them for client advocacy	Follow-up on quantitative measures Affirm

\*Spring 2011

\*7 groups in 2 courses



**Competency 7: Apply knowledge of human behavior and the social environment.**

**Narrative for Competency 7 Outcomes:** Across the two measures, all benchmarks were met minus aggregate grades for the HBSE I Research Paper assignment, which benchmarks fell below 80% (71%) for two semesters. To address this issue, we have made changes to the curriculum to make the course more contemporary and equalized across HBSE I and HBSE II, discussed further in section 4.0.3. Additionally, for future assessment, this core assignment will be better measured in another course by another assignment, and the Assessment Committee will investigate this. The remaining measure, field evaluations, met benchmarks, and all ratings by students and instructors were advanced and intermediate competency skill levels.

**Competency 7 Data Analysis & Data Use: Aggregate Grades**

Competency 7: Assignment	Measures PBs:	F09	Sp10	Su10	F10	Sp11	Data Use	Affirm/Change
Research Paper (HBSE I)	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	N=36 n=34 94%	N=26 n=26 100%	N/A	N=28 n=27 96%	N=28 n=20 71%	Curriculum change Additional curriculum location	Change
Autobiography/ Ethnography (HBSE II)	Critique and apply knowledge to understand person in environment	N=32 n=31 97%	N=33 n=29 88%	N/A	N=28 n=24 86%	N=32 n=32 100%	Core assignment Skill transfer and attainment	Affirm

\*Benchmark set at 80% of students completed assignment at 80%  
\*Rating scale: 100 point scale, maximum number of points 100 (100%)

**Competency 7 Data Analysis & Data Use: Field Evaluations**

Competency 7 Practice Behaviors	Spring 2010 Mode (Range) % N=24		Summer 2010 Mode (Range) % N=30		Fall 2010 Mode (Range) % N=6		Spring 2011 Mode (Range) % N=19		Summer 2011 Mode (Range) % N=17	
	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor
	3 (2) Intermediate		4 (4) Advanced		4 (1) Advanced		4 (1) Advanced		3 (2) Intermediate	
Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation	n=10 56%	n=10 56%	n=6 46%	n=13 45%	n=2 50%	n=3 60%	n=14 74%	n=13 68%	n=9 69%	n=8 47%
	3 (2) Intermediate		4 (2) Advanced		4 (1) Advanced		4 (1) Advanced		4 (2) Advanced	
Critique and apply knowledge to understand person and environment	n=11 61%	n=9 50%	n=8 62%	n=17 59%	n=2 50%	n=3 60%	n=16 84%	n=16 84%	n=8 62%	n=14 82%

\*Rating scale: Ordinal scale ranging from skill not present (1), beginning skill/competence (2), intermediate skill/competence (3), and advanced skill/competence (4)

**Competency 8: Engage in policy practice to advance social and economic well-being and deliver effective social services.**

**Narrative for Competency 8 Outcomes:** Across the five measures, all benchmarks were met minus an interesting issue in the field evaluations where one semester students and instructors recorded a “not applicable” response to collaborating with colleagues for effective policy action. Although meeting the benchmark, this issue is also seen in the aggregate grades one semester where this same practice behavior measure was achieved at an 83%, in a now-elective course, measured by the assignment policy analysis and presentation. These responses and grades change over time. An additional change was made to offer more professional learning opportunities in classes. This is further discussed in section 4.0.3. The supplemental measure of the Research Sequence Assessment showed students found elements of policy practice in the research course. The supplemental measure of Student Legislative Day was a beneficial follow-up regarding these practice behaviors in an experiential learning environment; students reported adequate skill levels. The qualitative analyses helped explain student perceptions of application of this competency, revealing they felt better prepared to engage in policy practice after the off-campus event, and feedback revealed students were positively enthusiastic about the event and verified it increased their knowledge and skills.

**Competency 8 Data Analysis & Data Use: Aggregate Grades**

<b>Competency 8: Assignment</b>	<b>Measures PBs:</b>	<b>F09</b>	<b>Sp10</b>	<b>Su10</b>	<b>F10</b>	<b>Sp11</b>	<b>Data Use</b>	<b>Affirm/Change</b>
<i>Policy Analysis and Presentation (Policy Practice)</i>	Analyze, formulate, and advocate for policies that advance social well-being	N=30 n=30 100%	N/A	N/A	N=51 n=51 100%	N=54 n=50 100%	Core assignment Skill transfer and attainment	Affirm
<i>Policy Analysis and Presentation (Policy Practice)</i>	Collaborates with colleagues and clients for effective policy action	N=24 n=20 83%	N/A	N/A	N=51 n=51 100%	N=54 n=50 100%	Experiential learning	Affirm

\*Benchmark set at 80% of students completed assignment at 80%  
\*Rating scale: 100 point scale, maximum number of points 100 (100%)

**Competency 8 Data Analysis & Data Use: Field Evaluations**

Competency 8 Practice Behaviors	Spring 2010 Mode (Range) % N=24		Summer 2010 Mode (Range) % N=30		Fall 2010 Mode (Range) % N=6		Spring 2011 Mode (Range) % N=19		Summer 2011 Mode (Range) % N=17	
	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor
	3 (4) Intermediate		4 (4) Advanced		4 (4) Advanced		4 (4) Advanced		3 (2) Intermediate	
Analyze, formulate, and advocate for policies that advance social well-being	n=4 22%	n=9 50%	n=5 39%	n=13 45%	n=3 75%	n=3 60%	n=9 47%	n=10 53%	n=5 71%	n=8 67%
	0 (4) N/A		4 (4) Advanced		4 (4) Advanced		3 (1) Intermediate		4 (2) Advanced	
Collaborate with colleagues and clients for effective policy action	n=9 50%	n=5 26%	n=6 46%	n=13 45%	n=3 75%	n=3 60%	n=10 56%	n=10 56%	n=3 43%	n=16 67%

\*Rating scale: Ordinal scale ranging from skill not present (1), beginning skill/competence (2), intermediate skill/competence (3), and advanced skill/competence (4)

**Research Sequence Assessment: Fall 2009 through spring 2010**

<b>Competency 8 Practice Behaviors N= 42</b>	<b>Mode (Range) %</b>	<b>Data Use</b>	<b>Affirm/ Change</b>
<i>The social work research classes connect research to effective policy action that advances social and economic well-being and the delivery of effective social services.</i>	4 (4) 42.9% Agree	Cross-course learning, student feedback	Affirm

\*Comprehensive Competency

\*Rating scale: Ordinal scale ranging from 1 (strongly disagree) to 5 (strongly agree)

**Student Legislative Day Survey**

After spending the day at the State Legislature, please answer what you feel your skill level is at this time in the following practice behaviors.

<b>Competency 8 Practice Behaviors</b>	<b>Spring 2010 N=26 %</b>	<b>Spring 2011 N=45 %</b>	<b>Data Use</b>	<b>Affirm/ Change</b>
<i>Analyze, formulate, and advocate for policies that advance social well-being.</i>	Adequate n=8 33%	Adequate n=16 36%	Experiential learning	Affirm
<i>Collaborate with colleagues and clients for effective policy action.</i>	Adequate n=12 46%	Adequate n=15 33%	Experiential learning	Affirm

\*Rating scale: Ordinal scale ranging from skill not present, beginning, adequate, and advanced

**Qualitative Analysis: Student Legislative Day Survey**

<b>Competency 8</b>	<b>Themes</b>	<b>Interpretation</b>	<b>Data Use</b>
<i>Anything you might like to add about today?</i>	2010: Meet with legislators Great, learned a lot and had fun Great experience Informative and inspiring More information on speakers Encouraging to make a difference in policy A march, more speeches from social workers	Texas biennium limits meetings with legislators Positive experiential learning and exposure beneficial to students.	Affirm Student Legislative event, students are positively enthusiastic about this experiential learning.
	2011: Extremely beneficial Feel prepared now to promote change Wish it was longer than a day Increase organization Great experience Motivated to come back Understand the policy process better now Rewarding experience Empowering meeting with legislative staff Fun, educational Disappointing representative not present for appointments Eye opening experience	Students very receptive to the event, found it increases knowledge and skills.	Issues of Texas biennium are relevant, as are faculty resources and attendance.

**Competency 9: Respond to contexts that shape practice.**

**Narrative for Competency 9 Outcomes:** Across the five measures, all benchmarks were met. The core assignment of the Macro Project in Practice II captured this competency well and ranges from high 88% to 100%. Field evaluations ratings showed that students and instructors assessed competency attainment consistently across intermediate and advanced levels. The Research Sequence Assessment showed students found elements of responding to contexts that shape practice in the research course. The supplemental measure of the Self-Efficacy Survey revealed students felt capable of invoking service delivery changes and working within changing contexts to enhance practice. The qualitative analyses of

self-efficacy explained student perceptions of applying this competency, revealing they felt capable to lead. Feedback revealed students attained this competency through knowing how to apply professional and personal leadership skills, form relationships, and seek life-long learning.

**Competency 9 Data Analysis & Data Use: Aggregate Grades**

Competency 9: Assignment	Measures PBs:	F09	Sp10	Su10	F10	Sp11	Data Use	Affirm/Change
Community Macro Project and Presentation (Practice II)	Discover, appraise, and attend to changing contexts to provide relevant services	N=37 n=37 100%	N=14 n=14 100%	N/A	N=27 n=27 100%	N=32 n=28 88%	Core assignment	Affirm
Community Macro Project and Presentation (Practice II)	Provide leadership in promoting changes in service delivery and practice to improve service quality	N=37 n=37 100%	N=14 n=14 100%	N/A	N=27 n=27 100%	N=32 n=28 88%	Additional curriculum location, skill attainment and transfer	Affirm

\*Benchmark set at 80% of students completed assignment at 80%

\*Rating scale: 100 point scale, maximum number of points 100 (100%)

**Competency 9 Data Analysis & Data Use: Field Evaluations**

Competency 9 Practice Behaviors	Spring 2010 Mode (Range) % N=24		Summer 2010 Mode (Range) % N=30		Fall 2010 Mode (Range) % N=6		Spring 2011 Mode (Range) % N=19		Summer 2011 Mode (Range) % N=17	
	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor
	3 (4) Intermediate		4 (4) Advanced		4 (1) Advanced		4 (4) Advanced		4 (1) Advanced	
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	n=9 50%	n=11 58%	n=7 54%	n=14 48%	n=2 67%	n=4 80%	n=7 39%	n=12 67%	n=6 50%	n=8 53%
	3 (4) Intermediate		4 (4) Advanced		4 (1) Advanced		3 (4) Intermediate		3 (2) Intermediate	
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	n=7 39%	n=7 37%	n=7 54%	n=13 45%	n=2 67%	n=4 80%	n=8 50%	n=10 56%	n=6 60%	n=11 73%

\*Rating scale: Ordinal scale ranging from skill not present (1), beginning skill/competence (2), intermediate skill/competence (3), and advanced skill/competence (4)

**Research Sequence Assessment: Fall 2009 through spring 2010**

<b>Competency 9 Practice Behaviors N= 42</b>	<b>Mode (Range) %</b>	<b>Data Use</b>	<b>Affirm/ Change</b>
<i>Research is informed by evolving organizational, community, and societal contexts that shape practice.</i>	4 (4) 43% Agree	Cross-course learning, student feedback	Affirm

\*Comprehensive Competency

\*Rating scale: Ordinal scale ranging from 1 (strongly disagree) to 5 (strongly agree)

**Self-Efficacy Survey: Spring 2011**

<b>Competency 9 Practice Behaviors</b>	<b>Mode (Range) N= %</b>	<b>Data Use</b>	<b>Affirm/ Change</b>
<i>I am able to recognize changes in the environment which may require changes to service delivery.</i>	5 (2) n=8 50% Very much like me	Experiential learning	Affirm
<i>I advocate for service delivery changes as I see necessary to meet the needs of the clients.</i>	5 (2) n=7 44% Very much like me	Skill attainment and transfer	Affirm
<i>*PBs 1 and 2 combined: I can discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</i>	4 (2) n=12 48% Somewhat like me	Skill attainment and transfer	Affirm
<i>I provide leadership in making changes to practice and improving quality of social services.</i>	5 (2) n= 16 64% Very much like me	Student feedback, checking understanding of PBs	Affirm

\*Ranking on a 1 (not like me at all) to 5 (very much like me) Likert scale

**Qualitative Analyses of Self-Efficacy Survey: Spring 2011**

<b>Competency 9 Practice Behaviors</b>	<b>Themes</b>	<b>Interpretation</b>	<b>Data Use</b>
<i>How are you prepared to deal with changes in locales, populations, scientific and technological developments, and emerging societal trends to be able to provide relevant services?</i>	Assertiveness and taking charge in affecting change Role modeling Continuing education Making connections and relationships Attending conferences and networking	Students able to apply learning from course to beyond the classroom, very versed in life long learning and the importance of relationships	Student feedback, checking understanding of PBs Affirm
<i>How will you provide leadership in your professional practice to promote necessary changes to service delivery?</i>	Teamwork Personal characteristics of a leader Leadership process of evaluation and assessment	Students make distinctions between the professional process of leadership actions and the personal qualities of positive leaders	Follow-up on quantitative measures Affirm

**Competency 10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.**

**Narrative for Competency 10 Outcomes:** Across the three measures, all benchmarks were met minus aggregate grades for the Practice I Social History assignment, where the benchmark fell below 80% (79%) for one semester for engagement in preparing for action at all levels of practice. To address this issue, we have made changes to add service learning content and will investigate this outcome to decide if additional assignments should be added to measure this practice behavior. The issue is in process and will be monitored and addressed with instructors, further discussed in section 4.0.3. In field evaluations, ratings by students and instructors were advanced and intermediate competency skill levels. The supplemental measure of the Research Sequence Assessment showed students found overlap of research and practice in the research course and that students met this competency attainment.

**Competency 10 Data Analysis & Data Use: Aggregate Grades**

<b>Competency 10: Assignment</b>		<b>Measures PBs:</b>	<b>F09</b>	<b>Sp10</b>	<b>F10</b>	<b>Sp11</b>	<b>Data Use</b>	<b>Affirm/Change</b>
<i>Social History (Practice I)</i>	Engagement	Substantively and affectively prepare for actions at all levels of practice	N=13 n=11 85%	N=26 n=26 100%	N=32 n=32 100%	N=47 n=37 79%	Skill attainment and transfer	Change
<i>Video Labs (Practice III)</i>		Use empathy and other interpersonal skills	N=33 n=30 91%	N=33 n=33 100%	N=27 n=25 93%	N=30 n=30 100%	Additional curriculum location	Affirm
<i>Agency Report (Beginning Field)</i>		Develop a mutually agreed-on focus and desired outcomes	N=9 n=9 100%	N/A	N/A	N=20 n=20 100%	Experiential learning	Affirm
<i>Process Recording (Advanced Field)</i>			N=9 n=9 100%	N/A	N/A	N=20 n=20 100%	Core assignment	Affirm
<i>Case Analysis and Social History (Practice I)</i>	Assessment	Collect, organize, and interpret client data	N=26 n=24 92%	N=52 n=42 81%	N=68 n=64 94%	N=94 n=83 88%	Core assignment Skill attainment and transfer	Affirm
<i>Labs/ Psychosocial Assessment (Practice III)</i>		Assess client strengths and limitations	N=66 n=60 91%	N=66 n=65 98%	N=54 n=52 96%	N=60 n=58 97%	Additional curriculum location	Affirm
<i>SOAP Notes (Beginning Field)</i>		Develop mutually agreed-on intervention goals and objectives	N=9 n=9 100%	N/A	N/A	N=20 n=20 100%	Experiential learning	Affirm
<i>Psychosocial Assessment (Advanced Field)</i>		Select appropriate intervention strategies	N=9 n=9 100%	N/A	N/A	N=11 n=11 100%	Core assignment	Affirm
<i>Case Analysis and Social History (Practice I)</i>	Intervention	Initiate actions to achieve organizational goals	N=26 n=24 92%	N=52 n=42 81%	N=68 n=64 94%	N=94 n=83 88%	Core assignment Skill attainment and transfer	Affirm
<i>Labs/ Psychosocial Assessment (Practice III)</i>		Implement prevention interventions that enhances client capacities	N=66 n=60 91%	N=66 n=65 98%	N=54 n=52 96%	N=60 n=58 97%	Additional curriculum location	Affirm
<i>SOAP Notes (Beginning Field)</i>		Help clients resolve problems	N=9 n=9 100%	N/A	N/A	N=20 n=20 100%	Experiential learning	Affirm

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Process Recording (Advanced Field)		Negotiate, mediate, and advocate for clients	N=9 n=9 100%	N/A	N/A	N=20 n=20 100%	Core assignment	Affirm
		Facilitate transitions and endings	N=9 n=9 100%	N/A	N/A	N=20 n=20 100%	Core assignment	Affirm
Labs/ Psychosocial Assessment (Practice III)	Evaluation	Critically analyze, monitor, and evaluate intervention	N=66 n=60 91%	N=66 n=65 98%	N=54 n=52 96%	N=60 n=58 97%	Core assignment Skill attainment and transfer	Affirm
SOAP Notes (Beginning Field)			N=9 n=9 100%	N/A	N/A	N=20 n=20 100%	Additional curriculum location	Affirm
Process Recording (Advanced Field)			N=9 n=9 100%	N/A	N/A	N=20 n=20 100%	Experiential learning	Affirm

\*Benchmark set at 80% of students completed assignment at 80%

\*Rating scale: 100 point scale, maximum number of points 100 (100%)

**Competency 10 Data Analysis & Data Use: Field Evaluations**

Competency 10 Practice Behaviors	Spring 2010 Mode (Range) % N=24		Summer 2010 Mode (Range) % N=30		Fall 2010 Mode (Range) % N=6		Spring 2011 Mode (Range) % N=19		Summer 2011 Mode (Range) % N=17	
	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor	Student	Instructor
<b>Engagement</b>	3 (2) Intermediate		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced	
Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	n=12 67%	n=9 47%	n=10 77%	n=22 76%	n=3 75%	n=4 80%	n=11 58%	n=16 84%	n=8 62%	n=12 71%
	4 (1) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced	
Use empathy and other interpersonal skills	n=11 61%	n=14 74%	n=11 85%	n=20 69%	n=3 75%	n=4 80%	n=19 95%	n=18 95%	n=10 77%	n=13 77%
	3 (4) Intermediate		4 (4) Advanced		4 (1) Advanced		4 (4) Advanced		4 (2) Advanced	
Develop a mutually agreed-on focus of work and desired outcomes	n=12 67%	n=9 50%	n=8 67%	n=18 62%	n=3 75%	n=4 80%	n=12 63%	n=14 74%	n=8 62%	n=8 50%
<b>Assessment</b>	4 (4) Advanced		4 (1) Advanced		3 (1) Intermediate		4 (1) Advanced		4 (1) Advanced	
Collect, organize, and interpret client data	n=6 33%	n=12 63%	n=8 62%	n=21 72%	n=2 67%	n=2 50%	n=14 74%	n=12 63%	n=7 54%	n=11 69%
	4 (4) Advanced		4 (2) Advanced		4 (1) Advanced		4 (1) Advanced		4 (1) Advanced	
Assess client strengths and limitations	n=6 33%	n=12 63%	n=9 69%	n=18 62%	n=2 67%	n=3 75%	n=15 79%	n=18 95%	n=7 54%	n=12 71%



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	3 (4) Intermediate		4 (4) Advanced		4 (1) Advanced		4 (4) Advanced		4 (1) Advanced	
Develop mutually agreed-on intervention goals and objectives; and	n=9 53%	n=7 37%	n=7 54%	n=17 59%	n=2 67%	n=3 75%	n=13 68%	n=13 68%	n=6 50%	n=8 53%
	3 (4) Intermediate		4 (4) Advanced		4 (1) Advanced		4 (4) Advanced		4 (2) Advanced	
Select appropriate intervention strategies	n=9 50%	n=8 42%	n=9 69%	n=15 52%	n=2 67%	n=3 75%	n=12 67%	n=10 53%	n=6 50%	n=8 53%
<b>Intervention</b>										
	3 (4) Intermediate		4 (4) Advanced		4 (1) Advanced		4 (4) Advanced		4 (1) Advanced	
Initiate actions to achieve organizational goals	n=10 56%	n=7 37%	n=8 67%	n=19 68%	n=3 75%	n=4 80%	n=8 44%	n=10 56%	n=3 30%	n=10 71%
	3 (4) Intermediate		4 (2) Advanced		4 (1) Advanced		3 (4) Intermediate		4 (2) Advanced	
Implement prevention interventions that enhance client capacities	n=7 39%	n=5 26%	n=6 60%	n=15 54%	n=3 75%	n=3 60%	n=10 56%	n=8 44%	n=6 55%	n=9 60%
	3 (4) Intermediate		4 (2) Advanced		4 (1) Advanced		4 (4) Advanced		4 (2) Advanced	
Help clients resolve problems	n=9 50%	n=7 37%	n=8 67%	n=19 68%	n=3 75%	n=4 80%	n=11 58%	n=12 63%	n=6 46%	n=10 59%
	3 (4) Intermediate		4 (4) Advanced		4(1) Advanced		4 (2) Advanced		4 (2) Advanced	
Negotiate, mediate, and advocate for clients	n=7 41%	n=6 32%	n=9 75%	n=18 64%	n=3 75%	n=4 80%	n=15 79%	n=13 68%	n=7 58%	n=10 59%
	3 (4) Intermediate		4 (4) Advanced		4 (1) Advanced		4 (4) Advanced		4 (2) Advanced	
Facilitate transitions and endings	n=8 44%	n=5 26%	n=8 67%	n=16 57%	n=3 75%	n=4 80%	n=11 58%	n=12 63%	n=5 42%	n=8 67%
<b>Evaluation</b>										
	3 (4) Intermediate		4 (4) Advanced		4 (4) Advanced		4 (4) Advanced		4 (2) Advanced	
Critically analyze, monitor, and evaluate interventions	n=6 33%	n=7 37%	n=7 54%	n=12 43%	n=2 50%	n=3 60%	n=9 50%	n=11 58%	n=5 46%	n=7 54%

\*Rating scale: Ordinal scale ranging from skill not present (1), beginning skill/competence (2), intermediate skill/competence (3), and advanced skill/competence (4)

**Research Sequence Assessment: Fall 2009 through spring 2010**

<b>Competency 10 Pilot Survey Practice Behaviors:</b>	<b>Matches Practice Behaviors:</b>	<b>Mode (Range) % N</b>	<b>Data Use</b>	<b>Affirm/Change</b>
<i>The research sequence (at Texas State SSW) prepares BSW students to identify, analyze, and implement evidence-based interventions designed to achieve client goals.</i>	Engagement: prepare for action	4 (3) 41.9% Agree N= 43	Cross-course learning	Affirm
	Assessment: develop mutually agreed-on intervention goals and objectives	4 (3) 41.9% Agree N= 43	Student feedback	Affirm
	Intervention: initiate actions to achieve organizational goals	4 (3) 41.9% Agree N= 43	Checking understanding of PBs	Affirm
<i>BSW students can critically analyze, monitor, and evaluate interventions.</i>	Evaluation: critically analyze, monitor, and evaluate interventions.	4 (3) 58.1% Agree N=43	Experiential learning	Affirm

*\*Rating scale: Ordinal scale ranging from 1 (strongly disagree) to 5 (strongly agree)*

### Comprehensive Competency Measurement

In the Texas State Alumni Survey, recent graduates answer questions about overall competency attainment in the School of Social Work. As seen in the following table, BSW graduates reported comprehensive competency attainment in the response, ordinal ranking categories of very well and well.

#### Alumni Survey

Please indicate the level to which the School of Social Work has prepared you to achieve each of the following goals?	2009 N = 7 Mean %	2010 N = 5 Mean %	2011 N=7 Mean %	Data Use
Competency				
Identify as a professional and conduct oneself accordingly.	4.71 71% (n=5) Very Well	4.80 80% (n=4) Very Well	4.43 57% (n=4) Well	Post-graduation student feedback
Apply social work ethical principles to guide professional practice.	4.71 71% (n=5) Very Well	4.80 80% (n=4) Very Well	4.43 57% (n=4) Well	Post-graduation student feedback
Apply critical thinking to inform and communicate professional judgments.	4.71 71% (n=5) Very Well	5.00 100% (n=5) Very Well	4.43 57% (n=4) Well	Post-graduation student feedback
Engage diversity and difference in practice.	4.86 86% (n=6) Very Well	4.80 80% (n=4) Very Well	4.43 (n=4) 57% Very Well	Post-graduation student feedback
Advance human rights and social and economic justice.	4.57 57% (n=4) Very Well	4.80 80% (n=4) Very Well	4.43 57% (n=4) Well	Post-graduation student feedback
Engage in research-informed practice and practice-informed research.	3.86 71% (n=5) Well	4.20 60% (n=3) Very Well	4.00 43% (n=3) Very Well	Post-graduation student feedback
Apply knowledge of human behavior and the social environment.	4.71 71% (n=5) Very Well	4.80 80% (n=4) Very Well	4.43 57% (n=4) Well	Post-graduation student feedback
Engage in policy practice to advance well-being and deliver services.	4.00 71% (n=5) Well	4.60 60% (n=3) Very Well	4.14 43% (n=3) Very Well	Post-graduation student feedback
Respond to contexts that shape practice.	4.43 57% (n=4) Well	4.60 60% (n=3) Very Well	4.43 57% (n=4) Well	Post-graduation student feedback
Engagement	4.29 43% (n=3) Very Well	4.80 80% (n=4) Very Well	4.43 57% (n=4) Well	Post-graduation student feedback
Assessment	4.57 57% (n=4) Very Well	4.60 60% (n=3) Very Well	4.43 57% (n=4) Well	Post-graduation student feedback
Intervention	4.14 57% (n=4) Well	4.40 60% (n=3) Well	4.43 57% (n=4) Well	Post-graduation student feedback
Evaluation	4.29 71% (n=5) Well	4.60 60% (n=3) Very Well	4.43 57% (n=4) Well	Post-graduation student feedback

\*Ranking on 1 (Very Poorly) to 5 (Very Well) Likert scale  
\*Data collected by Texas State University Alumni Services

*Appended Summary Data: Implicit Curriculum*

**School Mission and Goals:** Students reported above benchmarks that the School of Social Work met its mission and goals.

**Program Mission & Goals: BSW Exit Survey Implicit Measure**

Mission & Goals N=44	Relates to Competency:	n %	Data Use	Affirm/ Change
Do you feel the School of Social Work met its mission?		n=20 100% Yes	Student feedback on School mission and goals	Affirm
Do you feel your education (in the BSW program) was comprehensive and as a result, you can apply your knowledge in systems of all sizes?	1: Professionalism	n=10 91% Yes	Student feedback on learning environment	Affirm
Do you feel your education prepared you for reasoning and valuing diverse clients and client groups in various settings?	3: Critical Thinking	n=10 91% Yes	Student feedback on learning environment	Affirm
Do you feel your education supported all dimensions of human development, and needs of people, especially the most vulnerable members of society?	7: Human Behavior and the Social Environment	n=11 100% Yes	Student feedback on learning environment	Affirm
Do you feel your education supported your learning of values, diversity, and social justice?	4: Diversity 5: Advance Justice 8: Policy Practice	n=11 100% Yes	Student feedback on learning environment	Affirm
Do you feel your education strengthened your capacities of acquiring and refining your skills as a future social work practitioner?	6: Research Practice 9: Contexts 10: Professional Practice	n=10 91% Yes	Student feedback on learning environment	Affirm
Do you feel your education trained you to be a professional leader?	2: Ethical Practice	n=10 91% Yes	Student feedback on learning environment	Affirm

\*Spring and summer 2011

\*Measured as a dichotomous variable: yes/no

**Strengths of the Program and Student Suggestions for Improvement:** Changes made to address these issues are detailed in section 4.0.3. Areas not meeting benchmarks are licensing exam and employment areas. Suggestions by students were integrated into the implicit curriculum.

**Strengths of the Program & Student Suggestions for Improvement: BSW Exit Survey Implicit Measure**

N=44	n= %	Data Use	Affirm/ Change
<b>Top strengths of the program</b>	Dedicated and supportive staff and faculty	Student satisfaction	Affirm
	Bonding with cohort	Student satisfaction	Affirm
<b>Recommend this program</b>	Diversity focused	Student satisfaction	Affirm
	n=23 96% Yes		Affirm
<b>Taken the licensing exam</b>	n=17 39% No	Post-graduation student feedback	Investigate outcomes
<b>Employment</b>	n=18 41% no	Post-graduation student feedback	Investigate outcomes
<b>Suggestions for improving the program</b>	Expectations in field	Revision of field manual	
	Faculty advisors, not one advisor	Student forum	Investigate outcomes
	None or N/A		

*\*Spring and summer 2011*

*\*Measured as a dichotomous variable: yes/no*

**BSW Exit Survey Implicit Curriculum:** Changes made to address these issues are detailed in section 4.0.3. Areas not meeting benchmarks are students' understanding of resources available to support the BSW program.

**BSW Exit Survey: Implicit Measures**

	Relates to:	n= %	Data Use	Affirm/ Change
Did you experience a commitment to diversity, in both the student and faculty bodies and in the learning environment (while attending the School of Social Work at Texas State)?	E.P. 3.1: Diversity	n=16 100% Yes	Student feedback on diversity	Affirm
Did you understand the admissions criteria when you applied for the BSW program?	EP 3.2: Student Development AS 3.2 Admission	n=14 100% Yes	Student feedback on student development	Affirm
Did you understand the School's academic and professional advising policies and procedures?	EP 3.2: Student Development AS 3.2 Advisement	n=13 87% Yes	Student feedback on student development	Affirm
Did you understand the faculty qualifications and expertise while attending the BSW program?	EP 3.3: Faculty	n=10 83% Yes	Student feedback on faculty	Affirm
Did you understand the administrative structure and how the School achieves its goals and mission?	EP 3.4: Administrative Structure	n=13 87% Yes	Student feedback on administrative structure	Affirm
Did you understand the resources the School had available to support the BSW program?	EP 3.5: Resources	n=8 73% Yes	Student feedback on resources	Investigate outcomes

\*Spring and summer 2011

\*Measured as a dichotomous variable: yes/no

**BSW Alumni Survey Implicit Curriculum:** Changes made to address these issues are detailed in section 4.0.3. Areas not meeting benchmarks are students' minimal or absent use of university-level career services. Of note, many of these students are entering or planning to enter MSW programs. There is also an unmet benchmark of students not planning on continuing education or licensing, addressed in section 4.0.3.

**Alumni Survey: Implicit Measures**

	2009 N = 7 Mean , %	2010 N = 5 Mean , %	2011 N = 7 Mean , %	Data Use	Affirm/ Change
Have you sought employment help from Texas State's Career Services Office?	67% No	100% No	67% Yes, not helpful	Post-graduation student feedback	Investigate outcomes
If you have not already, are you planning to enroll in a graduate or professional degree program within the next five years?	71% Yes	60% Have already enrolled	57% Have already enrolled	Post-graduation student feedback	Affirm
If you have not already, are you planning to enroll in a certification/ licensing or continuing education training within the next five years?	71% Yes	40% Have already enrolled	57% No	Post-graduation student feedback	Affirm
How would you rate Texas State on the following characteristics?					
Quality of academic facilities	1.71 n=4 57% Very Good	1.00 n=4 100% Very Good	1.86 n=4 57% Good	Student feedback on resources	Affirm
Opportunities to participate in extracurricular activities	2.00 n=4 67% Good	2.25 n=2 50% Fair	1.57 n=4 57% Very Good	Student organizations	Affirm
Quality of instruction	2.00 n=7 100% Good	1.20 n=4 80% Very Good	1.86 n=6 867% Good	Student feedback on faculty	Affirm
Personal attention to students	2.29 n=3 43% Good	1.60 n=3 60% Very Good	1.86 n=3 43% Very Good	Student feedback on learning environment	Affirm
Opportunities for leadership development	2.29 n=5 71% Good	2.00 n=2 50% Very Good	2.00 n= 33% Very Good	Service learning	Affirm
Cost of tuition and fees	2.71 n=5 71% Fair	1.20 n=4 80% Very Good	2.14 n=5 71% Good	Student feedback on resources	Affirm
How satisfied are you with the educational experience you had at Texas State?	n=4 57% Satisfied	n=4 80% Very Satisfied	n=4 57% Satisfied	Student satisfaction	Affirm
Please rate the quality of advising you received from:					
Professional advisors in your College Advising Center	1.83 n=3 50% Good	2.00 n=2 40% Very Good	2.71 n=4 57% Fair	Student feedback on student development	Affirm
Faculty in your major department	1.86 n=3 43% Very Good	1.40 n=3 60% Very Good	2.29 n=3 43% Good	Student feedback on student development	Affirm
Has your education at Texas State improved your quality of life?	n=4 57% Definitely Yes	n=2 50% Definitely Yes	n=5 71% Definitely Yes	Student satisfaction	Affirm

\*Ranking on 5 (Very Poor) to 1 (Very Good) Likert scale and nominal (yes/no) scale  
\*Data collected by Texas State University Alumni Services



**Research Sequence Assessment Implicit Curriculum:** Changes made to address these issues are detailed in section 4.0.3. Areas not meeting benchmarks are students' reporting that research assignments were creative and interesting; however, this is a split between agree and disagree.

**BSW Research Sequence Assessment: Implicit Measures**

N=59	Relates to:	Mode (Range) n= %	Data Use	Affirm/ Change
<b>I have enjoyed the research courses (at the School of Social Work).</b>	EP 3.0: The Learning Environment	4 (4) n=14 35% Agree	Student feedback on learning environment	Affirm
<b>The faculty member who taught my course made the material interesting and relevant.</b>	EP 3.0: The Learning Environment EP 3.3: Faculty	4 (4) n=15 37% Agree	Student feedback on learning environment	Affirm
<b>The assignments in my research courses were creative and interesting.</b>	EP 3.0: The Learning Environment EP 3.2: Student Development	2 & 4 (4) n=13, n=13 32%, 32% Agree, Disagree	Student feedback on learning environment	Investigate outcomes
<b>The use of media, technology, or popular culture in my research class helped me better understand research concepts.</b>	EP 3.0: The Learning Environment EP 3.2: Student Development EP 3.5: Resources	4 (4) n=15 37% Agree	Student feedback on learning environment	Affirm

\*Ranking on 1 (strongly disagree) to 5 (strongly agree) Likert scale

\*Fall 2009 and fall 2010