

**Annual Faculty Retreat Report for FY 2017 – 2018**

**Annual Faculty Retreat FY 2017 – 2018**  
**Annual Assessment of Competencies (AAOC) outcomes (Attached)**

**Fall 2017 - Program Assessment Measure Outcomes**

Benchmarks were met by

Although the majority of the courses met the benchmark, Faculty in SW 432/ SW 433 (Field Internship in Social Work I and II) identified continuous improvement efforts in specific courses for Spring 2018:

- SW 432/ SW 433 (Field Internship in Social Work I and II) Revise Paper# 2: “The Problem Solving Approach” by restructuring the Integrative seminar start dates for course review.
- SW 432/ SW 433 (Field Internship in Social Work I and II) Review Paper # 4- Final Report on Field Experience for question clarity.

**Note:** Implicit measures continuous quality improvement items are addressed next. Exit Exam data for FY 2017- 2018 along with the Exit Exam outcome report for Spring 2018 follows. Lastly, the Annual Assessment of Competencies (AAOC) for FY 2017 -2018 follows that report.

### **Report on Implicit Measures FY 2017 - 2018**

Dr. Hodges, Department Chairperson, reported the following Implicit Curriculum measure continuous quality improvement items for FY 2017 – 2018. The Perpetual Calendar for FY 2017 -2018 is attached. Changes to the Perpetual Calendar for FY 2018-2019 will be made and distributed to Faculty.

Based on the faculty’s discussion and the Chair’s report on assessment of the implicit curriculum at the annual faculty retreat, the following changes were made during the academic year 2017-2018:

- The Social Work Organization (SWO) sponsored mentoring social events Fall 2017 and Spring 2018. SWO Officers reported students who participated expressed a desire to continue mentoring by those students in the Professional sequence of the Curriculum with student members of SWO in the Pre-professional sequence. Increased emphasis on the student organization (SWO), to support their efforts in socializing their peers to the profession. One way they do this is to bring in professional social workers as guest speakers at SWO meetings
- Positive responses by students on the Advising Evaluation (See Appendix 3). Increase focus on professional advising as a result of the Evaluation.
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**Chart XX: The Program Assessment Matrix – Fall 2017**

Competency	Course	Assignments	Dimension(s) (K,S,V, C/A)				Bench mark	% of students each course Achieving Benchmark	Mean score of the measure (assignment/ activity)	Quality Improvement Notes
			K	S	V	C/ A				
							<b>80 %</b>			
1: Demonstrate Ethical and Professional Behavior	230	Resource Development	X	X			80%	90 %	91	Benchmark met Change in faculty for on campus in Fall 2017
	315	NASW Code of Ethics Quiz	X		X		<b>80 %</b>	96%	99	Revise assignment to reflect revisions Code of Ethics
	360	Evaluation of SW Practice Setting: Agency Interview and Presentation	X	X	X		<b>80 %</b>	94%	94	Add discussion of agency policies directly impacted by federal legislation
	361	Community Action Agency Client Home Visits and Response Paper			X					

Competency	Course	Assignment	Dimension(s) (K,S,V, C/A)				Bench mark	% of students each course Achieving Benchmark	Mean score of the measure (assignment/ activity)	Quality Improvement Notes
			K	S	V	C/ A				

4: Engage in  
Practice-informed  
Research and  
Research-informed  
Practice in

350

Mid-term and Final Exam

X	X		
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80 %

468

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Competency	Course	Assignment	Dimension(s) (K,S,V, C/A)				Bench mark	% of students each course Achieving Benchmark	Mean score of the measure (assignment/ activity)	Quality Improvement Notes
			K	S	V	C / A				
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	362	Community Analysis Project	X	X			80 %	59%	83	Revise Community analysis Project to include a practice application prior to initiating the actual project
	370	Class Activities: Single Case Design and Program Evaluation	X	X			80 %	81%	82	While this meets benchmark, will strengthen class with more content on single-case design as it applies to social work clients in agencies.
	432/433	Case Presentation Assignment	X		X	X	80 %	84%	88%	Benchmark met
10: Community Engagement and Service Learning	315	Reflection Paper: Assessment of Service Learning Experience	X	X	X	X	80 %	96%	96	



**Chart XX: The Program Assessment Matrix –**





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			K	S	V	C/A				
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	362	Community Analysis Project	X	X			80 %	100%	90	Benchmark met
	370	Class Activities: Single Case Design and Program Evaluation	X	X			80 %	83%	81	Benchmark met
	432/433	Case Presentation Assignment: Items 4 and 5	X		X	X	80 %	86%	88	Benchmark met
10: Community Engagement and Service Learning	315	Reflection Paper: Assessment of Service Learning Experience	X	X	X	X	80 %	96%	95	Faculty change Spring '18 Benchmark met
	361	Response Paper: Community Action Agency Service Learning Experience	X	X	X	X	80 %	100%	100	Benchmark met
	362	Community Service Learning Project	X	X	X	X	80 %	100%	100	Benchmark met

**Department Exit Exam Data**

<b>DEMOGRAPHICS</b>	<b>SEMESTER/ YEAR</b>		
	<b>S17</b>	<b>F17</b>	<b>S18</b>
<b>RACE</b>			
Asian/ White	25	23	18
Hispanic American	7	1	13
Hispanic/ Non-White	1	1	1
Asian American	0	1	0
Native American	0	0	0
Other	0	0	

## **Exit Exam Outcomes Report**

**Fall 2017** –The Exit Exam occurred electronically through the CANVAS platform. The average class score **exceeded the established Benchmark of 70%**.

## Exit Exam Outcomes Report

**Spring 2018** - The Exit Exam occurred electronically through the CANVAS platform. The average class score was just below the established Benchmark with an overall score of 68%. The highest score was 92 and the lowest score 46 with a standard deviation of 12.03. Student scores varied in the following manner: 3 students scored in the 90s, 4 students scored in the 80s, 10 students scored in the 70s, 8 students scored in the 60s, 5 students scored in the 50s, and 2 students scored in the 40s. Spring Exit exams results decreased over Fall 2017 (74)and Spring 2017 (74). As in previous Exit exam outcomes, on several questions 50% or more of the class answered incorrectly: question #3 (32%)- In the transition stage of a group ; question #7 (39% ) \_\_\_\_\_ and \_\_\_\_\_ issues are necessary because of the tendency of social workers to lose objectivity, accuracy, and sensitivity; question #9 (10%) Social Work has a value stance that \_\_\_\_\_and \_\_\_\_\_ directed against any group are damaging to the social, emotional and economic well-being of the affected group and of society as a whole; question #18 - What is the maximum time limit for receiving TANF imposed by the federal government?; question #22 (39%) Identify the incorrect statement regarding Piaget's theory of cognitive