BACHELOR OF SOCIAL WORK PROGRAM
“Abiding in Christ, Serving Others, Transforming the World”
PROGRAM OUTCOME REPORT EXCERPTS
Academic Year 2011-2012
Introduction to Report

The Asbury BSW Assessment report is based in the following areas of measurement; Overall Program Measures (Focus Group Summary), Program Objective Measures (Field Evaluation Forms, Senior Seminar Curriculum Integrative Paper), and Additional Measures (Student Feedback, and overall GPAs). This report is a full account for the academic year 2011---2012.

Reading the Report

The goal of the Asbury BSW program is to have a consistently high performance across measures. The program is in the beginning stages of curriculum revision based on the new EPAS. Additional measures connected to this revision are in the process of being designed to enhance evaluation procedures.

Overall Program Measures

*Focus Group Student Feedback*

Student forums occur each spring near the end of the SW 475 Senior Seminar. A trained facilitator is brought in from outside the department. Discussion is semi-structured and focused on the following general questions:

- What are the strengths of the program?
- What are the areas that need attention?
- If you could make one change/improvement that would make a significant impact immediately, what would that be?

The feedback from the focus groups is considered in strategic planning efforts for the BSW program. Due to a schedule error this spring the facilitator was not able to conduct a group.

Program Objective Measures

*Field Evaluation Forms*

All students in SW 340 Practicum I and SW 440 Practicum II develop a Learning Contract based on Program Objectives (called Field Objectives on this contract). The Field Instructor, along with the student, fills out the Field Evaluation Form at the end of the semester and evaluates the student’s performance across the Program Objectives. These scores are based on a 5-point scale and reflect a consistently high performance on Field Evaluations with student averages on each of the fourteen field objectives receiving high scores (M= 4.5 – 5.0).
1. Twenty three students completed practicum placements during the academic year 2011-2012. Each was rated by their agency supervisor on the fourteen field objectives shown below. Note that the rater selects a number for each item from 1 to 5. Five is the highest score. Therefore it would be possible for each student to earn 75 points. This is converted into a letter grade.

2. The class average for each objective was calculated and is shown below each objective. The class earned 95% of the possible points on the final evaluation.

<table>
<thead>
<tr>
<th>Field Objective 1: The student demonstrated an increasing ability to think critically. This means the ability to evaluate information or situations and come to correct understanding of the problem and the issues. This means coming to reasonable conclusions from the available information.</th>
<th>Key Word: Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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</tbody>
</table>

1 is the lowest score; 5 is the highest The average score for all students on this item was 4.6

<table>
<thead>
<tr>
<th>Field Objective 2: The student demonstrated the ability to use one’s professional self in interactions with colleagues and/or client: Consider if the student was punctual for work and agency obligations and if he/she was self conscious of personal feelings, thoughts, and values when interacting with clients, colleagues, or staff.</th>
<th>Key Word: Use of Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The average score for all students on this item was 4.8
Field Objective 3. Student pursues and uses effective oral and written communication skills with clients, colleagues, and community members.  

| Key Word: Communication |

| Overall Score | 1 | 2 | 3 | 4 | 5 | N/A |

The average score for all students on this item was 4.5

Field Objective 4: Student exercises appropriate social work values and ethics in his/her interaction with clients and practicum setting. This means displaying appropriate behavior with all clients, colleagues, and community members, including respecting professional boundaries, respecting the right of self-determination, acting in the best interests of clients, and respecting the worth and dignity of all others.  

| Key Word: Values & Ethics |

| Overall Score | 1 | 2 | 3 | 4 | 5 |

The average score for all students on this item was 4.8

Field Objective 5: The student demonstrated respect for the diversity of clients, including race, age, culture, disability, ethnicity, religion, gender, marital status, sexual orientation, disabilities, and socioeconomic levels.  

| Key Word: Diversity |

| Overall Score | 1 | 2 | 3 | 4 | 5 | N/A |

The average score for all students on this item was 5

Field Objective 6: The student demonstrated an increasing professional skill in working with individuals, client groups, agency staff, or community groups.  

| Key Word: Generalist practice |

| Overall Score | 1 | 2 | 3 | 4 | 5 | N/A |
The average score for all students on this item was 4.7

**Field Objective 7:** The student demonstrated an understanding of human development for the major issues for clients at their stages in life, and was able to apply this knowledge in work with clients.  
**Key Word:** Human Behavior in Social Environment

The average score for all students on this item was 4.7

**Field Objective 8:** The student sought the expertise of the field supervisor and other staff in understanding agency practice. Student was prepared for weekly supervision.  
**Key Word:** Field Supervision

The average score for all students on this item was 4.7

**Field Objective 9:** The student demonstrated the ability to function at an appropriate level, considering educational and experience, in the agency.  
**Key Word:** Field Practice

1 is the lowest score; 5 is the highest **4.6 average score for all students on this item.**
### Field Objective 10: Student became familiar with evaluation of agency services conducted by outside agencies and/or within the agency. Student asked supervisor for research findings applicable to the agency practice.

<table>
<thead>
<tr>
<th>Key Word:</th>
<th>Research and Evaluation</th>
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</table>

The average score for all students on this item was 4.7

### Objective 11: The student was motivated to learn *about the agency’s mission, goals, services and clientele; and understood the responsibilities and boundaries of the agency*.

<table>
<thead>
<tr>
<th>Key Word:</th>
<th>History &amp; Services</th>
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</table>

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

The average score for all students on this item was 4.8

### Field Objective 12: The student was able to understand how policy is made in the agency and how policies from outside agencies are put into practice in the agency.

<table>
<thead>
<tr>
<th>Key Word:</th>
<th>Policy</th>
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<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

The average score for all students on this item was 4.7

### Field Objective 13: The student learned about oppression and discrimination clients face and actions that can be taken to advance social and economic justice.

<table>
<thead>
<tr>
<th>Key Word:</th>
<th>Social Justice and Change</th>
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<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
The average score for all students on this item was 4.8

Field Objective 14: The student used avenues available at Asbury College to pursue spiritual, personal, and professional growth to prepare for service to the community, nation, and the world.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>Key Word:</th>
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<tbody>
<tr>
<td></td>
<td>Professional Identity</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

The average score for all students on this item was 4.8

Additional Measures

The Senior Seminar Capstone Integrative Paper

In their final semester, BSW students write a substantial Capstone Integrative Paper. This project requires graduating students to integrate their learning throughout the program and develop a paper that describes this integration. During spring 2012, all of the (11) BSW students passed the Capstone Experience, with the lowest grade being an “A-“. Because this paper is the major assignment (and 50% of the course grade) in SW 475 Senior Seminar, the project’s objectives, guidelines and scoring rubric is included below.

SW 475 Senior Seminar Course Aims and Objectives:

The Senior Seminar serves as the capstone course for the social work program for the integration of theory, knowledge, skills, values, liberal learning and Christian faith commitments and perspectives. The seminar also serves to assist students in personal professional development and planning. Readings, written essays, an integrative paper, case studies, internet investigation, class discussion are among the tools used for learning. Throughout this seminar, student-learning objectives include:

- Identify ways in which professional education and training has enabled one to identify both strengths and growth areas.
• Demonstrate integration of liberal arts learning, one’s faith experience & spiritual journey, social work knowledge, values and skills through assignments and class participation.
• Demonstrate a level of critical thinking and analysis consistent with a baccalaureate graduate and an entry level social worker.
• Demonstrate the ability to communicate clearly in both verbal and written modes.
• Demonstrate a self-awareness of personal and professional vocation, meaning, including the challenge of life-long development and growth.
• Increase moral and ethical decision making skills related to professional social work practice.

**Integrative Paper Proposal:**

The proposal should be a 2-4 page document (excluding the title page) that lays the foundation for your Integrative Paper Presentation (the major product of the Seminar). In essence the proposal states why the topic is important and how you will go about discussing the topic. The proposal, when done well, might serve as a whole or in a revised form as the introduction to the integrative paper (hence time spent here will serve you very well later). The proposal should include:

• Statement of the issue to be discussed (definition, description);
• Brief discussion of the significance of the issue (why does this matter?);
• Brief discussion of the context or setting in which this issue exists (Who? Where? How? When?);
• What are possible questions/concerns/interests about this issue that arise from liberal arts learning (history, economics, philosophy, literature, political science, and the arts)?
• What are possible questions/concerns/interests about this issue that arise in relationship to social work knowledge, values, and skills in social work practice?
• What are possible questions/concerns/interests about this issue that arise from the historic Christian tradition, Biblical perspectives, and/or theological concepts?
• Statement as to how you will address this issue (i.e., an organizational or structure statement about how the paper will be written)

**The Preliminary Reference List including the following:**

• APA format
• A minimum of 10 references
• The references will be a mix of books and journals (only 1 out of 10 sources can be direct internet sources – journal articles that were accessed online through a database are not included as a direct internet source)
• All journal articles must be from standard recognized sources of general knowledge (reference works; long-term established, substantive news and data sources)

This list will serve as the core of the Reference List for the final paper.

**Integrative Paper:**

The objective of the Integrative paper and presentation is to examine an issue relevant to the core principles and purposes of social work from the lens of social work knowledge, values & skills, learning in the liberal arts, and Biblical faith & theological training. The examination of the issue will include reflection and critical analysis of the subject based on substantive research on the issue.

The paper will include:

• 10 pages in APA style (not including title page, abstract, outline, or reference list), stapled in the upper left corner (no folders or binders)
• An abstract
• An introduction
• Body of paper
• A conclusion
• A References list
• Definition and description of the issue and discussion of its significance/relevance
• Discussion of the issue from the vantage points of social work knowledge; liberal learning (history, economics, philosophy, literature, political science, the arts); and historic orthodox Biblical perspectives.
• Discussion of the points of agreement; interface; synthesis; contradiction; paradox; and/or conflict among the various lens through which the issue has been explored.
• Discussion of your perspective concerning the issue; the basis upon which you arrived at this perspective; and how this integrates with your professional and faith perspectives. This may include exploration of how you resolve, manage or hold in creative tension the divergent perspectives you have presented.

SW475 Senior Seminar

Integrative Paper – Grading Guidelines

Student’s Name ___________________________  Final Grade ____________

Rating Scale for Major Paper Components

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95%</td>
</tr>
<tr>
<td>A-</td>
<td>94-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>86-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
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<tr>
<td>C+</td>
<td>79-77%</td>
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<tr>
<td>C</td>
<td>76-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
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<tr>
<td>D</td>
<td>69-60%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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Integrative Paper Proposal (40% of 100 points for the assignment)

______ Clearly identified and explained topic/issue, which includes a brief discussion of the “significance of the issue” and a brief discussion of the “context or setting in which this issue exists”

______ Clearly identified connection of topic/issue to liberal arts education

______ Clearly identified connection of topic/issue to social work knowledge, values & skills

______ Clearly identified connection of topic/issue to “historic Christian tradition, Biblical perspectives and/or theological concepts

______ Clear explanation of the organization and structure for the paper

______ Writing of this proposal is appropriate for senior level work (double weight)

______ (total divided by 7) __________________ = __________________

Integrative Paper 60% of 100 points for the assignment)
Clearly identifies and explains topic/issue, including “significance” and “context”

Clearly identified connection of topic/issue to liberal arts education

Clearly identified connection of topic/issue to social work knowledge, values & skills

Clearly identified connection of topic/issue to “historic Christian tradition, Biblical perspectives and/or theological concepts

Clearly provides synthesis of topic/issue from three lenses (liberal arts, Christian perspectives and social work knowledge, values & skills) – (double weighting)

Conclusion provides your final evaluation of topic/issue as a developing social work professional

(total divided by 7) ________________ = ______________________

Writing guidelines (20% of 100 points for the assignment)

Sources are referenced appropriately in the paper and on the reference list consistent with APA style

Writing is appropriate for senior level (structure, grammar, etc.) (double weight)

(Total divided by 3) ________________ = ______________________

Integrative Paper Proposal (20%)

Integrative Paper Presentation (60%)

Writing guidelines (20%)

Total Points (100%)

Grade for Integrative Paper (50% of final grade for course)

<table>
<thead>
<tr>
<th>Integrative Paper Proposal (20%)</th>
<th>Integrative Paper Presentation (60%)</th>
<th>Writing guidelines (20%)</th>
<th>Total Points (100%)</th>
<th>Grade for Integrative Paper (50% of final grade for course)</th>
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**Grade Point Average**

The Mean GPA score of 3.43 overall for all (55) BSW students this year shows that the students are achieving at a high level in their courses.

Summary and Conclusions
As a whole, the data from the 2011---2012 academic year suggests a continued high level of competence, effectiveness, and learning on the part of the students. The mean scores for the student Field Evaluation Forms in the (2) field practicum courses were very high. In addition, Senior Seminar Capstone Integrative Paper was high, as were the BSW students overall mean GPAS. All of these measures are indicative of a high level of learning and professional development within the program. However, confidence in this connection between student learning and development would be higher with the addition of more measures within the overall program evaluation. The BSW program is currently working on the process of converting to the new 2008 EPAS. This process, involving a greater focus on student competencies, has provided an opportunity to rethink everything about the curriculum, including things such as course learning goals, assignments, evaluation philosophy and methods, grading rubrics, assignments, etc. We have also seen the need to strengthen the entire program assessment approach and methods, something that is underway as part of the overall conversion to the new EPAS. This report indicates that the high scores being reported here need additional evaluation strategies and measures in order to allow increased confidence in these positive results. The new EPAS emphasis on student competencies will be reflected in continuing to evaluate the practicum field objectives, but additional measures will be developed (as part of the EPAS conversion) for the courses leading up to the field experience. The Asbury BSW program strives to provide a strong learning experience for its students. By strengthening the overall program evaluation plan this care will be provided in a more systematic manner that can improve both the learning experience and overall program evaluation.