

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2008-09 Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT Social Work **DATE** 3/5/10

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mary K. Askim-Lovseth, Krista Lynn Minnotte

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------------|----------------|---------------------------|
| • Were any goals referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Social Work's Plan for Assessment of Student Learning is posted online for the BSSW Program but has not been updated since AY 2004-05. It appears, based on the annual report, that the 12 'foundation' student learning objectives have been modified in language but the basic elements of each remains. Therefore, the student learning objectives are clearly articulated.

In addition to the Departmental goals, please also consider UND's Institutional and Essential Studies goals for student learning (shown in alignment within parentheses). Use 'X' to identify UND/Essential Studies goals which are similar to the referenced departmental goals.

- | | | |
|-------------|---|--|
| <u>X</u> | 1 | Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”) |
| <u>X</u> | 2 | Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate) |
| <u> </u> | 3 | Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage) |
| <u>X</u> | 4 | Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”) |
| <u>X</u> | 5 | Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”) |
| <u>X</u> | 6 | Diversity (“demonstrate understanding of diversity and use that understanding...”) |
| <u>X</u> | 7 | Lifelong learning (“commit themselves to lifelong learning”) |
| <u> </u> | 8 | Service/citizenship (“share responsibility both for their communities and for the world”) |

Comments regarding departmental goals and alignment of departmental goals with institutional and Essential Studies goals:

Six of the eight Institutional and Essential Studies goals are addressed within the BSSW Program. Though all are not explicit, there are correlations between the two sets of goals/objectives. For example, “analyze, formulate, and influence social policies” (BSSW, Objective 8) is a futuristic objective and relates to lifelong learning, as it would be necessary to keep current in order to be influential in social policy change.

2. ASSESSMENT METHODS

- | | | | |
|--|-----------------|----------------|---------------------------|
| Were any specific assessment methods referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u> </u> | NO <u>X</u> | QUALIFIED Y/N <u> </u> |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES <u> </u> | NO <u>X</u> | QUALIFIED Y/N <u> </u> |

Comments:

The Social Work Department continued its use of a 120-question multiple choice comprehensive exam (direct measure). No information was provided regarding the specifics as related to the 12 student learning objectives of the BSSW Program. A multiple choice exam may not be the appropriate assessment tool for many of the learning objectives, e.g., communication. Multiple assessment methods should be explored to provide a broader scope of assessing learning. (Classroom activities were noted in the Assessment Plan, but none were reported in the annual report.)

No indirect methods were reported.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES___	NO___	QUALIFIED Y/N ___X___
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES___	NO___X___	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they indicate need for improvement?	YES___	NO___X___	QUALIFIED Y/N ___
• Were the results tied to goals for student learning?	YES___	NO___X___	QUALIFIED Y/N ___

Comments:

Since all students who took the exam passed (no benchmark was noted for what constituted a passing score), it was noted that “students appear to be meeting the learning objectives. Furthermore the pass rate appears to demonstrate a familiarity and comfort with the social work curriculum.”

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Use ‘X’ to identify those results which are applicable to institutional/Essential Studies goal achievement. For indicated items, please describe findings in the appropriate section below. .

- _____ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
- _____ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
- _____ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
- _____ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
- _____ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
- _____ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
- _____ 7 Lifelong learning (“commit themselves to lifelong learning”)
- _____ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to departmental, institutional and Essential Studies goals:

No breakdown of the data was provided regarding the specific 12 objectives of the BSSW Program so it is not clear where the strengths and weaknesses were in student learning.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES_____	NO___	QUALIFIED Y/N ___X___
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES_____	NO___	QUALIFIED Y/N ___X___

Comments:

The Council of Social Work Education has developed new education standards so the Social Work Department will be working with a consultant in Spring 2010 to redefine its assessment procedures. The expectation is that new assessment tools will be developed.

SUMMARY

Strengths

- ☐ A specific plan for assessment is in place.
- ☒ Student learning goals are well-articulated.
- ☐ Assessment methods are clearly described.
- ☐ Assessment methods are appropriately selected.
- ☐ Assessment methods are well-implemented.
- ☐ Direct and indirect methods are implemented.
- ☐ Results are reported.
- ☐ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

Areas for Improvement

- ☐ No specific plan for assessment is in place.
- ☐ Student learning goals are not well-articulated.
- ☒ Assessment methods are not clearly described.
- ☒ Assessment methods are not appropriately selected.
- ☒ Assessment methods are not well-implemented.
- ☒ A single type of assessment methods predominates.
- ☒ No results are reported. (*Limited*)
- ☒ Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The opportunity to work with a consultant in Spring 2010 should be very beneficial to the Social Work Department, particularly in the area of developing multiple measures for the new education standards (it is anticipated that there may be some refinement to the student learning objectives, too). The first meeting of the faculty will be March 8 and the consultant will come later in the Spring after the preliminary work is completed by the Social Work faculty.

Though the current comprehensive exam may be appropriate for assessing content, the validity and reliability for assessing skills is questioned. Other direct measures (e.g., case studies, presentations), and indirect measures, should be considered in the development of assessment measures in accordance with the new education standards.

Once the assessment plan has been redefined to align with the new education standards of the Council of Social Work Education, the updated plan should be posted online.

MATERIALS REVIEWED

- ☒ Annual report
- ☐ Appendices (cited in annual report)
- ☒ Other (please describe) *Phone conversation w/Thomasine Heitkamp, Department Chair, on 3/5/10.*
- ☒ Assessment plan (as posted)—AY 2004-05
- ☒ Previous assessment review

Reviewer(s):	Name	Mary K. Askim-Lovseth	Krista Lynn Minnotte
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Section 1: ☒Y___ Section 2: ☐?___ Section 3: ☐?___ Section 4: ☐?___

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done

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Comments:

Social Work's Plan for Assessment of Student Learning is posted online for the MSW Program but has not been updated since AY 2004-05. It appears, based on the annual report, that the 13 'advanced concentration' student learning objectives have been modified in language but the basic elements of each remains. Therefore, the student learning objectives are clearly articulated.

2. ASSESSMENT METHODS

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Comments:

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No indirect methods were reported.

3. ASSESSMENT RESULTS

- | | | | |
|--|-----------------|----------------|---------------------------|
| Were any assessment results reported? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>X</u> |
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4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES_____ NO_____ QUALIFIED Y/N __X__

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

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____ Assessment methods are well-implemented.
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____ Results are reported.
____ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

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X Assessment methods are not clearly described.
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