**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name: Social Work Program

School or College your program resides in: College of Arts and Sciences

Program Level (check all that apply):

Undergrad X☐

Master’s ☐

Doctoral ☐

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Current Assessment Contact Representative (& E-mail): Maria Beam devoogd@oakland.edu

Current Department or Program Chair (& E-mail): Dorothy Nelson danelson@oakland.edu

Current Dean (& E-mail): Kevin Corcoran corcoran@oakland.edu

**Step 2: Type of Assessment Plan**

**X Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor’s response in lieu of following the UAC’s standard process. These programs use the UAC’s ‘external accreditation mapping’ form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)). Programs without external accreditation should proceed to option B.

**Option B**. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website ([www.oakland.edu/OIRA](http://www.oakland.edu/OIRA)). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)).

**Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures**

Please begin your program assessment plan by completing the table below. Use the “Table” menu in Word to add rows, merge cells, etc. as needed. [A completed table is presented as a sample on our website: XXXX.]

* In column 1, record what aspects of the OU Mission your program addresses.
* In column 2, record your program goals as they relate to the OU Mission.
* In column 3, record your program’s planned student learning outcomes related to each program goal.
* In column 4, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
* Add rows to the table as necessary.

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| (1) OU Mission | (2) Program Goals | (3) Student Learning Outcomes | (4) Assessment Measures |
| Oakland University is a preeminent metropolitan university that is recognized as a student-centered, doctoral research institution with a global perspective. We engage students in distinctive educational experiences that connect to the unique and diverse opportunities within and beyond our region. | Education for Generalist Practice: The Social Work Program will educate students for competent and ethical generalist social work practice with individuals, families, groups, organizations, and communities from a strengths-based and empowerment-oriented focus. | 1. Students practice **engagement** with individuals, families, groups, organizations, and communities 2. Students practice **assessment** with individuals, families, groups, organizations, and communities 3. Students practice **intervention** with individuals, families, groups, organizations, and communities 4. Students practice **evaluation** with individuals, families, groups, organizations, and communities 5. Students demonstrate ethical and professional behavior | 1. Field Evaluation/Exit Survey Items 6a-6b and Capstone Section 6. 2. Field Evaluation/Exit Survey Items 7a-7d and Capstone Section 7. 3. Field Evaluation/Exit Survey Items 8a-8e and Capstone Section 8. 4. Field Evaluation/Exit Survey Items 9a-9d and Capstone Section 9. 5. Field Evaluation/Exit Survey Items 1a-1e and Capstone Section 1. |
| Through faculty-driven and student-engaged research, scholarship, and creative activity, Oakland University advances knowledge and art in a diverse and inclusive environment. | Knowledge Development: The Social Work Program will contribute to knowledge development and dissemination through the faculty’s scholarship, community collaborations, and leadership and by facilitating the development of critical thinking and research skills in students to address the problems and needs of diverse, multi-level client systems | 1. Students engage research informed practice and practice informed research 2. Students practice **evaluation** with individuals, families, groups, organizations, and communities | 1. Field Evaluation/Exit Survey Items 4a-4c and Capstone Section 4. 2. Field Evaluation/Exit Survey Items 8a-8e and Capstone Section 8. |
| Oakland University is an active community partner providing thriving civic, cultural, and recreational opportunities and valuable public service. | Education for Culturally Sensitive Practice and the Pursuit of Social Justice: The Social Work Program strives to instill in our students an appreciation for intellectual inquiry, a positive respect for diversity, a desire to serve others, and the commitment and capacity to advocate on behalf of oppressed and vulnerable people in the pursuit of social justice. | 1. Students engage diversity and difference in practice 2. Student advance Human Rights and Social, Economic, and Environmental Justice 3. Students engage in policy practice to advance well-being and delivery of services 4. Students engage in research informed practice and practice informed research | 1. Field Evaluation/Exit Survey Items 2a-2c and Capstone Section 2. 2. Field Evaluation/Exit Survey Items 3a-3b and Capstone Section 3. 3. Field Evaluation/Exit Survey Items 5a52c and Capstone Section 5. 4. Field Evaluation/Exit Survey Items 4a-4c and Capstone Section 4. |
| Oakland University is an active community partner providing thriving civic, cultural, and recreational opportunities and valuable public service. | Service: The Social Work Program will create an environment that is responsive to students and the community, conducive to personal and professional growth, and reflective of an ethic of service that is demonstrated by the activities of the faculty and the contributions of our students in field and professional practice | 1. Students demonstrate ethical and professional behavior 2. Students practice **engagement** with individuals, families, groups, organizations, and communities 3. Students practice **assessment** with individuals, families, groups, organizations, and communities 4. Students practice **intervention** with individuals, families, groups, organizations, and communities 5. Students practice **evaluation** with individuals, families, groups, organizations, and communities 6. Students practice self-care | 1. Field Evaluation/Exit Survey Items 1a-1e and Capstone Section 1. 2. Field Evaluation/Exit Survey Items 6a-6b and Capstone Section 6. 3. Field Evaluation/Exit Survey Items 7a-7d and Capstone Section 7. 4. Field Evaluation/Exit Survey Items 8a-8e and Capstone Section 8. 5. Field Evaluation/Exit Survey Items 9a-9d and Capstone Section 9. 6. Field Evaluation/Exit Survey Items 10a-10b and Capstone Section 10. |

**Step 4: Participation in Assessment Process**

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| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| 1. Maria Beam, Director of Social Work 2. Stephanie Brandimarte, Director of Field Education 3. Program Faculty 4. Field Seminar Faculty 5. Community Advisory Board | Social Work Director, Ms. Maria Beam, assumes primary responsibility for overseeing the program’s assessment activities in collaboration with the program’s Field Education Director Ms. Stephanie Brandimarte. This includes administering and collecting data on seniors’ field evaluation, exit survey and capstone assignment, compiling and summarizing other forms of assessment data, preparing and presenting the program and general education Assessment Plans (if any changes have been made), and writing the first draft of the Assessment Report to present to program faculty, field direction, community advisory board for feedback. The Field Director is responsible for administering and collecting data on student internship experiences, while the program director is responsible for collecting student Capstone papers, evaluated by field seminar faculty. All program faculty , the Field Director/coordinator and community advisory board are involved in the generation, review, and discussion of the final Assessment Report; this includes discussions of improvements to both the Social Work Program (including the Capstone general education course) as well as improvements to the Assessment Plans. |

**Step 5: Plan for Analyzing and Using Assessment Results to Improve Program**

1. **How will you analyze your assessment data?**

The Social Work Program uses three methods for program assessment used to evaluate the same cohort of students each academic year These include the 1) student field evaluation, which is administered to the student internship supervisor for assessment in the students last semester, 2) student capstone assessment, which assessed by faculty who teach the seminar course in the student’s last semester, and 3) student exit survey which is administered to students by the Program director to students in their last semester.

All three assessment tools, the student field evaluation, items on the capstone rubric and items on the exit survey are answered on a five point Likert scale all measuring the ten core student learning outcomes. Each measure are weighted the same and administered to the same cohort of graduating seniors. These findings are than aggregated and a mean is calculated to give insight on where students are on a five-point scale. The final mean was than compared to the benchmark (mean of a 4.0) to determine the percentage of students who met or exceeded the benchmark.

**Field Evaluation**

The field evaluation instrument directly assesses student’s performance on each practice behavior directly related to the program’s ten student-learning outcomes observed through their internship. These student-learning outcomes and corresponding practice behaviors observations are presented on the student’s learning plan, providing a strong linkage between the program’s student learning outcomes, the student’s learning plan, and how the student is ultimately assessed.

The Field Evaluation asks field instructors to evaluate their student’s performance in the field practicum setting on each practice behavior with its corresponding student outcome. The Field Instructor rates the student’s performance on a five point Likert scale ranging from “student consistently fails to meet expectation” to “consistently exceed expectations.” Field Instructors have an opportunity to comment on the nature and quality of the student’s performance in an open-ended comment text box. Should a student earn a two (occasionally meets expectations) or lower, the Field instructor must describe the nature of that ranking. Field Instructors submit the field evaluation at the end of each semester (fall and winter). The first semester evaluation is used as a tool and guide for the student, field instructor, and liaison on where the student needs improvement. The second semester field evaluation is assessing the student’s aptitude level on the Program’s student learning outcomes and practice behaviors. The second semester’s field evaluation is used for the Social Work Program’s assessment.

**Exit Survey**

The second instrument used is an exit survey which measures students’ self-efficacy on ten student learning outcomes. This instrument asks the student to describe how often they feel confident in their ability to perform each of the following practice behaviors performance on a five point Likert scale. The student rates his/her experience on a five point Likert scale ranging from “never confident” to “always confident.” Students have an opportunity to comment on the nature and quality of the experience with an open-ended comment text box. If a student scores him/herself a two (rarely confident) or lower, the student must describe the context of that ranking. The exit survey is administered at the end of the winter term for our graduating seniors. Therefore, the same cohort of students are assessed on their performance in the field as well as their own confidence with their education. In addition, the field Exit Survey, looks at student demographics, NASW membership, plans for graduate school, employment, and future employment. We further ask the student to rate their satisfaction on several areas of their BSW education, including curriculum, program status, class times and course offerings, scholarship & grant opportunities, faculty, student support services, advising, peer relationships, development of social work identity, and development of professional relationships/networks. We also assess student involvement in social work extracurricular activities and the types of educational supports used throughout their time here at Oakland University. Finally, students are asked to respond to questions looking at the educational environment related to openness, diversity, and inclusion. Collecting this data helps us identify areas of improvement in our implicit curriculum.

**Student Capstone Assignment**

The third instrument is the integrative capstone assignment, completed in the final semester of the BSW program within the context of SW 4971: Integrative Seminar II. The integrative seminars are taken concurrently when the student is in field practice; these are the capstone courses of the Program. The assignment allows students to focus on their learning experience within the Social Work Program by asking them to integrate theoretical knowledge, skills, and values learned in course work with their experiences in the field practicum. Students are asked to assess the development of their critical thinking and knowledge of diversity to reflect on their understanding of the history of social work, and their awareness of current issues that affect and challenge the profession. Further, they are asked to elaborate on how they have applied their theoretical knowledge in their field from a micro, mezzo, and macro level. In addition, the seminar focuses on the values and ethics of the profession, including the Code of Ethics and Practice involved in promoting social and economic justice. Global aspects of intervention and indirect service are compared with local situations in class discussions. There is emphasis on evaluating one’s own practice, integrating one’s personal and professional self, continuing professional development, and evaluating humane and effective services for diverse populations. Each of the ten learning outcomes are assessed on a 5-point Likert scale evaluated by the student’s field seminar instructor.

1. **How will you use results to improve your program?**

All department faculty members are committed to continuous, on-going self-assessment. Departmental faculty meet as a whole on a monthly basis throughout the academic year and, as mentioned above, and the social work faculty meet monthly as well. Social work faculty review assessment activities and make recommendations regarding programmatic and curricular improvements to the social work curriculum committee. The analysis of the program’s field practicum component is shared with Faculty liaisons and presented to field instructors at our annual field instructor training. Results from the analysis are used to make retention decisions about particular field agencies and instructors, as well as program improvements that can better support field instructors and agencies. Finally, measures in the Exit survey are used to inform the program on areas to modify/enhance the implicit curriculum (such as co-curricular offerings, advisement, diversity, student organization, etc.).

**Step 6: Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).

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| **Student Learning Outcome** | **Measure Name and Short Description** | **Frequency of SLO Measured** | **How is this measure scored?** | **Benchmark Measure** |
| Students demonstrate ethical and professional behavior | **Field Evaluation/Exit Survey Items 1a**: ability to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.  **Field Evaluation/Exit Survey Items 1b**: ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.  **Field Evaluation/Exit Survey Items 1c**: ability to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.  **Field Evaluation/Exit Survey Items 1d**: ability to use technology ethically and appropriately to facilitate practice outcomes.  **Field Evaluation/Exit Survey Items 1e**: ability to use supervision and consultation to guide professional judgment and behavior.  **Capstone Section 1:** Assess your personal growth and formulate a statement about your plans for continued professional development and personal growth. Where are you now? Where do you need to be? How will you get there? Describe how you are able to manage your personal values in a way that allows for professional values to guide practice. | Annually | Field Evaluations: Each question is scored according to a 5-point rubric.  Student Exit Survey: Each question is scored according to a 5-point rubric.  Capstone: Each section is scored according to a 15-point rubric. | Aggregate Mean from the Field Evaluation, Student Exit Survey and Capstone Section of 4.0 on each item |
| Students engage diversity and difference in practice | **Field Evaluation/Exit Survey Items 2a**: ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.  **Field Evaluation/Exit Survey Items 2b**: ability to present themselves as learners and engage clients and constituencies as experts of their own experiences.  **Field Evaluation/Exit Survey Items 2c**: ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.  **Capstone Section 2:** Describe your view how diversity characterizes and shapes the human experience and why it is critical to the formation of identity. Discuss how you have gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse clients | Annually | Field Evaluations: Each question is scored according to a 5-point rubric.  Student Exit Survey: Each question is scored according to a 5-point rubric.  Capstone: Each section is scored according to a 15-point rubric. | Aggregate Mean from the Field Evaluation, Student Exit Survey and Capstone Section of 4.0 on each item |
| Student advance Human Rights and Social, Economic, and Environmental Justice | **Field Evaluation/Exit Survey Items 3a:** ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels  **Field Evaluation/Exit Survey Items 3b:** ability to engage in practices that advance social, economic, and environmental justice.  **Capstone Section 3:** Summarize your view of the forms and mechanisms of oppression and discrimination in our society and the strategies of change that advance social and economic justice. Cite some of the forms and mechanisms of oppression and discrimination that you observed during your field practicum. How have the clients that you and your field agency serve been affected by discrimination? What might you/we do to bring about social justice? | Annually | Field Evaluations: Each question is scored according to a 5-point rubric.  Student Exit Survey: Each question is scored according to a 5-point rubric.  Capstone: Each section is scored according to a 15-point rubric. | Aggregate Mean from the Field Evaluation, Student Exit Survey and Capstone Section of 4.0 on each item |
| Students engage in research informed practice and practice informed research | **Field Evaluation/Exit Survey Items 4a:** ability to use practice experience and theory to inform scientific inquiry and research.  **Field Evaluation/Exit Survey Items 4b:** ability toapply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.  **Field Evaluation/Exit Survey Items 4c:** ability to use and translate research evidence to inform and improve practice, policy, and service delivery.  **Capstone Section 4:** As a social work practitioner, describe how you will utilize research and professional literature to keep informed of current practice trends and to evaluate your practice. Describe how you applied research findings to your practice at your field practicum. Summarize how you used research methods to evaluate your practice interventions and those of other relevant systems. How did you know whether or not your intervention worked? What did you base it on? | Annually | Field Evaluations: Each question is scored according to a 5-point rubric.  Student Exit Survey: Each question is scored according to a 5-point rubric.  Capstone: Each section is scored according to a 15-point rubric. | Aggregate Mean from the Field Evaluation, Student Exit Survey and Capstone Section of 4.0 on each item |
| Students engage in policy practice to advance well-being and delivery of services | **Field Evaluation/Exit Survey Items 5a:** ability to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.  **Field Evaluation/Exit Survey Items 5b:** ability toassess how social welfare and economic policies impact the delivery of and access to social services.  **Field Evaluation/Exit Survey Items 5c:** ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.  **Capstone Section 5:** Describe and analyze the impact of current social policies on client systems, workers, and agencies including your field practicum. How do policies affect people? Also summarize the service issues confronting your field practicum agency. | Annually | Field Evaluations: Each question is scored according to a 5-point rubric.  Student Exit Survey: Each question is scored according to a 5-point rubric.  Capstone: Each section is scored according to a 15-point rubric. | Aggregate Mean from the Field Evaluation, Student Exit Survey and Capstone Section of 4.0 on each item |
| Students practice engagement with individuals, families, groups, organizations, and communities | **Field Evaluation/Exit Survey Items 6a:** ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and  **Field Evaluation/Exit Survey Items 6b:** ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.  **Capstone Section 6:** Describe how you applied the knowledge and skills of generalist social work practice with systems of all sizes (individuals, families, groups, organizations, and communities). You may only select one to elaborate on. Describe how you used empathy and other interpersonal skills with an individual and family, or group | Annually | Field Evaluations: Each question is scored according to a 5-point rubric.  Student Exit Survey: Each question is scored according to a 5-point rubric.  Capstone: Each section is scored according to a 15-point rubric. | Aggregate Mean from the Field Evaluation, Student Exit Survey and Capstone Section of 4.0 on each item |
| Students practice assessment with individuals, families, groups, organizations, and communities | **Field Evaluation/Exit Survey Items 7a:** ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies;  **Field Evaluation/Exit Survey Items 7b:** ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;  **Field Evaluation/Exit Survey Items 7c:** ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and  **Field Evaluation/Exit Survey Items 7d:** ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.  **Capstone Section 7:** 1. Describe how you accurately assessed a client, family, or group’s strengths and limitations. 2. Describe how you applied critical thinking skills at your field practicum. Describe and give an example from your practicum how you are knowledgeable about the principles of logic, scientific inquiry and reasoned discernment. Provide an example and describe how you demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities and colleagues. How have your prerequisite courses in psychology, sociology, political science, anthropology and biology helped you in understanding and interpreting human behavior and social problems? Describe how you applied this knowledge of bio-psycho-social variables to assess the development and behavior of a client system (i.e., an individual, family, group or community). | Annually | Field Evaluations: Each question is scored according to a 5-point rubric.  Student Exit Survey: Each question is scored according to a 5-point rubric.  Capstone: Each section is scored according to a 15-point rubric. | Aggregate Mean from the Field Evaluation, Student Exit Survey and Capstone Section of 4.0 on each item |
| Students practice intervention with individuals, families, groups, organizations, and communities | **Field Evaluation/Exit Survey Items 8a:** ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;  **Field Evaluation/Exit Survey Items 8b:** ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;  **Field Evaluation/Exit Survey Items 8c:** ability to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;  **Field Evaluation/Exit Survey Items 8d:** ability to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and  **Field Evaluation/Exit Survey Items 8e:** ability to facilitate effective transitions and endings that advance mutually agreed-on goals.  **Capstone Section 8:** 1. Describe how you initiated actions to achieve an organizational goal at your field practicum. 2. Describe how you used theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e. families, groups, organizations, and communities). Identify the variables and frameworks and how you applied them. | Annually | Field Evaluations: Each question is scored according to a 5-point rubric.  Student Exit Survey: Each question is scored according to a 5-point rubric.  Capstone: Each section is scored according to a 15-point rubric. | Aggregate Mean from the Field Evaluation, Student Exit Survey and Capstone Section of 4.0 on each item |
| Students practice evaluation with individuals, families, groups, organizations, and communities | **Field Evaluation/Exit Survey Items 9a:** ability to select and use appropriate methods for evaluation of outcomes;  **Field Evaluation/Exit Survey Items 9b:** ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;  **Field Evaluation/Exit Survey Items 9c:** ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes; and  **Field Evaluation/Exit Survey Items 9d:** ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels  **Capstone Section 9:** 1. Discuss how you critically analyze, monitored and evaluated an intervention during your field practicum.  2. Describe how you are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at the micro, mezzo and macro level of practice. | Annually | Field Evaluations: Each question is scored according to a 5-point rubric.  Student Exit Survey: Each question is scored according to a 5-point rubric.  Capstone: Each section is scored according to a 15-point rubric. | Aggregate Mean from the Field Evaluation, Student Exit Survey and Capstone Section of 4.0 on each item |
| Students practice self-care | **Capstone Section 10:** Describe how you practiced self-care as an integral part of professional development and identify the strategies you used for relaxation, stress management and personal care planning during your practicum experience. Describe how you used supervision as an opportunity for professional development. What topics were discussed during your supervision sessions? What topics were not discussed but could have benefited you? | Annually | Field Evaluations: Each question is scored according to a 5-point rubric.  Student Exit Survey: Each question is scored according to a 5-point rubric.  Capstone: Each section is scored according to a 15-point rubric. | Aggregate Mean from the Field Evaluation, Student Exit Survey and Capstone Section of 4.0 on each item |