

**Accreditation Standard 4.0**

**Assessment**

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| **4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3).** |

The Department of Social Work at Andrews University has developed a comprehensive assessment plan entitled “Andrews University Department of Social Work Assessment Plan,” which can be found in Volume 3 of this document. This plan specifies the department mission, goals, and competencies as well as the practice behaviors that are used to operationalize each competency. The plan outlines the procedures used by administration, faculty, students, field instructors, and community advisory council members to assess the attainment of the program’s competencies. Multiple measures (See Figure 4.1) are used in this assessment process including assessment of practice behaviors for each core course via rubrics, the Assessment of Student Professionalism (ASP) form, portfolios for senior BSW students, field learning plan evaluations, alumni surveys, student focus groups and Community Advisory Council meetings. In addition, students complete on-line course evaluations; faculty performance is assessed by the chair; and the chair is assessed by both the faculty and the Dean of the College of Arts and Sciences. Also, as noted in the Assessment Plan, the benchmark for minimum passing of a practice behavior at the BSW level is 70%. Further, the Department of Social Work participates in University-wide assessment processes that are done either through the Dean’s office or the Office of Academic Assessment.

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| **4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.** |

The Department of Social Work at Andrews University has engaged in ongoing assessment efforts in multiple ways since CSWE’s previous reaffirmation visit in 2003. During that accreditation cycle, the emphasis was on meeting educational objectives. This emphasis continued to be reflected and utilized in program assessment through course syllabi until the 2008 EPAS were published. The department also continued to assess educational objectives via student portfolios, alumni surveys, and student focus groups, as well as institutional measures that encompassed all of the educational programs offered by Andrews University. Some of this data will be referenced specifically when assessment data is presented below.

**Figure 4.1**

**Andrews University**

**Department of Social Work**

**Motto**

“Preparing Individuals for excellence during a lifetime of professional service and Christian compassion in action”

Community Advisory Feedback

Advisor Evaluation

Administrative Evaluations

Faculty Self Evaluations

Faculty Peer Evaluations

Course Evaluation

Practice Behaviors

Focus Groups

Portfolios

Student Self-Assessment of P.B. Competency

Field Evaluations

Assessment of Field Experience

Alumni Survey

Self-Study Process

Internal

External

With the publication of the 2008 EPAS, the Department of Social Work revised its instructional emphasis to a competency-based system using practice behaviors as the basis for measuring educational competencies. The data presented below will reflect one year of data collection (Fall, 2009, and Spring, 2010, semesters) using competency-based assessment measures. As with any new process, there has been a degree of trial and error, learning and growing this past year. We will describe this process when results are discussed. We are confident that the changes made in the explicit and implicit curriculum as the result of data collection and analysis represent a feedback loop process as illustrated in Figure 4.2 below.

**Figure 4.2**

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| **Transformation and Performance Based Model** | | |
| **Input→** | **Throughput→** | **= Output** |
| Character, values, skills, knowledge, and other experiences and qualities with which candidates enter the Department | Mechanisms (character development strategies, knowledge, skills, values and experiences) used to transform candidates in the educational process of achieving Department Competencies | Evidence of competency achievement based on what graduates know (Knowledge), value (Values), and are able to do (Skills). |

The Department engages in an ongoing assessment process for the improvement of the program. This includes measurement systems designed to assess data at each phase of the *Input, Throughput ad Output* system outlined in the Transformation and Performance-Based Model. This feedback loop encapsulates the Department’s effort to continually assess, grow and develop to meet the changing needs of its constituencies. See Figure 4.3

**Figure 4.3**

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| **Transformative Assessment Loop for Effective Improvement of the Department** | | |
| Input  Assessment data related to the quality of curriculum, teaching, candidate progress in achieving competencies, etc. | Throughput  Department committees, students, administration, University committees, alumni, etc. collectively aid in the development of action steps to correct problem areas | Output  Changes implemented and results evaluated |

Practice Behavior Assessment

Mastery of department competencies has been measured by scoring students on practice behaviors on rubrics for each course. The following tables display the results of students scores on the various measures utilized for assessment.

**Table 4.1** *Mean scores for BSW practice behaviors for the 2009-2010 academic year.*

| ***DEPARTMENT COMPETENCIES*** | ***PRACTICE BEHAVIORS*** | ***AU*** | ***WAU*** |
| --- | --- | --- | --- |
| ***1. Identify as a professional social worker and conduct oneself accordingly. (EP 2.1.1)*** | Advocate for client access to services provided within the field of social work. (**PB 2.1.1a)** | **4 (86.1)** | **2 (78.6)** |
| Practice personal reflection and self-correction to assure continual professional development. (**PB 2.1.1b)** | **4 (86.3)** | **3 (81.6)** |
| Maintain professional roles (i.e. as a professional social worker) and appropriate boundaries. (**PB 2.1.1c)** | **3 (100.0)** | **2 (99.5)** |
|  | Demonstrate professional demeanor in behavior, appearance, and communication. (**PB 2.1.1d)** | **6 (94.2)** | **2 (82.5)** |
| Engage in career-long learning (i.e. professional development). (**PB 2.1.1e)** | **3 (94.7)** | **1 (95.5)** |
| Use supervision and consultation. (**PB 2.1.1f)** | **2 (92.0)** |  |
| ***2. Apply social work ethical principles to guide professional practice.***  ***(EP 2.1.2)*** | Recognize and manage personal values in a way that allows professional values to guide practice. (**PB 2.1.2a)** | **3 (88.2)** | **3 (91.1)** |
| Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.  **(PB 2.1.2b)** | **4 (90.0)** | **2 (91.7)** |
| Tolerating ambiguity in resolving ethical conflicts. (**PB 2.1.2c)** | **4 (77.4)** | **2 (88.7)** |
| Apply strategies of ethical reasoning to get principled decisions. (**PB 2.1.2d)** | **4 (87.15)** | **2 (89.6)** |
| ***3. Apply critical thinking to inform and communicate professional judgments.***  ***(EP 2.1.3)*** | Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (**PB 2.1.3a)** | **5 (90.9)** | **2 (80.5)** |
| Analyze models of assessment, prevention, intervention, and evaluation. **(PB 2.1.3b)** | **4 (86.9)** | **2 (80.3)** |
| Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. **(PB 2.1.3c)** | **7 (87.1)** | **2 (90.0)** |
| ***4. Engage diversity and difference in practice. (EP 2.1.4)*** | Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. **(PB 2.1.4a)** | **4 (92.5)** | **1 (79.2)** |
| Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. **(PB 2.1.4b)** | **3 (93.6)** | **2 (70.0)** |
| Recognize and communicate their understanding of the importance of difference in shaping life experiences. **(PB 2.1.4c)** | **3 (88.3)** | **3 (88.2)** |
| View themselves as learners and engage those with whom they work as informants. **(PB 2.1.4d)** | **2 (79.55)** |  |
| ***5. Advance human rights and social and economic justice.***  ***(EP 2.1.5)*** | Understand the forms and mechanisms of oppression and discrimination.**(PB 2.1.5a)** | **2 (81.2)** | **3 (91.2)** |
| Advocate for human rights and social and economic justice. **(PB 2.1.5b)** | **3 (89.7)** | **1 (81.0)** |
| Engage in practices that advance social and economic justice. **(PB 2.1.5c)** | **3 (83.8)** | **1 (77.0)** |
| ***6. Engage in research-informed practice and practice-informed research.***  ***(EP 2.1.6)*** | Use practice experience to inform scientific inquiry. **(PB 2.1.6a)** | **4 (83.6)** | **1 (73.6)** |
| Use research evidence to inform practice. **(PB 2.1.6b)** | **4 (86.2)** | **2 (77.7)** |
| ***7. Apply knowledge of human behavior and the social environment.***  ***(EP 2.1.7)*** | Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. **(PB 2.1.7a)** | **4 (94.1)** | **1 (90.7)** |
| Critique and apply knowledge to understand person and environment. **(PB 2.1.7b)** | **5 (88.8)** | **1 (95.0)** |
| ***8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP 2.1.8)*** | Analyze, formulate, and advocate for policies that advance social well-being.**(PB 2.1.8a)** | **5 (90.8)** |  |
| Collaborate with colleagues and clients for effective policy action. **(PB 2.1.8b)** | **2 (87.1)** |  |
| ***9. Respond to contexts that shape practice.***  ***(EP 2.1.9)*** | Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services. **(PB 2.1.9a)** | **3 (91.6)** | **1 (76.0)** |
| Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. **(PB 2.1.9b)** | **2 (91.5)** |  |
| ***10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.***  ***(EP 2.1.10 a-d)***  ***10.Engagement(a)*** | Substantively and affectively prepare for action with individuals, families, groups, organizations and communities. **(PB 2.1.10a1)** | **4 (96.6)** |  |
| Use empathy and other interpersonal skills**. (PB 2.1.10a2)** | **5 (98.3)** |  |
| Develop a mutually agreed-on focus of work and desired outcomes**. (PB 2.1.10a3)** | **2 (94.2)** |  |
| ***10. Assessment (b)*** | Collect, organize, and interpret client data. **(PB 2.1.10b1)** | **3 (85.2)** |  |
| Assess client strengths and limitations. **(PB 2.1.10b2)** | **3 (91.1)** |  |
| Develop mutually agreed-on intervention goals and objectives. **(PB 2.1.10b3)** | **2 (91.8)** |  |
| Select appropriate intervention strategies. **(PB 2.1.10b4)** | **3 (90.4)** |  |
| ***10. Intervention (c)*** | Initiate actions to achieve organizational goals. **(PB 2.1.10c1)** | **3 (89.7)** | **1 (89.0)** |
| Implement prevention interventions that enhance client capacities. **(PB 2.1.10c2)** | **2 (90.2)** |  |
| Help clients resolve problems. **(PB 2.1.10c3)** | **3 (87.7)** |  |
| Negotiate, mediate, and advocate for clients. **(PB 2.1.10c4)** | **3 (85.5)** |  |
| Facilitate transitions and endings. **(PB 2.1.10c5)** | **5 (96.4)** |  |
| ***10. Evaluation (d)*** | Social workers critically analyze, monitor, and evaluate interventions. **(PB 2.1.10d1)** | **5 (91.8)** | **1 (85.0)** |
| ***11. Advance a global worldview that will inform social work practice.*** | Engage in social work practice that is sensitive to current global pressures, issues and population groups. **(PB3.1)** | **2 (77.5)** |  |
| Advocate for change either nationally or internationally to better serve clients who are disadvantaged or oppressed. (**PB3.2)** | **2 (89.7)** | **1 (95.3)** |
| ***12. Integrate a Christian perspective into knowledge, values and skills related to service, disposition and practice.*** | Engage in service-learning activities that demonstrate self-sacrificing love. **(PB 4.1)** | **3 (93.9)** | **1 (93.8)** |
| Demonstrate Christian qualities consistently in classroom and practice settings. **(PB 4.2)** | **3 (89.4)** | **2 (88.9)** |

The scores in the results cells are to be interpreted as follows: Each cell has two numbers, e.g., 3 (92.9). The first number documents the number of indicators that were used in arriving at the second score. The second score is the mean of all indicators measured. The first column of scores labeled AU is for the Andrews University campus. The second column labeled WAU is for the Washington Adventist University off-campus program. The indicators were gathered from course rubrics, Assessment of Student Professionalism scores, and student portfolio scores. The BSW benchmark was set at 70.0%. As can be seen from Table 4.1, the benchmark was exceeded for all practice behaviors, indicating an acceptable level of achievement for each competency. There are several practice behaviors for WAU for which data was unavailable at the time of this writing, due to several factors. First, data was not able to be gathered from some adjunct faculty. This issue is being addressed by the Program Director for future courses taught by these faculty. Second, data for field practice is not available until August, since the practicum is not completed until then. For the data that is available, the results mirror those of the parent program at Andrews. Therefore, revisions to both sites will be the same. Even though all practice behaviors were at or exceeded our benchmark of 70%, we further analyzed this data for areas of strength and areas for growth in the program. Three Practice Behaviors fall below 80%: PB 2.1.2c *Tolerating ambiguity in resolving ethical conflicts*; PB 2.1.4d *View themselves as learners and engage those with whom they work as informants*; and PB 3.1 *Engage in social work practice that is sensitive to current global pressures, issues and population groups*. To investigate whether these PB’s were indicative of a trend, we averaged the PB means for each competency in order to determine which competencies were the department’s areas of strength and which might be areas for growth. Table 4.2 gives the aggregate mean scores for each Department Competency.

**Table 4.2** *Aggregate Faculty PB Means*

| **DEPARTMENT COMPETENCIES** | **PB AGGREGATE MEANS** |
| --- | --- |
| 1. Identify as a professional social worker and conduct oneself accordingly. (EP 2.1.1) | 92.2 |
| 2. Apply social work ethical principles to guide professional practice. (EP 2.1.2) | 85.7 |
| 3. Apply critical thinking to inform and communicate professional judgments. (EP 2.1.3) | 88.3 |
| 4. Engage diversity and difference in practice. (EP 2.1.4) | 88.5 |
| 5. Advance human rights and social and economic justice. (EP 2.1.5) | 84.9 |
| 6. Engage in research-informed practice and practice-informed research. (EP 2.1.6) | 84.9 |
| 7. Apply knowledge of human behavior and the social environment. (EP 2.1.7) | 91.5 |
| 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP 2.1.8) | 88.95 |
| 9. Respond to contexts that shape practice. (EP 2.1.9) | 91.6 |
| 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (EP 2.1.10 a-d) | 91.5 |
| 11. Advance a global worldview that will inform social work practice. | 83.6 |
| 12. Integrate a Christian perspective into knowledge, values and skills related to service, disposition and practice. | 91.7 |

Five competencies received an aggregate score of over 90, indicating that they are areas of strength for the Department. These include EP 2.1.1 *Identify as a professional social worker and conduct oneself accordingly*; EP 2.1.7 *Apply knowledge of human behavior and the social environment*; EP 2.1.9 *Respond to contexts that shape practice*; EP 2.1.10 *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*; and 12 *Integrate a Christian perspective into knowledge, values and skills related to service, disposition and practice*.

Conversely, four competencies received scores of less than 86%. These might be areas of growth for the Department and include EP2.1.3 *Apply social work ethical principles to guide professional practice*; EP 2.1.5 *Advance human rights and social and economic justice;* EP 2.1.6 *Engage in research-informed practice and practice-informed research*; and 11 *Advance a global worldview that will inform social work practice*.

Student Perception of Social Work Competency

BSW Seniors completed an online survey in which they were asked to give their perception of their competency with each BSW-level practice behavior. Table 4.3 displays the student responses. Results show that the benchmark of 70% was exceeded for all practice behaviors. However, there were six practice behaviors that were individually below 86%. These included PB2.1.2c *Tolerating ambiguity in resolving ethical conflicts*; PB2.1.4d *View yourself as a learner and engage those with whom you work as informants*; PB2.1.6b *Use research evidence to inform practice*; PB2.1.10c2 *Implement prevention interventions that enhance client capabilities*; PB3.2 *Advocate for change either nationally or internationally to better serve clients who are disadvantaged or oppressed*; and PB4.1 *Engage in service-learning activities that demonstrate self-sacrificing love*. It must be noted that none of the BSW student aggregate scores fell below 86%. However, comparing BSW student responses with those of the faculty-rated practice behaviors in Table 4.2, common patterns emerge, as illustrated in Table 4.4. Examining these patterns reveals potential areas for exploration and improvement in the curriculum.

**Table 4.3** *BSW Student Perception of Social Work Competency*

| ***DEPARTMENTAL COMPETENCIES*** | ***Mean Score***  ***BSW Seniors*** | ***Aggregate Competency*** |
| --- | --- | --- |
| *Advocate for client access to services provided with the field of social work. (PB.2.1.1a)* | 96% | 97.3 |
| *Practice personal reflection and self-correction to assure continual professional development. (PB 2.1.1b)* | 92% |
| *Maintain professional roles (i.e. professional social worker) and appropriate boundaries. (PB 2.1.1c)* | 100% |
| *Demonstrate professional demeanor in behavior, appearances, and communication. (PB 2.1.1d)* | 100% |
| *Engage in career-long learning (i.e. professional development). (PB 2.1.1e)* | 96% |
| *Use supervision and consultation. (PB2.1.1f)* | 100% |
| *Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2.1.2a)* | 100% | 93.0 |
| *Make ethical decisions by applying standards of the National Association of Social Workers Code of ethics. (PB 2.1.2b)* | 100% |
| *Tolerate ambiguity in resolving ethical conflicts. (PB 2.1.2c)* | 80% |
| *Apply strategies of ethical reasoning to get principled decisions. . (PB 2.1.2d)* | 92% |
| *Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (PB 2.1.3a)* | 96% | 97.3 |
| *Analyze models of assessment, prevention, intervention, and evaluation. (PB 2.1.3b)* | 96% |
| *Demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities, and colleagues. (PB 2.1.3c)* | 100% |
| *Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (PB 2.1.4a)* | 100% | 94.0 |
| *Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (PB 2.1.4b)* | 100% |
| *Recognize and communicate your understanding of the importance of differences in shaping life experiences. (PB 2.1.4c)* | 92% |
| *View yourself as a learner and engage those with whom you work as informants. (PB 2.1.4d)* | 84% |
| *Understand the forms and mechanisms of oppression and discrimination. (PB 2.1.5a)* | 92% | 94.3 |
| *Advocate for human rights and social economic injustice. (PB2.1.5b)* | 96% |
| *Engage in practices that advance social and economic injustice. (PB2.1.5c)* | 95% |
| *Use practice experience to inform scientific inquiry. (PB2.1.6a)* | 92% | 88.0 |
| *Use research evidence to inform practice. (PB2.1.6b)* | 84% |
| *Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. (PB2.1.7a)* | 88% | 92.0 |
| *Critique and apply knowledge to understand person and environment. (PB2.1.7b)* | 96% |
| *Analyze, formulate, and advocate for policies that advance social well-being. (PB 2.1.8a)* | 88% | 92.0 |
| *Collaborate with colleagues and clients for effective policy action. (PB2.1.8b)* | 96% |
| *Continuously discover, appraise, and attend to changing locales, populations, and scientific and technological developments and emerging societal trends to provide relevant services. (PB2.1.9a)* | 88% | 88.0 |
| *Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (PB2.1.9b)* | 88% |
| *Substantively and effective prepare for action with individuals, families, groups, organization and communities. (PB2.1.10a1)* | 88% | 89.9 |
| *Use empathy and other interpersonal skills. (PB2.1.10a2)* | 96% |
| *Develop a mutually agreed-on focus of work and desired outcomes. (PB 2.1.10a3)* | 92% |
| *Collect, organize, and interpret client data. (PB2.1.10b1)* | 92% |
| *Assess client strengths and limitations. (PB2.1.10b2)* | 88% |
| *Develop mutual agreed-on interventions, goals and objectives. (PB2.1.10b3)* | 88% |  |
| *Select appropriate intervention strategies. (PB2.1.10b4)* | 88% |
| *Initiate actions to achieve organizational goals. (PB2.1.10c1)* | 88% |
| *Implement prevention interventions that enhance client capacities. (PB 2.1.10c2)* | 84% |
| *Help clients resolve problems. (PB2.1.10c3)* | 92% |
| *Negotiate, mediate, and advocate for clients. (PB2.1.10c4)* | 88% |
| *Facilitate transitions and endings. (PB2.1.10c5)* | 92% |
| *Social workers critically analyze, monitor, and evaluate interventions. (PB2.1.10d1)* | 92% |
| *Engage in social work practice that is sensitive to current global pressures, issues and population groups. (PB3.1)* | 88% | 86.0 |
| *Advocate for change either national or internationally to better serve clients who are disadvantaged or oppressed. (PB3.2)* | 84% |
| *Engage in service-learning activities that demonstrate self-sacrificing love. (PB4.1)* | 80% | 88.0 |
| *Demonstrate Christian qualities in classroom and practice setting. (PB4.2)* | 96% |
| Aggregate BSW Student Perception Score | 91.7 | |

**Table 4.4** *Common growth areas as revealed by Tables 4.2 and 4.3*

|  |  |  |  |
| --- | --- | --- | --- |
| **Competencies** | **Low Faculty Ratings** | **Low Student Ratings** | **Low Common Ratings** |
| EP2.1.2 | Low CM (PB2.1.2c) | PB2.1.2c | Ethics |
| EP2.1.4 | PB2.1.4d | PB2.1.4d | View selves as learners |
| EP2.1.5 | Low Competency Mean |  |  |
| EP2.1.6 | Low Competency Mean | PB2.1.6b | Research |
| EP2.1.10 |  | PB2.1.10c2 |  |
| 11 | Low CM (PB3.1) | PB3.2 | Global worldview |
| 12 |  | PB4.1 |  |

Combining both faculty and student input from practice behavior assessment, the following four areas stand out for further examination in terms of departmental growth: Ethics, students’ viewing themselves as learners, research, and global worldview.

Faculty assessment of competencies at Washington Adventist University also revealed a consistent surpassing of the BSW program benchmark of 70%. The areas for growth for both programs are similar. While SWK 466 Social Work Research practice behaviors all exceeded the minimum benchmark, in general the scores were between 70% and 80%, reinforcing the need to examine how to strengthen the research component of the curriculum.

Assessment of Student Professionalism

At the end of each course, faculty complete an Assessment of Student Professionalism (ASP) form on each student enrolled in the course. See the Assessment Plan in Volume 3 to view this document. Table 4.5 below displays the aggregate data for all BSW seniors for all courses during Fall and Spring semesters.

**Table 4.5** *ASP Mean Results for Fall, 2009/Spring, 2010*

|  |  |
| --- | --- |
| **Professionalism Indicators** | **BSW Score** |
| **Professional Behavior Skills** *(PB 2.1.1d)* | 83.4 |
| **Stress Management** *(PB 2.1.1b), (PB 2.1.9a)* | 84.2 |
| **Character and Virtue** *(PB 4.1), (PB 4.2), (PB 4.3)* | 93.4 |
| **Commitment to Learning** *(PB 2.1.1e)* | 85.8 |
| **Use of Constructive Feedback** *(PB2.1.1f)* | 90.0 |
| **Ethical Conduct** *(PB 2.1.2a-d)* | 97.6 |
| **Critical Thinking** *(PB 2.1.3a+b), (PB 2.1.6a)* | 81.0 |
| **Interpersonal Skill** *(PB2.1.3c)* | 80.8 |
| **Problem Solving Skill** *(PB2.1.8b), (PB2.1.9a), (PB2.1.10b-d)* | 85.2 |
| **Diversity and Difference** *(PB2.1.4a-d)* | 96.8 |
| **Total Mean Score** | **87.8** |

Analysis of this data reveals a total mean score of 87.8, well above the 70% benchmark. Areas of strength for the Department include *Character and Virtue* (which parallels the result of Department Competency 12), *Use of Constructive Feedback*, *Diversity and Difference*, and *Ethical Conduct*. The area of ethical conduct was weaker in our competency analysis using practice behaviors. This difference could be explained by the fact that the Assessment of Student Professionalism (ASP) is only one measure of several that comprise the full competency assessment. Growth areas as revealed by the ASP include *Critical Thinking* and *Interpersonal Skill*, particularly writing skills.

For Washington Adventist University, the Total Mean for ASP scores is 73.7, above the benchmark of 70% but significantly lower than Andrews University’s 87.8.

Social Work Knowledge, Values, and Skills

In the rubrics for each course, Knowledge (K), Values (V) and Skills (S) are specified, corresponding to the competencies and practice behaviors for each course. This is a compilation of Knowledge, Values, and Skills indicators developed by the faculty at its faculty retreat in the summer of 2009. Please refer to the KVS table in the Assessment Plan in Volume 3. The assessment for social work knowledge, values, and skills is integrated into the assessment of competencies via practice behaviors.

BSW Portfolio Data

The portfolio assessment data is illustrated in Table 4.6. This table gives the results for department competencies as measured in this capstone experience.

**Table 4.6**

| **Practice Behavior/s** | **Element/s of Assignment** | **Notebook or Oral Presentation** | **Possible Points** | | **Mean Raw Scores** | **Mean Percentages** | **Mean Competency Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 1: Identify as a professional social worker and conduct oneself accordingly.** | | | | | | | |
| Demonstrate professional demeanor in behavior, appearance and communication. (PB 2.1.1d) | Dress professionally, demonstrate professional demeanor, use professional language. | Oral presentation | 5 | | 4.8 | 96 | 92 |
| Engage in career-long learning (i.e. professional development) (PB 2.1.1e) | Explain in writing (2 pages) how Continuing Education Units (CEU’s) assist social workers in career-long learning. | Notebook | 5 | | 4.4 | 88 |
| **Competency 2: Apply social work ethical principles to guide professional practice.** | | | | | | | |
| Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. (PB 2.1.2b) | Choose 3 NASW standards and discuss how you applied them. | 3 for notebook  1 oral | 5  5 | | 9.9 | 99 | 99 |
| **Competency 3: Apply critical thinking to inform and communicate professional judgments.** | | | | | | | |
| Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (PB 2.1.3c) | Explain in writing how you have demonstrated effective oral and written communication in your field placement ( 2 pages) | Notebook |  | | 8.5 | 85 | 85 |
| **Competency 4: Engage diversity and difference in practice** | | | | | | | |
| Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (PB 2.1.4b) | Orally explain your self-awareness. | Oral presentation | 5 | | 5 | 100 | 96 |
| Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (PB 2.1.4b) | Explain in writing (2 pages) how diversity and difference has shaped your life experiences during your matriculation. | Notebook | 5 | | 4.6 | 92 |
| **Competency 5: Advance human rights and social and economic justice.** | | | | | | | |
| Understand the forms and mechanisms of oppression and discrimination. (PB 2.1.5a) | Explain in writing (2 pages) your understanding of the forms and mechanisms of oppression and discrimination. | Notebook |  | | 8.7 | 87 | 87 |
| **Practice Behavior/s** | **Element/s of Assignment** | **Notebook or Oral Presentation** | **Possible Points** | **Mean Raw Scores** | | **Mean Percentages** | **Mean Competency Score** |
| **Competency 6: Engage in research-informed practice and practice-informed research.** | | | | | | | |
| Use research evidence to inform practice (PB 2.1.6a) | Explain in writing (1 page) how you have or plan to use research evidence in practice. | Notebook |  | | 9.2 | 92 | 92 |
| **Competency 7: Apply knowledge of human behavior and the social environment.** | | | | | | | |
| Critique and apply knowledge to understand person and environment (PB 2.1.7b) | Explain in writing (2 pages) your understanding of person and environment. | Notebook |  | | 8.8 | 88 | 88 |
| **Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** | | | | | | | |
| Analyze, formulate, and advocate for policies that advance social well-being. (PB 2.1.8a) | Explain in writing (2 pages) how you advocate for practices that advance social well-being. | Notebook |  | | 8.7 | 87 | 87 |
| **Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, communities.** | | | | | | | |
| Use empathy and other interpersonal skills. (PB 2.1.10a2) | Orally explain how you have utilized or will use empathy and other interpersonal skills in your internship. | Oral Presentation | 5 | | 5 | 100 | 92 |
| Help clients resolve problems. (PB 2.1.10c3) | Explain in writing (2 pages) how you have or will help clients resolve problems in your internship. | Notebook | 5 | | 4.2 | 84 |
| **Competency 12: Integrate a Christian perspective into knowledge, values, and skills related to service, disposition, and practice.** | | | | | | | |
| Engage in service-learning activities that demonstrate Christian compassion. (PB 4.1) | Orally explain any volunteer service | Oral Presentation | 5 | | 4.8 | 96 | 96 |
| Engage in service-learning activities that demonstrate Christian compassion. (PB 4.1) | Explain in writing (2 pages) your volunteer service through school, church or on your own. | Notebook | 5 | | 4.8 | 96 |

Mean BSW Portfolio Score: 91.4

*BSW Portfolio Narrative*

The fall semester began by helping students to focus on their vision and goals for themselves. The purpose was to allow them to take an introspective look at what makes them unique. There were also assignments given for resume and cover letter writing. The students were asked to keep a journal answering several questions to help them with their personal beliefs and values. The spring semester focused on the portfolio presentations, both oral and written. Students were given rubrics within the syllabus with specific instructions to answer questions based on competencies and practice behaviors.

At the undergraduate level, competencies 9 and 11 were not measured; this is a weakness that will be addressed. Students were instructed to write or present orally the elements of the assignment for each competency listed. Each written assignment ranged from one to two pages. The students then turned in their portfolios at the time of the oral presentation, which were done in the class setting. Students had the opportunity to invite friends and/or family if they desired. The presentations were 15 minutes in length and graded by using the grading system set up in the rubrics.

*Strengths of BSW Portfolio Process*

The strength of the rubrics and the competencies in the portfolios was that it allowed the students to focus on specific practice behaviors based on classes they had taken throughout the BSW program, their internship, and any volunteer experience they had. Several students stated that they learned a great deal about themselves as they prepared their portfolios.

*Areas for Growth*

The main weakness was that, despite the expectation that students take this class seriously, several did not. We found that since this class did not meet regularly each week and because the portfolio was the only course assignment, some students perceived this class to be less rigorous than some others. Nonetheless, upon receiving grades following their presentations, they recognized its seriousness and requested the opportunity to redo what was not right. In the second attempt, students gave better written presentations. Some students stated that they had thought that just answering the questions was sufficient and that they did not have to meet the required number of pages, even though they were minimal. As such, the number of pages was insufficient for a true explanation of their learning.

*Recommended Changes*

The changes that will be made when this class is taught in the future are:

1. Begin the portfolio process in the fall of each year, rather than waiting for the spring and then having the students rush,
2. Increase the number of pages requested to help students gain a better understanding of what they have learned,
3. Remind the students how important this class is and that if they fail, they don’t receive a diploma until they pass this class,
4. Encourage the students to work on their portfolio each week, rather than leaving it for the last minute,
5. Explain each individual competency to ensure that students understand what is required,
6. Highlight to the students competency 9 – “Respond to contexts that shape practice” and competency 11 – “Advance a global worldview that will inform social work practice,” so that they will be able to write about what they have learned about changing locales and populations, as well as developments in technology as it relates to services. Also, BSW students must be more aware of global issues. Therefore, the Bachelors Program Director, along with other faculty members, will review the curriculum in order to determine where instruction regarding global social work issues can be infused.

BSW Field Evaluation Data

In Table 4.7 below, practice behaviors from the first semester learning plan and the second semester learning plan are illustrated along with aggregate scores from the second semester learning plan.

**Table 4.7** *BSW Field Learning Plan Assessment*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **PB % of First Learning Plan** | **PB% of Second Learning Plan** | **Aggregate PB Score 2nd LP** |
| **I. Professionalism: Identify & conduct oneself as professional social worker** | | | |
| a). Advocate for clients (PB 2.1.1a) | 77.1% | 100% | 100 |
| b). Engage in personal reflection and self correction (PB 2.1.1c) | 80% | 100% |
| c). Maintain & respect professional roles & boundaries (PB 2.1.1c) | 80% | 100% |
| d). Demonstrate professional demeanor (PB 2.1.1d) | 88.6% | 100% |
| e). Use supervision and consultation (PB 2.1.1f) | 84% | 100% |
| **II. Apply social work ethical principles to guide professional practice** | | | |
| a). Demonstrate ethical reasoning & decision making. (PB 2.1.2b) | 71.4% | 97.1% | 95.7 |
| b). Resolve ethical conflicts (PB 2.1.2c) | 68% | 94.3% |
| **III. Apply critical thinking to inform and communicate professional judgments** | | | |
| a). Practice critical thinking (PB 2.1.3a) | 76.7% | 100% | 97.1 |
| b). Demonstrate effective oral skills (PB 2.1.3b) | 77.1% | 97.1% |
| c). Demonstrate “written” skills (PB 2.1.3c) | 77.1% | 94.3% |
| **IV. Engage diversity and difference in practice** | | | |
| a). Demonstrate cultural competence with diverse groups (PB 2.1.4a) | 82.9% | 100% | 98.6 |
| b). Utilize client centered strength-based approaches (PB 2.1.4c) | 76.7% | 97.1% |
| **V. Advance human rights and social economic justice** | | | |
| a). Advocate for human rights & oppose oppression and discrimination (PB 2.1.5b) | 80% | 97.1% | 94.3 |
| b). Engage in practices that advance social and economic justice (PB 2.1.5c) | 68% | 91.4% |
| **VI. Engage in Social Work research informed practice and practice-informed research** | | | |
| a). Use practice to inform research (PB 2.1.6a) | 64% | 91.4% | 94.3 |
| b). Use research to inform practice (PB 2.1.6b) | 76.7% | 97.1% |
| **VII. Apply knowledge of human behavior and the social environment** | | | |
| a). Apply HBSE knowledge to guide assessment, intervention & evaluation (PB 2.1.7a); (PB 2.1.7b) | 83.3% | 100% | 100 |
| **VIII. Engage in social policy practice to advance social and economic well-being and to deliver effective social work services** | | | |
| a). Engage in policy practice (PB 2.1.8a) (PB 2.1.8b) | 77.1% | 97.1% | 97.1 |
| **IX. Contextual Awareness** | | | |
| a). Consider the unique contexts of client situations and settings in practice (PB 2.1.9a) (PB 2.1.9b) | 82.9% | 100% | 100 |
| **X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities** | | | |
| a). Demonstrate the GIM (*engagement, assessment, planning, implementation, evaluation, termination & follow up)*  with individuals, families, groups, organizations, and communities (PB 2.1.10a1-4) (PB 2.1.10b1-4) | 77.1% | 100% | 100 |
| **XI. Global social work practice** | | | |
| a). Demonstrate competent global social work practice (PB 3.1) | 70% | 85% | 85 |
| **XII. Christian perspectives** | | | |
| a). Demonstrate competent Christian social work practice (PB 4.1) (PB 4.2) | 85.7% | 100% | 100 |

**Assessment of BSW Field Learning Plans**

The benchmark of 70% was met in all areas of the BSW learning plan, when comparing the first learning plan to the second.

The main areas of growth when examining individual practice behaviors are as follows:

* (PB 3.1)- Demonstrate competent global social work practice… **85%**
* (PB 2.1.5c) -Engage in practices that advance social and economic justice… **91.4%**
* (PB 2.1.6a) - Use practice to inform research… **94.1%**
* (PB 2.1.3c) - Demonstrate “written” skills…**94.3%**
* (PB 2.1.2c)- Resolve ethical conflict…**94.3%**

Upon examination of the competency areas of which these practice behaviors are a part, all competencies have been more than adequately met. See Table 4.7 above. However, the weaker areas have been included as potential growth areas in our plan for change.

Alumni Survey

An alumni survey of BSW program graduates was conducted in 2008. Below is an overview of the results. A total of twenty alumni participated in the survey, three males and seventeen females. Of those completing the survey, 80% were employed in the field of social work, primarily in direct practice, while 20% were unemployed or employed in fields other than social work. The majority felt well prepared by the BSW program at Andrews University to conduct interventions with individuals, families, groups, and diverse populations at risk. Likewise, they felt well prepared to address the issues of social and economic justice with their clients, well prepared to demonstrate documentation and professionalism skills and apply ethical principles in their practice. The majority felt well prepared to apply HBSE theories and to facilitate crisis intervention, social action, and advocacy. Finally, most participants felt confident that their research skills improved their practice and felt competent in their case-management and brokering skills.

In contrast, BSW alumni felt less than adequately prepared in the following areas:

* Conducting interventions with organizations,
* Conducting interventions with communities,
* Lobbying for clients,
* Conducting policy analysis and implementation.

The following comments illustrate what some of these topics are that social work graduates think should be implemented into classrooms to improve the BSW program.

* Social Work Education in the Classroom
  + “More critical thinking.”
  + “Better overview of theories in the field (family systems, structural, strategic, solution focused, etc).”
  + “Greater instruction in cultural diversity… and how to work with diverse cultures.”
  + “Teaching SW how to be and remain emotionally healthy.”
* Policy and Social Welfare
  + “Policies and Procedures”
  + “Medicare, Medicaid, state funding and other insurance related issues.”
  + “Increased teaching on Social Welfare Systems—and how to assist clients in those systems.”
* “Working with Difficult Clients.
  + “Working with people who don’t want to be helped.”
  + “Dealing with difficult clients.”
  + “Working with people who have ulterior motives for seeking help.”
* Career Development (There were 11.5% (3) responses that showed that participants felt like they needed more preparation from the department on how to develop and utilize skills that would help them their job search.)
  + “Emphasis on Networking when entering the job market.”
  + “More career development- job seeking opportunities before graduation.”
  + “Greater preparation for dealing with extreme liberalism in the outside world & at public graduate institutions.”
* Licensure Preparation (There were 7.7% (2) responses of graduates that indicated that receiving information on how to become a licensed to practice social work would have been beneficial in preparing for employment in the field.)
  + “More information on getting licensed.”
  + “Emphasis on becoming licensed in various states.”
* Undergraduate Program Satisfaction Level
  + “I always felt well prepared for my career as a social worker. Understanding that other professions borrow basic social work practice and methods.”
  + “I enjoyed being part of the Social Work program at Andrews and felt very prepared and confident in my job search after graduating. I feel very proud of the staff there who are very well prepared and versed in their subject and I learned a lot. I believe receiving my degree from Andrews, afforded me the opportunity to apply and receive a job within a reasonable amount of time. This makes it difficult to say or any suggestions to the program you already have in place. However, there is always room for improvement.”
  + “I believe I was trained and prepared for the work field.”
* Internships
  + “For undergraduate field placement I think you should be exposed to at least two different agencies. Maybe do ½ your hours in one placement first semester and the other ½ in a second placement second semester. I think as an undergraduate you need more exposure to the different opportunities that are in the field.”
  + “I was better able to learn and retain information after working hands on with a project. The internship I did is probably where I learned the most. I can read policy after policy in class, but until I literally apply it… it means nothing to me.”
* Further Suggestions to the BSW Program
  + “Place emphasis on the on the importance of gaining initial work experience after graduating with the BSW but to plan to advance with the MSW and work to become Licensed in the state one lives. This will increase employment possibilities, broaden the social worker’s ability to serve in clinical and or administrative positions, and increase earning opportunities.”
  + “… I feel that a greater emphasis on practice needs to be incorporated before students get to the ‘foundation’ courses, so that they are comfortable with role playing and other demonstrative skills once they arrive in the foundations classes. As far as theory goes, my current institution is focusing on the Transtheoretical Model for is ‘theoretical’ foundation (vs. CBT, Psychodynamic, Systems, Person-Centered… etc.), having a grounding in MULTIPLE theoretical frameworks would to be helpful for students who transfer to a school that works from a different theoretical framework.”
  + “Being an on-line BSW and MSW program. That would bring the program into the 21st Century.”

Student Focus Groups

On April 27, 2010, Curt VanderWaal, the Chair of the Andrews University Department of Social Work, sat down with a group of six graduating MSW and BSW students to discuss their perceptions of the department and individual faculty and to make suggestions for improvements to the program. Four additional BSW and MSW students who were unable to attend the session completed the questions and sent them to Dr. VanderWaal via email. These 10 students represent approximately one-third of the total graduating BSW and MSW students for 2010.

This report consolidates the findings from both the focus group and the individual responses into one document. Since the questions being asked were generic enough to apply to both program levels, we believe the similarity of responses and results merit blending the report together into a single document that will be separately reported in both BSW and MSW assessment sections of the reaffirmation document. This document will only report the results of the department-level questions; the department chair has reported feedback about individual faculty members to each one by including student feedback in the faculty annual reviews. This report will be organized by the questions asked of the group or individuals.

**Question #1: How would you describe the department to a non-social work student?**

Students used the word ‘family’ to describe the department. “*The close-knit relationship between students & faculty is important because it’s small and helpful.”*  “*Everyone is really friendly and helpful. You’ll find more flexibility here than you would at a public university.*” “*It is a cohesive department. The staff make an effort to know each student in the program.”* “*They want you to succeed.*” Part of the family culture involves providing students with snacks and candy that they can grab from the department between classes. Students appreciated how food was used to help develop a sense of community.

Students believe there is a sense of belonging that most students experience. *“There are at least one or two faculty that everyone can relate to,”* and “*Most of profs are willing to meet the needs of every student.”* “*Professors relate to their students on a personal level and provide a warm and caring environment.”* Faculty were also viewed as being approachable and available…

“*I really like knowing all of the professors and feeling like I can come and invade your office whenever I feel a question coming on. I feel that if I come back to visit, that the department is my home to a certain extent and there are many of the teachers who I will enjoy seeing periodically because of the great lessons I have learned from them.”*

Students also described the department as “*stimulating,*” “*empowering,*” and “*challenging at certain points,*” While in the past the department had a bit of a reputation for being an easy degree, particularly with some faculty, they uniformly agreed that “*it’s not easy anymore.*” “*Expectations are getting higher.” “There was not one class that I could blow off.*” The program was “*a lot of work.*” One MSW student who had also completed our BSW program commented that “*expectations in MSW have increased compared to undergrad.*” Another student noted that “*It stretches you–you can’t be part of the process without it changing you in some fundamental way.*” Part of that stretching is interactions with other classmates–an advantage of such a diverse student body. Integrating some upper-division BSW courses with Foundation-year MSW courses was also viewed as growth-producing “*because people are at different levels of life and personalities.”*

**Question #2: What are the strengths of this department?**

Given the format for this question, responses will be given in numbered format with supporting quotes. Many of the comments listed under Question #1 could also be viewed as strengths. Students specifically appreciated the following:

1. The availability of faculty, particularly on Monday–Wednesday.
2. The “*the diversity of faculty & staff.*”
3. The resourcefulness and helpfulness of faculty–“*If I needed a book on a topic, I can ask a faculty member.”*
4. Faculty meeting students where they are *“They want you to succeed.” “ The majority of faculty understand where you are developmentally and work with you where you’re at.”*
5. Richness of faculty life experience–“*You are trained by someone who knows what they’re talking about.” “Real world experience–what [they] teach, you actually do.”*
6. Professionalism of faculty.
7. Balanced faculty.
8. Faculty who are passionate about their subject area.
9. Office manager supplies students with snacks and other treats for long class days.
10. Faculty *“provide students with a variety of learning experiences, not just lectures.” “I like PowerPoint lectures available on D2L [Desire to Learn].”*
11. Convenient availability of classes–“*It’s geared towards people who have families or full-time jobs, and class being only on Mondays is really helpful for both of those life situations. Also, it’s helpful in being able to complete an internship by having most of the week ‘free’.”*
12. Attitude of faculty–“*The staff are very positive and show respect to the students.*”
13. Involvement of outside guests to bring fresh perspectives to the classroom.

**Question #3: What are the growth areas for this department?**

Many of these responses were made by single individuals in a sort of free association format. A few received strong support but most were comments that were made and then the group moved on.

1. Internship sites need to be broadened–“*Need more internship opportunities (or more awareness of sites) in different locations”* (strong support by most of the group)
2. Broaden departmental networks–“*Need more linkage opportunities with NASW”*
3. Occasional involvement from faculty from other schools. For example, *“a more intentional approach to including seminary professors as guest speakers”*
4. Improve departmental integration for students who come in the middle of the year. *“Students who join the program in December are left in limbo–need organizational meetings for field seminar, support groups, meeting with faculty, etc.”*  (agreement from many in the group)
5. Better information flow between faculty and students. For example, “W*ith the portfolio, I didn’t know we had to actually invite the faculty members”*
6. More syllabus de-mystification from some faculty–“*We need to understand when are things due and what does the assignment mean”*
7. Greater conceptual integration–“*We need more reason for why you’re learning what you’re learning”*
8. Further strengthen academic standards–“*It is my opinion that the SW department’s greatest strength is their biggest weakness. I see what a caring environment they provide for students, but that frequently precedes academic standards. I have observed for the past two years, teachers making exceptions and changing curriculum so that it meets the personal wants of their students. I truly believe that professors mean well; however this is a large downfall for the department. I have observed that academic standards are set at an undergraduate level.” “The program overall tends to cater to the students so that the education is brought down to their level, instead of making them step up to the curriculum”*
9. *“There should be more time for Cognitive Behavioral Therapy. I would suggest maybe two semesters or an extra hour. Being the core modality used, it’s important to drive it into the student’s heads hard. But there just wasn’t enough time for it.”*
10. “*The staff need to communicate more effectively with each other* (this was a written comment and no further explanation was provided)

**Question #4: If you could change one thing about the department, what would it be?**

1. Strong consensus that the department’s location is not well liked–“*Get us out of the basement (although we have more space than other departments).” “Move out of the basement.” “The rooms are very cramped and musty. It’s not fun having to sit in them all day long.” “More classrooms.” “Get rid of little bitty chairs [desk-chair combos] in some classrooms.”*
2. More activities that would allow for more interaction with other students
3. *“Better wireless connection in Room 01*”
4. “*Spread research class over two semesters*”
5. Concern that feedback from students is not always acted upon–“When a student fills out a class survey, something needs to happen.” Another student suggested that faculty *“do oral feedback at end of each class rather than surveys.”*
6. *“Students can spread rumors–need to announce in classes to go to the teacher so reputations don’t get trashed.”*
7. *“Increase the content of the classes, and provide counseling techniques as core courses instead of the administration courses. MSW’s are taking over the counseling field, and it should be standard that they have more counseling techniques in their class work, over advocacy, international relations, and administration courses.”*

**Question #5: Has anything bothered you about the department while you were a student?  Was it resolved to your satisfaction?**

1. “*The lounge was dramatically improved and it is now great”* (strong student agreement).
2. *“I had a concern with an advisor but it got changed to a new advisor.”*
3. *“I had an anonymous issue that was a concern and it was resolved 80% of the way.”*
4. *“Two professors gave the department a bad image but now they are gone—in terms of professionalism and teaching methods, I didn’t learn anything in those classes”* (fairly strong student agreement, although some good comments were made about those faculty as well).
5. *“There have been two situations; one was dealt with on a professional manner and I appreciated Dr. VanderWaal for listening and taking my concerns into consideration. The second was not really dealt with on a level that I am aware of, but it’s very possible that it could have not been public.”*
6. *“I didn’t think that the Adult Mental Health Diagnosis* [an elective course] *was helpful in learning about diagnosing. I learned much more from Clinical Assessment* [a 2nd year required course]*. There may need to be more time given to Clinical Assessment also.”*

**Question #6: On a scale of 1 – 10, where would you place the department on the following categories? (number of total respondents = 8 students)**

* 1. Warmth and friendliness = 8.63
  2. Helpfulness = 8.75
  3. Receiving feedback from students and changing = 7.75
  4. Christian virtues = 9.25
  5. Availability of faculty = 7.75 (email); 9.66 phone*; “Depends on the teacher; I think they do a pretty good job; if you make an appointment, you will be seen.”*

**Question #7: Thinking about all the activities in the department, would you say we need more, less, or about the same number and type of student activities?**

In general, a number of students were frustrated with the lack of activities sponsored by the department in the past year. The one area where they seemed pleased was our departmental Christmas and Social Work Month lunches. They would like to see more activities in the future.

1. *“This year we didn’t have any.”*
2. *“For a social work department we didn’t have hardly anything.”*
3. *“We need social outreach.” “More student activities.”*
4. *“I really liked the lunches–a big strength, the only happy Monday of the month.” “I have enjoyed the activities, especially the soup and sandwiches days that you all have provided for us. Thank you! They always happen on the perfect days!”*
5. *“I really like the snacks.”*

Washington Adventist University Focus Group, April 19, 2010

John Gavin introduced Ann-Marie Jones from Andrews University. Professor Gavin left and Dr. Jones met with 10 WAU Social Work students: 2 men and 8 women, ranging from freshmen to seniors (non-graduating).

The meeting was very productive and enlightening. On a whole, students stated that they were happy with the program at WAU. The students who have been in the program for 2 or more years stated that they have noticed an improvement in the overall program. Students stated that on a scale from 1-10, they ranked John Gavin and the Social Work Department a 10 in the areas of warmth and friendliness, helpfulness, receiving feedback from students and Christian virtues. One student stated that “If you work with Professor Gavin, he will work with you,” then several others agreed.

As an advisor, the students have stated that Professor Gavin is doing a great job. Students state that the availability of the professors is good.

**Some of the issues that students have are:**

* Why can’t field placements start earlier? Or at least get the placements in order prior to the end of the junior year? Can we get more internship hours? Can internships be similar to nursing students’ internships that start in the sophomore year?
* Can we have morning classes? [It was explained that when working with adjuncts, you have to work around their schedule as well as the fact that evening classes help working individuals to get their education.]
* Can we go on field trips to see exactly what social workers do? Such as adoption agencies, welfare agencies, homeless shelters, juvenile detention centers, go to the capital (advocacy day). “Counseling classes are not enough.”
* Transfer students’ issues: Why are some classes only offered every other year or semester, such as policy or research? Can we work on having other teachers (adjunct or otherwise)?
* Several students had an issue with Professor Little; because her grading and class communication system did not match. She would inform students during the class that they were doing well, but then at the end of the semester, their grades did not match up.

Again, overall, the meeting was very productive. To the degree possible, these issues will be addressed by Program Directors and the Chair of the Department.

Community Advisory Council (CAC)

The first CAC meeting for the 2009-2010 Academic Year was held on November 24, 2009 with ten members of the CAC in attendance along with seven faculty members. Members of the committee include student representatives, alumni, field supervisors, community agency staff and representatives from sister academic organizations in the area. An extensive package of information was sent to CAC members prior to the meeting, including the Department’s Assessment Plan and the results of the 2008 Alumni Survey. There was an in-depth discussion of the CSWE reaffirmation process and the role that the CAC would play in the process. The importance of involvement and feedback from the Community Advisory Council was reemphasized.

CAC members were given the opportunity to give feedback and to make recommendations for enhancing the program based up this preliminary review. The following suggestions were given:

1. When the department’s competencies and related practice behaviors were developed, two competency areas in addition to the ten competency areas required by CSWE were chosen, and related practice behaviors developed. The competency areas were an international perspective and a Christian perspective. These additional competencies were chosen because of the unique implicit curriculum offered at Andrews with its Christian and International student body and focus. One member suggested the possibility of integrating these two perspectives into the original ten competency areas based upon information she received from attending a CSWE training workshop. Several CAC members advocated for keeping these two areas separate to maintain their visibility in the curriculum.
2. In reviewing some of the rubrics, the group found inconsistencies in identifying knowledge, values, and skills. It was recommended that all rubrics identify knowledge, values, and skills in a consistent manner.
3. It was suggested that an excellent use of the Assessment of Student Professionalism (ASP) form would be to implement a routine review of all ASP forms in faculty meeting at the end of each semester. This would give faculty a way of communicating with each other regarding students who were having particular challenges.
4. The faculty was challenged to create more explicit examples of how international and Christian practice behaviors could be operationalized in agencies.
5. A student in attendance emphasized that students must be able to see the value in the additional work they are being asked to do for self-study. She cited the study presented by one faculty member for CSWE as an example of a tangible way students could see the results of their work.
6. Some practice behaviors are not able to be directly measured in certain field agencies, e.g., a social justice practice behavior in a micro field setting. Students and field instructors will be given extra support to incorporate assignments for practice behaviors that they can’t demonstrate directly in their agencies.
7. The department is considering adopting an on-line assessment system such as Live Text so that students could get feedback for assignments/grades via an online computer format.
8. Create a mechanism for giving feedback to students on their suggestions, e.g., monthly emails.

Another Community Advisory Council meeting occurred on June 9, 2010 and provided an opportunity for CAC members to review and provide feedback on assessment data collected over the course of the 2009-2010 academic year. The results are discussed in 4.0.3 below.

Faculty Evaluation

Four parameters are used to give feedback to faculty and administration on faculty performance. First, course evaluations are completed by students at the end of each semester. While these evaluations have the tendency to be somewhat subjective based on how well a professor is liked, they do provide valuable data on how well professors teach course content.

Second, student focus groups are conducted by the Department Chair and by the BSW Program Director at the end of the spring semester.

Third, on an annual basis, the Chair of the Social Work Department evaluates each faculty member. As a part of this assessment, faculty members examine the strengths and growth areas in their teaching, research, contribution to the profession and service. An annual plan is developed by faculty members and is submitted to the department chair and to the Dean of the College of Arts and Sciences

Finally, each year the faculty and the Dean of the College of Arts and Sciences assess the Chair of the Department of Social Work. These evaluations are shared with the Department Chair and are kept on file in the Dean’s office.

Table 4.8 gives a concise summary of the growth areas that have been identified by means of this assessment process.

**Table 4.8** *Summary of BSW Assessment Areas for Growth by Source*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Faculty** | **Student** | **ASP** | **Alumni** | **Field** | **Focus Group** |
| EP 2.1.2 | •c | • c |  |  | • |  |
| EP 2.1.3 |  |  | • | • | • |  |
| EP 2.1.4 | • d |  |  |  |  |  |
| EP 2.1.5 | • |  |  |  | • |  |
| EP 2.1.6 | • | • | • |  | • |  |
| EP 2.1.8 |  |  |  | • |  |  |
| EP 2.1.10 |  |  |  | Organizational/ Community |  |  |
| 11 | • | • |  |  | • |  |

**Additional Written Alumni Suggestions**

Critical thinking and theories

Social work licensure preparation

Career development /job seeking skills

Dealing with difficult clients

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| **4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of assessment data.** |

On June 9, 2010, the assessment findings were reviewed by the Community Advisory Council in the morning followed by a faculty meeting in the afternoon. Areas for program development were identified and recommendations were made to the curriculum. These recommendations were voted by faculty or noted as having already been implemented. Final approval of these revisions will be given at a meeting of the Social Work Professional Degree Council and will be implemented during the 2011-2012 academic year unless otherwise noted.

**Explicit Curriculum**

One of the major areas for program development at the BSW level is research. This has implications not only for students’ competence with the research process itself, but also for critical thinking on the part of students—another growth area for the department. The following recommendations were made for strengthening the area of research:

1. Require statistics as the general education math requirement for social work majors. This change was already voted in Professional Degree Council and will be implemented beginning in fall, 2010. The observation was made in the Community Advisory Council meeting that the course should be social statistics rather than math statistics as is presently required. The program will work toward either having our students take the statistics course in the Behavioral Science department or offering the course through the social work department.
2. Develop a two course research sequence of two credits each. This would allow more time for research principles and practices to be taught and assimilated by students.
3. Add a new course on critical thinking and theory building to teach students specifically how to think critically, how social work theory is built, and how to analyze a theory’s strengths, weaknesses and practice applications.

The next area of the curriculum discussed was policy. A need was expressed to coordinate better the content of the two policy courses taught in the department. The faculty member who is teaching policy will assess the syllabi for each course and make recommendations for content to be taught in such a way that there will not be unnecessary redundancy. An effort will also be made to intentionally integrate international social work content into not only policy courses, but all courses as appropriate.

Faculty discussed the possibility of dividing the two 4-credit Foundations of Practice Courses into three courses in order to emphasize more clearly macro practice with organizations and communities. While this would be desirable, it would create a scheduling challenge. Our proposed solution at this point is to identify modules for micro, mezzo and macro practice in Foundations of Practice I and II. We also agreed to give one additional credit to the macro area.

Integrating career development and job seeking skills into the curriculum was identified as another area of growth. It was decided to include this content into SOWK489, in which portfolios are developed and presented.

While predominately an MSW issue, faculty will continue to work to strengthen the curriculum in the areas of case conceptualization, treatment planning, and documentation. These topics will be introduced in the Foundations of Practice courses.

A need was expressed to include content on social work licensure. Two things are being done to address this concern. First, an elective social work licensure preparation course was developed and is being taught for the first time in the summer of 2010. Second, content areas for the ASWB Bachelor’s licensure examination were distributed to all faculty. Course syllabi will be reviewed to insure that all of this content is being taught. Faculty will be encouraged to include licensure examination-type questions into their course examinations so that students will be better prepared to pass the exam at the BSW level.

Alumni expressed a need for better preparation for dealing with difficult clients. This need was addressed by adding an elective course, Dealing with Difficult Clients.

**Implicit Curriculum**

Resolving Conflict among Faculty and Staff within the Department of Social Work

The Department of Social Work at Andrews University is viewed as a family by many, if not all, of the students. As with any family, is important to have a process for resolving problems when they arise. When issues and problems are not openly aired, there will be a negative effect on the students, faculty, and staff. Potential problems include turf battles, power struggles, cliques, and students manipulating staff to get what they want. Additionally, students quickly learn which faculty are more strict or more lenient, and which faculty can be more easily manipulated. A problem clearly articulated is that of inconsistency among faculty regarding issues such as classroom management, grading, accepting late work, and related issues.

Usually, if there is a problem between two faculty members, they will go to each other, talk and hopefully settle the matter. However, social workers, like other human beings, must work intentionally to maintain healthy relationships on an ongoing basis. The consensus among faculty is that we have not adequately tended to this area. The problem is not a lack of care for each other or an unwillingness to be open and honest to talk about hard things with each other; rather, it appears to be a structural issue where insufficient time has been set aside at faculty meetings or in other venues to talk about departmental dynamics.

One solution chosen is to have weekly instead of bi-weekly faculty meetings. Time would be set aside at each meeting for faculty to discuss interpersonal or departmental issues. In this way, any issues will be heard by all and dealt with appropriately. This will help to maintain transparency as well as a sense of positive family unity. It will also be clear to the students that the department is unified in teaching and resolving issues. Our students will learn by example that, while problems arise, they don’t have to overwhelm us and there are adequate ways to manage stress (PB 2.1.1c, & 2.1.1d). Another strategy is to use our annual faculty retreat as a time for team building. Faculty have been asked to think of issues and exercises to address these issues for the upcoming retreat.

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| **4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.** |

It is important to the Department of Social Work that the members of its constituency who have given input into the assessment process be made aware of the changes made to the curriculum as the result of their input. Students expressed the concern that they want to be made aware of program revisions. In their view, feedback on changes confirms the value of the time they put into completing surveys and giving other forms of feedback. Constituency groups are notified of changes to the curriculum in the following ways:

1. Community Advisory Council members are notified of changes and participate in making the decisions regarding change at semi-annual meetings of the CAC.
2. Alumni are made aware of the changes via e-mails to alumni on the department’s alumni listserv.
3. BSW students are sent revisions to the curriculum through the BSW e-mail listserv, as well as through orientation meetings during the school year.
4. Field supervisors are notified of revisions to the curriculum during the fall field instructors’ orientation meeting.
5. All BSW faculty are a part of the decision-making process. They therefore are aware of changes to the curriculum through participation in meetings and by reading the minutes of those meetings if they were not able to attend.

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| **4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year.** |

The summary data for the Academic Year 2009-2010 has been included in various tables in AS 4.0.2 above.