

# **Student Learning Outcomes**

**Forms A, B, C, D**

**I. Student Learning Outcomes (Please complete each of the attached forms (A-D) for each program being reviewed.)**

- List student learning outcomes for the program scheduled for review. Each program should identify the competencies e.g., knowledge, skills or behaviors expected of graduates of the program, which is determined by an awareness of who the students are and what you expect them to be able to do when they graduate **(Form A)**.
- List any other program goals related to student learning outcomes. Program goals could include job placement, enrollment in graduate school, success on licensure examinations, employment skills, etc. **(Form A)**.
- List evaluation methods (qualitative and quantitative assessment measures). List them as locally developed measures (faculty made tests, presentations, portfolios, etc.) **Form B**, or commercially developed measures (tests, surveys, etc.) **Form C**.
- Findings from assessment measures for student learning outcomes and program goals. Describe the findings or results of assessment measurements **(Form D)**.
- Describe changes made to improve the program as a result of assessing student learning outcomes and program goals, e.g., curriculum, etc. Describe the process for making changes, e.g., who was involved in the decision making process and how decisions were made **(Form D)**.

**North Carolina A&T State University  
Form A**

College/School/Department: College of Arts & Sciences/ Sociology & Social Work Department  
Program/Degree Level: Bachelor of Social Work Program  
Academic Year Assessment Period: 2005-2007  
Date Submitted: May, 2007

**Student Learning Outcomes**

*Please use this form to list the student learning outcomes for all degree programs in your department/school. Use a separate form for each degree program. The space allotted can be expanded.*

1) Students are being prepared as competent social workers who understand the value base of the profession and its ethical standards and are committed to ethical practice without discrimination that reduces social and economic inequality.
2) Students are being prepared for careers as generalist social workers with the knowledge, values and skills necessary for effective practice with diverse client systems in a variety of settings.
3) Students are being prepared for graduate programs in social work or other related human service disciplines.

**North Carolina A&T University  
Form A**

**Student Learning Outcomes (cont.)**

**Overall Program Outcomes** *such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc. Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."*

1) Better than 80% of all program participants will successfully (with a grade of C or better) demonstrate their skills and knowledge base, through performance evaluations: quizzes, tests and examinations; individual or group projects; written reports; oral presentations; self-assessments; and/or role-play activity; etc.
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2) Better than 80% of senior students will pass the end-of-year Exit Examination, with a grade of "C" or better.
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3) 25% of students will apply to graduate school and 70% of students who applied for graduate school will be accepted in a master's level program.
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**North Carolina A&T State University**

**Form B**

College/School/Department: College of Arts & Sciences/ Sociology & Social Work Department

Program/Degree Level: Bachelor of Social Work Program

Academic Year Assessment Period: 2003-2006

Date Submitted: May, 2007

**II. Evaluation Methods**

*In each row, please list measurements used to assess student learning outcomes and program outcomes. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

<b>Commercially Available Tests/Surveys</b>	

## North Carolina A&T State University

### Form C

College/School/Department: College of Arts & Sciences/ Sociology & Social Work Department  
 Program/Degree Level: Bachelor of Social Work Program  
 Academic Year Assessment Period: 2003-2006  
 Date Submitted: May, 2007

#### II. Evaluation Methods

*List qualitative and/or quantitative measurements. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

Locally Developed Methods	
<p>Course embedded assessment measures (tests, quizzes, written reports, oral presentations, role-plays, etc.) reflect learning objectives (each semesters' data are gathered by the BSW Faculty and compared with previous results) (Outcome #1)</p> <p>End-of-Year Student Opinion Form (Outcome #1 &amp; 3)</p> <p>Comprehensive Exit Exam over content in required social work and cognate courses (Outcome #1)</p>	<p>A tool was developed to poll graduating seniors with regard to their graduate school intent and acceptance rate. Self-reports from the Graduate Survey document students' actual graduate school acceptance/matriculation (Outcome #3)</p>
<p>All students preparing to graduate must take an Exit Exam that encompasses material from major courses completed in the department. Students must demonstrate core competencies and skills in such areas as research methods, statistics, social welfare policy, diversity, human behavior, social work intervention and practice.</p> <p>All students successfully complete required two semesters</p>	

of field education and seminars as measured by the standardized field education evaluation process. Required grade: Satisfactory in field education course and seminar.

The Department of Sociology/Social Work Graduates Survey is used to obtain former students' self-assessment of their preparedness. (Outcome #1 & 2)

## North Carolina A&T State University

### Form D

College/School/Department: College of Arts & Sciences/ Sociology & Social Work Department

Program/Degree Level: Bachelor of Social Work Program

Academic Year Assessment Period: 2003-2006

Date Submitted: May, 2007

### III. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

*Please list the major findings and program improvements made as a result of assessing student learning and programs outcomes. Describe the decision-making process and persons/groups involved. Link the findings to the methods used. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

1) Findings from the Department of Sociology/Social work Graduate School Survey evaluated former students' self-assessment of preparedness for the profession. Of the 76 students who graduated from the program and responded to the latest Graduate Student Survey, 71 (93%) reported an overall professional preparedness of good or very good. Of the respondents, 9.2% (n=7) were pursuing or had completed a MA/MS degree; 25% (n=19) were pursuing or had completed a MSW. Of these, all (n=7) of those pursuing a MA/MS degree reported good or very good preparedness; and 94.7% (n=18) of those pursuing the MSW reported good or very good preparedness. Of former students not pursuing graduate education (n=50), 46 (92%) reported good or very good with regard to professional preparedness. Although pleased with the favorable reports, and challenged by the growing enrollment, qualifications for program admission were reviewed by the BSW Director and Faculty. To ensure better prepared and more qualified students, the minimum overall GPA

requirement that was moved from 2.00 to 2.30 in 2004 is being reviewed by the BSW Faculty again. Since social work is a professional degree, a minimum GPA requirement should be more in line with other professional degreed programs (i.e., Education = 2.8; Nursing = 2.9, comparable programs on other campuses = 2.6-3.0). It is anticipated that higher GPAs may ensure even better preparedness and consequently responses to the Graduate School Survey. (Outcome #1)

2) Required/core content courses provided the students the generalist social work knowledge, values and skills. Elective courses augmented their learning, widening their scope of understanding and providing additional depth. The BSW Faculty met in Retreat and regular monthly meetings and made recommendations to the Department Chair and entire Sociology/Social Work faculty (see monthly meeting minutes). Under their auspice, program improvements (curriculum restructuring, smaller class sizes, change in presentation format, etc.) have addressed negative findings obtained from the Student Opinion Form (Course Evaluation). This report showed student dissatisfaction with regard to usefulness of Exit Exam, curriculum content, too-large class sizes, and need for increased use of technology).

The Exit Exam has been used as a tool to assess over-all preparedness for the social work profession. Challenges in passing the exam on the first attempt as well as comments on course evaluations indicating students' dissatisfaction with the exam prompted the department leadership to develop a learning portfolio to take the place of the senior exit exam in the future.

End-of-year class/program/student evaluations influenced changes in content, class structure, teacher load, etc. Changes included more writing intensive assignments (referrals to the writing center); increased practice demonstration activities (smaller class sizes); implementation of technology in the classroom (use of Black Board assignments, DVD and power point presentations); group project and peer accountability (i.e., expert jigsaw); and professionalism in department, attendance and participation (enforcement of stricter class attendance policies).

Findings from the Department of Sociology/Social work Graduate School Survey (2005) indicated that 85% of the 80 BSW graduates that responded to the survey are gainfully employed in the following diverse settings: Government/corrections/court system (4), Health care/Medical (9), Education (13), Human Services/Social Work (7), Mental Health/Substance Abuse (10), Social Services (18), and Non-profits (1). Students and faculty were involved in the assessment process. To ensure preparation in these areas, the following elective courses offered students the background to more effectively serve in the above arenas: Juvenile Delinquency, Medical Social Work, Ageing in Society, The Feminization of Poverty, and Selected Issues in Sociology. A course on Entrepreneurship has also been developed to better equip those working in the private sector and non-profits. The BSW Director and Faculty are completing the requirements for inclusion in the state-wide Child Welfare Collaborative Initiative to prepare bachelor's level social workers

for employment in needy counties throughout North Carolina. (Outcome #2)

3) Findings from the Department of Sociology/Social work Graduate School Survey indicate that 65% of those who graduated between 2000 to present have attended graduate school and overall 60% of students graduating between the year 1997 to present have attended or are attending graduate school.

Responses from the 2007 End-of-Year Survey (administered by Practice II teachers) indicated an increase in students' interests. Greater than 25% of the students indicated interest in graduate education, but less than 70% have already been accepted in programs. The data revealed that of the 40 graduating senior social work majors, 22 (55%) have applied or are applying to graduate school (to begin either summer or fall). Of those, 15 (68%) have been accepted in masters degree programs (eleven in MSW Programs; four in related fields).

In the past, BSW graduates selected master degree programs in the immediate area. To encourage a greater number of students to apply for and be accepted in graduate school, under the direction of Dr. Davis, Department Chair, the BSW Director and faculty have widened the network of programs in several ways: inviting to the campus more program recruiters to include schools from the mid-west, southern states, other HBCU's as well as majority schools; taking junior and senior level students on field trips to other campuses; participating in graduate school/career fair promotions (both on and off campus), and faculty visiting other campuses to develop networks with their graduate programs. (Outcome #3)