April 1, 2005

Dr. Judith Bremner  
Senior Education Specialist  
Division of Standards and Accreditation  
Council on Social Work Education  
1725 Duke Street – Suite 500  
Alexandria, VA 22314-3457

Dear Dr. Bremner:

Enclosed, please find three copies of the Progress Report on Standard 8: Program Assessment and Continuous Improvement for the undergraduate Social Work program. If there is a need for additional information, please contact me at davisbob@ncat.edu, or the Undergraduate Social Work Director- edwatson@ncat.edu.

Respectfully yours,

Robert Davis, Ph.D.  
Interim Chairperson

Elizabeth Watson, Ph.D.  
BSW Director
PROGRESS REPORT ON
STANDARD 8: PROGRAM ASSESSMENT AND CONTINUOUS
IMPROVEMENT

Department of Sociology and Social Work
North Carolina Agricultural and Technical State University

Submitted to the
Council on Social Work Education

April 1, 2005
Accreditation Standard 8: Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

The BSW program has an assessment plan that provides systematic procedures for program planning, goal setting, and evaluation on a continuous basis. The program has defined its mission, established program goals to achieve the mission, and defined specific objectives, derived from the mission and goals, which are measurable. The program has implemented this evaluation plan to measure the outcomes of the program goals and objectives, and used the assessment results obtained from the evaluation results for continuous program improvement. Since the assessment process spawns out of program goals and objectives it may be helpful to list them in this section.

Social Work Program Goals

The goals of the Social Work program are:

1. To prepare students 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.

2. To prepare culturally 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.

3. To prepare students for graduate education in social work or other related human service disciplines.
Social Work Program Objectives

Graduates of North Carolina A&T State University will be able to:

1. Apply critical thinking skills within the context of professional social work practice (EPAS 3.0.1; Program Goal 1 & 3);

2. Understand and interpret the history of the social work profession and its contemporary structures and issues (EPAS 3.0.5; Goal 1, 2 & 3);

3. Apply the knowledge and skills of generalist social work practice with systems of all sizes (EPAS 3.0.6; Program Goals 1 & 3);

4. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities (EPAS 3.0.7; Program Goal 1 & 3);

5. Analyze, formulate, and influence social policies (EPAS 3.0.8; Program Goals 1 & 3);

6. Use communication skills differentially across client populations, colleagues, and communities (EPAS 3.0.10; Program Goals 1, 2 & 3);

7. Use supervision and consultation appropriate to social work practice (EPAS 3.0.11; Program Goal 1 & 3);

8. Function within the structure of organizations and service delivery systems and seek necessary organizational change (EPAS 3.0.12; Program Goals 1 & 3).

9. Practice without discrimination and with respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (EPAS 3.0.3; Program Goals 1 & 2);

10. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice (EPAS 3.0.4; Program Goals 1 & 2);

11. Understand the value base of the profession and its ethical standards and principles, and practice accordingly (EPAS 3.0.2; Program Goals 1, 2 & 3).

12. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions (EPAS 3.0.9; Program Goals 1, 2 & 3);
Effectiveness of the program is assessed in terms of each of the objectives listed above. Expected outcomes are defined in specific measurable terms. Expected outcomes are determined in normative terms relative to comparable BSW programs in the region. Two types of expected outcomes have been developed: process outcomes and impact outcomes. Process outcomes measure changes in the students’ knowledge, skills, and values pertaining to the generalist model of social work practice, during their stay in the program, and serves as a basis for monitoring the effectiveness of the program (e.g. performance on specific competencies relating to program objectives). Impact outcomes, on the other hand, are measured after students have graduated from this program, and are either working in the profession or in graduate study programs. These are typically measured one to three years after graduation and indicate the long term effectiveness of the program’s implementation.

Three sources of data are used for measuring actual process outcomes: performance on specific aspects of Educations pertaining to the individual program objectives, performance in field education to demonstrate application of knowledge, skills and values identified in the program objectives, and performance on an Exit Examination, which part of the Senior Seminar (SOWK 570). The exit exam encompasses knowledge, skills, and values included in all Social Work require courses and specific questions are identified as relating to the one or more program objectives. (See attachment 1 for copy of Exit Exam).

The following narrative address outcome measures, measurement results and the use of results for continuous improvement for the core courses taught in Fall 2004. Performance on specific aspects of Education met or exceeded the stated proficiency level of 80% for all objectives.

**Assessment courses taught fall, 2004, with narrative to follow:**

- SOWK 133: Introduction to Social Work
- SOWK 410: Human Behavior in the Social Environment I
- SOWK 507: Field Education I
- SOWK 519: Social Work Practice I
- SOCI 403: Social Research Methods I

**Assessment of Program Objectives**

1. Applying critical thinking skills within the context of professional social work practice.
**Outcome Measure:** All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries, process recording, agency profiles, and personal logs; and through standardized performance evaluations in field education as measured by the standardized field Education evaluation process and/or the field instructor’s report. Required grade: C or above.

*Primary courses in which measurement took place:*
SOWK 133: Introduction to Social Work
SOWK 410: Human Behavior in the Social Environment I
SOWK 507: Field Education I
SOWK 519: Social Work Practice I
SOCI 403: Social Research Methods I

**Measurement results:**
Students in Introduction to Social Work (SOWK 133) are expected to show evidence of critical thinking. Toward this goal, students are guided through a unit of study (Unit 4) that focuses on the influence of history and culture on the founding and development of social work programs in American institutions of higher education, especially Historically Black Colleges and Universities (HBCUs). Students are taught how to assess and critique the particular contributions of these programs to professional social work practice in the United States. The unit is concluded with a test (Test 4) and a writing assignment. To assess student performance in this unit, students are required to prepare an admissions statement in which they describe why they are interested in becoming a social worker. This writing assignment and related test results indicated that 93.1% of students achieved a grade of “C” or better.

In Human Behavior in the Social Environment I (HBSE), students were required to demonstrate critical thinking skills in several areas. They were to understand how paradigms...
were influenced by culture, class, race, gender and oppression. Additionally, they were to
demonstrate that they understood the connection between paradigms and theory development.
Class/group exercises and a theoretical framework paper were the measures used to apply and
grade critical thinking abilities. As shown in Table 8.1, 85% of students achieved these results,
yet there were indications that using a life-span approach would help students increase critical
thinking skills.

In Social Work Practice I, students were required to demonstrate critical thinking skills in
several arenas. The dyads and triads where they discussed a case, shared possible outcomes, as
well as the rational they used for decision making were not graded but were used to build their
skills for the final role-play interview assessment, which was graded. In addition to that, memos,
letter writing and personal self assessments were the measures used to apply and grade their
critical thinking abilities. As shown in Table 8.1, 85% of the students received satisfactory
grades on these assignments.

In Field Education I, students were able to demonstrate critical thinking skills through
assignments such as the process recording and case presentation. In addition, critical thinking
was demonstrated and enhanced as the students participated in group discussions and analysis.
The students were able to share possible outcomes and the rationale they used to make case
decisions. Weekly logs were also utilized to assess critical thinking and measure the student’s
growth or lack of growth. As shown in Table 8.1, 100% of the students received a grade of C or
above.

In Social Research Methods I, students are able to demonstrate critical thinking in the
application of basic principles of scientific inquiry. They are able to show understanding of logic
of causation and use of experimental and quasi-experimental research design. Beginning in Fall
2004, this course has been strongly oriented to social work research by incorporating more examples from social and human services fields. As a result of this reorientation, the percent of social work majors passing the tests and demonstrating satisfactory performance on assignments relevant to this objective has risen from 78%-81% in past years to 87% in the fall of 2004 (see Table 8.1).

Use of results for continuous improvement:

Introduction to Social Work (SOWK 133) results relative to the program objective mentioned above indicate that students are able to conduct critical analyses of the social and cultural factors that influenced the historical development of social work in the U.S. What is missing in our Education provided to our students, however, is an emphasis on and exploration of the general experiences of minorities in U.S. society. This gap is obvious in light of the U.S. Bureau of the Census estimate that the people of color will represent the majority of the U.S. population by 2050. As our students no doubt will be called upon to work with increasingly diverse populations, it is critical that they are prepared to work with people whose cultural ideals and definitions are different from their own. Attention to this urgent need requires that the cultural competence of our students should become an overarching standard by which the effectiveness of NCATSU undergraduate social work program is measured. In this curricular context students would be taught to ask basic, color- and ethnicity-related questions about themselves and others—such questions as, “Are you as an American the same as any other American?,” “Do you judge people on the basis of your own cultural standards and beliefs?,” What in your view are the responsibilities of government in providing for general welfare of society?,” and “Have you
ever been a victim of racial discrimination or witnessed what you believed to be racial discrimination?"

Major changes have taken place in the HBSE course that has positively impacted all of the course objectives: 1) HBSE is now taught as two sequential courses. The first course focuses on conception to early adulthood development. The second course addresses focuses on development from early adulthood through late adulthood. Teaching HBSE content as a sequential course allowed students to understand the development of paradigms as a life-span construct. 2) A new text was used that focused on biological, psychological and spiritual aspects of human development and 3) A new syllabus reflected all of the above changes and one result was less focus on exams and a greater focus on class participation and analysis papers as a measure for meeting objectives. Students documented class participation at the end of each session and received appropriate credit.

In the Social Work Practice I course, students were given both in-class spontaneous writing opportunities as well as out-of-class assignments which allowed additional process time, so they could demonstrate and improve their critical thinking skills. Mid-way through the semester, and intermittently throughout the semester, feedback about course content, process and learning opportunities were received. Teaching techniques were then adjusted based on consensus. A change was made to concentrate on fewer areas and provide remediation in individual student’s growth areas. Where indicated, students were encouraged to use the writing and reading labs on campus for subsequent assistance.

In Field Education I, the assignments noted above will be utilized in the future because students and field instructor’s reported their usefulness in the learning process. Students were
able to use actual situations and known individuals to develop and sharpen critical thinking skills that will be used throughout professional practice.

Major changes were made in the syllabus of Social Research Methods I to highlight use of critical thinking skills in the context of generalist social work practice model. New examples and research scenarios from social work practice are continuously being added to the course.

2. **Understand and interpret the history of the social work profession and its contemporary structures and issues.**

*Outcome measures:* All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries, process recording, agency profiles, and personal logs; and through standardized performance evaluations in field education as measured by the standardized field Education evaluation process and/or the field instructor's report. Required grade: C or above.

*Primary courses in which measurement took place:*
SOWK 133: Introduction to Social Work
SOWK 507: Field Education I
SOWK 519: Social Work Practice I

*Measurement results:*
In Introduction to Social Work (SOWK 133) students are given an orientation (Unit 3) to the evolution of social welfare and social work in the U.S. The primary focus of this material is to show how social welfare concerns arose along with the emergence of organized human life and association and continued to develop in primitive and ancient societies. But, the most significant landmarks occurred throughout Europe, especially in England with the establishment of the
Elizabethan Poor Laws in the early 1600s. These ideas were transferred across the Atlantic to the New World with the settling of North America by English colonists. After this unit, students were expected to demonstrate an understanding of the history of social work, its contemporary structures and issues. Unit 3 assignment and test results showed that 93.1% of students achieved a grade of “C” or higher.

In the initial Social Work Practice I course, from the social work perspective of effective professionalism, students demonstrated effective oral and written skills as they related to problem-solving troubled situations through writing memos and letters, as well as through their own self-assessment survey. Class discussions were used to evaluate how students understood the history of the profession and reflected this knowledge in their ability to effectively communicate in writing with client populations. As reflected in Table 8.1, 86% of the students received satisfactory grades on the tests and assignments in Unit I.

The students in Field Education I were able to demonstrate an understanding and adequate interpretation of the history of the social work profession and its contemporary structures and issues, specifically within their assigned agencies. The students also demonstrated the ability to produce timely documentation that was consistent with the agency’s policies and procedures. Attendance and active engagement in the learning process (such as relevant in-house and community meetings) also helped to cultivate professionalism within the known structure of the agency. As reflected in Table 8.1, 100% of the students received satisfactory rating on critical thinking.

Use of results for continuous improvement

Students in Introduction to Social Work (SOWK 133) are able to understand and interpret the history of the social work profession and its contemporary structures and issues. Because our
students are able to achieve this level of critical analysis they can (and should) also be taught to evaluate the ways in which social work institutions can be more effective in delivering service to people of color.

The Social Work Practice I course, building on the course content of the introductory course, social welfare policies course, and human behavior theories courses, reinforced this knowledge through foundation application activities and class discussions of contemporary needs and issues. Course syllabus was changed from previous year’s format to streamline material and will continue to be updated as a result of the class discussion and feedback.

In Field Education, the nature of social practice and populations served continued to evolve and/or change, therefore class work activities were adjusted to address the needs and the issues of today’s administrative operations. In addition, the learning styles of the students were different according to student feedback. This year there were a large number of non-traditional-aged students. Proper adjustments (which included more dialogue and feedback) were made to meet the needs of the student population who have noted that visual and kinetic learning was most beneficial in Field Education. As reflected in Table 8.1, 100% of the students achieved this objective.

3. **Apply the knowledge and skills of generalist social work practice with systems of all sizes.**

*Outcome measures:* All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries,
process recording, agency profiles, and personal logs; and through standardized performance evaluations in field education as measured by the standardized field Education evaluation process and/or the field instructor’s report. Required grade: C or above.

**Primary courses in which measurement took place:**
SOWK 133: Introduction to Social Work
SOWK 507: Field Education I
SOWK 519: Social Work Practice I
SOCl 403: Social Research Methods I

**Measurement results:**
In Introduction to Social Work (SOWK 133) students are taught the knowledge, values and skills required in generalist social work practice. This material, covered in Unit 5, provides a description and rationale for how social workers can work with individuals, groups, families and communities. Social workers must also be aware of and prepared to work within the diversity of social and political contexts created by diverse human interactions and interests. Students must register and accept a volunteer placement within a social agency. In this experience students are exposed to the practice of social work professionals and they are expected to be able to apply the knowledge, values and skills of generalist social work practice. The assessment of community service performance indicated that 93.1% of students achieved a grade of “C” or better.

Using a wide range of teaching styles—cooperative learning, think-pair-share, lean-over-to-your-neighbor, discussions circles/groups, lectures, videos, etc. with the initial Social Work Practice course, knowledge and skills of generalist social work practice that were presented in the introductory, policies, and theory courses were reinforced. Students were provided the forum to discuss and practice their skills in class discussions as well through individual writing (study guides, self-assessments, intervention). As shown in Table 8.1, 88% of the students received satisfactory grades on these assignments.
In Field Education I, students were able to successfully provide micro level management of cases through case assessment, planning, and implementing of service delivery. Each student demonstrated the ability to evaluate practice outcomes with the assistance of field instructor supervision and self-assessment scales. In addition, students were able to demonstrate the ability to link appropriate resources with clients’ needs or situations. The agency profile presentation helped the students to become familiar with available resources in the community and the criteria to obtain these services. As shown in Table 8.1, 100% of the students received a grade of C or above.

Part of Social Research Methods I deals with evaluation research that will equip students to assess the effectiveness of social interventions, both at the program levels and for the individual clients. Through class tests and research proposals, students were able to demonstrate applications of specific practical procedures used in research, such as quasi-experimental designs, qualitative evaluations, and single system designs. The proportion of students passing the pertinent units has risen from 76%-79% in the previous years to 83% in the Fall of 2004 (see Table 8.1).

**Use of results for continuous improvement:**

As measured by the community service assignment, about 93% of students achieved a grade of “C” or better. This high level of achievement can be the basis for teaching students to employ a wider array of effective multicultural intervention techniques within systems of all sizes.

In the Social Work Practice I course, throughout the semester, students are prompted to share actual experiences from their field placement that directly relate to the knowledge and/or skill being presented. Anecdotal feedback supports the fact that students are utilizing these skills
in their individual settings where they work with systems of all sizes, and they found them effective. Where indicated, students are also encouraged to use the writing and reading labs on campus for assistance.

In Field Education I, through in-class discussion and out-of-class assignments, such as case presentations and the process recording, students were allowed to do self assessment and to measure their skills against other colleagues in the field. These activities afforded the students the opportunity to have ongoing assessment of their interactions and abilities (including written and oral communication and the interpretation of such by others). The oral and written presentations about the agencies and specific cases, allowed the students to understand the importance of linking appropriate services with client need. Having knowledge of the eligibility requirements helped the students to be effective practitioners in the field of social work. This objective will continue to be part of the foundation that students will use as a guide to assist clients by making referrals even when they are not able to provide direct assistance. All (100%) of the students met this objective with a grade of C or above.

In Social Research Methods I, additional materials on single-system research designs and qualitative design are being added in the syllabus to explicate the connections between the research process and the generalist model of social work practice.

4. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and interactions among individuals and between individuals and families, groups, organizations, and communities.

Outcome measures: All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries,
process recording, agency profiles, and personal logs; and through standardized performance
evaluations in field education as measured by the standardized field Education evaluation
process and/or the field instructor's report. Required grade: C or above.

*Primary courses in which measurement took place:*
SOWK 133: Introduction to Social Work
SOWK 410: Human Behavior in the Social Environment I
SOWK 519: Social Work Practice I
SOCI 403: Social Research Methods I

*Measurement results:*
In Unit 5 of Introduction to Social Work (SOWK 133) each student is required to survey at least
three social workers in practice currently. The purpose of this exercise is for students to discover
the theory or theories to which professional social workers adhere in their practice as well as help
them appreciate the role and value of theory in social work practice. This experience also gives
students the opportunity to see how social workers are able to work with systems of all sizes.
After collecting these data students return to the classroom and present their findings. Through
this process and subsequent discussions and placements the North Carolina A&T State
University social work program extends its reach into the community and, more importantly,
enables community agencies to incorporate a wider range of options and interventions that are
theoretically sound and supported by contemporary research in the field. In their class
presentations students are expected to show their understanding of how essential theory is in
professional social worker practice. The assessment of student presentations in Unit 5 indicated
that 93.1% of students received a grade of "C" or higher.

Students in HBSE were expected to demonstrate knowledge of the major physical,
psychological and spiritual changes that occurred from infancy to adolescence. Students shared
personal narratives, had class discussions and completed a theoretical analysis paper. As
reflected in Table 8.1, 80% of students achieved a satisfactory grade. Results, however, indicated that students needed exercises and assignments that would help them increase self-awareness skills.

In the initial Social Work Practice course, students were required to demonstrate these skills throughout the semester, and especially on the written examination and final role-play activity. Building on human behavior theories, students reflected their understanding of generalist social work practice. Grading on the curve allowed more than 80% of the class to pass the written examination. On first try, however, nearly 33% of the class met with limited success when required to demonstrate their foundation level intervention/interviewing skills. As shown in Table 8.1, by semester’s end, 80% of the students received satisfactory grades in this area.

In Social Research Methods I, students were expected to show a comprehensive understanding of the social research process, including the interplay between theories, hypotheses, and empirical observations. This understanding was demonstrated through class tests and preparation of research proposals that explicated the connections between selected theories and research hypotheses. Since these assignments have been reworked in the context of social work practice, the proportion of students performing satisfactorily has gone up from previous year’s outcomes of 78% - 84%, to 91% in Fall 2004.

Use of results for continuous improvement:

High levels of student achievement in this area can be used further to examine how diversity issues influence the implementation of the generalist intervention model and formulation of assessment strategies for diverse groups.
Additional class discussions and exercises are being developed in HBSE that will help students increase self-awareness and understand the connection between self-awareness and practice. Students will also develop a journal that reflects personal growth during the semester.

In Social Work Practice I, the need for additional practice became apparent with the role-play assessment of all foundation interviewing/intervention skills. Personal lab time was arranged with the challenged students. With individual and immediate feedback, and additional time to review and practice, those who had initially met with limited success were better able to reflect their understanding of individual development and behavior across the life span and interactions among individuals and between individuals.

In Social Research Methods I, no major change is being made in the contents of the relevant units. Additional social work practice examples, however, are being added.

5. **Analyze, formulate, and influence social policies.**

**Outcome measures:** All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries, process recording, agency profiles, and personal logs; and through standardized performance evaluations in field education as measured by the standardized field Education evaluation process and/or the field instructor’s report. Required grade: C or above.

**Primary courses in which measurement took place:**
SOWK 507: Field Education I

**Measurement results:**
In Field Education, students were able to successfully provide micro level management of cases through case assessment, planning, and implementing of service delivery. Each student demonstrated the ability to evaluate practice outcomes with the assistance of field instructor supervision and self assessment scales. As reflected in Table 8.1, 100% of the students received satisfactory grade on assignment.

Use of results for continuous improvement:
In class discussion and assignments such as the case presentation and the process recording allowed students to do self assessment and to measure their skills against other colleagues in the field. These activities afford the students the opportunity to have ongoing assessment of their interactions and abilities (including written and oral communication and the interpretation of such by others). As shown on Table 8.1, 100% of the students met this objective according to grade of C or above.

6. **Use communication skills differentially across client populations, organizations, and communities.**

**Outcome measures:** All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries, process recording, agency profiles, and personal logs; and through standardized performance evaluations in field education as measured by the standardized field Education evaluation process and/or the field instructor’s report. Required grade: C or above.

*Primary courses in which measurement took place:*
SOWK 519: Social Work Practice I
Measurement results:
Using a wide range of teaching styles—cooperative learning, think-pair-share, lean-over-to-your-neighbor, discussions circles/groups, lectures, written assignments, videos, etc. with the initial Social Work Practice I course, communication techniques of generalist social work practice that had been presented in the introductory, policies, and theory courses were reinforced. Students were provided the forum to discuss and practice their skills in class discussions as well through individual writing (study guides, self-assessments, and other interventions). As shown in Table 8.1, 90% of the students received satisfactory grades on these assignments.

Use of results for continuous improvement:
In the Social Work Practice I course, students were given the opportunity to demonstrate their oral and writing skills with each unit assignment. Students who had writing challenges were referred to the university's writing center; while those with grammar and/or diction growth areas, in addition to strategies to self-improve, were referred to the speech and communication courses. Students at least became mindful of their oral and written presentation abilities.

7. Use supervision and consultation appropriate to social work practice.

Outcome measures: All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries, process recording, agency profiles, and personal logs; and through standardized performance evaluations in field education as measured by the standardized field Education evaluation process and/or the field instructor’s report. Required grade: C or above.
Primary courses in which measurement took place:
SOWK 507: Field Education I
SOWK 519: Social Work Practice I

Measurement results:
In the initial Social Work Practice course, students minimally shared information, as it pertained to the unit discussion, about their own field placement settings. Although the class was not the official arena to address practicum issues and concerns, as unit material focused on placement opportunities, students were given the opportunity to share in their small groups, as well as in whole-class discussions, how they dealt with supervision from and consultation with their agencies. As shown in Table 8.1, 86% of students received satisfactory grades in this area.

In the Field Education I, the weekly logs and the development of the learning agreement were two avenues to measure what students and field instructors determined as areas to improve and/or develop. The process recordings assisted the students in reflecting and evaluating their verbal and non-verbal reactions and responses. This helped the student to learn the professional use of self in order to be most beneficial to clients. Weekly supervision and seminar discussions helped students to practice and align themselves with the NASW Code of Ethics and their own value system. As shown in Table 8.1, 100% of the students received a grade of C or above.

Use of results for continuous improvement:
The Social Work Practice I course will continue to be a support for Field Education and the Field Education Seminar, providing the values, skills, and knowledge base for the application of social work intervention skills in the students’ work settings.

Field Education I will continue to be an avenue for students to complete personal assessments of their behaviors and attitudes; and to learn how this impacts their environment (to include work – clients). Encouraging students to evaluate their motives and methods, both
personally and professionally, will create a practice that can continue through their social work career. This practice will allow mentally healthy practitioners to assist others without projection or transference.

8. **Function within the structure of organizations and service delivery systems and seek necessary organizational change.**

**Outcome measures:** All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries, process recording, agency profiles, and personal logs; and through standardized performance evaluations in field education as measured by the standardized field Education evaluation process and/or the field instructor’s report. Required grade: C or above.

**Primary courses in which measurement took place:**
SOWK 507: Field Education I
SOWK 519: Social Work Practice I

**Measurement results:**
In the initial Social Work Practice course, students were required to review the NASW Code of Ethics and abide by these standards. This application was demonstrated in the students’ ability to communicate ethically with client populations (through class assignments) and their written work was graded. On the foundation level, although they could function within the structure of organizations and service delivery systems, organizational change was only minimally discussed since students need advanced knowledge and skills, information beyond the undergraduate level, to effectively make organizational change. As shown in Table 8.1, all of the students effectively demonstrated appropriate ability to communicate—receiving C or better on their work.
In the initial Field Education course, students were able to demonstrate the ability to link appropriate resources with clients’ needs or situations. The agency profile presentation helped the students and classmates to become familiar with available resources in the community and the criteria to obtain these services. As shown in Table 8, 100% of the students received a grade of C or above. In addition, in Field Education, students were able to demonstrate professionalism by timeliness of service delivery, punctuation, and performance of social work duties. These were evidenced through the standardized evaluation process, logs and journal entries and supervisor’s report. Again, as shown in Table 8.1, 100% of students receive a grade of C or above.

**Use of results for continuous improvement:**

In the Initial Social Work Practice course, foundation/generalist level skills were required. Students met all requirements. No improvement needs were noted.

In Field Education, the oral and written presentations about the agencies and specific cases allowed the students to understand the importance of linking appropriate services with client need. Having knowledge of the eligibility requirements helped the students to be effective practitioners in the field of social work. This objective continues to be part of the foundation that students will use as a guide to assist clients by making referrals even when they are not able to provide direct assistance. In addition, the agency profile assignment will continue to be utilized because it gives the students a relevant starting place to function in their particular agencies. Policy procedures, roles, and responsibilities help the student determine where they fit and the place of perspective learning opportunities.
9. Practice without discrimination and with respect, knowledge, and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Outcome measures: All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries, process recording, agency profiles, and personal logs; and through standardized performance evaluations in field education as measured by the standardized field Education evaluation process and/or the field instructor's report. Required grade: C or above.

Primary courses in which measurement took place:
SOWK 133: Introduction to Social Work
SOWK 410: Human Behavior in the Social Environment I
SOWK 507: Field Education I
SOWK 519: Social Work Practice I
SOCL 403: Social Research Methods I

Measurement results:
Units 4 and 9 in Introduction to Social Work (SOWK 133) provide students with a historical and theoretical overview of social oppression. Students are taught that oppression can assume many forms, including institutional racism and social and economic injustice, but always has the effect of marginalizing some segments of society. Marginalized populations, often called minorities, are treated differently, are less able to defend their interests and less able to provide for their basic needs. Minorities are therefore aided by social workers in nearly all the traditional social agencies; in fact, they are overrepresented among those served by public welfare programs, in the criminal justice system and other community services. These units (4 and 9) also expose students to two key concepts—institutional racism and cultural dissonance—that social workers utilize in working with minority populations. At the end of these units, students are expected to
understand the nature and forms of oppression define and distinguish such concepts as prejudice, racism, ethnic group, minority group and ethnocentrism. Performance outcomes on assignments and tests in these units show that over 90% of students earned a grade of “C” or better.

Students in HBSE were expected to demonstrate knowledge of guidelines for social work practice with racial and ethnic groups. In small groups they discussed strategies for increasing cultural competency. Discussions indicated that students needed additional material on cultural duality. Knowledge of content was measured in a theoretical analysis paper and critical literature review. As shown in Table 8.1, 85% of students achieved a satisfactory grade. These measures, however, indicated that students needed more experience writing integrative papers.

In the initial Social Work Practice course, students were provided the opportunity to increase their ability to reflect awareness and sensitivity to diverse clients and populations through readings, video clips, discussions and role-plays. They were graded on their response to unit study questions and as shown in Table 8.1, 98% of the students received passing grades on this unit.

In Field Education I, the students were given the opportunity to increase self awareness and sensitivity to diverse populations through readings, role plays, and interactions during Field Education. The logs and individual supervision with their field instructor helped prepare students for effective practice and create open dialogue for learning and teaching. Seminar class and small group discussions encouraged and afforded students the opportunity to voice frustrations and injustice while guiding them to solutions. The agency profile served as a place to begin to determine and evaluate what had been done, and what is being done, and what students may be able to do within the confines of the agency’s structure. As shown in Table 8.1, 100% of the students received the grade of C or above.
A major issue dealt with in Social Research Methods I concerned management of bias and subjectivity that may contaminate the research process. This question was addressed at two levels: ethics of research and utilization of research techniques with special populations. Students learned about ethics of research, especially in the context of social work research, including requirements for informed consent from human subjects, with special attention to participation of children and persons with disabilities. Another unit of the course was devoted to learning about suitability of the various research designs, sampling techniques and data collection strategies for diverse populations distinguished by race, class, gender, sexual orientation, religion and culture, national origin, and disabilities. This unit included discussion of misinterpretation of research findings based on discriminatory and prejudicial agendas. Since the revision of the syllabus of Research Methods I last year, 84% of the students passed tests and papers relating to this unit (see Table 8.1).

Use of results for continuous improvement:

The assessment of community service performance indicated that 93.1% of students achieved a grade of “C” or better. Because these students were able to understand and apply theories of discrimination, a reasonable next step for the program would be to require them to have a more thorough understanding of race-related findings in the mental health literature: that people of color get a different diagnosis and treatment, are more likely to be given group rather than individual therapy and admitted involuntarily to mental health facilities.

Writing a major integrative paper will become a semester long assignment in HBSE. This paper will be written in increments and should help students improve writing and critical
thinking skills. Where indicated, students may also be required to use the writing and reading labs on campus for subsequent assignments.

In Social Work Practice I, students were encouraged to think beyond their homogeneous group to the wider population and the use of video clips appeared to make the largest impact by increasing their awareness and understanding of behaviors, attitudes, values and responses of others in the larger, global community. Additional audio/visual resources will be employed as we increase our library holdings.

This region of North Carolina where students are participating in Field Education has grown tremendously to include over 50 different languages spoken. Efforts will continually be made to have knowledge about perspective colleagues and clientele, as well as conveying various cultural norms and needs. The students will be provided with information to meet the needs of the individuals and the larger community.

In Social Research Methods I, further strengthening of the unit relating to this objective is being done through incorporation of supplementary readings relating to effects of bias and discriminatory practice of research.

10. **Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.**

**Outcome measures:** All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries, process recording, agency profiles, and personal logs; and through standardized performance
evaluations in field education as measured by the standardized field Education evaluation process and/or the field instructor’s report. Required grade: C or above.

*Primary courses in which measurement took place:*
SOWK 133: Introduction to Social Work
SOWK 410: Human Behavior in the Social Environment I
SOWK 507: Field Education I
SOWK 519: Social Work Practice I
SOCI 403: Social Research Methods I

*Measurement results:*
Units 4 and 9 in Introduction to Social Work (SOWK 133) provide students with a historical and theoretical overview of social oppression. Students are taught that oppression can assume many forms, including institutional racism and social and economic injustice, but always has the effect of marginalizing some segments of society. Marginalized populations, often called minorities, are treated differently, are less able to defend their interests and less able to provide for their basic needs. Minorities are therefore aided by social workers in nearly all the traditional social agencies; in fact, they are overrepresented among those served by public welfare programs, in the criminal justice system and other community services. These units (4 and 9) also expose students to two key concepts—institutional racism and cultural dissonance—that social workers utilize in working with minority populations. At the end of these units, students are expected to understand the nature and forms of oppression define and distinguish such concepts as prejudice, racism, ethnic group, minority group and ethnocentrism. Performance outcomes on assignments and tests in these units show that over 90% of students earned a grade of “C” or better.

In HBSE, students were to demonstrate that they gained knowledge of the normal developmental milestones and the influence of race, ethnicity and oppression. As shown on Table 8.1, 85% of students received satisfactory grades. Results indicated that students did not
fully comprehend the historical nature of oppression and discrimination. They lacked awareness of how historical oppression influences life opportunities in their lives and in the lives of others.

In the initial Social Work Practice course, students were required to moderately demonstrate their understanding of the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice through the written examination and final intervention role-play. Grading on the curve allowed more than 80% of the class to pass the written examination. On first try, however, nearly 33% of the class met with limited success when required to demonstrate their foundation level intervention/interviewing skills. Overall, however, as shown in Table 8.1, 89% of students received satisfactory grades on that unit.

In Field Education I, the nature of social practice and populations served continued to evolve and/or change, therefore class work activities were adjusted to address the needs and the issues of today's administrative operations. There appears to be a larger number of non-traditional-aged students in the program with a wide range of learning styles. Proper adjustments were made to meet the needs of the student population who noted that visual and kinetic learning was most beneficial in Field Education Seminar I. In addition to decreased lecture style presentations, the changes included more immediate process and instructor feedback. As shown in Table 8.1, 100% of the students achieved this objective.

Numerous examples of research that demonstrated mechanism of oppression and discrimination were included in Social Research Methods I. All students were required to develop a comprehensive research proposal that required comparative analysis of subpopulations in terms of variables that typically address issues of social injustice and structural inequalities between groups characterized by race, class, gender, sexual orientation etc. This objective further
addressed in Unit IV, when issues relating differential access and utilization of social human services were examined in the context of evaluation research. As shown in Table 8.1, 85% of the students passed the pertinent unit tests and paper presentations.

**Use of results for continuous improvement:**
The assessment of community service performance indicated that 93.1% of students achieved a grade of “C” or better. Because these students were able to understand and apply theories of discrimination, a reasonable next step for the program would be to require them to have a more thorough understanding of race-related findings in the mental health literature: that people of color get a different diagnosis and treatment, are more likely to be given group rather than individual therapy and admitted involuntarily to mental health facilities.

In HBSE, this was not adequately covered in the text, thus a variety of teaching styles were utilized. This included having guest speakers, reading narratives, reading and discussing empirical findings, and focused class discussions. Feedback allows for flexibility with teaching approaches.

In Social Work Practice I, the need for additional practice became apparent with the role-play assessment of all foundation interviewing/intervention skills. Personal lab time was arranged with the challenged students. With individual and immediate feedback, as well as with additional time to review and practice, those who had initially met with limited success were better able to reflect understanding of oppression and discrimination and to apply strategies of advocacy and social change that advance social and economic justice through their role-play activity. At the end of the remediation, all but two students were successfully.

This region of North Carolina where students are participating in Field Education has grown tremendously to include over 50 different languages spoken. In Field Education, efforts
will continually be made to provide knowledge of perspective colleagues and clientele in order to convey to the students material about various cultural norms and needs. The students will be provided with information to meet the needs of the individuals and the larger community.

In Social Research I, beginning Fall 2005, a new power-point presentation will be designed/used specifically addressing the issues relating to research in order for the students to better understand the forms and mechanisms of oppression and discrimination. This new material will further strengthen the students’ understanding of these issues.

11. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Outcome measures: All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries, process recording, agency profiles, and personal logs; and through standardized performance evaluations in field education as measured by the standardized field Education evaluation process and/or the field instructor’s report. Required grade: C or above.

Primary courses in which measurement took place:
SOWK 133: Introduction to Social Work
SOWK 410: Human Behavior in the Social Environment I
SOWK 507: Field Education I
SOWK 519: Social Work Practice I
SOCI 403: Social Research Methods I

Measurement results:
Unit 2 in Introduction to Social Work (SOWK 133) considers the basic questions, “What is Social Work?” It focuses in particular on what and where social work and social welfare are in
this fast-changing, uncertain world. Definitions, descriptions and critical thinking examples are presented to clarify the status and roles of social work, and to explore the profession’s basic values and goals. After this unit of study, students are expected to demonstrate an understanding of the value base of the profession and its ethical standards and principles, and what it means to practice these consistently. For their unit assignment, students are required to complete a test and write an essay in which they describe and illustrate the three main functions of social work Unit 2 test results indicated that 92% of them achieved a grade of “C” or better and 94.3% of the students achieved a grade of “C” or better.

In HBSE, students were to address ethical responsibilities and social work values in the theoretical analysis and in class discussions. As shown in Table 8.1, 86% of students received satisfactory grades on the analysis, but class discussion indicated that they needed to understand NASW Code of Ethics and how to incorporate the standards into their value base and social work practice.

In the initial Social Work Practice I course, students were required to demonstrate their professionalism through consistency and punctuality in attendance, through effective writing skills, through personal assessments, as well as in their ability to reflect awareness and sensitivity to diverse clients and populations. In each of these areas, as shown in Table 8.1, 90% of the students received satisfactory grades.

In Field Education, students were able to demonstrate an understanding of the professional values and ethical standards of the social work profession through case (or agency) documentation and seminar discussions including journal entries. The students were able to determine their own value system and learned to make adjustments by maintaining professional social work ethics and/or adopting the standards and principles of the profession in a safe
learning environment. As shown in Table 8.1, 100% of the students received a grade of C or above.

Values base of social work profession is incorporated throughout the Social Research Methods I course, especially in the chapters on Ethics of Research, and the unit on Evaluation Research. Although most students demonstrated good understanding of the ethical issues, some still struggled with lack of clarity about the connections between social work values and technical issues in research methodology. As shown on Table 8.1, 78% of the students passed the relevant tests and papers, which is slightly below the expected 80% passing benchmark.

Use of results for continuous improvement:

Students were able to describe and illustrate the three main functions of social work, as indicated by Unit 2 assignments and tests; over 91% of them achieved a grade of “C” or better. Social work students should also be able to pursue an understanding of cultural competency and social diversity and how these might be applied in practice settings.

New HBSE texts incorporated issues related to values and ethics into case studies that were used during the semester. Additional case studies (not found in text) were used throughout the semester.

In Social Work Practice I, the sign-in sheet indicated attendance while personal instructor cards were used to monitor punctuality and participation. The instructor had each student write her/his name on a 3X5 card which was used, frequently after a think-pair-share activity, to randomly call students to share from their group’s perspective. This allowed all students to participate and no one to monopolize the discussions. This method of engaging the students gradually encouraged all the students to share while feeling safe in the process.
The use of the National Association of Social Workers Code of Ethics will continue to be a vital part of Field Education. Specifically the case presentations, journal entries, and process recordings are useful as students learn to reflect on words and interactions that may or may not be consistent with the values of the profession. The students were able to learn both privately and publicly. Weekly supervision with field instructors’ was also useful as students received guidance, Education, affirmation, and correction. Students were able to assess themselves personally and professionally as it related to populations, problems, and other disciplines that operate according to a different set of ethical standards.

In Social Research Methods I, separate supplementary materials that explicate the relationships between social work values and research methods are being prepared for incorporation in the course for the next semester.

12. **Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.**

**Outcome measures:** All students are expected to achieve this objective as measured through many of the following: class attendance and participation, exercises and discussions, quizzes, and examinations; graded oral presentations that may include individual and group assignments and presentations; required written work such as reports, theoretical papers, journal entries, process recording, agency profiles, and personal logs; and through standardized performance evaluations in field education as measured by the standardized field Education evaluation process and/or the field instructor’s report. Required grade: C or above.

*Primary courses in which measurement took place:*
SOWK 410: Human Behavior in the Social Environment I
SOWK 507: Field Education I
SOWK 519: Social Work Practice I
SOCI 403: Social Research Methods I
Measurement results:

In HBSE, students were able to demonstrate knowledge of the importance of race, culture, and ethnicity in shaping both human behavior and the social environment. As shown in Table 8.1, 85% of students received satisfactory grades. Although fulfilling the requirements, results indicated that students needed to improve their ability to conduct a critical literature review and understand the implications for human behavior and social work practice.

In the initial Social Work Practice course, students were presented the steps of the GIM (generalist intervention model), a proven intervention strategy for empowering their client populations. They were taken through the engagement, assessment and planning stages, and introduced to evaluation and termination, then coached through demonstrating these skills through discussions, written exercises, group activities, and role-play. As already stated, the need for additional practice became apparent with the role-play assessment of all foundation interviewing/intervention skills. Personal lab time was arranged with the challenged students. With individual and immediate feedback, and additional time to review and practice, those who had initially met with limited success were better able to evaluate their own practice interventions. As shown in Table 8.1, 90% of the students received satisfactory grades in this area.

In Field Education I, the weekly logs and the development of the learning agreement were two avenues to measure what students and field instructors determined as areas to improve and/or develop. The process recordings assisted the students in reflecting and evaluating their verbal and non-verbal reactions and responses. This helped the students to learn the professional use of self in order to be most beneficial to clients. Weekly supervision and seminar discussions
helped students to practice and align themselves with the NASW Code of Ethics and their own value system. As shown in Table 8.1, 100% of students received a grade of C or above.

In Social Research Methods I, students achieved this objective mainly through preparing a research proposal that included review of literature of both empirical research articles and pertinent theoretical perspectives. As indicated in Table 8.1, only 78% (instead of 80% expected) of the students were able to demonstrate mastery of applying research findings to their own practice. Consequently, this unit needs more strengthening.

**Use of results for continuous improvement:**

In HBSE, research skills were incorporated into course through the use of a new text and using additional materials for teaching. Students used the same population/topic for the theoretical analysis as they did for the critical literature review. This allowed them to make a connection between theory analysis, theory development and empirical findings in relationship to human behavior.

In the Social Work Practice I course, throughout the semester, students were prompted to share actual experiences from their field placement that directly relate to the knowledge and/or skill being presented. Anecdotal feedback supported the fact that they were utilizing these skills in their individual settings where they were encouraged and equipped to evaluate their own practice interventions.

Field Education will continue to be an avenue for students to complete personal assessments of their behaviors and attitudes and how this impacts their environment (to include work – clients). Encouraging students to evaluate their motives and methods, both personally and professionally, will create a practice that can continue through their social work career. This
practice will allow mentally healthy practitioners to assist others without projection or transference.

In Social Research Methods I, although the conceptual content relating to this objective seems adequate, additional examples showing application of research to social work practice are being included in the course.

**Senior Exit Exam**

Performance on the 2003 and 2004 Senior Exit Exam, a major process outcome measure indicate that almost all program objectives continue to meet or exceed the 75% proficiency level set by the program. Performance outcomes for objectives 2((history of profession), 3(application of practice), 6(communication skills), 7(supervision and consultation), 8 (function within structures), 10(oppression), and 11(value & ethics) exceeded the 75% proficiency level by 6 to 16 percentage points in both years. The highest performance outcome in 2004 is noted for objective 2, where 96% of students correctly answered questions pertaining to the history of the profession. Approximately 94% of students correctly answered questions pertaining to objectives 7 & 8. The one area where the performance outcome measure was below the stated proficiency level in 2003, program objective 12 (evaluate research studies, apply research findings to practice, and evaluate their own practice interventions) increased from 55% in 2003 to 83% in 2004. This improved outcome results from students being exposed to more social work examples in tests and assignments. Performance on the 2004 Senior Exit Exam resulted in two objectives not meeting the 75% proficiency level, objective 1(critical thinking-64%) and 4(theoretical frameworks-66%). To improve outcomes in these areas, students will continue to be required to demonstrate critical thinking skills in class exercises, theoretical papers and through performance in Field Education. Additional class discussions and exercises are being developed in HBSE that will help students increase their understanding of the use of theoretical frameworks and the connection between theory and explanations of behavior across the life span.
Alumni Survey

Impact outcome is measured through a survey of program graduates, which furnishes data on graduates’ career paths (professional and graduate studies), their perceptions of preparedness to apply knowledge, skills, and values included in each of the program objectives, and limited demographic data (see copy of the survey, attachment 2). The last graduate survey, conducted in 2004-2005 for graduates of the year 2004, shows that almost all (96%) of the graduates were African-American, and 88% were females (see results and comments attached). About 85% are currently employed, while 36% are also in graduate schools. They are employed in a wide variety of professional settings, ranging from case work to group work and community organization. An important finding of this survey is that all of the graduates (99.9%) responding to the survey express that they are very well or well prepared to apply knowledge, skills, and professional values entailed in each of the twelve program objectives.

Field Education Evaluations

For the purpose of this report field education outcome measurements cover the formal final evaluations (spring semesters) that were done collaboratively by the field instructor and faculty liaison for 2001, 2002, 2003 and 2004. The students’ performance outcomes ranged between 79% and 100% for each of the four years. This range is above our performance expectation outcome and an indication that our seniors are indeed ready for entry-level social work practice.

Expected outcomes and actual outcomes are assessed in a systematic way in tabulated form for each of program objectives. Table 8.1 shows methods of measurement and data on performance outcomes for each element of the curriculum in terms of each of the twelve objectives listed above.
<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Method of Measurement</th>
<th>Expected Outcome</th>
<th>Performance Outcome</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td>1). Applying critical thinking skills</td>
<td>SOWK 133: Grade for assignment in Unit IV</td>
<td>80% of students will receive satisfactory grade for work in Unit IV</td>
<td>Fall 2001: 83%</td>
<td>No recommendation is indicated by these outcomes</td>
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<tr>
<td></td>
<td>SOWK 334: Grade on assignment in Unit III</td>
<td>80% of students will receive satisfactory grade for work in Unit III</td>
<td>Fall 2002: 81%</td>
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<td></td>
<td>SOCI: 403: Grade on tests &amp; paper in Unit I</td>
<td>80% of students will receive a satisfactory grade on test &amp; paper in Unit I</td>
<td>Fall 2003: 85%</td>
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<td></td>
<td>SOWK 410: Grade on feedback on assignments in Units I &amp; III</td>
<td>80% of students will receive a satisfactory grade on Units I &amp; III</td>
<td>Fall 2004: 93.1%</td>
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<tr>
<td></td>
<td>SOCI 430: Grade on tests and paper in Unit I</td>
<td>80% of students will receive a satisfactory grade on test and paper in Unit I</td>
<td>New Course</td>
<td></td>
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<tr>
<td></td>
<td>SOWK 519: Grade on tests and assignments in Unit I—beginning</td>
<td>80% of students will receive a satisfactory grade on tests and</td>
<td>2001: 80%</td>
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<td>2002: 81%</td>
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<td>2003: 78%</td>
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<td>2004:87%</td>
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<td>2004: 85%</td>
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<td>2001: 80%</td>
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<td>2002: 81%</td>
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<td>2003: 78%</td>
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<td>2004:71%</td>
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<td>2001: 41%</td>
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<td>2002: 70%</td>
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<td></td>
<td>2003: 71%</td>
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<td>Students are required to use the writing and reading labs on campus</td>
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<td>Program Objective</td>
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<tr>
<td>generalist practice assignments</td>
<td>assignments in Unit I</td>
<td>80% of students will receive a satisfactory grade on assignments in Units III and IV</td>
<td>2004: 86%</td>
<td>for subsequent assignments</td>
</tr>
<tr>
<td>SOWK 520: Grade on assignments in Units III and IV</td>
<td>75% of students will correctly answer 80% of the 33 questions involving critical thinking skills</td>
<td>2003: 74%</td>
<td>No recommendation is indicated by these outcomes</td>
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<tr>
<td>Exit Exam: 33 questions involving critical analysis skills</td>
<td>80% of students will receive a satisfactory rating on critical</td>
<td>2004: 63.8%</td>
<td>In HBSE class discussions/exercises will enhance students’ demonstration of critical analysis skills</td>
<td></td>
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<tr>
<td>Field Education: Rating on demonstration of critical thinking</td>
<td>80% of students indicate preparedness in terms of applying critical thinking in job performance</td>
<td>2001: 100%</td>
<td>No recommendation is indicated by these outcomes</td>
<td></td>
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<tr>
<td>Graduate’s Survey: Level of preparedness in terms of applying critical thinking in job performance</td>
<td>2002: 99%</td>
<td>No recommendation is indicated by these outcomes</td>
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<td></td>
<td>2003: 100%</td>
<td>2004: 100%</td>
<td>2003: 91% indicate very good/good preparedness in critical thinking analysis</td>
<td>2004: 100%</td>
</tr>
<tr>
<td>2). Understand and Interpret History of Social Work Profession</td>
<td>SOWK 133: Grade on assignments in Unit III; Test 3</td>
<td>80% of students will receive a grades of “C” or better for Unit III; Test 3</td>
<td>Fall 2001: 83%</td>
<td>No recommendation is indicated by these outcomes</td>
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<td></td>
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<td>Fall 2002: 81%</td>
<td>Fall 2003: 85%</td>
<td>Fall 2004: 93.1%</td>
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<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Expected Outcome</td>
<td>Performance Outcome</td>
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<tr>
<td>Understand and Interpret History of Social Work Profession</td>
<td>SOWK 334: Grade on assignments in Unit I</td>
<td>80% of students will receive satisfactory grade for Unit I</td>
<td>New Course</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>SOWK 519: Grade on assignments in Unit I</td>
<td>80% of students will receive satisfactory grade in Unit I</td>
<td></td>
<td>No recommendation is indicated by this outcome</td>
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<tr>
<td></td>
<td>Field Education: Agency profile, mid- &amp; end-semester evaluations, weekly logs, field instructor’s report</td>
<td>80% of students will receive a satisfactory grade on assignments</td>
<td></td>
<td>No recommendation is indicated by these outcomes</td>
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<tr>
<td></td>
<td>Exit Exam: Performance on 16 questions relating to history of Social Work Profession</td>
<td>75% of students will correctly answer 80% of 16 questions on History of Social Work Preparedness</td>
<td></td>
<td>No recommendation is indicated by this outcome</td>
</tr>
<tr>
<td></td>
<td>Graduate Survey: Level of preparedness in terms of knowledge of history of Social Work Profession</td>
<td>80% of students will indicate preparedness in terms of knowledge of history of Social Work Profession</td>
<td></td>
<td>No recommendation is indicated by this outcome</td>
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<tr>
<td></td>
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<td>2003: 100% graduates indicate very good/good knowledge of history of Social Work Profession</td>
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<td></td>
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<td>2004: 100%</td>
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<tr>
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<td>Expected Outcome</td>
<td>Performance Outcome</td>
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</table>
| 3). Apply the knowledge and skills of generalist social work practice            | SOWK 133: Grade on assignments in Unit V; Community Service                           | 80% of students will receive a grade of "C" or better in the community service exercise | Fall 2001: 83%  
Fall 2002: 81%   
Fall 2003: 85%  
Fall 2004: 93.1% | No recommendation is indicated by these outcomes.                                     |
|                                                                                 | SOWK 334: Grade on class exercise in Unit I                                          | 80% of students will receive satisfactory grade on class exercise in Unit I      | New Course                           |                                                        |
|                                                                                 | SOWK 430: Grade on assignments in Units I, IV, and VI                               | 80% of students will receive satisfactory grade on assignments in Units I, IV and VI | Fall 2001: 83%  
Fall 2002: 81%   
Fall 2003: 85% | No recommendation is indicated by these outcomes.                                     |
|                                                                                 | SOCI 403: Grade on tests and paper in Unit IV                                        | 80% of students will receive satisfactory grade in Unit IV                       | 2001: 76%  
2002: 79%  
2003: 77%  
2004: 83% | Reassess per work in specific unit(s), identified in expected outcome in next cycle. |
|                                                                                 | SOWK 519: Grade on assignments in Units I and II—oral/written skills, beginning intervention | 80% of students will receive satisfactory grade on assignments in Units I and II | 2001: 85%  
2002: 95%  
2003: 92%  
2004: 88% | No recommendation is indicated by these outcomes                                     |
|                                                                                 | SOWK 520: Grade on assignments in Units I, III and IV                                | 80% of students will receive satisfactory grade on assignments in                 | 2001: 90%  
2002: 95%  
2003: 100% | No recommendation is indicated by these outcomes                                     |
<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Method of Measurement</th>
<th>Expected Outcome</th>
<th>Performance Outcome</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education:</td>
<td>Agency profile, case presentation, weekly logs, process recording, seminar discussions, mid-semester evaluation</td>
<td>Units I, III and IV</td>
<td>2001: 100% 2002: 96% 2003: 100% 2004: 100%</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td>Exit Exam:</td>
<td>Performance on 19 questions pertaining to generalist social work practice</td>
<td>80% of students will receive a satisfactory grade on assignments</td>
<td>2003: 81% 2004: 80.6%</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td>Graduate Survey: Level of preparedness in terms of application of knowledge and skills in generalist social work practice</td>
<td>75% of students will correctly answer 80% of the 19 questions</td>
<td>80% of students will indicate preparedness in application of generalist practice for job performance</td>
<td>2003: 96% of the graduates indicated very good/ good preparedness 2004: 100%</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td>4). Use theoretical frameworks supported by empirical evidence of generalist social work practice</td>
<td>SOWK 133: Grade on assignments in Unit IV</td>
<td>80% of students will receive satisfactory grade on assignments in Unit IV; student presentation</td>
<td>Fall 2001: 83% Fall 2002: 81% Fall 2003: 85% Fall 2004: 93.1%</td>
<td>No recommendation is indicated by these outcomes.</td>
</tr>
<tr>
<td></td>
<td>SOWK 334: Grade on assignments in Unit II:</td>
<td>80% of students will receive satisfactory</td>
<td>New Course</td>
<td>Assess in the next cycle.</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Expected Outcome</td>
<td>Performance Outcome</td>
<td>Recommendation</td>
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</tr>
<tr>
<td>4) Use theoretical frameworks supported by empirical evidence of generalist social work practice (continued)</td>
<td>SOWK 410: Grade &amp; feedback on assignments in Unit II, III, VI, VII &amp; VIII</td>
<td>80% of students will receive satisfactory grade on assignment in Unit II</td>
<td>Fall 2004: 80%</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>SOC1 403: Grade on test and paper in Unit I</td>
<td>80% of students will receive satisfactory grade on assignments in Unit I</td>
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<td>80% of students will receive satisfactory grade on assignments in Unit I</td>
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<td></td>
<td>80% of students will receive satisfactory grade on assignments in Unit I</td>
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<tr>
<td></td>
<td>SOWK 519: Grade on assignments in Units I and IV - beginning intervention skills</td>
<td>80% of students will receive satisfactory grade on assignments in Units I and IV</td>
<td></td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% of students will receive satisfactory grade on assignments in Units I and IV</td>
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<td>80% of students will receive satisfactory grade on assignments in Units I and IV</td>
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<td>80% of students will receive satisfactory grade on assignments in Units I and IV</td>
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<tr>
<td></td>
<td>SOWK 520: Grade on assignments in Unit III and IV</td>
<td>80% of students will receive satisfactory grade on assignments in Unit III and IV</td>
<td></td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% of students will receive satisfactory grade on assignments in Unit III and IV</td>
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<td>80% of students will receive satisfactory grade on assignments in Unit III and IV</td>
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<td></td>
<td></td>
<td>80% of students will receive satisfactory grade on assignments in Unit III and IV</td>
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<td></td>
<td>Field Education: Agency profile, case presentation, weekly logs, process recordings, seminar discussions, mid-semester evaluation</td>
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<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Expected Outcome</td>
<td>Performance Outcome</td>
<td>Recommendation</td>
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<tr>
<td>5) Analyze, formulate and influence social policy</td>
<td>Exit Exam: Performance on 18 questions on the use of theoretical frameworks</td>
<td>75% of students will correctly answer 80% of the 18 questions.</td>
<td>2003: 74% 2004: 67.6%</td>
<td>No recommendation indicated by this outcome</td>
</tr>
<tr>
<td></td>
<td>Graduate Survey: Level of preparedness in terms of theoretical frameworks</td>
<td>2004: 100%</td>
<td>No outcome data</td>
<td>Assess in the next cycle</td>
</tr>
<tr>
<td></td>
<td>SOWK 430: Grades on assignments in Units I, II, III, IV, V, and VI</td>
<td>80% of students will receive satisfactory grade on assignments in Units I, II, III, IV, V, and VI</td>
<td>2003: 73% 2004: 75%</td>
<td>No recommendation indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>Exit Exam: Performance of 2 questions on social policy</td>
<td>80% of graduates will correctly answer 100% of questions on social policy</td>
<td>2003: 95% of graduates indicated very good use of knowledge of social policy 2004: 100%</td>
<td>No recommendation is indicated by this outcome</td>
</tr>
<tr>
<td></td>
<td>Graduate Survey: Level of preparedness to use knowledge of social policy</td>
<td>80% of students will indicate preparedness in terms of knowledge of social policy</td>
<td></td>
<td>No recommendation is indicated by this outcome</td>
</tr>
<tr>
<td></td>
<td>Field Education: Agency</td>
<td>80% of student will</td>
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</tbody>
</table>

No recommendation is indicated by this outcome.
<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Method of Measurement</th>
<th>Expected Outcome</th>
<th>Performance Outcome</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6). Use communication skills of generalist social work practice</td>
<td>profile, mid- &amp; end-semester evaluations, weekly logs, field instructor’s report</td>
<td>receive satisfactory grades on assignments</td>
<td></td>
<td>indicated by this outcome</td>
</tr>
<tr>
<td></td>
<td>SOWK 334: Grade on exams and presentations in Units III and V</td>
<td>80% of students will receive satisfactory grade on exams and presentations in Units III and V</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 519: Grade on assignments in Unit II—oral/written skills</td>
<td>80% of students will receive satisfactory grade on assignments in Unit II</td>
<td>2001: 80%</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>SOWK 520: Grade on assignments in Units III and IV</td>
<td>80% of students will receive satisfactory grade on assignments in Units III and IV</td>
<td>2001: 82%</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>Field Education: Ratings on use of communication skills in evaluation of field education</td>
<td>80% of students will receive satisfactory rating and demonstrate use of communication skills in evaluation of field education</td>
<td>2001: 98%</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>Exit Exam:</td>
<td>75% of students will</td>
<td>2003: 86%</td>
<td></td>
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<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Performance Outcome</td>
<td>Expected Outcome</td>
<td>Recommendation</td>
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<tr>
<td>7). Use supervision and consultation skills of generalist social work practice</td>
<td>Graduate Survey: Level of preparedness in use of communication skills in evaluation of field education</td>
<td>2001: 85%</td>
<td>80% of students will receive satisfactory grade on assignments in Unit I</td>
<td>No recommendation indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>SOWK 519: Grades on assignment in Unit I</td>
<td>2002: 95%</td>
<td>80% of students will receive satisfactory grade on assignments in Unit II</td>
<td>No recommendation indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>SOWK 520: Grade on assignment in Unit V</td>
<td>2003: 95%</td>
<td>80% of students will receive satisfactory grade on assignments in Unit III</td>
<td>No recommendation indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>Field Education: Agency</td>
<td>2004: 95%</td>
<td>80% of students will indicate preparedness in this area</td>
<td>No recommendation indicated by this outcome</td>
</tr>
</tbody>
</table>

Performance Outcome: 2004: 82.1%

Expected Outcome

- 80% of graduates indicate preparedness in use of communication skills
- 80% of students will receive satisfactory grade on assignments in Unit I
- 80% of students will receive satisfactory grade on assignments in Unit II
- 80% of students will receive satisfactory grade on assignments in Unit III
- 80% of students will indicate preparedness in this area
<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Method of Measurement</th>
<th>Expected Outcome</th>
<th>Performance Outcome</th>
<th>Recommendation</th>
</tr>
</thead>
</table>
| profile, case presentation, weekly logs, process recording, seminar discussions, mid-semester evaluation | receive satisfactory ratings on assignments | 2002: 97%  
2003: 100%  
2004: 100% | indicated by these outcomes | Exit Exam:  
Performance on 2 questions on use of supervision  
Graduate Survey: Level of preparedness for use of supervision and consultation | 75% of students will correctly answer 100% of the 2 questions | 2003: 83%  
2004: 93.7% | No recommendation is indicated by this outcome |  
SOWK 519: Grade on assignments in Unit I—GIM skills | 80% of students will receive satisfactory grade on assignments in Unit I | 2001: 85%  
2002: 95%  
2003: 82%  
2004: 86% | No recommendation is indicated by these outcomes |  
8). Function within the structure of organizations of generalist social work practice |
<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Method of Measurement</th>
<th>Expected Outcome</th>
<th>Performance Outcome</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 520: Grade on assignments in Unit V</td>
<td>Field Education: Seminar discussion, weekly logs, mid- &amp; end-semester evaluation, field instructor’s report</td>
<td>80% of students will receive satisfactory grade on assignments in Unit V</td>
<td>2001: 94% 2002: 95% 2003: 92%</td>
<td>No recommendation is indicted by these outcomes</td>
</tr>
<tr>
<td></td>
<td>Exit Exam: Performance on 6 questions on functioning within the structures of organizations of generalist social work practice</td>
<td>80% of students will receive satisfactory rating on functioning within organizations of generalist social work practice</td>
<td>2001: 100% 2002: 95% 2003: 100% 2004: 100%</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>Graduate Survey: Level of preparedness in functioning within the structure of organizations of generalist social work practice</td>
<td>80% of graduates will indicate preparedness to function within the structure of organizations of generalist social work practice</td>
<td>2003: 96% 2004: 99.8%</td>
<td>No recommendation is indicated by this outcome</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Expected Outcome</td>
<td>Performance Outcome</td>
<td>Recommendation</td>
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</tr>
<tr>
<td>9). Practice without discrimination in generalist social work practice</td>
<td>SOWK 133: Grade on Unit 4 assignment/Test 4</td>
<td>80% of students will receive a grade of &quot;C&quot; or better for work in Unit 2</td>
<td>2004: 94.3%</td>
<td>No recommendation is indicated by this outcome</td>
</tr>
<tr>
<td></td>
<td>SOWK 134: Grade on assignments in Unit V</td>
<td>80% of students will receive satisfactory grades on assignments in Unit V</td>
<td></td>
<td>New Course</td>
</tr>
<tr>
<td></td>
<td>SOCI 403: Grade on tests and paper in Unit III</td>
<td>80% of students will receive satisfactory grades on tests and paper in Unit III</td>
<td>2001: 83%</td>
<td>Students are required to use the writing and reading labs on campus for subsequent assignments.</td>
</tr>
<tr>
<td></td>
<td>SOWK 410: Grades &amp; feedback on assignments in Unit I, IV &amp; V</td>
<td>80% of students will receive a satisfactory grade on assignments</td>
<td>2002: 81%</td>
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<td>2003: 86%</td>
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<td>2004: 84%</td>
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<td>Fall 2004: 85%</td>
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<tr>
<td></td>
<td>SOWK 519: Grade on exam and assignments in Unit I—empowerment &amp; assessment skills</td>
<td>80% of students will receive satisfactory grades on exams and assignments in Unit I</td>
<td>2001: 41%</td>
<td>Narrative provides additional information about the outcomes</td>
</tr>
<tr>
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<td>2002: 90%</td>
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<td>2003: 71%</td>
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<td>2004: 98%</td>
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<tr>
<td></td>
<td>SOWK 520: Grade on assignments and tests in Unit II</td>
<td>80% of students will receive satisfactory grades on assignments and tests in Unit II</td>
<td>2001: 85%</td>
<td>No recommendation is indicated by these outcomes</td>
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<td></td>
<td></td>
<td></td>
<td>2002: 90%</td>
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<td>2003: 100%</td>
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<tr>
<td></td>
<td>Field Education: Agency profile, weekly logs,</td>
<td>80% of students will receive satisfactory</td>
<td>2001: 98%</td>
<td>No recommendation is indicated by these</td>
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<td></td>
<td></td>
<td></td>
<td>2002: 99%</td>
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<tr>
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</tr>
<tr>
<td>9). Practice without discrimination in generalist social work practice (continued)</td>
<td>seminar discussions, mid-semester evaluation</td>
<td>grade on assignments</td>
<td>2003: 99% 2004: 100%</td>
<td>outcomes</td>
</tr>
<tr>
<td>Graduate Survey: Level of preparedness in practicing without discrimination in generalist social work practice</td>
<td>80% of graduates will indicate preparedness in practicing without discrimination in generalist social work practice</td>
<td>2004: 100%</td>
<td>No recommendation is Indicated by this outcome.</td>
<td></td>
</tr>
<tr>
<td>Exit Exam: Performance on 11 questions pertaining to discrimination</td>
<td>75% of students will correctly answer 80% of the 11 questions</td>
<td>2003: 91% 2004: 75%</td>
<td></td>
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</tr>
<tr>
<td>Graduate Survey: Level of preparedness to practice without discrimination in generalist social work practice</td>
<td>80% of graduates will indicate preparedness to practice without discrimination</td>
<td>100% of graduates indicate very good/good preparedness to practice without discrimination in generalist social work practice</td>
<td>No recommendation is indicated by this outcome</td>
<td></td>
</tr>
<tr>
<td>10). Understand the forms and mechanisms of oppression in generalist social work practice</td>
<td>SOWK 133: Grade on Assignments in Unit IX; Unit 4 assignment/test 4</td>
<td>80% of students will receive satisfactory grade on assignments in Unit IX; a grade of “C” or better for work in Unit 4</td>
<td>Fall 2001: 83% Fall 2002: 81% Fall 2003: 85% Fall 2004: 93.1%</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
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<td>Performance Outcome</td>
<td>Recommendation</td>
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</tr>
<tr>
<td>10). Understand the forms and mechanisms of oppression in generalist social work</td>
<td>SOWK 334: Grade on assignments in Unit III and V</td>
<td>80% of students will receive satisfactory grade on assignments in Units III and V</td>
<td>New Course</td>
<td>Reassess per work in specific unit(s), identified in expected outcome in next cycle</td>
</tr>
<tr>
<td>practice (continued)</td>
<td>SOWK 333: Grade on assignments in Units I, II and V</td>
<td>80% of students will receive satisfactory grade on assignments in Units I, II and V</td>
<td>Fall 2001: 83%</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>Field Education: Agency profile, mid- &amp; end- semester evaluations, weekly logs, field</td>
<td>80% of students will receive satisfactory grade on assignments</td>
<td>Fall 2002: 81%</td>
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<td>instructor's report</td>
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<td>Fall 2003: 85%</td>
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<tr>
<td></td>
<td>Exit Exam:</td>
<td>75% of students will correctly answer 80% of the 11 questions</td>
<td>2003: 76%</td>
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<tr>
<td></td>
<td>Performance on 11 questions on understanding the forms and mechanism of oppression in</td>
<td></td>
<td>2004: 83.7%</td>
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<td>generalist social work practice</td>
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<tr>
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<td>Graduate Survey: Level of preparedness in understanding the forms and mechanisms of</td>
<td>80% of graduates will indicate preparedness in understanding the forms and</td>
<td>2003: 100% of graduates indicates very good/good understanding of the forms and mechanisms</td>
<td>No recommendation is indicated by these outcomes.</td>
</tr>
<tr>
<td></td>
<td>oppression in generalist</td>
<td>mechanisms of oppression in generalist</td>
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<tr>
<td>Program Objective</td>
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<tr>
<td>11). Understand the value base of the profession of generalist social work practice</td>
<td>SOWK 133: Grade on assignments in Unit II; Test 2</td>
<td>80% of students will receive a grade of “C” or better for work in Unit II</td>
<td>2004: 100%</td>
<td>No recommendation is indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>SOWK 334: Grade on assignments in Units I, V and VI</td>
<td>80% of students will receive satisfactory grade on assignments in Units I, V and VI</td>
<td>Fall 2001: 83% Fall 2002: 81% Fall 2003: 85% Fall 2004: 93.2% New Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 333: Grade on assignments in Units I, II, IV, V and VI</td>
<td>80% of students will receive satisfactory grade on assignments in Units I, II, IV, V and VI</td>
<td>Fall 2001: 83% Fall 2002: 81% Fall 2003: 85%</td>
<td>Reassess per work in specific unit(s), identified in expected outcome in next cycle</td>
</tr>
<tr>
<td></td>
<td>SOCI 403: Grade on tests and assignments in Unit I</td>
<td>80% of students will receive satisfactory grade on test and assignments in Unit I</td>
<td>2001: 72% 2002: 75% 2003: 78% 2004: 87%</td>
<td>Narrative provides additional information about these outcomes</td>
</tr>
<tr>
<td></td>
<td>SOWK 410: Grades &amp; feedback on assignments in Unit I, VII &amp; V</td>
<td>80% of students will receive satisfactory grade on assignments</td>
<td>Fall 2004: 85%</td>
<td></td>
</tr>
<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Expected Outcome</td>
<td>Performance Outcome</td>
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<tr>
<td>11). Understand the value base of the profession of generalist social work practice (continued)</td>
<td>SOWK 519: Grade on assignments in Units I and III—working with diversity</td>
<td>80% of students will receive satisfactory grade on assignments in Units I and III</td>
<td>2001: 75%</td>
<td>No recommendations is indicated by these outcomes</td>
</tr>
<tr>
<td></td>
<td>Field Education: Development of learning agreement, mid-semester evaluation of field instruction, case presentation, process recording, seminar discussion</td>
<td>80% of students will receive a satisfactory grade on assignments</td>
<td><strong>2004: 100%</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exit Exam: Performance on 16 questions understanding the values base of the profession.</td>
<td>75% of students will correctly answer 80% of the 16 questions</td>
<td>2003: 74%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Survey: Level of preparedness in understanding the value base of the profession of generalist social work practice</td>
<td>80% of students will indicate preparedness in understanding the value base of the profession of generalist social work practice</td>
<td>2004: 100%</td>
<td></td>
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<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Expected Outcome</td>
<td>Performance Outcome</td>
<td>Recommendation</td>
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<tr>
<td>12), Evaluate research studies in generalist social work practice</td>
<td>SOCI 403: Grade on tests and paper in Unit IV</td>
<td>80% of students will receive satisfactory grade on tests and paper in Unit IV</td>
<td>2001: 77%</td>
<td>Narrative provides additional information about the outcomes</td>
</tr>
<tr>
<td></td>
<td>SOWK 410: Grades &amp; feedback on assignments in Unit I, VII &amp; VIII</td>
<td>80% of students will receive satisfactory grade on assignments</td>
<td>2004: 85%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 519: Grades on test and exams</td>
<td></td>
<td></td>
<td>Utilize more social work examples and subject matter in tests and assignments</td>
</tr>
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<td></td>
<td>Field Education: Agency profile, case presentation, weekly logs, process recording, seminar discussions, mid-semester evaluation</td>
<td>80% of students will receive a satisfactory grade on assignments **2004: 100%</td>
<td></td>
<td>Students are required to use the writing and reading lab on campus for subsequent assignments</td>
</tr>
<tr>
<td></td>
<td>Exit Exam: Performance on 9 questions pertaining to use of research studies in generalist social work practice</td>
<td>75% of students will correctly answer 80% of the 9 questions</td>
<td>2003: 55%</td>
<td>No recommendation is indicated by this outcome</td>
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<td>2004: 83.3%</td>
<td>Utilize more social work examples and subject matter in tests and assignments.</td>
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<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Expected Outcome</td>
<td>Performance Outcome</td>
<td>Recommendation</td>
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<tr>
<td>12). Evaluate research studies in generalist social work practice (continued)</td>
<td>Graduate Survey: Level of preparedness to evaluate research in generalist social work practice</td>
<td>80% of graduates will indicate preparedness to evaluate research studies in generalist social work practice</td>
<td>2003: 91% of graduates indicate very good/good preparation to evaluate research in generalist social work practice 2004: 100%</td>
<td>No recommendation is indicated by this outcome</td>
</tr>
</tbody>
</table>

**Note: Program Objectives 2, 11, and 12 were mistakenly omitted for field education from our original table -1 in 2003.**
Attachment 1

2004 Senior Social Work Exit Exam
NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
Department of Sociology and Social Work

SENIOR SOCIAL WORK EXIT EXAM 2004

Spring 2004  Dr. Robert Davis

INSTRUCTIONS

READ EACH QUESTION CAREFULLY. THERE IS ONE CORRECT ANSWER FOR EACH QUESTION. YOUR TASK IS TO SELECT THE BEST/CORRECT ANSWER.

If you need assistance of any kind, ask the Instructor, not your neighbor. The University’s Policy with regards to "HONOR CODE" will be enforced.

Social Work 133

1. In colonial America the patterns for assisting the poor and the unfortunate came primarily from:
   a. Germany  c. England
   b. France    d. China

2. Dorothy L. Dix was a pioneer who is best remembered:
   a. established first mental health center
   b. reproductive health concerns of women
   c. established first settlement house in New York City
   d. sought federal assistance for mentally ill

3. Beyond the family, the earliest formal expression of concern for the poor, the sick and the aged was:
   a. Local government  c. The church
   b. The community     d. The Charity Organization

4. The Speenhamland Act:
   a. Set up three classifications of poor
   b. Was an attempt to establish an approximation of guaranteed income.
   c. Was a punitive measure resulting from the rise of Protestantism
   d. Narrowed the base of relief.

5. In the late 1800's the COS attempted which of the following?
   a. Coordinated private social welfare services to avoid costly duplication
   b. Used a specified set of procedures to help the poor get aid.
   c. Encouraged the public to accept social darwinism a popular theory of the time
   d. A and B
6. A means test is:
   a. A statistical test used to measure relationships.
   b. An aptitude test used to evaluate suitability
   c. A measure of resources and needs used in establishing eligibility for assistance

7. Under the Welfare Bureaucrats, which of the following legislation was passed.
   a. The Mental Retardation and Community Health Center Act
   b. The Economic Opportunity Act
   c. Medicare
   d. All of the above

8. What is the relationship between Social Welfare and Social Work?
   a. Social Work is a profession and Social Welfare is not
   b. Social Work is an important part of Social Welfare
   c. The contributions of both social work and social welfare are mainly in providing technical services.
   d. Social Work and Social Welfare are synonymous

9. The preamble of the constitution of the United States contains the following statement:
   a. Economic stability is the most important part of life
   b. Crime and delinquency should be abolished
   c. Children should have free education
   d. To promote the general welfare.

10. The significant Elizabethan poor laws were passed in:
    a. 1478                        c. In the early 1600s
    b. 1749                        d. 1884

Social Work 430/333 - Match the following welfare programs with the best description of each program:

a. Old Age Assistance & Assistance to the Blind
b. Medicare
c. Medicaid
d. Supplemental Security Income
e. Aid to Families with Dependent Children (TANF)
11. Programs that were replaced by Supplemental Security Income.

12. Established in 1965 to improve access to health care and the health of elderly Americans.

13. Pay for medical care for those determined unable to pay.

14. Replaced by Temporary Assistance for Needy Families programs, developed and managed at state level.

15. Social Security grant program administered at the federal level since 1972.

16. Social Welfare policy is influenced by:
   a. Beliefs and values
   b. Ideology
   c. Economic and political philosophy
   d. All of the above

17. A distinguishing characteristic of public assistance or “welfare” programs is that:
   a. They express an institutional view of social programs
   b. Their motivation is totally benevolent
   c. They are mean - tested.
   d. They provide equal financial support to everyone in a family

18. Which of the following programs require that Employers pay ___ to cover workers injured on the job:
   a. Unemployment Insurance
   b. Workmen’s Compensation
   c. Social Security
   d. All of the above

19. Historically, the first automatic deduction required by law from each individual’s pay check was ________.
   a. Old Age and Survivors Insurance
   b. Unemployment Insurance
   c. Medicaid
   d. Temporary Assistance to Needy Families
20. A program created by the original Social Security Act and intended to be a temporary income-maintenance program that required registration with the United States Employment Service was Unemployment Insurance.
   a. True
   b. False
   c. The statement is partly true and false
   d. The statement is totally false

21. The concept ___ has been referred to as the “workhorse” of interviewing as it involves not only being in tune with how clients feel, but also conveying to them that you understand how they feel:
   a. Genuineness
   b. Empathy
   c. Warmth
   d. Structure

22. Unlearning Cultural Tunnel Vision includes which of the following:
   a. Attending special programs featuring other cultures i.e. festivals, plays, etc.
   b. Reading literature about other cultural groups
   c. Learning another language
   d. Examining one’s self for bias and prejudice about other cultural groups
   e. All of the above

23. Maintaining a nonjudgmental attitude as a social worker requires all but one of the following:
   a. An understanding of how the client may take an action or position even if you disagree with it
   b. Vocal tone and body language indicating neither
   c. Agreement with the client’s belief and values
   d. Assuming a value neutrality in relationship to your client

24. Which of the following is not a characteristic of a helping person?
   a. Dependability
   b. Trusting people
   c. Controls other people behavior
   d. Believes that all people should be able to help themselves
25. Different cultural groups:
   a. Require counseling from a member of their own culture
   b. May require vastly differing approaches to the interview
   c. Illustrates that the concept of intentionality may be incorrect at times
   d. None of the above

26. If a client questions the competence of a worker, the worker can respond by:
   a. Conveying a sense of organization and purpose
   b. Relying on relationships-building skills
   c. Asking the client a question
   d. All of the above
   e. None of the above

27. Effectiveness in communication is characterized by:
   a. The receiver understanding the message of the sender
   b. Repeated repetition of the message
   c. Complex message
   d. Lack of feeling content

28. Resistance is:
   a. Not often present when helping people
   b. Dealt with whenever it becomes apparent
   c. Ignored so as to focus on the helping relationship
   d. Is hindered by identifying specific problem

29. Which of the following is a closed-ended questions?
   a. Do you want coffee, tea or water?
   b. What do you plan to do in the future?
   c. What are the people like in your family?
   d. What are your reasons for wanting to leave home?

30. The most basic aim of attending skills is:
   a. Demonstrating that you are in control of the client
   b. Being one-hundred percent accurate in all interviewing responses
   c. Hearing the world from the client’s point of view
   d. All of the above
Social Work 410:

31. Which of the following is consistent with Theory Y thinking?
   a. The average human being learns, under proper conditions, not only to accept but to seek responsibility
   b. Whether or not I prefer this decision, I will support it, because it was arrived at in an open and fair manner.
   c. The average human being has an inherent dislike for work and will avoid it
   d. None of the above

32. Ways of relating based on shared traditions, culture, or way of life and on a sense of mutual responsibility arising out of that shared tradition are known as:
   a. Social networks
   b. Gesellschaft relationships
   c. Gemeinschaft relationships
   d. Augmented families

33. A profound change in the thoughts, perceptions, and values that form a particular vision of reality is called:
   a. A paradigm shift
   b. Paradigm analysis
   c. “Thinking paradigm”
   d. An alternative paradigm

34. Family networks who are not related to other family members but who actually carry family responsibilities are known as:
   a. Extended family
   b. Fictive kin
   c. Domestic partners
   d. Nuclear family

35. A social worker who practices according to the concept of “personal as political” would most likely:
   a. Be involved in individual and social change activities
   b. Urge clients to run for political office
   c. Work only with community systems
   d. Insist that his/her agency focus on group work

36. Erikson’s theory of development which is often presented as if humans behave and develop solely as a result of experiences in infancy and early childhood is an example of:
   a. Reductionism
   b. Determinism
   c. Normal development
   d. Preconscious development
37. Although a numerical majority, why are women considered a minority group?
   a. There are fewer women in the workplace than men
   b. Because of the “women’s liberation” movement
   c. Because of their unequal access to power
   d. Because fewer women vote

38. In Cass’s identity development model, a person who accepts the possibility of a homosexual identity, but may be experiencing feelings of alienation would probably fall into the stage:
   a. Identity comparison
   b. Identity confusion
   c. Identity tolerance
   d. Identity acceptance

39. Is an individual’s view that their own culture is the most important way of life and is the context for measuring all other experiences and acts:
   a. Ethnocentrism
   b. Biculturalism
   c. Internalization
   d. Reductionism

40. The internal group processes that occur during the life of a group are referred to as:
   a. Group norms
   b. Roles in groups
   c. The maintenance/expressive dimension
   d. The task/instrumental dimension

Social Work-519 & 520

41. Norms or rules that sustain the drinking problem in families with alcoholic members include the following:
   a. The alcoholic person’s alcohol abuse is the least important thing in the family’s life
   b. It’s very important that family members deny that alcohol is the cause of the problem
   c. Family members should communicate to everyone they can that the family has some serious problem
   d. All of the above
42. Joan is meeting the worker for the last time. She appears a bit red-eyed near the end of the session as they finish their discussion about how much has happened in the past six months. Ann, the worker, is unsure of what might be going on in Joan’s mind, since they have talked about termination at previous meetings. Which of the following might be an appropriate response on Ann’s part?
   a. Let’s not get too choked up now, you are doing fine.
   b. You seem a little teary just now. What are you feeling?
   c. You seem upset. Should we meet once more to talk about how thing are going?

43. The following is(are) true about boundaries:
   a. Boundaries and subsystems are the same thing
   b. Boundaries delineate subsystems within a family
   c. Boundaries between appropriate subsystems in families occurs naturally and do not need to be maintained
   d. All of the above

44. Which of the following are dimensions unique to social work?
   a. A focus on targeting the environment
   b. Interviewing and counseling skills
   c. A problem-solving approach
   d. All of the above
   e. None of the above

45. The planned change process occurs in which order:
   a. Planning, assessment, intervention, engagement, evaluation, termination
   b. Engagement, intervention, planning, assessment, evaluation, follow-up
   c. Engagement, assessment, planning, intervention, evaluation, termination, follow-up
   d. Evaluation, planning, assessment, engagement, intervention, termination, follow-up
   e. Engagement, planning, assessment, intervention, evaluation, follow-up, termination

46. A(An) _____ links clients with needed resources.
   a. enabler
   b. Broker
   c. Advocate
   d. Case Manager
   e. None of the above

47. Providing group members with new information and helping them learn new skills are characteristic of which role?
   a. Broker
   b. Facilitator
   c. Educator
   d. Mediator
   e. None of the above
48. Which of the following is (are) a practice evaluation technique(s)?
   a. Task achievement scaling  
   b. Needs assessment  
   c. Process analysis  
   d. Precise Principles Inventory  
   e. All of the above

49. A chronological depiction of a family across several generations is characteristic of a(n):
   a. Eco-map  
   b. Genogram  
   c. Eco-gram  
   d. Genomap  
   e. Sociogram

50. The following is (are) true of the ABAB single-subject design:
   a. The first “A” indicates where the first baseline is taken  
   b. The second “A” indicates the measurement level when the last intervention was stopped  
   c. Both of the above  
   d. None of the above

51. The following principle(s) is (are) involved in feminist counseling:
   a. Clients need encouragement to free themselves from traditional gender role bond  
   b. Intervention should focus on the identification and enhancement of clients’ strengths rather than on pathologies  
   c. Women should be encouraged to develop an independent identity that is not defined by one’s relationship with others  
   d. All of the above

52. are rules that specify what is considered proper behavior within the family group:
   a. Family roles  
   b. Boundaries  
   c. Subsystems  
   d. Fences  
   e. Family norms

53. Improved family service policies would follow a number of principles including:
   a. Services should vary in quality from area to area  
   b. Agencies providing family services should have a mixture of races and economic levels characterizing its clientele  
   c. Families should have few options available to them so that they don’t become confused  
   d. None of the above
54. Informed consent is:
   a. The importance of a worker’s dedication to clients’ well-being and primacy of their interests
   b. Recognition of the rights and needs of clients to be free to make their own choices and decisions
   c. The condition where clients grant permission for the worker to undertake the intervention process
   d. Having the qualifications, ability, and skill to conduct social work practice effectively with the particular clients and problems involved.

55. According to the section on social workers’ ethical responsibilities as professionals in the NASW Code of Ethics, the following is(are) true:
   a. Social worker generally should adhere to commitments made to employers and employing organization
   b. Social workers may allow personal problems to interfere with professional practice or clients’ best interests
   c. Social workers need not clearly distinguish between personal statements and opinions, and the social work profession’s standards and values
   d. All of the above
   e. B and c only

56. A belief that one’s own culture is superior to others is referred to as:
   a. Institutional racism
   b. Ethnocentrism
   c. Ethnography
   d. Ethnicity
   e. None of the above

57. Which of the following is (are) a traditional Native American value(s)?
   a. Flexible approach to time
   b. Fatalism
   c. Noninterference
   d. All of the above
   e. B and c only

58. When working with African American clients, you should:
   a. Use slang or language the client understands, even if you are not comfortable with it
   b. Concentrate on how clients communicate more than what they communicate
   c. Consider the church a “significant other”
   d. Pay little attention to the extended family members
   e. Address the clients by their first names so they will feel comfortable
59. Clients should be considered in which of the following order:
   a. Members of a specific ethnic group, as individuals, as members of minority status
   b. Individuals, members of minority status, members of a specific ethnic group
   c. Individuals, members of a specific ethnic group, members of minority status

60. _____ is the result of placing restrictions upon or discriminating against a designated group.
   a. Sex discrimination
   b. Sex role stereotyping
   c. Oppression
   d. Discrimination
   e. Racism

61. Social histories:
   a. Describe the person's family and socioeconomic background
   b. Can be organized topic by topic or in narrative form
   c. Include specific recommendations for the intervention process
   d. All of the above

62. The following is (are) true about memos:
   a. Memos should be as long as possible in order to thoroughly describe the issues involved
   b. The purpose of the memo should be stated at the end after the reader has time to review and understand your argument
   c. Memos should be very clear
   d. All of the above

63. Curriculum content areas for social work programs include:
   a. Practice
   b. Human Behavior and the Social Environment
   c. Mental Health
   d. All of the above
   e. A and b only

64. Maintenance functions of a group:
   a. Keep a group working toward agreed upon ends.
   b. Are only necessary for remedial groups
   c. Ensure that the needs of members receive attention
   d. All of the above
   e. None of the above
65. A father who is physically abusing his 5-year old daughter because “she just won’t behave” would most likely be categorized as having what type of problem?
   a. Interpersonal conflict  
   b. Problems of social transition
   c. Difficulties in role performance
   d. Problems with formal organizations
   e. None of the above

SOCIOCY

66. A theoretical perspective in which society is conceived as composed of groups competing for scarce resources:
   a. Conflict theory  
   b. Interactionist theory
   c. Functionalist theory
   d. Rational choice theory

67. Norms, values and beliefs are considered to be aspects of:
   a. Folkways  
   b. Nonmaterial culture
   c. Material culture
   d. None of the above

68. Max Weber argued in the Protestant Ethic and the Spirit of Capitalism that ____ can lead to the development of new economic conditions.
   a. Capitalism  
   b. Individualism
   c. Bureaucracy
   d. Religion

69. In American culture, such concepts as freedom, individualism, and equal opportunity are deemed to be highly desirable. In sociological terms these concepts are:
   a. Values  
   b. Beliefs
   c. Folkways
   d. Norms

70. ____ argued that class struggles can be thought of as the engine of social change and therefore the key to understanding human society.
   a. Auguste Comte  
   b. Karl Marx
   c. Henry James
   d. Herbert Spencer
71. Charles H. Cooley’s term ___ refers to the process through which individuals develop an identity (self) by internalizing and evaluating the reactions of others to them:
   a. Superego
   b. Ego
   c. Looking glass self
   d. Libido

72. ___ refers to having distinctive cultural characteristics of a group:
   a. Ethnicity
   b. Race
   c. Sex
   d. None of the above

73. When a group of people is singled out for unequal treatment on the basis of their physical and cultural characteristics, and also regard themselves as objects of discrimination, this group is defined as a(n) _____:
   a. Ethnic group
   b. Minority group
   c. Majority group
   d. Dominant group

74. Sociologists use the term role to refer to:
   a. A position within a social institution
   b. A learning strategy that all children develop by the time they are three years old
   c. A set of expected behaviors associated with a status position
   d. All of the above

75. All of the following are mentioned by Durkheim as types of suicide EXCEPT:
   a. Egoistic
   b. Fatalistic
   c. Altruistic
   d. Anomic
   e. Pessimistic

76. The term dominant group may be used as a synonym for majority groups, just as the term/phrase _____ can be used as a synonym for minority group.
   a. A small number of people
   b. Subordinate
   c. Powerful
   d. Women

77. Which of the following groups has the highest rate of poverty?
   a. Asian American
   b. African Americans
   c. Latino Americans
   d. Native American Indians
78. For nearly 50 years, especially since WWII, there has been a population shift in the U.S. of people moving to:
   a. Large cities  
   b. Suburban areas  
   c. Rural areas  
   d. Small cities

79. The term gender refers to one’s:
   a. Social identity as male or female  
   b. Biological identity as male or female  
   c. The level of testosterone in one’s blood  
   d. The level of one’s sexual attractiveness

80. The most significant factor in determining the flow of mortgage credit in U.S. Cities is:
   a. Gender  
   b. Money  
   c. Race  
   d. Place of residence

81. There are more poor ___ than any other ethnic group in the U.S.
   a. European Americans  
   b. African Americans  
   c. Native Americans  
   d. Asian Americans

82. Slumlording refers to:
   a. The redevelopment of the downtown areas in many cities during the past decade  
   b. Buying property in poor neighborhoods, not intending to invest in upkeep and maintenance  
   c. Withholding apartments from the housing market  
   d. None of the above

83. Environmental racism refers to:
   a. Gentrification such that the poor can not afford to buy homes in urban areas  
   b. Moving companies into the suburbs because of lax environmental standards  
   c. The fact that minority communities are likely to be near environmental hazards  
   d. None of the above

84. Infant mortality rates in poor minority urban neighborhoods are:
   a. Still lower than they are in Third World countries  
   b. The same as they are in Third World countries  
   c. As high or higher than they are in Third World countries  
   d. Not comparable to Third World Countries
___ 85. Social Darwinists would argue which of the following?
   a. Private industry has failed the poor
   b. Automation has made some jobs obsolete
   c. The poor are poor because they are unfit
   d. All of the above

**SOCI 101:**

___ 86. Which of the following steps in the research process must come first?
   a. Developing hypotheses
   b. Defining the problem
   c. Determining the research design
   d. Reviewing previous research
   e. Analyzing the date and drawing conclusions

___ 87. A variable is a:
   a. Factor that can take on different values
   b. Testable statement about the relationship between two or more hypotheses
   c. Factor that always remains constant
   d. Statement of association

___ 88. A(n) ______ question is one that can be answered by observing and analyzing the world as it is:
   a. Variable
   b. Empirical
   c. Operational
   d. Value-free

**SOCI 203:**

___ 89. The median has 50% of the cases below it, regardless of the shape of the distribution:
   a. True
   b. False

___ 90. The mean is a measure of central tendency:
   a. True
   b. False

___ 91. In a normal distribution, the mean has a higher value than the median.
   a. True
   b. False
SOCI 401:

92. Robert E. Park became a ghost writer and advisor to this black leader:
   a. Booker T. Washington  c. Martin L. King
   b. W.E.B. DuBois  d. Langston Hughes

93. The thinker who taught that a consensus on moral sentiments is needed to hold society together was:
   a. Karl Marx  c. Henri de Saint-Simon
   b. Auguste Comte  d. W.I. Thomas

94. DuBois concept of the “Talented Tenth” was developed in an essay and held that a trained minority was necessary to provide the service and leadership for mass advance.
   a. The Negro Problem  c. The Black Bourgeoisie
   b. The Negro Family in the United States  d. The Black Metropolis

SOCI 402:

95. Which of the following contains most of the formal elements of a theoretical proposition?
   a. In the United States there is an increasing rate of technological change
   b. Technological change and industrialization are related to one another
   c. The more industrialized the society, the greater its rate of technological change
   d. The level of technology in the United States is highly sophisticated

96. The methodological approach of a researcher who begins field work without a hypothesis, describes what happens, and then formulates an explanation of what happened based on the observations is best described as:
   a. A grounded theory approach  c. An operational approach
   b. A positivist approach  d. A classical approach
97. A study of student activism on North Carolina A&T State University's campus found that students who reported that many of their friends were involved in a political demonstration were more likely than other students to have been involved in the demonstration themselves. Which of the following theoretical perspectives would be appropriate for explaining this finding?

a. Marxian theory
b. Exchange theory
c. Conflict theory
d. Symbolic-interaction theory
e. Structural-functional theory

98. In general, as sample size increases:

a. The standard error increases in size
b. The standard error decreases in size
c. The standard error will remain the same regardless of changes in sample size
d. The standard error is a constant
e. The standard error fluctuates in size

99. You are doing research on hospital personnel, orderlies, technicians, nurses, and doctors. You want to be sure you draw a sample that has cases in each of the personnel categories. You want to use probability sampling. An appropriate strategy would be:

a. Simple random sampling
c. Cluster sampling
b. Quota sampling
d. Stratified sampling
e. Accidental sampling

100. Which of the following steps in the research process must come first?

a. Developing hypotheses
b. Defining the problem
c. Determining the research design
d. Reviewing previous research
e. Analyzing the data and drawing conclusions
Attachment 2

Summary of BSW Graduate Survey 2003-2004

Results of Social Work Survey 2003-2004

Sociology & Social Work Graduate Survey 2004
Summary Narrative: BSW Graduates Survey 2003-2004

The following findings are reported from the most recent survey, which covers BSW graduates of 2003 and 2004 academic years. Nearly half (47%) of the 53 graduates responded to this survey. Demographic characteristics of the respondents include 96% African-Americans; 88% females and 12% males. All graduates are either employed (80%) or in graduate schools (36%); some are employed as well as in graduate schools. Their employment covers a wide variety of social and human service agencies: health and mental health, departments of social services, child protective services, corrections, and family services. Their level of employment range from clinical specialist, case managers, family advocates, to individual counselors. A major portion of their professional responsibilities comprise of casework, some of them additional responsibilities in group work and community organization.

Of all the graduates 36% are currently in graduate schools; 78% of these are full time students, while 22% are attending part time. Areas of graduate studies include: social work, agency counseling, and public health. Some of schools where these graduates are attending graduate programs include Rutgers, UNC-Chapel Hill, University of Maryland, Joint Master in Social Work program at NC A&T and UNCG, and Washington University.

In response to a series of questions pertaining to the twelve objectives of the BSW curriculum (which cover basic competencies mandated by CSWE), almost all (over 95%) graduates report very good or good level of ability to perform in respect of all the program objectives (see attached “Results of SWK Survey 2003-2004”). Although a very satisfactory result, the survey has been used to guide further strengthen the curriculum in respect of objectives where more than half (50%) of the graduates report “good” or “fair” performance.
Results of SWK survey 2003-2004

Total Respondents: 25 out of 53 (47 %)

Race: AA (24 respondents; 96 %); Other (1 respondent; 4 %)

Gender: Male (3 respondents; 12 %); Female (22 respondents; 88 %)

Employed?: Yes (20 respondents; 80 %); No (5 respondents; 20 %)

Full-time or Part-time: Full-time (17 out of the 20 employed; 85 %); part-time (3 out of 20; 15 %)

Place of Employment: DHHS; Triad Health Project; AIDS service organization; “information”; mental health services (2); Direct Care; Guilford Child Development; non-profit organization (2); DSS (3); LabCorp; UNCG-Center for New North Carolinians; Human and Family Services; no response (1); Community Corrections

Job Title: Habilitation Specialist III; Assistant housing manager; information specialist; individual counselor; direct services employee; family advocate; community-based service professional; residential supervisor; clinical specialist; CPS case manager/investigator; senior technologist; HIV/AIDS educator; family educator; target case manager II; Long-term retention placement coordinator; Parole officer; no response (1)

Grad. School: Currently in (9 respondents; 36 %); Have never been (14 respondents; 56 %); In past (1 respondent); No response (1)

Full-time or Part-time grad. school: Full-time (7 out of 9; 78 %); Part-time (2 out of 9; 22 %)

Graduation dates: 2005 (4 respondents); 2006 (2 respondents); 2007 (2 respondents); no response (1)

Area of Study: public health; rehabilitation counseling; direct practice social work; social work (mental health); child welfare; clinical/aging; social work; counseling; social work (gerontology)

Schools: Walden University (Baltimore); Rutgers (NJ); Fayetteville State; UNC-Chapel Hill; University of Maryland (Baltimore); USC-Columbia; NCA&T and UNC-G JMSW; Central Michigan University (Atlanta campus); Washington University (MO)

Salary: (total respondents: 17)
Less than $20,000 (1; 5.8 %)
$20,000 - $24,999 (3; 17.6 %)
$25,000 - $29,999 (7; 41 %)
$30,000 - $34,999 (4; 23 %)
$35,000 - $39,999 (1; 5.8 %)
$40,000 - 44,999 (1, 5.8 %)
Evaluation of the 12 training objectives (total respondents: 24 for questions 19a/b and 23 for c-overall)

19a. Very good (50%); good (50%)
19b. Very good (79%); good (26%)
19c. Very good (82%); good (21%)
19d. Very good (47.8%); good (52.1%)
19e. Very good (43.4%); good (47.8%); fair (4.3%)
19f. Very good (43.4%); good (56.5%)
19g. Very good (43.4%); good (47.8%); fair (4.3%)
19h. Very good (56.5%); good (39%); fair (4.3%)
19i. Very good (47.8%); good (52.1%)
19j. Very good (73.9%); good (21.7%); fair (4.3%)
19k. Very good (60.8%); good (39.1%)
19l. Very good (56.5%); good (39.1%); fair (4.3%)

20. Overall: very good (47.8%); good (52.1%)

21. Percentage of work responsibilities: 22 respondents
   Casework: 0-30% of time (3; 13.6%)
   31-60% of time (9; 40.9%)
   61-100% of time (10; 45.4%)

   Group Work: 0-30% of time (18; 81.8%)
   31-60% of time (2; 9%)
   61-100% of time (2; 9%)

   Community Org: 0-30% of time (18; 81.8%)
   31-60% of time (3; 13.6%)
   61-100% of time (1; 4.5%)
Department of Sociology & Social Work Graduates Survey; 2004

Directions: Please circle the number of your response, or where appropriate write-in your response

1. Name: ________________________________
2. Year of graduation: ____________________
3. Current address: ________________________________
4. Current phone number: _______________________
6. Gender: 1. Male  2. Female
7. Are you currently employed? 1. Yes  2. No (go to question 11)
8. If employed, are you employed? 1. Full time  2. Part time (go to question 11)
9. If employed full time, in what type of agency/business do you work? ________________________________
10. If employed full time, what is your full title? ________________________________
11. Are you currently in, or have you gone to graduate school since your graduation from A&T? 1. Currently in graduate school  2. Have gone to graduate school  3. Neither currently in, nor have been in graduate school (go to question 17)
12. If currently in school, are you going? 1. Full time  2. Part time
13. Expected date of graduation
14. If you are/or have attended graduate school, what is/was your area of study? __________
15. If you completed a graduate degree, what degree did you get? 1. MA/MS  2. MSW  3. Ph.D.  4. Other (please specify) __________
16. If you are currently in graduate school or have completed a graduate degree, give the name and location of the university ________________________________
17. If employed full time, please circle the range in which your INCOME FROM EMPLOYMENT ONLY falls.

1. Less than $20,000 per year  5. 35,000 to 39,999 per year
2. 20,000 to 24,999 per year  6. 40,000 to 44,999 per year
3. 25,000 to 29,999 per year  7. 45,000 to 49,999 per year
4. 30,000 to 34,999 per year  8. 50,000 or more

19. Keeping in mind the twelve objectives of your training under the generalist model of social work practice, rate the following aspects of your preparedness for job performance as a professional entry level social worker. Place a check mark against your rating.

19a. Apply critical thinking skills within the context of professional social work practice.
   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)
19b. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)

19c. Practice without discrimination and with respect, knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.

   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)

19d. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)

19e. Understand the history of the social work profession and its contemporary structures and issues.

   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)

19f. Apply the knowledge and skills of generalist social work practice with systems of all sizes.

   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)

19g. Use knowledge of bio-psycho-social variables that affect individual, group, organizational, and community development and behavior.

   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)

19h. Analyze and influence social policies on client systems, workers, and agencies.

   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)

19i. Evaluate research studies and apply findings to practice and evaluate your own practice interventions.

   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)

19j. Use communication skills differentially with a variety of clients, colleagues, and community members.

   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)

19k. Use supervision and consultation appropriate to generalist practice.

   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)

19l. Function within the structure of organizations and service delivery systems and seek organizational change.

   Very good ___(1)  Good ___(2)  Fair ___(3)  Poor ___(4)

20. Rate your overall preparation as a BSW student for performance as a professional entry level social worker:

   Very good ___  Good ___  Fair ___  Poor ___

21. What percent of your work is: Case work ___%  Group work ___%  Community Organization ___% 

   (Sum of all should equal 100%)

22. If you have comments about your undergraduate experience, please write in the space below.

23. Would you like to receive the departmental newsletter Yes ____  No ____

   Thank you for your cooperation. Keep in touch.