



INSTITUTIONAL EFFECTIVENESS PLAN

Instructions: For academic units, the content will focus on the assessment of student learning outcomes. Each degree program must submit a plan and report separately (i.e., a department with bachelor and master’s degree programs must submit a plan and report for each program). The plan should represent work forecasted for summer, fall, and spring. While the majority of the plan may be completed during the summer before it is due, final plans must be submitted annually by September 30.

Academic Department or Division:	Plan Year: Choose an item.
Degree Program: MASTERS IN SOCIAL WORK	
Contact Person:	
Email:	
Telephone:	
PLANNING	
Enter program planning outcomes/goals for this year by Core, Major, and/or Graduate levels. Results should be collected during the plan year and reported next year using the Institutional Effectiveness Report template. Delete any sections (Core, Major, Graduate) below which are not applicable to the reviewed program.	
GRADUATE	
EXPECTED STUDENT LEARNING OUTCOMES/GOALS: THIS YEAR WE ARE MEASURING ALL 19 OF OUR CURRICULUM OBJECTIVES. WE ARE DOING THIS BECAUSE THE RESULTS OF OUR FINAL FILED LEARNING ASSESSMENT LAST YEAR WERE SIGNIFICANTLY HIGHER THAN IN PREVIOUS YEARS. WE ARE CONCERNED THAT THIS INCREASE MIGHT BE AN A RESULT OF CHANGES IN OUR SCALE.TO LOOK MORE CLOSELY AT THIS WE HAVE DECIDED TO EVALUATE ALL 19 CURRICULUM OBJECTIVES.	
<u>Foundation</u>	
<ol style="list-style-type: none"> 1. Conduct multi-level generalist practice based on the planned intervention process 2. Demonstrate the ability to apply critical thinking within the context of professional social work practice. 3. Analyze and apply the values and ethics of the social work profession. 4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences. 5. Understand and challenge mechanisms of oppression and discrimination 6. Apply strategies of advocacy and social change to advance justice 7. Understand and interpret the history, development, and current trends of the profession. 8. Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework. 9. Demonstrate the ability to analyze, formulate, and influence social policies 10. Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately 11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form 12. Demonstrate the ability to appropriately use feedback, supervision and consultation in the service of professional conduct and growth 13. Demonstrate ability to function within the structure of organizations, delivery systems and community networks and seek organizational change 14. Identify with the social work profession and behave professionally. 	
<u>Concentration</u>	
<ol style="list-style-type: none"> 15. Demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice. 16. Demonstrate elements of leadership and the ability to shape the professional environment. 17. Demonstrate an ability to analyze and critically evaluate the contextual elements to inform 	



social work practice

18. Apply balanced attention to multi-level practice

19. Demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods

MEASURES (PROVIDE A SPECIFIC MEASURE OF SUCCESS—HOW WILL YOU KNOW WHEN YOU HAVE ACHIEVED YOUR GOALS?)

WE HAVE SUSPENDED THE USE OF OUR POCO EVALUATION FOR ONE YEAR. WE WILL USE ONLY STUDENT SEL-EVALUATIONS AND FINAL FIELD PLANE EVALUATIONS FOR DIRECT ASSESSMENT OF LEARNING OBJECTIVES. WE WILL CONTINUE TO USE OUR SIMULATED LICENSING EXAM AND OUR ACTUAL PASS/FAIL RATE ON LICENSING EXAM FOR INDIRECT VALIDATION OF OUR OBJECTIVES

- Student Self-rating – acceptable range is considered between 3 and 7. Student who evaluate lower indicate their lack of comfort with their own ability. Scores over 7 suggests inflated sense of ability.
- Final student learning plane evaluation - *The minimum standard for achievement for each objective is a mean score of 3*. Students who receive a mean of below 3 for an objective at the time of graduation are expected to extend their practicum until the minimum standard has been achieved. Objectives are “flagged” for further analysis if they fall below a mean of 3 or above a mean of 4.5.
- Simulated licensing exam – using a percentage, we expect a mean score on the licensing exam of 70%. This would qualify as passing. score on the actual licensure exam.

ASSESSMENTS/METHODS (INCLUDE HOW, WHEN, AND TO WHOM THESE ARE ADMINISTERED, AND ALIGN OUTCOMES WITH SPECIFIC ASSESSMENTS OR MEASURES):

All 19 objectives will be assessed by the 2 following methods. Each of these assessment will occur in mid-April of 2013. Particular attention will be given to the final field evaluation because of the rise in all mean scores this last year.

Method 1 – student self ratings. Students are asked to rate their proficiency on each curriculum learning objective. Student self-efficacy scales are considered an acceptable method of student outcome evaluation by CSWE. Self-evaluations used a 10-point likert-type scale wherein each student was asked to self-evaluate. This was done separately from the poco evaluation in order to minimize grade-induced bias . students are also introduced to standardized anchors for the scale. This is done to minimize social desirability bias. This measure seems to have proven effective over the last 3 years. Means have consistently correlated with the poco evaluation or final filed evaluation when means for each objective are ranked. We anticipate that we will see correspondence with mean scores on the field learning plan

Method 3 - Final Student Learning Plan Evaluation. The Final Student Learning Plan Evaluation (FLSP) directly utilizes the 19 curriculum program objectives as the objectives of the practicum and specifies a number of outcome indicators based on the performance of specified professional competencies for each objective. In other words, practicum is viewed as reflecting an agency-based achievement of program objectives. Although evaluated at the end of each semester, only the FSLP Evaluation conducted at the time of graduation is used in the annual outcome evaluation. In 2011, the practicum grading system of Unsatisfactory/Satisfactory was changed to a letter grading system, and students now will receive grades of A-F in field. The number of discrete practicum outcomes for each curriculum objective ranges from 5 to 20, and each separate outcome will be rated by using a 5-point likert-type scale, using 3 as a satisfactory midpoint which is equivalent to the grade of B. There is some unbalanced equivalency in converting the continuous rating into an ordinal one. Because of the unanticipated increase in all means for objectives this last year. We are paying closer attention to the rating processes in the field this year. We are expect that mean scores will decrease as out\r familiarity with the new scoring increases. If it does not, then we will consider revising out\r filed learning plan evaluation




DIVISION OF ACADEMIC AFFAIRS

WE WILL CONTINUE TO USE OUR SIMULATED LICENSING EXAMINATION AS WELL AS OUR ACTUAL PASS FAIL RATE AS SECONDARY DTATA.

Method 4 – Simulated licensure exam- A shortened version (50 questions rather than 150) of an actual LMSW licensing examination, using an examination from the ASWB and factors specified by this organization. Questions were selected and examined by three independent raters as to face validity and congruence with all factors and their weights on the licensing exam. The shortened version is given to students under simulated testing conditions each April. We recognize that the licensing simulation does not represent our 19 program objectives and is not a measure of these objectives. By extension, the simulation is not a primary measure of outcomes. However, we posit that the exam is an accurate representation of the examination that beginning social workers must pass in order to achieve the status of Licensed Master of Social Work (LMSW). Thus, if our students meet our outcomes as operationalized by our primary measures, and then pass the Licensure Examination at a rate similar to the national pass rate, the licensing simulation may be considered an artifact in establishing criterion-validity for our primary measures as well as a supplemental affirmation of our graduating students’ fitness to practice. Additionally, aggregate data on VSU’s Division of Social Work pass rate will be compared with national pass rates for the 2011 academic year.

Alternate method – student focus groups at the time of graduation. This year we are returning to the use of focus groups. Although they do not directly assess educational outcomes, they are most helpful in using out outcome data to strategically address weaknesses in the program. It is expected that these group will help identify changes that can be made for the coming academic year.

APPROVALS

TITLE	SIGNATURE	DATE
Department Head/Director		10/01/12
Dean		
Provost and Vice President for Academic Affairs		