Indiana University School of Social Work
PRAC Annual Report 2004 - 2005 Academic Year

This report builds on the information that we provided for academic year 2003-2004.
As mentioned in our previous report, the Council on Social Work Education (CSWE) gave the School of Social Work its approval to undertake an alternative self study process in lieu of a full blown self-study. We received this favorable decision because the Council recognized our over 90 years of experience in social work education, our well established accreditation record, and our demonstrated interest in program assessment. As part of the self study process, we were required to write <u>a special project</u> and <u>a compliance audit</u>. We wrote the former based on the School assessment road map and current assessment activities. As it relates to the compliance audit, we were asked to address the eight accreditation standards in an abbreviated format.

For the current PRAC report, we would like to present sections of <u>Standard 8 Program Assessment and Continuous Improvement </u>as written to meet compliance for the BSW and MSW programs. We will report on the Ph.D. program following the questions in the <u>Planning for Learning and Assessment form.</u>

Assessment Plans and Activities in the BSW Program

A)   Assessment Plan

The BSW program conducts systematic evaluations and regularly draws upon the resulting data for purposes of program development and revision. Under this standard you will find the results of our assessment of the BSW program using the following instruments and methods:

- <u>Implementation of Course Objectives</u>. Each semester instructors assess the way that course objectives are met via student performance on course activities and products.
- <u>National Survey of Student Engagement</u>. Over 400 schools and universities participate in this national survey to assess student perceptions of undergraduate experiences most loosely associated with academic success and degree completion. The survey is administered to a sample of freshmen and seniors.
- <u>IUPUI Continuing Student Satisfaction Survey</u>. This is a mailed or online university survey administered to a random sample of undergraduate students with at least one semester on either the Indianapolis or Columbus campuses. It is a student assessment of Principles of Undergraduate Learning and Climate for Diversity on campus.
- <u>IUPUI University Surveys</u>. The university conducts regular surveys among full-time and associate faculty and staff to solicit their perceptions related to a wide range of areas, including teaching, work, supports, benefits, campus climate, etc. While these surveys may not directly address educational program objectives, the information helps our School administration to understand personnel issues and take action when needed. It is also a barometer for us to understand how we compare with other programs on campus.
- <u>Baccalaureate Education Assessment Project (BEAP)</u>. BEAP is a series of instruments that track BSW education from entrance into the program to two years after graduation. The package includes: Social Work Values Inventory (pre and post tests); Entrance and Exit Surveys; Alumni Survey; and Employer Survey.
- BSW Field Instructor Survey. This is administered to agencies that sponsor BSW students for their senior practicum. It is used to understand the field instructors' perceptions of the academic preparation of BSW students.
- Course-Learning Objectives (CLO) Classification System and the Course/Instructor and Student Learning Assessment (CISLA) System.

Table 1 depicts the various summative assessment approaches used in the BSW program.

Educational Program Objectives	BEAP	Field Instructors Survey	SLA*	University Surveys	IUPUI NSSE**	IUPUI CSS Priority Surveys***
1 Apply knowledge of the person-in-environment perspective and strengths perspective of human development and social systems (e.g., families, groups, organizations, communities, societies, and global systems) and the factors (e.g., biological, psychological, sociological, spiritual, economic, political, cultural) that direct, enhance, or impede human development and social functioning.	x	x	x		X	
2 Demonstrate knowledge of human diversity and the experiences and needs of vulnerable groups. These groups include, but are not limited to, groups distinguished by race, class, ethnicity, culture, family structure, gender, age, marital status, sex, sexual orientation, religion, physical and mental ability, and national origin.	x	x	x	x	X	X
3 Apply strategies of advocacy and social change and related skills to enhance the well being of vulnerable groups. These groups may include people of color, women, gay men and lesbian women, as well as persons distinguished by class, ethnicity, culture, family structure, marital status, sex, gender, age, religion, spirituality, physical or mental ability, and national origin.	x	x	x	x	X	
4 Analyze social welfare as a social institution including its history and relationship to social work.	x		x		X	
5 Analyze the basic dynamics in the development and operation of social welfare policy, service delivery systems, and organizations and the skills needed to impact policy processes in practice.	x	x	x		X	
6 Analyze the impact of social policies on client systems, workers, and agencies.			x		X	
7 Analyze social work as an evolving profession-its functions, its knowledge and value base, the dynamics of its helping process, and its intervention models.	x	x	x		X	
8 Demonstrate commitment to promote economic and social justice to the democratic and humanistic principles and concerns of social welfare and social work.	x	x	x	x		
9 Demonstrate commitment to social work values, principles, and to the professional code of ethics.	x	x	x	x	X	X
10 Apply the knowledge, skills, and values of generalist social work practice in working with individuals, families, small groups, organizations, and communities within a diverse and global society.	x	x	x		X	X
11 Apply the social work helping process including collection and analysis of pertinent data, setting appropriate service objectives, developing and implementing a plan for meeting such objectives, and evaluating service outcomes.		x	x		X	X
12 Function effectively within the structure of organizations and service delivery systems and, where appropriate, seek support necessary for organizational change.	x	x	x		X	X
13 Demonstrate the ability to communicate effectively in both written and oral forms with diverse client populations, colleagues, and members of the community.		x	x		X	X
14 Demonstrate commitment to the spirit of inquiry including the ability to evaluate research studies, apply research findings, and evaluate one's own practice and that of other relevant systems.	x		x		X	X
15 Demonstrate the ability for disciplined and ethical use of self in professional relations.	x	x	x		X	X
16 Apply critical thinking skills within the context of professional social work practice.			x		X	X
17 Use supervision appropriate to generalist practice.	x	x	x			
18 Use information technology to enhance effective generalist social work practice.	x	x	x		X	X
19 Demonstrate commitment to one's own continuing education and life long learning for professional development.	x	x	x		X	X

*SLA= Student Learning Assessment, part of Course/Instructor and Student Learning Assessment (CISLA)

**NSSE= National Survey of Student Engagement

***CSS= Continuing Student Satisfaction

Summative Assessment Instruments and Approaches

Implementation of Course Objectives

Within the last 12 months, we have begun to systematically collect information from faculty teaching in the BSW program regarding the activities and products expected in their courses to meet the course objectives. We call this approach '*Implementation of Course Objectives.*' This approach assures that all BSW courses provide content and opportunities to address all the course learning objectives. Table 2 provides examples from our database.

Table 2. Sample Implementation of Course Objectives			
	Course objective	**Activity**	**Product/Assignment**
S141	#1. Understand social work as a profession.	• Case Study Reviews. • Group Project. • Review of NASW Code of Ethics.	• Examination and oral report of case studies to examine issues of social justice, ethical dilemmas and issues related to populations at-risk. • Agency visit: Completed formal interview; class presentation. • Short reaction paper.
S400	#1. Apply critical thinking skills within the context of professional social work practice.	• Understanding the agency, services, mission, etc. to explain to selected audience. • Research evidence-based practice on a selected topic. • Ethical dilemma review using the Code of Ethics and Dolgoff framework. • Conduct a cultural competence. assessment of agency and self by using various assessment models.	• Agency Power Point presentation/paper. • Best practice case presentation/paper. • Case presentation, exercises. • Written assessment summary. • Graded products.

As we become more sophisticated in the compilation of information from the '*Implementation of Course Objectives'* forms, we will be in a better position to look for common course activities and products among sections of the same course and among course levels. The latter will be helpful in finding repetition of certain type of assignments and products and absence of others. It will also be beneficial in establishing a sequence of assignments and products throughout the curriculum.

National Survey of Student Engagement (NSSE)

IUPUI was one of more than 400 institutions that participated in NSSE survey in Spring 2002. The data are reported from a sample of seniors (Social Work N = 29; All Other IUPUI N = 833). It is intended to assess student perceptions of undergraduate experiences most closely associated with academic success and degree completion.

As indicated in Table 1 Ed*ucational Program Objectives and Summative Assessment: Instruments and Approaches,* NSSE provides information related to educational program objectives. While this instrument does not have questions that use language specific to social work, it contains questions that partially address our program objectives. Examples of such questions are '*Academic and intellectual experiences included diverse perspectives (different races, religion, genders, political beliefs, etc.) in class discussions or writing assignments*' (social work mean 3.52 –with 4 being the highest possible score- compared to 2.71 for all other IUPUI schools); '*Academic and intellectual experiences included understanding yourself* (social work mean 3.07 compared to 2.79 for all other IUPUI schools); '*Academic and intellectual experiences used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment*' (social work mean 3.21 compared to 2.93 for all other IUPUI schools). Table 3 provides the means for those items that were statistically significant.

Table 3. NSSE 2002 Means Summary Report
Statistically Significant BSW Items

	Social Work Means	All Other IUPUI Means	Effect Size
Academic and Intellectual Experiences [a]			
▪ Worked on a paper or project that required integrating ideas or information from various sources	3.66**	3.35	0.4
▪ Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.	3.52***	2.71	0.83
▪ Participated in a community-based project as a part of a regular course	2***	1.48	0.68
▪ Used email to communicate with an instructor	3.55**	3.21	0.4
▪ Had serious conversations with students of a different race or ethnicity than your own	3.07*	2.6	0.47
Reading and Writing [b]			
▪ Number of written papers or reports between 5 and 19 pages	2.93*	2.52	0.44
Challenge of Examinations [c]			
▪ To what extent did your exams during the current school year challenge you to do your best work?	5.03*	5.56	-0.42
Enriching Educational Experiences [d]			
▪ Practicum, internship, field experience, co-op experience, or clinical assignment	1***	0.65	0.73
▪ Community service or volunteer work	0.78**	0.52	0.52
▪ Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	0.17***	0.59	-0.87
Time Usage [e]			
▪ Commuting to class	3**	2.45	0.56
Educational and Personal Growth [f]			
▪ Analyzing quantitative problems	2.59*	2.98	-0.47
▪ Voting in local, state, or national elections	2.28**	1.55	0.83
▪ Understanding people of other racial and ethnic backgrounds	3.28***	2.58	0.71
▪ Developing a personal code of values and ethics	3**	2.46	0.53
▪ Contributing to the welfare of your community	3.07***	2.11	0.98
Active and Collaborative Learning			
▪ Participated in a community-based project as a part of a regular course	2***	1.48	0.68

[a] *1=never, 2=sometimes, 3=often, 4=very often*
[b] *1=none, 2= between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20*
[c] *1=very little to 7=very much*
[d] *Which of the following have you done or do you plan to do before you graduate from your institution? 0=No, 1=Yes (undecided=missing)*
  Means are the proportion of students responding "Yes."
[e] *1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk*
[f] *1=very little, 2=some, 3=quite a bit, 4=very much*
* p<.05 ** p<.01 ***p<.001 (2-tailed).

	Social Work Means	All Other IUPUI Means	Effect Size

Table 3. NSSE 2002 Means Summary Report
Statistically Significant BSW Items

Effect size=mean difference divided by comparison group standard deviation.

Summary of National Survey of Student Engagement Findings

In the BSW program, experiences rated by the students with highest level of significance were 'Contributing to the welfare of your community' [Educational and Personal Growth] (effect size 0.98), 'Voting in local, state, or national elections' [Academic and Intellectual Experiences] and 'Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments' (effect sizes 0.83). Also significant were 'Practicum, internship, field experience, co-op experience, or clinical assignment' [Enriching Educational Experiences] (effect size 0.73), 'Understanding people of other racial and ethnic backgrounds' [Educational and Personal Growth] (effect size 0.71), and 'Participated in a community-based project as a part of a regular course' [Academic and Intellectual Experiences] (effect size 0.68). According to the NSSE survey, the BSW program is especially effective at teaching social work values and ethics and providing the opportunity for students to contribute to their communities through voluntary service and field experience.

Continuing Student Satisfaction and Priority Surveys and Alumni Surveys

The *IUPUI Continuing Student Satisfaction and Priorities Survey* (IUPUI-CSS) and *Alumni Surveys* are administered by Office of Information Management and Institutional Research (IMIR). The current version of the student survey includes information on student assessment of the Principles of Undergraduate Learning and the Climate for Diversity. According to the 2003 survey results social work students were significantly more satisfied with social experiences on campus, academic advising in their major, information about continuing education, and information about services opportunities. They were also more satisfied with opportunities to become involved in campus life, develop an appreciation for diversity, participate in community service and develop leadership skills. They perceived that they have an in-depth understanding of their major and that they have learned new approaches to their work or advanced study. With respect to multiculturalism, they are more satisfied with faculty, classroom experiences, and the campus.

The IUPUI Alumni Survey. According to the 2003 IUPUI Alumni Survey, social work graduates rate their ability to communicate effectively with people who see things differently than they do; in-depth understanding of their major; ability to deal with conflict among co-workers and ability to keep their composure during a difficult situation; ability to make an informed decision when faced with an ethical dilemma; ability to apply what they learned in college to everyday issues and problems; and ability to work effectively with people of different

races, ethnicities, and religions higher than do all other IUPUI undergraduate students. They are more satisfied with their opportunities to engage in community service than other Bachelors students. They are more likely to have taken a class that increased their understanding of multiculturalism and diversity; had experiences in class that enhanced their understanding of the history, culture, or social concerns of people from diverse backgrounds; attended campus events or activities that increased their understanding of multiculturalism and diversity. Students also identified materials that were racist, antigay/lesbian, or sexist material (including graffiti) on campus more often. We believe that our students are able to identify materials of this nature because of their exposure to diversity and social justice throughout the BSW curriculum.

Clearly these two surveys assist us in understanding the BSW students' satisfaction and priorities related to both the campus and our program, the graduates' perspective of their experience at IUPUI and our school, and information about our graduates. We have come to rely on these two surveys as an ongoing source of information for program assessment.

The Baccalaureate Education Assessment Project (BEAP)

The program uses BEAP as one of its assessment strategies to further assess student outcomes. BEAP, sponsored by the Association of the Baccalaureate Social Work Program Directors. The entire package includes: 1) Entrance Survey; 2) Social Work Values (pretest); 3) Exit Survey; 4) Social Work Values (posttest); 5) Alumni/ae Survey; 6) Employer Surveys.

According to data results, our mean scores at entrance and exit are within a range of what is reported by BEAP as the national-level averages. Using the Social Work Values Inventory, all scales (Confidentiality, Self-Determination, and Social Justice) increased after completing the BSW program. This indicates a greater adherence to social work values. We are not reporting data from the Alumni Survey because the number of returned instruments was minimal. Upon completion of the program, at least 95% of respondents perceived the BSW program as doing "good to superb" in preparing students with the values and ethics that they need for their profession. At least 79% of respondents perceived the BSW program as doing "good to superb" in preparing students with the knowledge that they need for their profession. At least 75% of respondents perceived the BSW program as doing "good to superb" in preparing students with the skills that they need for their profession.

Course-Learning Objectives Classification System

Basically, this assessment approach facilities curriculum analysis on the basis of classifying course learning objectives according to multiple dimensions as follows:

    I.   Relationship of Course Learning Objectives to IU School of Social Work (IUSSW)
              Goals
    II.   Relationship of Course Learning Objectives to Educational Program Goals
    III. Relationship of Course Learning Objectives to Educational Program Objectives
    IV. Relationship of Course Learning Objectives to CSWE Educational Policy (EP)   Foundation Objectives
    V.   Relationship of Course Learning Objectives to CSWE Educational Policy (EP) Content Areas
    VI. Relationship of Course Learning Objectives to Bloom's Taxonomy
    VII. Relationship of Course Learning Objectives to (IUPUI Principles of Undergraduate Learning

The faculty classified all the BSW course objectives by the dimensions mentioned above. Based on that analysis, we made some minor changes to our course objectives and identified some gaps in the curriculum.

Course/Instructor and Student Learning Assessment (CISLA) System

This assessment approach uses an end-of-semester course evaluation instrument to understand students' perceptions of their learning experience in individual courses. The instrument contains twenty-two common items (CI) and the course learning objectives. The common item scale (CIS) aims at gathering data about students' perceptions as to their own efforts and instructor's performance.

Table 4 below is useful in understanding the perceptions of the students as it relates to the twenty-two common items for the Fall 2003 through Summer I 2004. The scores range from one (strongly disagree) to five (strongly agree). When all three campuses are combined, twenty of the twenty-two items have means that are rated "agree" (4=agree) or higher. Only 'I valued my textbooks and readings' (mean = 3.72) and 'I completed course readings and assignments on time' (mean= 3.97) were below agree level.

Table 4. Traditional Courses Common Items Aggregate
Fall 2003-Summer I 2004
By Campus

Common Items	IU East			IU Bloomington			IUPUI			All Campuses		
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N
1. I worked hard in this course	4.39	0.71	181	4.24	0.75	655	4.28	0.71	931	4.28	0.73	1784
2. I valued the required textbooks and readings	3.97	0.88	180	3.63	1.04	656	3.75	1.06	931	3.72	1.04	1784
3. I completed course readings and assignments on time	4.08	0.93	180	3.97	0.93	655	3.95	1.02	934	3.97	0.98	1786
4. I had to think critically in this course	4.33	0.75	180	4.22	0.81	656	4.25	0.85	934	4.24	0.83	1787
5. I learned to address ethical issues that pertain to course content	4.37	0.73	180	4.40	0.69	656	4.25	0.86	934	4.32	0.79	1787
6. I assumed personal responsibility for my own learning	4.58	0.56	179	4.38	0.58	656	4.48	0.60	933	4.45	0.59	1785
7. I regularly collaborated with my classmates in learning activities	4.22	0.88	179	4.14	0.87	656	4.16	0.89	933	4.16	0.88	1785
8. I actively sought out and discovered relevant knowledge	4.33	0.72	180	4.13	0.76	656	4.13	0.81	931	4.15	0.79	1784
9. I analyzed the credibility of information	4.17	0.78	179	3.98	0.80	656	3.98	0.82	932	4.00	0.81	1784
10. I applied professional knowledge to real social issues	4.30	0.80	180	4.27	0.69	655	4.27	0.73	933	4.27	0.72	1785
11. I learned a great deal in this course	4.31	0.94	180	4.23	0.90	656	4.17	1.01	931	4.21	0.96	1784
12. The professor expected scholarly work	4.33	0.82	180	4.27	0.77	656	4.39	0.73	931	4.34	0.76	1784
13. The professor provided prompt feedback	4.29	0.85	180	4.21	0.93	657	4.27	0.92	931	4.25	0.91	1785
14. The professor respected students' individual characteristics	4.38	0.85	180	4.42	0.78	656	4.50	0.75	931	4.46	0.77	1784
15. The professor was enthusiastic about teaching	4.39	0.76	179	4.47	0.77	657	4.44	0.82	932	4.44	0.80	1785
16. The professor valued diversity	4.51	0.75	178	4.56	0.69	657	4.55	0.69	931	4.55	0.69	1783
17. The professor was available for consultation	4.32	0.85	177	4.25	0.84	657	4.27	0.87	932	4.27	0.85	1783
18. The professor was well-prepared	4.24	0.96	177	4.30	0.90	657	4.37	0.91	932	4.33	0.91	1783
19. The professor communicated clearly	4.30	0.87	179	4.22	0.96	656	4.26	0.99	929	4.25	0.97	1781

Table 4. Traditional Courses Common Items Aggregate
Fall 2003-Summer I 2004
By Campus

Common Items	IU East			IU Bloomington			IUPUI			All Campuses		
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N
20. The professor evaluated my work in fair manner	4.42	0.77	178	4.28	0.89	656	4.44	0.71	930	4.38	0.79	1781
21. The professor encouraged students to think critically	4.52	0.69	178	4.42	0.73	657	4.45	0.76	932	4.45	0.74	1784
22. The professor cared about students	4.49	0.73	178	4.46	0.75	657	4.53	0.72	932	4.50	0.73	1784

As it relates to the course-learning objective-related items, we have collected results about students' perceptions of completion of course objectives. Scores in this scale also range from one (strong disagreement) to five (strong agreement). Our data indicate aggregate means in the "agree" or "highly agree" range.

Evaluation of the Field Component of the BSW Program

Throughout the academic year, the field component of the BSW Program conducts several layers of evaluation and assessment. Evaluation processes are designed to monitor the effectiveness and quality of the field experience and faculty, to ensure achievement of field course objectives, and to inform the BSW program of what is working as well as the areas for improvement. The evaluation process includes: (1) evaluations of field seminar courses and instructors of S381 Practicum I and S400 Practicum Seminar using our CISLA System approach; (2) evaluations of the agency environment (3) evaluations of the agency-based field instructor/task instructor; (3) evaluations of the faculty field liaison and (4) evaluation of the practicum process. In addition, we conduct multi-campus field meetings and facilitate field instructor meetings to inform the BSW program of current social service issues/needs and ways to improve the field experience for students and the partnering organizations. Data from field instructors (41 respondents) supervising BSW seniors indicate that they are satisfied or very satisfied with the BSW program and its students as indicated below:

- Field instructors (100%) were satisfied or very satisfied with the BSW program. Over eighty percent (81.5%) reported that it was 'likely' or 'very likely' that they would employ a BSW graduate.
- One hundred percent of field instructors were 'satisfied' or 'very satisfied' with the students' ability to serve clients as well as ability to use the person-in-environment perspective in work with clients.
- One hundred percent of field instructors were 'satisfied' or 'very satisfied' with the students' ability to work with individuals. Over ninety percent were 'satisfied' or 'very satisfied' with the students' ability to complete community projects (96%), and work with groups (93%). Slightly less satisfaction was noted in family work (86% 'satisfied' or 'very satisfied').
- One hundred percent of field instructors reported satisfaction with students' ability to work with a variety of individuals including clients of different racial and ethnic backgrounds, sexual orientations, and socio-economic backgrounds.

- One hundred percent of respondents were 'satisfied' or 'very satisfied' with students' work with clients of different race and ethnic backgrounds, work with clients of different sexual orientations, advocate for vulnerable clients, and understand and use agency policies and procedures.
- More than ninety percent of field instructors were satisfied when asked about students ability to apply theoretical concepts including 'identify client strengths' (91.6% 'satisfied' or 'very satisfied') and apply basic concepts and theories to a client situation (96.6% 'satisfied' or 'very satisfied').
- One hundred percent of respondents were 'satisfied' or 'very satisfied' with the students' ability to use supervision as necessary; apply social work values and ethics; express themselves clearly in written communication; use technology; and demonstrate commitment to professional and personal growth.

Evaluation of Online Teaching and Learning

We have recently begun to teach courses online. Therefore our online evaluation road map is in its infancy. The BSW online courses are evaluated using the Course/Instructor and Student Learning Assessment (CISLA) System. However, it has been more difficult to get evaluations back from, students via the web than the traditional paper and pencil method. Therefore, our database is not very substantial yet.

Table 5 below compares traditional and online courses related to common item using aggregate data for Fall 2001 through Spring 2004.

Table 5. Comparison of Traditional and Online Courses: Common Item

	Traditional			Online			Difference
	Mean	S.D.	N	Mean	S.D.	N	in Means
1. I worked hard in this course	4.28	0.18	1784	4.45	0.74	173	0.17
2. I valued the required textbooks and readings	3.72	0.26	1784	4.20	0.80	173	0.48
3. I completed course readings and assignments on time	3.97	0.24	1786	4.34	0.79	173	0.37
4. I had to think critically in this course	4.24	0.21	1787	4.53	0.74	173	0.29
5. I learned to address ethical issues that pertain to course content	4.32	0.20	1787	4.53	0.72	173	0.21
6. I assumed personal responsibility for my own learning	4.45	0.15	1785	4.76	0.47	173	0.31
7. I regularly collaborated with my classmates in learning activities	4.16	0.22	1785	3.94	1.10	173	-0.22
8. I actively sought out and discovered relevant knowledge	4.15	0.20	1784	4.25	0.81	173	0.1
9. I analyzed the credibility of information	4.00	0.20	1784	4.18	0.85	173	0.18
10. I applied professional knowledge to real social issues	4.27	0.18	1785	4.47	0.64	173	0.2
11. I learned a great deal in this course	4.21	0.24	1784	4.38	0.84	173	0.17
12. The professor expected scholarly work	4.34	0.19	1784	4.57	0.73	173	0.23
13. The professor provided prompt feedback	4.25	0.23	1785	4.20	1.13	173	-0.05
14. The professor respected students' individual characteristics	4.46	0.19	1784	4.25	1.05	173	-0.21
15. The professor was enthusiastic about teaching	4.44	0.20	1785	4.25	0.94	173	-0.19
16. The professor valued diversity	4.55	0.17	1783	4.34	0.95	173	-0.21
17. The professor was available for consultation	4.27	0.21	1783	4.32	0.87	173	0.05
18. The professor was well-prepared	4.33	0.23	1783	4.55	0.79	173	0.22
19. The professor communicated clearly	4.25	0.24	1781	4.05	1.29	173	-0.2
20. The professor evaluated my work in fair manner	4.38	0.20	1781	4.39	0.94	173	0.01
21. The professor encouraged students to think critically	4.45	0.19	1784	4.54	0.77	173	0.09
22. The professor cared about students	4.50	0.18	1784	4.20	1.05	173	-0.3

		Mean	Std. Dev.	N	
23. Online discussion is an effective modality.		4.21	0.97	173	
24. This online class has been more convenient than a traditional class.	Do not apply to traditional courses	4.38	1.05	173	
25. I had adequate technological skills to navigate this course.		4.64	0.52	173	
26. I would strongly recommend an online course to other students.		4.35	1.03	173	

For fifteen of the twenty-two common items, the means for the online students were higher. None of the differences in mean were statistically significant.

Tables 6 provides a comparison of students' perceptions as to the extent to which course objectives were met in selected traditional and online courses for the Fall of 2003. Although we have low sample sizes these figures reflect that little difference exists between traditional and online students' perceptions of accomplishment of course objectives.

Table 6. Comparison of Students' Perceptions as to the Degree of Accomplishment of Course Learning Objectives in Selected Traditional and Online Courses

S231: Generalist Social Work Practice I: Theory & Skills, Fall 2003	Traditional N=59		Online N=14		Difference in Means
	Mean	Std. Dev.	Mean	Std. Dev.	
1. Develop an understanding and appreciation of generalist social work practice.	4.49	0.60	4.43	0.85	0.06
2. Explain the social work Code of Ethics and professional values.	4.64	0.48	4.57	0.51	0.07
3. Explain the process of the helping relationship in social work practice including the evaluation of personal values and the professional use of self.	4.64	0.49	4.29	0.83	0.35
4. Apply knowledge and core interactional skills associated with the beginning phases of the helping process.	4.38	0.68	4.07	0.83	0.31
5. Understand professional practice as it relates to ethnic minorities of color, women, gay men and lesbian women, and other populations-at-risk.	4.58	0.60	3.86	1.10	0.72
6. Apply beginning skills in completing the assessment of individual clients in the context of family and community environment.	4.60	0.49	4.07	0.83	0.53
7. Identify the multiple purposes of recording in social work practice.	4.49	0.57	3.71	1.20	0.78
8. Analyze the research literature which supports the knowledge base and practice skills of the social work profession.	4.62	0.56	3.86	0.86	0.76

S332: Generalist Social Work Practice II: Theory and Skills, Fall 2003	Traditional N=49		Online N=12		Difference in Means
	Mean	Std. Dev.	Mean	Std. Dev.	
1. Analyze the role of generalist social work practice within the context of social work.	3.84	1.11	4.17	0.83	-0.33
2. Analyze the helping process.	3.94	1.05	4.33	0.49	-0.39
3. Analyze professional value dimensions and dilemmas as they appear in everyday practice.	3.90	1.14	4.08	0.90	-0.19
4. Apply knowledge and core interactional skills associated with the middle and ending phases of the helping process.	3.59	1.21	4.18	0.40	-0.59
5. Understand the helping relationship with various client system sizes (individual, group and community).	3.71	1.19	4.17	0.94	-0.45
6. Understand the impact of agency policies and procedures upon social work practice and the resolution of clients' challenges.	3.98	0.92	3.92	1.00	0.06
7. Analyze professional practice as it relates to ethnic minorities of color, women, gay and lesbian people, and other oppressed groups.	3.92	1.13	3.75	1.14	0.17
8. Apply knowledge from social and behavioral science to generalist practice.	3.78	1.12	4.17	0.83	-0.39
9. Demonstrate development of a spirit of inquiry as to how their own practice can contribute to a more formal process of knowledge building.	3.80	1.12	3.83	0.94	-0.04
10. Demonstrate knowledge of the research body in the field of interactional skills and engage in the on-going development of professional-self.	3.57	1.17	4.00	0.60	-0.43
11. Understand the processes of evaluation and termination.	3.71	1.17	4.25	0.62	-0.54

S443: Generalist Social Work Practice III: Theory and Skills, Fall 2003	Traditional N =38		Online N=13		Difference in Means
	Mean	Std. Dev.	Mean	Std. Dev.	
1. Analyze the interaction between people and environment as the context for generalist social work practice.	4.42	0.55	4.54	0.52	-0.12
2. Articulate social work values and ethical value dilemmas, as they relate to use of self, work with clients, and work with colleagues and relevant others.	4.20	0.69	4.54	0.52	-0.34
3. Analyze the effects of discrimination, economic deprivation, political marginalization, and oppression upon various populations-at-risk.	4.33	0.62	4.54	0.52	-0.21
4. Apply knowledge from the social, political, and behavioral sciences as a base for practice.	4.23	0.83	4.62	0.51	-0.39
5. Analyze the impact of agency's policies and procedures on families and communities.	4.35	0.58	4.62	0.51	-0.27
6. Demonstrate skills in appropriately selecting the roles necessary for community	4.28	0.72	4.69	0.48	-0.42

practice.					
7. Demonstrate competence in assessment, intervention plans, implementation strategies, and evaluation processes in work with communities and organizations.	4.20	0.69	4.62	0.51	-0.42
8. Analyze the factors involved in the choice of a particular system(s) as a point of intervention.	4.13	0.76	4.62	0.51	-0.49
9. Demonstrate skills to evaluate each of the stages of community and organizational practice.	4.15	0.70	4.69	0.48	-0.54
10. Analyze the impact of globalization and technology on communities and human services organizations.	4.05	0.88	4.46	0.66	-0.41

In our desire to understand teaching and learning online, various research projects have been undertaken by faculty teaching online courses. These projects are:

- S472 Student Learning and Satisfaction Survey. The purpose of this study is:
    - To determine if there are differences in learning between an online class and face-to-face class based on comparisons of final exams and classroom projects.
    - To determine if there are differences in satisfaction with the learning experience between an online class and face-to-face class based on the S472 Student Satisfaction Survey.

- Social Presence Study. The purpose of this study is
    - To examine the relationship between students' perceptions of social presence/ learning satisfaction and the course and instructor, for both online and face-to-face classes
    - To examine the relationship between student interaction in discussion groups and perceptions of social presence, for both online and face-to-face classes
    - To examine the relationship between course activities where students perceive to have high levels of social presence, and those where students perceive to have high levels of learning
    - To understand what of the above factors contribute to students' views of excellent online and face-to-face classes

- Course Evaluation – S231 & S332 Generalist Social Work Practice. This study has as a purpose to evaluate two undergraduate level courses offered online and face-to-face. The study investigates the learning experience of students enrolled in S231 & S332: Generalist Social Work Practice I & II irrespective of the instructional medium that is used. The investigation examines the effect of the course delivery format that is used online and in the classroom specifically with regards to students' acquisition of basic social work interviewing skills. Student participation in the study is totally voluntary. Videotaped skill practice interviews which are used for this study are conducted by the students in a simulated environment. No extra credit is offered to students for their participation. Students who choose not to participate in the study continue with their regular classroom or online responsibilities.

- Student Performance and Graduate Satisfaction. It seeks to learn the perspectives of consumers of online BSW courses. The information from this project, in conjunction with data compiled from other projects, will help to design further research projects on online teaching and learning and begin to revise/modify our online courses as needed.

- Faculty Peer Review of Online Courses. The purpose of this project is to create an assessment instrument to be used for peer review of online courses and for guidance to instructors in the development of their online courses.

Lessons Learned

- Our program vision, mission and goals are well linked to our course learning objectives.

- The distribution of course learning objectives among the various classification dimensions, shows a consistent pattern of addressing all levels of the dimensions utilized to assess the curriculum.
- We need to further develop our implementation plan for the <u>Course Implementation</u> instrument to be able to assess and produce reports using our software packet the <u>Curriculum Analyzer</u>.
- We will join efforts with our Office of Educational Assessment to enhance the linkages between CLO Classification System and CISLA System.
- We have a strong start in the assessment of BSW online teaching and learning with the help of the data emerging from the CISLA System and faculty individual research projects. However, these approaches are only the beginning of our online assessment road map.

- We need to find out a more successful strategy of collecting BEAP information from our alumni.
- Based on BEAP information, we will explore ways to introduce further content in the areas of corrections and criminal justice.
- We need to improve our approach of collecting student evaluations via the web.
- Inclusion of curriculum content in areas such as technology, spirituality, and international issues will be subject of review during academic year 2005-2006. The data from the 'Implementation of Course Objectives' assessment approach will provide us with relevant information for this process.

Assessment Plans and Activities in the MSW Program

The MSW program assessment plan has several components, including:
- Course-Learning Objectives Classification System - Curriculum Analyzer Project
- Course/Instructor and Student Learning Assessment (CISLA) System
- Focus groups of consumers
- Pass/fail summary for Indiana state LSW and LCSW licenses
- Ongoing dialogue with community and agency groups
- Dean's Advisory Council
- Faculty observation and insight

Program Assessment

Course-Learning Objectives Classification System - Curriculum Analyzer Project

IUSSW faculty members have developed a software package to analyze course objectives in relationship to specific dimensions. The MSW curriculum course objectives were assessed by members of the MSW Committee as to which relate to MSW Program Goals, MSW Program Objectives, NASW Cultural Competence Standards, EPAS Foundation Objectives, EPAS Content Areas, and Bloom's Taxonomy. The Curriculum Analyzer was then used. Table 3 and Figures 3.1 & 3.2 (pages 9-11) show the relationship of course objectives to MSW Educational Program Objectives. It should be noted that findings may be impacted by rater error or rater

inconsistency. The MSW Committee has yet to determine goals for percentage of course objectives for each program objective.

MSW Educational Program Objectives

1. Apply social work values and ethics, including an understanding of and respect for human diversity, in the context of social work practice with diverse populations, an understanding of distributive justice, and with systems of various sizes and types.
    ⇒ 31% of the course objectives were related to this objective. This finding is positive for the program, as commitment to these areas is strong.

2. Understand and interpret the history of the social work profession and its current structures and issues.
    ⇒ Only five (5) % of course objectives related to history and structures. This finding demonstrates one potential problem with many of the current MSW program objectives, the combining of more than one aspect into the same objective. Thus, the raters may have looked for both historic content and current policy or for either separately. One outcome of this study will be a discussion by the MSW Committee as to whether objectives should be refined to reflect only one main concept.

3. Understand and interpret the forms and mechanisms of oppression and discrimination in the context of the professional practice of social work and understand and apply strategies and skills of change that advance social and economic justice.
    ⇒ 10% of course objectives related specifically to this objective. Given the two part nature of this objective, this percentage seems appropriate.

4. Understand, analyze, and apply knowledge of biological, sociological, cultural, psychological, and spiritual variables that affect human development and behavior across the life span, and apply theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities), and the ways these systems promote or deter people in maintaining or achieving health and well-being.
    ⇒ 23% of course objectives relate to this objective. This indicates that almost one quarter of course objectives connect to theoretical content.

5. Analyze the impact of social policies on client systems, workers, and agencies and demonstrate skills for influencing policy formulation and promoting social and political change consistent with social work values.
    ⇒ 11 % relate to this objective. Social policy analysis and practice seems to be appropriately included in course objectives.

6. Practice within the structure of organizations and service delivery systems and advocate for necessary organizational change.
    ⇒ 20% connect to this objective, indicating that courses are including advocacy and agency-based practice in objectives.

7. Use communication and cultural competence skills differentially with a variety of client populations, colleagues, and members of the community.
    ⇒ 6% of course objectives relate to this objective. This is an area for the MSW Committee to examine so as to determine possible expansion of course content in this area.

8. Understand and evaluate relevant research studies and apply findings to practice, and demonstrate skills in ethical approaches to quantitative and qualitative research design, data analysis, and knowledge distribution.
    ⇒ 7% of course objectives include research components, indicating another area for possible further consideration by the MSW Committee.

9. Conduct ethical, culturally competent empirical evaluations of their own practice interventions and those of other relevant systems.
    ⇒ 8% relate to this objective, indicating an intended focus on practice evaluation.

10. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
    ⇒ 15% of course objectives apparently deal with various system sizes.

11. Apply the knowledge and skills of advanced social work practice in an area of concentration (i.e., Child Welfare, Families, Health, Leadership, or Mental Health and Addictions).
    ⇒ 67% of course objectives include advanced practice, indicating that the intended focus of this curriculum on advanced practice in context seems on track.

12. Apply critical thinking skills within professional contexts; including synthesizing and applying appropriate theories and knowledge to practice interventions.
    ⇒ 24 % relate to this objective, which seems appropriate.

13. Demonstrate the professional use of self.
    ⇒ 7 % of objectives address this objective.

14. Use supervision and consultation appropriate to advanced practice in a concentration area.
    ⇒ 2% of course objectives relate to supervision and consultation, indicating another area for further examination.

The curriculum analysis provides a base for the MSW Committee to review and assess the curriculum in a systematic manner. Both program and course objectives may be revised to reflect a clearer intent for the curriculum.

Course/Instructor and Student Learning Assessment (CISLA) System

All School student course evaluations are analyzed by the IUPUI Testing Center. All evaluations, for all campuses, include twenty-two common items (CI) such as student preparedness, instructor ability, and value of reading assignments.
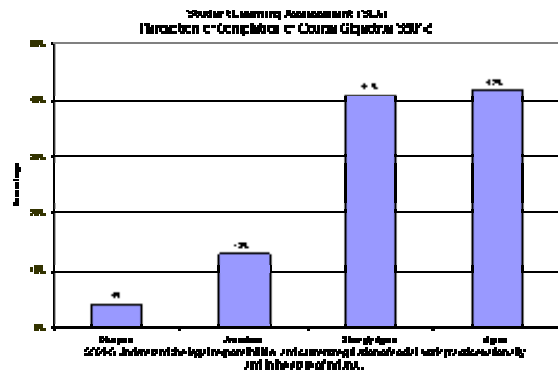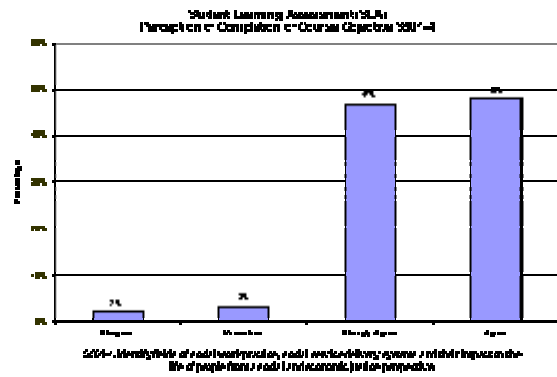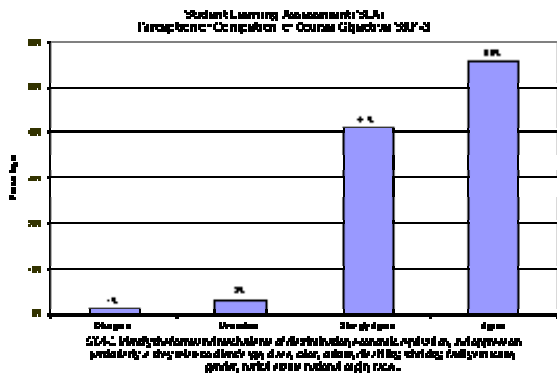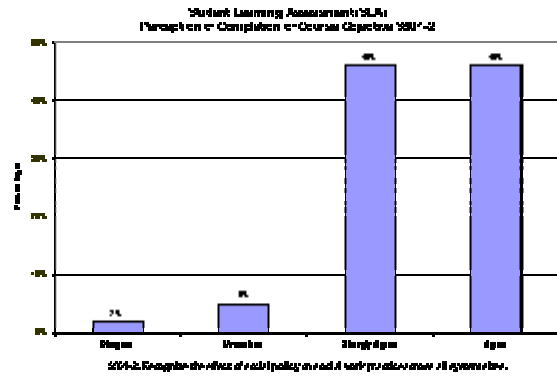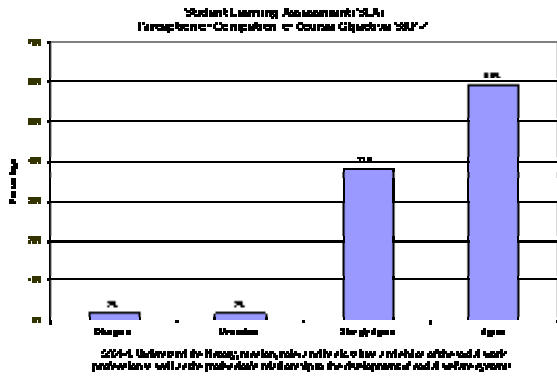
Below is are the MSW findings for the 22 common items Fall 2003-Summer I 2004

MSW Common Items Aggregate
Fall 2003 - Summer 1 2004

COMMON ITEMS	Strongly Disagree		Undecided		Strongly Agree	Mean	St Dev	N
1. I worked hard in this course					■	4.27	0.82	2653
2. I valued the required textbooks and readings				■		3.89	1.05	2657
3. I completed course readings and assignments on time				■		3.97	0.99	2650
4. I had to think critically in this course					■	4.30	0.84	2662
5. I learned to address ethical issues that pertain to course content					■	4.10	0.89	2659
6. I assumed personal responsibility for my own learning					■	4.48	0.63	2662
7. I regularly collaborated with my classmates in learning activities					■	4.27	0.85	2658
8. I actively sought out and discovered relevant knowledge					■	4.20	0.79	2658
9. I analyzed the credibility of information					■	4.11	0.76	2655
10. I applied professional knowledge to real social issues					■	4.30	0.72	2656
11. I learned a great deal in this course					■	4.14	1.02	2656
12. The professor expected scholarly work					■	4.37	0.82	2657
13. The professor provided prompt feedback					■	4.14	1.03	2655
14. The professor respected students' individual characteristics					■	4.33	0.90	2657
15. The professor was enthusiastic about teaching					■	4.41	0.88	2656
16. The professor valued diversity					■	4.43	0.77	2654
17. The professor was available for consultation					■	4.20	0.91	2651
18. The professor was well-prepared					■	4.28	0.98	2658
19. The professor communicated clearly					■	4.12	1.06	2655
20. The professor evaluated my work in fair manner					■	4.26	0.86	2652
21. The professor encouraged students to think critically					■	4.40	0.81	2657
22. The professor cared about students					■	4.40	0.83	2653

The second part of the evaluation is the specific course objectives for each course (discrete Course Learning Objectives – CLO). Data is compiled for each course as well for each individual section. Faculty members have access to common data and to their own course data. As the MSW Curriculum was in its first year 2003-2004, these data are just now being analyzed. An example is S501 – Professional Social Work at the Masters Level: An Immersion. This course is the first to be taken by all non-Advanced Standing students and is offered on all three campuses.

The following figures show the student perception of whether the first five course objectives were met.

S501: Professional Social Work at the Masters Level: An Immersion

Student Learning Assessment (SLA)
Perception of Completion of Course Objective SGP-1

Student Learning Assessment (SLA)
Perception of Completion of Course Objective SGP-2

Student Learning Assessment (SLA)
Perception of Completion of Course Objective SGP-3

Student Learning Assessment (SLA)
Perception of Completion of Course Objective SGP-4

Student Learning Assessment (SLA)
Perception of Completion of Course Objective SGP-5

These provide an accessible aggregate view. The next step in analysis will be to match the findings from student evaluations to the findings provided by the Curriculum Analyzer, so as to assess student perception of successful meeting of MSW Program Goals and Objectives, EPAS Foundation Objectives and Content Areas, NASW Cultural Standards, and Bloom's Taxonomy.

Focus groups of consumers

Development of the latest MSW curriculum included focus groups of students. In the spring of 2002, focus groups were held with Indianapolis field instructors, South Bend third year students, BSW program directors, and Gary Advisory Board and Students. Questions and a summary of responses follow:

1. What are the current strengths of IU MSW students?
    - Foundation level curriculum – generalist practice, generic problem-solving w/ individuals, families and groups
    - Diversity (age and experience) of both faculty and students
    - Strong interpersonal abilities
    - Ethical standards

2. What are the current gaps in knowledge of IU MSW Students?
    - Connection between policy and practice for all students (Interpersonal and MACRO)
    - In-depth, specific knowledge – complexity of problems, interventions with high risk populations, specific content
    - Macro content – grant-writing, budgeting, agency administration
    - "Real world" agency work ethic skills – self-presentation skills
    - DSM content for all students
    - Specialization of settings (child welfare, aging, mental health, etc.)
    - Code of Ethics
    - Wider variety of electives
    - Ability to work with diverse populations
    - Technology and writing competency
    - Connections between classroom and field (writing reports, practical experience at generalist level, transferability of learning)

3. What are the emerging needs for social work practitioners in your community?
    - Administrators prepared for complex practice challenges
    - Advanced/Specialized knowledge in specific areas of practice
    - Generalist approach in practice with communities
    - Public child welfare/family preservation
    - Clinically competent assessments and interventions
    - Work with a wide range of diverse populations
    - Aging content
    - Legal aspects of practice
4. How might the MSW curriculum support agency practice in your community? What specific content would you like to see offered in the MSW program?
    - MACRO skills

- Marketing the program to a broader range of constituencies across the state
- Continuing education
- Development of specializations (wide range of areas)

General themes that emerged across all questions include importance of advanced macro content across specializations, specialized/advanced knowledge in fields of practice, skills in working with diverse populations, policy knowledge and skills, and increased connections between classroom and "real world" practice.

These findings were considered by the IUSSW faculty in the development of the current MSW curriculum.

Pass/fail summary for Indiana state LSW and LCSW licenses

The School received summaries from the Association of Social Work Boards indicating the School pass/fail rate on the clinical and intermediate licensing exams, required tests in Indiana for Licensed Clinical Social Work (LCSW) and Licensed Social Work (LSW). The first-time pass-fail rate for the School is at or above the national pass rate in each category.

Table 7. First Time Pass Rates				
	Clinical		Intermediate	
	IUSSW	National	IUSSW	National
2000	71%	71%	90%	82%
2001	74%	73%	87%	79%
2002	74%	73%	83%	79%
2003	76%	72%	91%	76%

Ongoing dialogue with community and agency groups

The School maintains a close relationship with many community groups. The curriculum renewal process included discussions at meetings with groups such as the IUSSW Alumni Association, NASW, groups of school social workers, healthcare social workers, child welfare social workers, and other similar groups. Since implementation of the current curriculum, discussion with these groups has been ongoing. Once the curriculum has been implemented for one more year, more extensive discussion will be conducted.

Dean's Advisory Council

The Dean has an Advisory Council composed of social work leaders. This group provides input on multiple facets of the School, including the three programs. The Advisory Council was consulted multiple times during the development of the MSW curriculum and has provided preliminary assessment since implementation. The initial impressions seem to be that the depth and focus of this curriculum has strengthened the program.

Faculty observation and insight

The faculty of IUSSW designed the current curriculum with the intention of ongoing dialogue and assessment. To this date, both the MSW Committee and the full faculty

have discussed perceived strengths and areas needing additional focus. A major agenda of the MSW Committee for the 2004-2005 academic year is to use all the data collected so far to propose improvements. Work groups for the HBSE sequence are already in dialogue about potential changes to course objectives.

Summary

Multiple mechanisms are used for the purpose of assessment of the MSW Program at IUSSW. Current focus is on curriculum and implementation of course objectives. Assessment has been and will continue to be an ongoing process.

Assessment Plans and Activities in the PH.D. Program

1. **What general outcomes are you seeking?**
   The general learning outcomes we are seeking for the students in the doctoral program in social work include:
   - A. Enhanced preparation for conducting research
   - B. Enhanced preparation for teaching
   - C. Enhanced scholarly writing abilities
   - D. PhD students socialized to join academe/scholarly careers

2. **How would you know it** *(the outcome)* **if you saw it?**

   A. We would know if our PhD students are well-prepared for conducting research if they excel in their research courses, make significant contributions as Research Assistants, pass their qualifying exams, develop strong dissertation proposals, and make steady progress in completing their dissertations.
   B. We would know that PhD students are being prepared to teach competently if they completed our doctoral course on teaching (*S724: Theory, Practice, and Assessment of Social Work Teaching*), if they were hired to teach in our bachelor's and masters' programs, and if they completed the *Preparing Future Faculty* program. PhD students would know how to teach adult learners effectively. They would be familiar with professional competencies for BSW and MSW students. They would be skillful in developing course assignments, engaging adult learners, and evaluating student learning.
   C. We would know that our PhD students are gaining skills in scholarly writing if their work was accepted for presentation at professional conferences or for publication in scholarly journals. The venue of student presentations (i.e., local, state, regional, national, or international) and the prestige of journals they publish in might also indicate mastery of scholarly writing.
   D. We would know that PhD students are being prepared to take on roles in academe or other scholarly careers to the extent that students participate in school events (such as brown bag seminars and the spring research symposium), collaborate with faculty members on research projects, teach courses in the undergraduate and master's programs, attract grant funding, and receive attractive job offers upon graduation.

3. **How will you help students learn it?** *(in class or out of class)*
   A. We have made a number of program changes in our efforts to enhance students' research preparation. One change we are pursuing is to offer the two advanced research courses on a yearlong basis. We offered the qualitative course over two semesters on an experimental basis in 2003-04. Based on the favorable response of both the instructor

and the students, we are extending this format to both advanced research courses. This format will allow the students in both the qualitative methods course and the quantitative methods course the time necessary to design and implement actual pilot studies including all the tasks entailed (e.g., obtaining IRB approval, completing a review of literature, selecting a research method, collecting and analyzing data, and presenting the results). Both advanced research courses will be offered on a yearlong basis starting in fall 2005. We have received the necessary approvals through the Graduate School and have arranged with the Registrar to offer both courses for 1.5 credits for two semesters.

A second change we are pursuing to enhance students' research preparation is to revise the qualifying exam procedures and guidelines.   A subcommittee is working on clarifying the written expectations for the qualifying exam.   Third, an outline for dissertation proposals was drafted and approved in April 2004 and made available to students in the 2004-05 academic year.   Since the Graduate School provides no such outline for dissertation proposals, we designed one to serve as a guide to candidates working on their dissertation proposals. Fourth, last year we began planning ways to create a "culture of completion" among our PhD students. In fall 2004 we planned a new monthly seminar specifically geared toward PhD students who have completed their coursework and are at the qualifying exam or dissertation stage. The newly formed *Dissertation Forum* met for the first time in January 2005 and is facilitated by the PhD Director. Emphasis is placed on providing students with practical information to facilitate progress on their writing and research. The format is fairly informal and has included guest speakers, participants giving monthly progress reports, resource sharing, and participants developing and sharing their timelines. In future meetings, participants plan to use some of the time as a working session to present their research ideas and get input from the group. Guest speakers have included Deb Sullivan from the Graduate School, a faculty member speaking about her dissertation experience, and a recent graduate sharing her insight and lessons learned.

B. In spring 2004 we offered a new course focused on teaching, *S724: Theory, Practice, and Assessment of Social Work Teaching.*   The course was developed and is taught by a FACET member who is the recipient of multiple teaching awards and who was promoted to full professor based on excellence in teaching. Six students enrolled the first time the course was offered.   Given the overwhelming positive response to the course, we anticipate that the course enrollment will climb when it is offered again in spring 2006. We also encourage our PhD students to participate in the *Preparing Future Faculty* program by offering them 3 academic credits for completing 10 PFF units including the orientation and capstone seminars.   In spring 2005 we approved a proposal to offer a new independent study course, *Directed Study in Teaching,* that will pair a PhD student who in interested in enhancing their teaching skills with a faculty mentor. The student will serve as a teaching assistant and will work collaboratively with the faculty mentor on a scholarship of teaching project. We plan to launch this new course in 2005-06. PhD students are regularly offered opportunities to reach in the undergraduate and masters program.

C. We are helping students to upgrade their scholarly writing skills by offering a course each year that is specifically focused on scholarly writing (*S721: Preparing to Publish: Seminar in Advanced Scholarship Skills).*   While the course is an elective, the majority of our students enroll in the course.   Faculty members also help students enhance their scholarly writing skills through collaborative writing projects.

D. We take an immersion approach to helping students become socialized to join academe/scholarly careers. There are multiple opportunities both inside and outside of the classroom for students to be mentored by faculty. These opportunities include the fall

orientation, monthly meetings with the PhD Program Director (known as the "Doctoral Exchange"), student participation in the PhD Committee, the Dissertation Forum, the spring research symposium, brown bag seminars sponsored by the Office of Research Services, the doctoral listserv, and graduate assistantships. The assistantships provide financial support to permit students to pursue their studies full-time. They also offer students the opportunity to learn about research by working with a faculty member on ongoing research projects. Our spring symposium provides an opportunity for students to display their scholarly work in the form of poster presentations which serves as useful practice for emerging scholars.

4. How could you measure each of the desired behaviors listed in #2?

A. We can monitor the success of the yearlong research courses through student comments on the end-of-semester course evaluations and through students' performance in the courses. To assess students' performance as Research Assistants and their contribution to faculty research projects, we are developing a simple evaluation tool for faculty to complete at the end of each semester. To assess the impact of the *Dissertation Forum* in facilitating students moving toward degree completion, we could monitor attendance at the Forum, the number of qualifying exams submitted and passed per year, and the number of dissertations completed per year. It would be interesting to compare the progress of students who choose to participate in the Forum with the progress of those who do not.

B. We can evaluate the students' acquisition of teaching skills by monitoring the number of PhD students who complete the teaching course (*S724),* the number who complete PFF, the number who teach undergraduate and masters courses, and the number who receive teaching awards. We can also monitor end-of-the-semester evaluations of their teaching.

C. We could track the number of students who elect to take the elective course on scholarly writing. This past academic year, we had the most students ever in the seminar at one time (n=11). We can continue to track students' scholarly productivity through publications and presentations as well as funded grant proposals.

D. In terms of indicators of preparation for academe/scholarly careers, we could monitor students' completion of the PFF program, the number of research assistantships each year, and student participation in school events such as the spring research symposium. Exit interviews with graduates of the program could also provide useful information about their perceptions of their preparation to move into academic/scholarly careers.

5. What are the assessment findings? And
6. What improvements have been made based on assessment findings?

A. The change in the format of the advanced research courses was planned this past year and will take effect next year. We will pay special attention to any student comments about the impact of the yearlong format of these two courses on their learning experiences and confidence in their research knowledge and skills. The *Dissertation Forum* first met in January 2005. Three to six students have attended the Forum meetings each month on a voluntary basis. While the attendance has been light, students participating in the Forum have stated that it is very helpful in keeping them focused and making progress on their studies. Unsolicited comments from participants include:

> *"I personally would like to tell you how much I appreciate your initiative to have this forum. It has made a very positive impact on my motivation and ability to focus on my work."*
> *"It was nice seeing you on Friday. I enjoyed the meeting, and I am working hard on meeting my April 1st deadline to submit my qualifying exam. This is an exciting part of doctoral studies, and the most challenging."*

Another student, who is out-of-state and unable to attend the forum, decided to use the monthly Forum meeting dates as deadlines for her own work. Commenting on the submission of her revised dissertation proposal, she stated: "*I cannot be there on Friday but at least it motivated me to get this to you.*" Another student who recently returned to the program after an extended leave of absence regularly attended the forum as an avenue for reconnecting with the program.   Her suggestion on her Annual Review Statement for ongoing support was "*continue the dissertation seminar.*"   The Dissertation Forum will continue meeting through the summer as a support and accountability mechanism for doctoral students who have completed their coursework. At the end of its first year, we plan to more formally assess the Forum to see how well it is meeting its objectives and if any changes are needed.

B. While not every PhD graduate may be interested in pursuing a teaching career, we have several students who are interested in enhancing their teaching skills in anticipation of taking on future teaching roles. In 2004-05, 10 predoc and PhD students taught courses in the BSW or MSW program. A few PhD students have been honored with the Adjunct Teaching Award. We have not analyzed the end-of-semester evaluations for courses taught by PhD students as a group.

C. This spring we updated the list of doctoral students' scholarly publications and presentations and had the list professionally printed. This compilation of over 100 entries (covering the time period 2003—April 2005) serves to highlight students' scholarly work and, hopefully, motivate them to add to the list. Thirty of the publications and presentations were collaborative efforts that were co-authored by faculty and doctoral students. Several of these scholarly products started out as class papers or dissertation research. The list includes 33 presentations at national conferences and 4 at international conferences.   A record number of graduate research assistantships (n=7) were offered to PhD students in social work in 2004-05 and 9 presented their scholarly work at the spring symposium.

D. In the 2004-05 academic year, 3 social work PhD students submitted and passed their qualifying exams and were advanced to candidacy, and a record number (n=4) of candidates successfully defended their dissertations. Two of the graduates have been offered tenure-track positions and one received a postdoctoral fellowship- a first among our graduates.   In relation to preparation for an academic/scholarly career, one soon-to-be graduate wrote:

> *I have really valued the learning I have received at IU. I realized during the interview process at BSU, that I have had some outstanding experiences that will significantly increase my chances of success in a faculty position. This program has helped shape my career already and I am confident I will continue to draw from those experiences I had through the program. Because of what I have learned in PFF, for example, I better understand the tenure clock and have made connections between my service, teaching & research (and plan to write about all three).*
> *The chair of the department at BSU has pointed out several opportunities that I have had through the program that she has found unusual for entry level faculty in social work. She said that many beginning social work scholars wait a few years before developing their program of research and she has noticed that I am already thinking about the P & T review, planning my portfolio, seeking opportunities to collaborate, writing about my research and teaching, and applying for grants even though I do not yet have a tenure-track position. I credit this drive and planning to both the PFF and PhD programs.*
> *I have been socialized toward being a contributing member of my department and I have come to see the value in connecting my teaching, research and scholarship from the start. I will finish my dissertation this summer and it is my plan to be off and running the first month of my first semester. This is largely due to the socialization I have had and the candid, supportive guidance from the researchers and outstanding educators who have mentored me.*

Indiana Commission on Higher Education Goal 6
Social Work

As mentioned in previous reports, the implementation of the BSW program is guided by its vision, mission, goals and 19 learning objectives. The curriculum has been carefully developed to promote the program's goals
and objectives, and classroom courses and internships are designed to implement the learning goals of the curriculum.
The BSW program, the same as the other educational programs,
uses a number of approaches to assess the attainment
of the learning goals at the individual, course, and program levels. The three most relevant assessment approaches
 that we use to meet the intent of Goal # 6 are:
>   Implementation of Course Objectives.
>   The Course Learning Objectives Classification System
>   The Course/Instructor and Student Learning Assessment (CISLA) System.

The above mentioned approaches have been explained in our 2004-2005 PRAC Report

School	Learning Goals that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
Social Work	Yes	1. Course-Learning Objectives (CLO) Classification System 2. Course/Instructor and Student Learning Assessment (CISLA) System 3. Implementation of Course Objectives 4. assignments, reports, papers, videotaped or simulated interviews 5. Peer reviews of students 6. Course learning outcome surveys 7. Student entrance and exit surveys 8. Alumni survey 9. Employer survey	Yes. More online sections of a course are offered. A new online course was added to the present inventory of online courses. Two required BSW courses were revised. Content on technology, spiritualism, and international issues are being gradually introduced in the curriculum. Refine our online assessment road map.