**Gordon College**

**Baccalaureate Social Work Program**

**Supplement to the Program’s Response to Four Concerns**

**November 20, 2015**

**Spring 2015 Assessment of Program Competencies**

**Purpose of the Assessment**

The social work program at Gordon College assesses its ten program competencies to evaluate their attainment. From this evaluation, the program (1) continues those curricular activities that produced outcomes that indicate the attainment of program competencies, and (2) modifies those curricular activities that produced outcomes that indicate the need for improvement. Thus, the purpose of the assessment is to achieve excellence in the Gordon College social work program through the ongoing evaluation of the program's competencies.

**Assessment Procedures**

At the end of the spring 2015 semester, the social work program employed assessment procedures to measure the attainment of its program competencies. The social work program employed the following assessment procedures:

**A. Touchstone During-Semester Assessment Procedure**. First, the program assessed each of the program's competencies using "touchstone" measurements of curricular practice behaviors during the semester. Each competency has several measurements that assess practice behaviors that operationalize the particular competency.

**B. End-of-Semester Field Practicum Assessment Procedure**. Second, the program assessed each of the program's competencies using end-of-the-semester measurements of students’ practice behaviors in their senior field practicums. The program obtained these measurements from its "Field Supervisor Evaluation of Social Work Students," a survey instrument completed by field supervisors, a copy of which is located in Volume 3 of the original Self-Study. Grounded in a "Learning Contract" reviewed by Field Supervisors and students at the beginning of the practicum and reflecting specific practice behaviors in their contracts, the survey asked Field Supervisors to assess field practicum students on practice behaviors linked to each of the program's competencies. For each practice behavior that operationalizes the program's competencies, field advisors assessed students on the following basis:

1. Not achieved

2. Minimally achieved

3. Moderately achieved

4. Achieved

5. Highly achieved

NO. No opportunity to demonstrate practice behavior

NA. Organization/Agency not able to provide practice behavior

**C. Faculty Evaluation and Program Modification**. Third, from the findings of the two assessment procedures noted above, the members of the social work program's faculty met at the conclusion of the fall 2013 semester to determine those competencies that are being attained and to make recommendations for modifications of curricular activities for those practice behaviors that require improvement. The faculty's "Summaries of the Spring 2015 Assessment of Program Competencies: Findings and Curricular Modifications" appear at the conclusion of the semester's findings.

**Findings: Competencies, Practice Behaviors, and Assessment Measurements**

**Competency 1: Identify as professional social workers and conduct themselves accordingly**

**1. Touchstone During-Semester Assessment**

Practice Course Teaching Assessment Assessment Curricular

Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Know the history of the social work profession  Attend to professional roles & practice self-correction  Promote client empowerment  Utilize effective supervision | SWK 322 – Social Policy and Institutions  SWK 301 – Helping Theories and Practice with Individuals & Families  SWK 401 – Community Development & Sustainability  SWK 420 – Field Seminar | Reading of Trent, *The Manliest Man: Samuel G. Howe and the Contours of 19th Century American Reform* & class lectures  Readings & discussion on role boundaries and self- reflection & correction  Readings & discussion about issues of empowerment  Student development of supervision analysis | Examination #1, Question #1 & 2  Final reflection Paper  Mid-Term & Final Integrative Essays on Exams  Individual Final learning Contract | ***Benchmark*** “C” grade or higher on examination question from 85%.  ***Outcome***  31 of 36 students (89%) provided “C”  answers or higher  .  ***Benchmark*** “C” grade or higher on reflection paper from 90%  ***Outcome*** 18 of 21 students (86%) achieved papers at “C” or higher  ***Benchmark*** “B-“ or higher from 85%  Of 20 students, 16 (80%) scored “C” or higher on average of 2 assessment tools  ***Benchmark*** 90% have scores of “C” or higher  ***Outcome*** 100% of 7 students had grade of “C” or higher | Benchmark  achieved,  No curricular  Modification  Benchmark achieved  No curricular modification  Benchmark Achieved, but continue to provide more explicit & clear review of purpose & methods of empowerment  Benchmark achieved,  No curricular modification |

**2. End-of-Semester Field Practicum Assessment – *Benchmark “3” or higher***

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Know the profession’s history | 8 | 7 |  |  |  |  |  |
| Attend to professional roles & boundaries | 16 |  |  |  |  |  |  |
| Promote the involvement & participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives | 7 | 8 |  |  |  |  |  |
| Utilize supervision & consultation affectively | 7 | 8 |  |  |  |  |  |

**3. Curricular Modification –** In SWK 401(Community Development & Sustainability), provide more explicit and clear review of purpose and methods of empowerment, especially during the first half of the semester.

**Competency 2 —Apply social work ethical principles to guide professional practice**

**1. Touchstone During-Semester Assessments**

Practice Course Teaching Assessment Assessment Curricular

Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Personal values allowing for personal values  .  Apply strategies of ethical reasoning to arrive at principled decisions  Embrace ambiguity & complexity | SWK 301 – Theories & Practice with Individuals & Families  SWK 311 – Social Research Methods  SWK 221 – Power, Prestige & Poverty | Readings & lectures on the topic of values – personal & professional  Neuman’s *Basics of Social Research: Qualitative and Quantitative*  *Approaches*, chapter 3 & class discussion  Reading of primary text & discussion of ethical complexity | Process recording & final genogram paper  Assessment of "Do no harm," informed consent, and the function of the Institutional Review Board on Exam 1, question 3  Student journal graded | ***Benchmark*** “C” grade or higher from 85% of students ***Outcome*** 20 of 21 students (95%) achieved “C” or better  ***Benchmark*** “C” grade or higher on examination 1 essay question 3 from 90% of students.  ***Outcome*** 25 of 27 students (193%) achieved grade of “C” or higher  ***Benchmark*** “C” grade or higher on journals for 85% of students  ***Outcome*** 17 of 20 (85%) students achieved a grade of “C” or higher | Benchmark achieved  No curricular modification  Benchmark achieved  No curricular modification  Benchmark achieved  No curricular modification |

**2. End-of-Semester Field Practicum Assessment – Benchmark “3” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Recognize, critique, & utilize personal values in a way that allows professional values to guide practice | 9 | 6 |  |  |  |  |  |
| Make ethical decisions by applying standards of the NASW Code of Ethics, etc. | 8 | 7 |  |  |  |  |  |
| Embrace ambiguity and engage the complexity in resolving ethical conflicts | 11 | 4 |  |  |  |  |  |
| Apply strategies of ethical reasoning to arrive at principled decisions | 11 | 4 |  |  |  |  |  |

**3. Curricular Modification –** None

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

**1. Touchstone During-Semester Assessment**

Practice Course Teaching Assessment Assessment Curricular

Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Distinguish sources of knowledge  Analyze practice models  Show effective commun-  ications in working with  various groups & colleagues. | SWK 311 Social Research Methods  SWK 302 – Practice with Groups & Organizations  SWK 301 – Practice with Individuals & Families | Students read Neuman’s chpt. 1 & lecture on types & sources of knowledge  Students read & discuss in class models of assessment  Students read Lucas on interviewing with adults & families & conduct an interview that assessed students' understanding and use of: tuning-in, empathy, reflection of feeling, etc. | Exam 1, essay question #1  Mutual Aid Group (MAG) Reflection paper  Average of  1. Exam #1, essay question 8,  2. Process recording video tapes  3. Essay reflection paper | ***Benchmark*** “C” grade or higher from 85% of students  ***Outcome*** 22 of 25 (88%) students met benchmark  **Benchmark**  8 out of 10 points or higher from 80% of students  **Outcome**  18 of 21 (89%) met benchmark  ***Benchmark*** An averaged “C” grade or higher on exam question, process recording evaluation, & on reflection paper for 85% of students  ***Outcome*** 18 of 21 (89%) met benchmark | Benchmark achieved  No curricular modification  Benchmark achieved  No curricular modification  Benchmark achieved  No curricular modification |

**2. End-of- Field Semester Practicum Assessment – Benchmark “3” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Distinguish, appraise, & integrate multiple sources of knowledge including research-based knowledge & practice wisdom | 14 | **2** |  |  |  |  |  |
| Analyze models of assessment, prevention, intervention & evaluation | 15 | 1 |  |  |  |  |  |
| Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | 15 | 1 |  |  |  |  |  |

**3. Curricular Modification –** None

**Competency 4 —Engage human diversity and difference in social work practice**

**1. Touchstone During-Semester Assessment**

Practice Course Teaching Assessment Assessment Curricular

Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Recognize structures of oppression & power  Awareness of biases & life experiences  Practice respect & mutuality | SWK 221- Power, Prestige, & Poverty  SWK 232 Diversity in American Populations  SWK 302 Groups & Organizations | Students read Macleod’s *Ain’t No Makin’ It:*  & Lareau’s Unequal *Childhoods: Class, Race, and Family Life*; & engage in dialogue on the topics of class, status & power inequality.  Readings & class discussion on issues related to complexity of biases  Group & class discussion about readings | Student journals that deal with topics raised in readings & class dialogue concerning class, status, and power inequality  Term paper  Mutual aid group guides | ***Benchmark*** “C” grade or higher on 90% of student journals.  ***Outcome*** 24 of 27 (88%) achieved the benchmark  ***Benchmark*** Paper Grade of “C” from 90% of students  ***Outcome*** 23 of 28 (82%) achieved benchmark  ***Benchmark***  Out of 21, 80% student score 16 points or higher  ***Outcome***  Out of 21 students, 19 students (90%) scored 16 points or higher | Benchmark achieved  No curricular modification  Benchmark achieved  No curricular modification  Benchmark achieved  No curricular modification |

**2. End-of- Field Semester Practicum Assessment – Benchmark of “3” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, create, or enhance privilege and power | 14 | 2 |  |  |  |  |  |
| Gain sufficient self-awareness to recognize the influence of personal biases and values in working with diverse groups | 12 | 4 |  |  |  |  |  |
| Recognize and communicate an understanding of the importance of difference in shaping life experiences | 16 |  |  |  |  |  |  |
| Practice mutuality, respect, and humility viewing themselves as learners | 15 | 1 |  |  |  |  |  |

**3. Curricular Modification –** None

**Competency 5 —Advance human rights and social and economic justice**

**1. Touchstone During-Semester Assessment**

Practice Course Teaching Assessment Assessment Curricular

Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Understand forms of oppression  Prepare to advocate for rights & justice  Engage in practices that advance justice & challenge social exclusion. | SWK 221 Power, Prestige & Poverty  SWK 401- Community Development & Sustainability  SWK 322 Social Policy & Institutions | Readings from *Ain’t No Makin It* & *Unequal Childhoods* & class discussion  Readings from McKibben, *Deep economy, etc.* & class discussion  Discuss the mechanisms of legislative advocacy for issues of inclusion | Graded Journal #2  Midterm (essay #2) and Final Integrative Essay (essay #2) Exam  Questions (See exam rubric in course syllabus)  Legislative project (See rubric in course syllabus) | ***Benchmark*** “C” grade or higher on journals for 85% of students  ***Outcome*** Of 26 students 22 (85%) with grade of “C” or higher  ***Benchmark*** “C” grade or higher for 85%of students  ***Outcome*** Of 17 students 16 (94%) scored “C” or higher or average of 2 assessment tools  ***Benchmark*** “C” grade or higher from 85% of student on project  ***Outcome*** Course not offered fall 2013 | Benchmark achieved  No curricular modification  Benchmark achieved  No curricular modification  No curricular modification (Assess in spring 2014 semester) |

**2. End-of- Field Semester Practicum Assessment – Benchmark of “3” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Understand the forms & mechanisms of oppression & discrimination | 13 | 3 |  |  |  |  |  |
| Advocate for human rights and social & economic justice | 12 | 4 |  |  |  |  |  |
| Engage in practices that advance social & economic justice & challenge social conditions that contribute to social exclusion, stigmatization or subjugation, & to work towards an inclusive society | 12 | 4 |  |  |  |  |  |

**3. Curricular Modification –** None

**Competency 6 —Engage in research-informed practice and practice-informed research**

**1. Touchstone During-Semester Assessments**

Practice Course Teaching Assessment Assessment Curricular

Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Use research evidence to inform practice  Understand ethical principles  Engage participants in research | SWK 311 – Social Research Methods  SWK 311 – Social Research Methods  SWK 311 – Social Research methods | Group Research Project  Reading chpt. 3 of Neuman & discussion of ethics in research  Lecture & discussion about inclusion in research activities | Group research project (See rubric in course syllabus)  Exam # 1, Essay # 2  Group research project (See rubric in course syllabus) | ***Benchmark*** “C” grade or higher on individual grade in the group research project.  ***Outcome*** Of 25 students, 25 (100%) met the benchmark  ***Benchmark*** 90% score a grade of “C” or higher on exam question  ***Outcome*** 23 of 25 (92%) students met the benchm.  ***Benchmark*** 85% of student score “C” or higher on individual grade in group project  ***Outcome*** 16 (64%) of 25 students met the benchmark | Benchmark achieved  No curricular modification  Benchmark achieved  No curricular modification  Ensure before the research project begins that students identify community participants in their research project |

**2. End-of- Field Semester Practicum Assessment – Benchmark of “3” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Use research evidence to inform practice | 8 | 8 |  |  |  |  |  |
| Understand ethical principles undergirding research | 10 | 6 |  |  |  |  |  |
| Engage participants in research activities | 6 | 8 |  |  |  |  | 2 |

**3. Curricular modification** – In SWK 311 (Social Research Methods), ensure that students identify community participants to be included in their group research projects before they begin planning for and carrying out their research projects. Be certain that students demonstrate how they intend to include these participants in their research.

**Competency 7 —Apply knowledge of human development and action in the social environment**

**1. Touchstone During-Semester Assessment**

Practice Course Teaching Assessment Assessment Curricular

Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Utilize conceptual frameworks to guide practice  Knowledge of person in environment | SWK 202 – Human Behavior & the Social Environment  SWK 202 – Human Behavior & the Social Environment | Zastrow’s *Understanding Human Behavior in Social Environment*, chapter 1; & Class lecture & exercises  Readings from Zastrow, chpts. 5-12 & Class lectures & exercises | First examination, essay questions part 1, 5, & 6  Final Exam, essay questions 2 & 3 | ***Benchmark*** 85% “C” grade or higher on examination questions  ***Outcome*** Of 26 students, 21 (81%) scored “C” or higher  ***Benchmark*** a score of “C” of better from 85% of students  ***Outcome*** 20 of 26 (77%) students met benchmark | Benchmark achieved  No curricular modification  To ensure benchmark emphasize more explicitly the relationship between environmental linkage in development |

**2. End-of- Field Semester Practicum Assessment – Benchmark of “3” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Utilize conceptual frameworks to guide the processes of assessment, intervention, & evaluation | 14 | 2 |  |  |  |  |  |
| Critique & apply developmental knowledge to understand person and environment | 14 | 2 |  |  |  |  |  |

**3. Curricular Modification –** To ensure benchmark emphasize in SWK 202 more explicitly the relationship between environmental linkages in development.

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

**1. Touchstone During-Semester Assessment**

Practice Course Teaching Assessment Assessment Curricular

Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Analyze, formulate & advocate for policies that advance social well-being  Advocate for effective policies for justice | SWK 322 –Social Policy & Institutions  SWK 322 Social Policy & Institutions | Read Rank’s *One Nation Underprivileged*, & lectures on legislative advocacy.  Read Rank’s *One Nation Underprivileged*, & lectures on legislative advocacy | Legislative project (See rubric in course syllabus)  Legislative project (See rubric in course syllabus) | ***Benchmark*** 85% of students with “C” grade or higher on project.  ***Outcome*** 30 (91%) of 33 students met benchmark  ***Benchmark*** 85% of students with “C” grade or higher on project  ***Outcome***. 30 (91%) of 33 students met benchmark | Benchmark achieved. No curricular modification  Benchmark achieved. No curricular modification |

**2. End-of- Field Semester Practicum Assessment – Benchmark of “3” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Analyze, formulate & advocate for policies that advance social well-being | 10 | 2 | 3 |  |  |  | 1 |
| Collaborate & advocate for effective social & economic policies | 9 | 4 | 1 |  |  |  | 1 |

**3. Curricular Modifications** – In SWK 420 & 421 (Field Practicum), Indicate to each field practicum agency that a practicum student must have at least one opportunity to engage in an agency practice-of-policy activity.

**Competency 9 —Respond to contexts that shape practice**

**1. Touchstone During-Semester Assessment**

Practice Course Teaching Assessment Assessment Curricular Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Critical role of sustainability for community  & society  Understand  & integrate social issues  Partnership & leadership for social change | SWK 401 – Community Development & Sustainability  SWK 401 – Community Development & Sustainability  SWK 401 – Community & Sustainability | Students readings, lectures, & discussion acquire an understanding of the importance of social sustainability  Through lectures, readings (see course syllabus) and films, students gain an understanding of the disproportionate costs of environmental degradation on low-income peoples and places  Socratic dialogue with readings build preparation for partnership & leadership for social change & course readings | Midterm exam, essay question 2 & final exam, essay question 1 (See rubric in course syllabus)  Midterm exam, essay question 2 & final exam, essay question 1 (See rubric in course syllabus)  Graded “study questions” provided to students for Socratic discussion (see rubric in course syllabus) | ***Benchmark*** 85% students with grade of “C” or higher  ***Outcome*** 16 of 16 (100%) students met the benchmark  ***Benchmark*** “C” grade or higher on in from 85% of students  ***Outcome***  16 of 16 (100%) students met the benchmark  ***Benchmark*** 85% of students with grade of “B” or higher  ***Outcome*** = 15 of 16 (94%) students met benchmark | Benchmark achieved  No curricular modification  Benchmark Achieved  No curricular modification  Benchmark Achieved  No curricular modification |

**2. End-of- Field Semester Practicum Assessment – Benchmark of “3” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Understand role of sustainability for communities & global society | 6 | 8 | **2** |  |  |  |  |
| Understand & integrate contemporary social issues. | 9 | 6 | 1 |  |  |  |  |
| (a) Identify & access local & global collaborative partnerships/networks for social change, (b) Provide leadership in promoting sustainable changes at all levels of practice. | 8 | 7 |  |  |  |  | **1** |

**3. Curricular Modification –** None

**Competency 10 a** —**Engage, assess, intervene, & evaluate with individuals, families, groups, organizations, and communities - Engagement**

**1. Touchstone During-Semester Assessment**

Practice Course Teaching Assessment Assessment Curricular Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Use of empathy & other inter-  personal skills  Develop mutuality, etc. for effective practice | SWK 301 – Theory & Practice with Individuals & Families  SWK 401 Community Development & Sustainability | Lectures on tuning-in, empathy, reflection of feeling, paraphrasing, open-ended & close-ended questions, clarification, summarization, information giving, interpretation, confrontation and attending skills  Readings & class discussion on the association of practice & mutuality & capacities & field trip to Dudley Street Initiative | First Exam, questions D & E, &  Process Recordings;  Sessional Journals; &  Video tape recordings  Graded “study questions” (See rubric in course syllabus) | ***Benchmark*** 85% of students with “C” average grade or higher on exam questions, recording, & journal.  ***Outcome*** 19 of 21 (90%) earned averaged grades of “C” or higher  ***Benchmark*** 85% of students with “B” grade or higher on written answers to “study questions”  ***Outcome*** 16 of 16 students (100%) met benchmark | Benchmark  Achieved  No curricular modification  Benchmark achieved  No curricular modification |

**2. End-of- Field Semester Practicum Assessment – Benchmark of “3” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Engagement  Use empathy & other interpersonal skills  Develop a mutually agreed on focus of work & desired outcomes | 7 |  |  |  |  |  |  |

**3. Curricular Modification –** none

**Competency 10 b** —**Engage, assess, intervene, & evaluate with individuals, families, groups, organizations, and communities – Assessment**

**1. Touchstone During-Semester Assessment**

Practice Course Teaching Assessment Assessment Curricular Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Collect, organize & interpret data  Discern goals, objectives & strategies  Capacity to address & assess conflict | SWK 310 – Statistics  SWK 302 – Practice with Groups & Organizations  SWK 302 – Practice with Groups & Organizations | Through lectures & course text, an ability to analyze & interpret bivariate relationships between variables at all levels of measurement.  Assigned readings from Drucker  Readings & class activities on issues of conflict resolution | Final Examination – the entire exam  Group project to develop mission, goals, & strategies for an NGO  Conflict resolution class simulation | ***Benchmark*** 85% “C” grade or higher on examination question from students  ***Outcome*** 25 of 29 students (85%) met benchmark  ***Benchmark*** Group grade with 75% of groups receiving 18 out of 20 points  ***Outcome*** 3 out of 4 groups (75%) met benchmark  ***Benchmark*** 75% of students receiving 4 out of 5 points  ***Outcome*** 17 of 20 students (85%) met benchmark | Benchmark achieved  No curricular modification  Benchmark achieved  No curricular modification  Benchmark achieved  No curricular modification |

**2. End-of- Field Semester Practicum Assessment – Benchmark “3” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment  Collect, organize, & interpret data  Facilitate a process of discerning goals, objectives, & strategies  Develop capacity to assess & address conflict | 4 | 3 |  |  |  |  |  |

**3. Curricular Modification –** None

**Competency 10 c** —**Engage, assess, intervene, & evaluate with individuals, families, groups, organizations, and communities – Intervention**

**1. Touchstone During-Semester Assessment**

Practice Course Teaching Assessment Assessment Curricular Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Implement prevention interventions that enhance capacities & support problem solving  Promote just & equitable structures & institutions | SWK 420 –Social Work Field Seminar  SWK 420 –Social Work Field Seminar | Seminar discussion on the use of critical self-reflection  Class readings & discussion on the use of services that are just in context | 1. Mid semester Integration paper, where the students indicate how their interventions in the field align with theory taught in their classrooms, & at the end of the semester  2**.** End of semester self-evaluation paper  Agency presentation by each student | ***Benchmark*** 90% of students with 12 out of 15 points or higher on the average of the integration paper & self-evaluation paper.  ***Outcomes*** 16 of 16 students (100%) in the seminar met the benchmark  ***Benchmark*** 90% of students show example of justice practice in the presentation  ***Outcomes*** of 16 students 16 (100%) showed examples | Benchmark achieved. No curricular modification  Benchmark achieved. No curricular modification. |

**2. End-of- Field Semester Practicum Assessment – Benchmark of “3” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Intervention  Implement prevention interventions that enhance capacities & support problem solving  Promote just & equitable social structures | 5 | 2 |  |  |  |  |  |

**3. Curricular Modification – None**

**Competency 10 d** —**Engage, assess, intervene, & evaluate with individuals, families, groups, organizations, and communities – Evaluation**

**1. Touchstone During-Semester Assessment**

Practice Course Teaching Assessment Assessment Curricular Behavior Strategy Tool Finding Modification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Critically analyze, monitor & evaluate intervention | SWK 420 –Social Work Field Seminar | Seminar discussion on the use of critical analysis & evaluation | Semester Integration paper, where the students indicate how their interventions in the field align with theory taught in their three practice classes (SWK 301, 302, & 401) | ***Benchmark*** 80% of students receive 25 out 30 points on the integration paper  ***Outcomes*** 16 of 16 students (100%) received scores of 25 or higher on paper. | Benchmark achieved  No curricular modification. |

**2. End-of- Field Semester Practicum Assessment – Benchmark “C” or higher**

**5 4 3 2 1 NO NA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Evaluation  Critically analyze, monitor, & evaluate intervention | 4 | 3 |  |  |  |  |  |

**3. Curricular Modification –** None

**Summary of the Spring 2015 Assessment of Program Competencies: Findings,**

**Curricular Modifications, & Modification Outcomes**

**A. Findings**

During the spring semester of 2015, the social work program at Gordon College conducted a comprehensive assessment of its program competencies. In doing so, it used two procedures of competency assessment: (1) **Touchstone During-Semester Assessment** of all practice behaviors and (2) **End-of-Semester Field Practicum Assessment** of all practice behaviors. Findings from the comprehensive assessment suggest that the social work program is meeting expectations of its program competencies both during the semester and at the conclusion of the students' senior field practicum. Nevertheless, some findings indicate that the program make curricular modifications in teaching strategies to improve particular competency outcomes. After a meeting at the conclusion of the spring 2015 semester to consider these modifications, the faculty agreed to make the following four changes to improve these outcomes:

**B. Curricular Modifications for Improved Outcomes**

1. Competency 1: Practice Behavior - Promote client empowerment

Modification - **In SWK 401 (Community Development and Sustainability), provide a more explicit and clear review of purpose and methods of empowerment, especially during the first half of the semester**.

2. Competency 6: Practice Behavior - Engage participants in research

Modification **- In SWK 311 (Social Research Methods), ensure that students identify community participants to be included in their group research projects before they begin planning for and carrying out their research projects. Be certain that students demonstrate how they intend to include these participants in their research.**

3. Competency 7: Practice Behaviors – Knowledge of person in environment

Modifications - **To ensure benchmark, emphasize in SWK 202 (Human Behavior and the Social Environment) more explicitly the relationship between environmental linkages in development.**

4. Competency 10 c: Practice Behavior - Promote just & equitable structures & institutions

Modification – **In the Field Seminar (SWK 420) and at the Field Orientation, the Field Coordinator will address more specifically the importance of field instructors and field students to plan for opportunities for justice practice in the field practicum, and to carry out justice practice in the field setting.**

**C. Future Assessment of Curricular Modifications**

At the conclusion of the spring 2016 semester, the Social Work Program will evaluate, in addition to its regular program assessment, the outcomes of the four curricular modifications above.