

Indiana University School of Social Work PRAC Assessment Report 2014 - BSW

What general outcomes are you seeking?	How would you know it (the outcome) if you saw it? What will the student know or be able to do.	How will you help students learn it? (in class or out of class)	How could you measure each of the desired behaviors listed in #2?	What are the assessment findings?	What improvements have been made based on assessment findings?
<p>At least 80% of BSW students score '5' or above on the 10 Education and Policy Standards (EPAS) required to demonstrate social work competencies. These competencies serve also as our current Student Learning Outcomes.</p>	<p>Students are expected to...</p> <ol style="list-style-type: none"> 1. Identify as a professional social worker and conduct oneself accordingly. 2. Apply social work ethical principles to guide professional practice. 3. Apply critical thinking to inform and communicate professional judgments. 4. Engage diversity and difference in practice. 5. Advance human rights and social and economic justice. 6. Engage in research-informed practice and practice-informed research. 7. Apply knowledge of human behavior and the social environment. 8. Engage in policy practice to advance social and economic well-being and to deliver effective social services. 9. Respond to contexts that shape practice. 10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities. 	<p>Students demonstrate skills developed during course work and through assignments in their field courses. The Learning Evaluation Tool (LET) in field is how these skills are measured.</p>	<p>Learning Outcomes are measured using the Learning Evaluation Tool (LET) administered in field using a scale of 1-7. <i>See footnote.</i></p>	<p>The assessment findings categorizes the results into four sub-sections</p> <ol style="list-style-type: none"> 1) Professionalism & Ethical practice, 2) Critical Thinking, Theory & Research 3) Context, Diversity, & Policy, and 4) Practice (micro, mezzo, and macro) competencies. <p>Findings¹: In May of 2014, 80 students were assessed at the end of their senior year in their senior year using student and field instructor feedback LET. The results showed that 100% of the students evaluated were performing at 5 or higher indicating mastery of that particular competency.</p>	<p>We found the need to add a second measure to capture competency mastery in a more direct way.</p> <p>The BSW Committee researched several instruments to be added as the second measure.</p> <p>After hosting, a retreat to vet potential measurements the BSW Committee selected as its second measure, a case analysis.</p> <p>The new measure will be implemented for Spring 2015.</p>
<p>Readiness to offer an online BSW program</p>	<ul style="list-style-type: none"> • # of sections/courses previously offered online • GPA comparison of courses offered online versus offline • Students' view of a need for an online BSW 	<p>Out of class measures were used to get students participation via online survey and focus groups.</p>	<p>Analysis of all data sources available through Office of Student Data, SIS, and IUSSW databases used to determine sections, GPA, need (based on waitlist), and surveys</p>	<p>We found...</p> <ul style="list-style-type: none"> ✓ Over 207 sections online ✓ No statistical differences between offline and online students re: GPA ✓ 100% students report need and support for an online program 	<p>Have completed and submitted an online proposal for an online BSW program.</p>

¹ *Students were evaluated on 1-7 rating scale with the following anchors: (1) complete inability, (3) beginning-level BSW coursework, (5) BSW level graduate, and (7) seasoned, highly experienced post-BSW practitioner.