

ASSESSMENT REPORT 2004-2005

A. Undergraduate Assessment by Degree/Certificate Program

1. List in detail your Student Learning Outcomes (SLOs) for each undergraduate degree/certificate offered.

The School of Social Work offers one undergraduate degree – the Bachelor of Social Work degree. The program's goals and objectives (student learning outcomes) are listed below.

BSW Program Goals and Objectives

Goals

The primary goal of the BSW Program is to prepare students to be competent beginning level generalist social workers, capable of integrating the knowledge, skills, and values of social work. A secondary goal is to prepare students for advanced social work education.

Objectives

1. Values and Ethics

At the completion of classroom and field education, graduating BSW students will be able to:

Understand, articulate, and integrate the principles, values, and ethics of the social work profession into their practice.

- Identify and discuss the core values, ethical principles, and ethical standards of the social work profession as codified in the NASW Code of Ethics;
- Practice in a manner consistent with the mission of social work and its core values;
- Determine when an ethical issue is present and identify the key values and principles involved.

2. Professional Use of Self

At the completion of classroom and field education, graduating BSW students will be able to:

Demonstrate achievement of professional use of self in practice.

- Distinguish professional and personal roles, with awareness of the need to elevate service to others above self-interest;
- Use self purposefully and with awareness of own personal strengths and limitations in carrying out professional roles;
- Demonstrate flexibility in assuming various social work roles and coping with change, and is able to utilize supervision effectively.

3. Critical Thinking

At the completion of classroom and field education, graduating BSW students will be able to:

Apply critical thinking skills in professional contexts.

- Understand the differences between verifiable facts and value claims, and the need to weigh knowledge claims against the evidence for them;
- Critically examine arguments and evidence and show openness in the evaluation of their own practice;
- Utilize research to inform and evaluate their practice.

4. Applying Theory to Practice

At the completion of classroom and field education, graduating BSW students will be able to:

Analyze and apply knowledge to assessment and intervention in social work practice of biopsychosocial variables and theoretical frameworks that explain individual and social systems development.

- Understand and apply at multiple system levels a broad range of knowledge regarding individual and social development and behavior;
- Display a community-based approach to generalist practice;
- Apply theory-grounded assessment tools and interventions appropriate to practice with individuals, families, groups, organizations, and communities.

5. Advocacy

At the completion of classroom and field education, graduating BSW students will be able to:

Advocate effectively for social and economic justice.

- Integrate knowledge of the mission, history, and philosophy of social work and social welfare;
- Use their knowledge and skills to improve the lives of communities and the individuals in them;
- Analyze the impact of social policies on client systems, workers, and agencies.

6. Diversity

At the completion of classroom and field education, graduating BSW students will be able to:

Achieve competency in working with diverse populations.

- Demonstrate personal and professional awareness of their own cultural values and biases and how these impact their abilities to work with others;
- Demonstrate skills for ongoing knowledge development of diversity with a focus on Native Hawaiians, other Pacific Islanders, Asian Americans and other oppressed groups and diverse populations.
- Develop skills in engaging persons from diverse cultures and groups.

7. Communication

At the completion of classroom and field education, BSW students will be able to:

Demonstrate the oral, written and attending skills that will enable them to communicate effectively and appropriately in relation to their setting and audience.

- Demonstrate knowledge of the basic requirements of record keeping in social work; and use information technologies appropriate to communicating effectively with clients and colleagues;
- Work continuously to improve their capacity to communicate effectively with colleagues and clients;
- Demonstrate skill in interviewing and in communicating orally and in writing in their academic and field work.

2. Where are these SLOs published (e.g., department web page)?

- School of Social Work annual bulletin
- School web page
- Course master syllabi
- Individual course/section syllabi

3. Explain how your SLOs map onto your curriculum, i.e., how does your curriculum produce the specific SLOs in your students?

The seven BSW program goals and objectives must be met in every course. They provide the basis for course learning objectives, which are detailed in the master course syllabi and are tied back to one or more of the seven program goals and objectives. The learning objectives for each individual course are based on the master syllabi, which are reviewed periodically by the program chair.

4. What specific methodologies were used to collect data? In developing your response, consider the following questions:

- *What* was the nature of the instruments or methods used? e.g., “Paper/pencil”

survey; essay/writings; recording (video, audio); Capstone class, course, or project;

– *What* was the nature of the data obtained in your assessment? There are a variety of forms of data you might get from or about your students, including:

– *Perceptual/attitudinal indicators* that tell us about students' perceptions of the program/department; their experience in the program/department; their attitude toward the program/department; their attitude toward the faculty;

– *Performance indicators* that tell us something about the level of competence with skills or content that students attained as a result of going through your program.

– *When* were the data collected? e.g., end of semester; multiple points in semester (for time-based comparisons);

– *What population(s)* is covered by your assessment(s)?

– This question helps us identify what student group you are trying to make statements about. For instance, are you attempting to ask questions about a) only majors in your department; b) both majors and minors; c) “service” students (those students taking your classes to satisfy requirements imposed from outside your program – general education needs, gate keeping or entry classes required for other colleges, departments, programs, etc.); or d) general student population taking your classes as electives.

– *Who* were your actual subjects and *how* were they used in the assessment?

– This question tells us who you actually collected data from and how the data from these students helped you answer questions about your program. For example, did you randomly select students to participate? Did you collect data from pre-existing classes? Were they assigned to single groups; did you compare across multiple groups (e.g., cross sectional comparisons across incoming freshman; transfer students; graduating seniors);

– *What* is the size of your assessment sample relative to the possible student population you are drawing from (e.g., you sampled 30 majors out of a population of 100 majors)?

– *How* many students were actually sampled? The whole population? A subset of the population?

– *How* many students provided data vs. how many were solicited for data (i.e., *What* was your response rate?). For example, you might have asked all 20 graduating seniors to complete a survey but only 12 did so.

- *Who* examined or assessed the data? e.g., were raters/assessors/coders/ graders used? Were the raters graduate students (if so, how many were used? Was reliability established?); Were the raters faculty members? (if so, how many were used? Was reliability established?); Were ratings provided by internship supervisors?
- *Where* were the data collected? e.g., in class settings; scheduled outside of class; off campus.

A variety of instruments and methods are utilized in conducting program evaluation. The program strives to collect both objectives and subjective data from a number of stakeholders. The specific instruments and methods for BSW program assessment are:

- BEAP (Baccalaureate Education Assessment Package) – a national BSW instrument (scan sheets)
 - BEAP is a pretest-posttest student self-report measure of social work competencies in key areas. The pretest is administered to all incoming BSW students and the posttest is administered to all graduating BSW students. Results are mailed to a central location. Reports include aggregate data for all schools and individual school results that are compared to all other schools/departments of social work.
- CAFÉ – Course and Faculty Evaluations from the University of Hawaii at Manoa (scan sheets and qualitative report sheet)
 - CAFÉ is a student self-report of perceptions as to whether certain course objectives (chosen from a standard list of questions) were met. It also contains a critique of the instructor and his or her methods. In addition, there is a separate sheet upon which students can record qualitative information about the class and the instructor. CAFÉ forms are filled out at the end of the semester for every class by students who attend the final class session.
- Student final course grades (Excel spreadsheets)
 - For all classes and all students.
- Practicum evaluations (paper/pencil)
 - All students must complete 3 semesters of practicum. The practicum evaluation allows field instructors to rate students on learning objectives (which are tied to the seven BSW program objectives) on a 5-point Likert-type scale. There is also space for written comments. The field instructor completes the evaluation and goes over it with the student at the end of each semester.
- Social work licensing examination results (report from the licensing board)
 - This item is quite expensive; therefore, we only make requests for information every 2-3 years. The report provides us with information as to how many BSW graduates took the licensing exam in that year, and how many passed and how many failed.
- BSW Exit Survey (paper/pencil)

- All graduating BSW students are asked to complete an exit survey. It is placed in their mailboxes shortly prior to the end of the school year and a mailing is sent out a month or so after school is out. On a 5-point Likert-type scale students rate how well they feel the social work curriculum has met the seven BSW program objectives. It also requests some demographic information.
 - Alumni Survey (paper/pencil)
 - Two years post-graduation, all former BSW students are asked to complete an exit survey that is mailed to them. On a 5-point Likert-type scale students rate how well they feel the social work curriculum prepared them for their jobs. Some demographic information is also collected.
 - Employer Survey (paper/pencil)
 - Alumnae are asked to provide us with names of their current employers. With their permission, a survey is mailed to employers asking how well they feel our graduates have met program objectives, and what recommendations they have for changes.
5. How were the assessment data/results used to inform decisions concerning the curriculum and administration of the program?
- Was pedagogy changed?
 - Did you make administrative changes?
 - Were there changes in interactions with students? Advising, counseling, etc?
 - Were degree requirements changed?
 - Were courses changed?

This is the critical part of our assessment and evaluation plan that we are starting to put into place. Beginning this fall, all faculty will be provided with aggregate results of all instruments and measures (with the exception of CAFÉ results, which are only seen by individual instructors and the Dean of the School of Social Work.) A two-hour meeting is scheduled each semester to discuss the results, what they mean, and how to utilize them for program improvement. To date, some changes in individual courses have been changed as a result of feedback.

6. General Education Assessment Within the Major:

Manoa's General Education Program includes the following requirements of majors. All students who graduate with the major:

- 1) are proficient in the primary information-accessing and information-processing methods of the field; by either integrating such skills within courses or research projects or by recommending

an appropriate course offered in another department (computer/info sciences, etc.);

- 2) are proficient in the problem-solving and oral communication methods of the field;
- 3) have had training and experience in the modes of inquiry and analysis appropriate to the field. The purpose is to have all students actively engaged in scholarship at a high level, and to avoid having students completing their degrees by means of passive learning alone.

How have you met the above requirements in your degree program?

All BSW students take part in one or two informational sessions by Mr. Randy Hensley on using the library for research. For the introductory social work course, students are required to write a research paper on a social problem or issue in Hawaii. In the senior social work research methods course, students must fully plan a research project that is based on an issue of importance related to their practicum placement.

During the research methods course, students also complete a variety of “hands-on” assignments, such as writing survey questions and pretesting them, conducting a field observation exercise, and reading and coding a transcript of an interview. All BSW majors must also take another research methods or a statistics course outside of the department.

Nearly all of social work involves problem solving and oral communication (along with written communication). Every course introduces, advances, and utilizes critical thinking and problem solving skills.

In all practice and many other social work courses, students are required to make individual or group presentations to their fellow students and the instructor. They are regularly asked to role play, in which they conduct videotaped interviews of “clients” that are critiqued by the instructor and other students. In some classes, they are expected to educate their fellow students on the key points of the readings and lead class discussions. And, as a cap to their learning (and a way to integrate class work/theory with social work) all students must take 3 semesters of practicum in which, among other things, they actually have a small caseload of clients.

B. Graduate Assessment by Degree/Certificate Program

1. List in detail your Student Learning Outcomes (SLOs) for each graduate degree/certificate offered.

The School of Social Work offers two graduate degrees – the Master of Social

Work degree and the Doctor of Philosophy in Social Welfare. The goals and objectives for both programs (student learning objectives) are listed below.

MSW Program Objectives

The MSW program objectives specify the abilities students master in order to be prepared for effective professional social work practice.

1. Values and Ethics

At the completion of classroom and field education, MSW students will be able to:

Understand, articulate, and integrate the principles, values, and ethics of the social work profession into their practice.

Upon completion of the foundation curriculum students will be able to:

- Identify and discuss the core values, ethical principles, and ethical standards of the social work profession as codified in the NASW Code of Ethics;
- Practice in a manner consistent with the mission of social work and its core values;
- Determine when an ethical issue is present and identify the key values and principles involved.

Upon completion of the advanced curriculum, students will be able to:

- Understand legal regulations and standards related to social work in Hawaii and their application in professional practice
- Employ ethical problem-solving in their social work practice
- Analyze ethical dilemmas and develop, implement, and assess an action plan in line with their analysis.

2. Professional Use of Self

At the completion of classroom and field education, MSW students will be able to:

Demonstrate achievement of professional use of self in practice.

Upon completion of the foundation curriculum students will be able to:

- Distinguish professional and personal roles, with awareness of the need to elevate service to others above self-interest;
- Use self purposefully and with awareness of own personal strengths and limitations in carrying out professional roles;
- Demonstrate flexibility in assuming various social work roles and coping with change, and is able to utilize supervision effectively.

Upon completion of the advanced curriculum students will be able to:

- Understand their own personal values and biases and show understanding of and be able to describe how these impact work with clients
- Participate in and assume responsibility for ongoing development of professional knowledge and skills
- Identify and modify personal and professional barriers to effective practice and professional barriers to effective practice and use self effectively in practice in an area of concentration

3. Critical Thinking

At the completion of classroom and field education, MSW students will be able to:

Apply critical thinking skills in professional contexts.

Upon completion of the foundation curriculum students will be able to:

- Understand the differences between verifiable facts and value claims, and the need to weigh knowledge claims against the evidence for them;
- Critically examine arguments and evidence and show openness in the evaluation of their own practice;
- Utilize research to inform and evaluate their practice.

Upon completion of the advanced curriculum students will be able to:

- Examine evidence, synthesize disparate information, see patterns, determine relevance of evidence, develop and defend a theoretically based, empirically grounded rationale in analyzing a problem and developing a strategy
- Modify their practice as a result of weighing feedback from supervisor, clients, instructors, self, and other data
- Use research as a basis of practice, accurately interpret evidence, evaluate and select among alternative approaches, and determine and increase the extent to which clients benefit from their practice.

4. Applying Theory to Practice

At the completion of classroom and field education, MSW students will be able to:

Analyze and apply knowledge to assessment and intervention in social work practice of biopsychosocial variables and theoretical frameworks that explain individual and social systems development.

Upon completion of the foundation curriculum students will be able to:

- Understand and apply at multiple system levels a broad range of knowledge regarding individual and social development and behavior;
- Display a community-based approach to generalist practice;
- Apply theory-grounded assessment tools and interventions appropriate to practice with individuals, families, groups, organizations, and communities.

Upon completion of the advanced curriculum students will be able to:

- Synthesize and apply to a broad range of theory and knowledge with respect to assessment and intervention in an area of concentration
- Engage in learning activities and apply new theory and knowledge relevant to their area of concentration
- Select and apply theory-grounded assessment tools and practices appropriate to their area of concentration.

5. Advocacy

At the completion of classroom and field education, MSW students will be able to:

Advocate effectively for social and economic justice.

- Upon completion of the foundation curriculum students will be able to:
- Integrate knowledge of the mission, history, and philosophy of social work and social welfare;
 - Use their knowledge and skills to improve the lives of communities and the individuals in them;
 - Analyze the impact of social policies on client systems, workers, and agencies.
- Upon completion of the advanced curriculum students will be able to:
- Understand and critically analyze specific social welfare policies and programs pertinent to their area of concentration
 - Engage in social change in the quest for social and economic justice
 - Demonstrate skills for influencing change through advocacy, empowerment, and other strategies.

6. Diversity

At the completion of classroom and field education, MSW students will be able to:

Achieve competency in working with diverse populations.

- Upon completion of the foundation curriculum students will be able to:
- Demonstrate personal and professional awareness of their own cultural values and biases and how these impact their abilities to work with others;
 - Demonstrate skills for ongoing knowledge development of diversity with a focus on Native Hawaiians, other Pacific Islanders, Asian Americans and other oppressed groups and diverse populations.
 - Develop skills in engaging persons from diverse cultures and groups.
- Upon completion of the advanced curriculum students will be able to:
- Understand and analyze the forms and mechanisms of discrimination and oppression, and the strategies and skills that advance social and economic justice for all populations at risk, with special attention to Native Hawaiians, other Pacific Islanders, and Asians
 - Actively evaluate and improve their own ability in valuing diversity and challenging oppression
 - Demonstrate competency in the areas of diversity relevant to their concentration.

7. Communication

At the completion of classroom and field education, MSW students will be able to:

Demonstrate the oral, written and attending skills that will enable them to communicate effectively and appropriately in relation to their setting and audience.

At the foundation level, students will be able to:

- Demonstrate knowledge of the basic requirements of record keeping in social work; and use information technologies appropriate to communicating effectively with clients and colleagues;
- Work continuously to improve their capacity to communicate effectively with colleagues and clients;
- Demonstrate skill in interviewing and in communicating orally and in writing in their academic and field work.

At the advanced level, students will be able to:

- Understand the specific forms of written and oral communication relevant to their area of concentration
- Communicate appropriately and respectfully with different groups and client systems
- Demonstrate a professional level of oral and written communication skills in the context of a specialized area of practice, including the ability to vary the use of those skills with different client populations, colleagues, and members of the community.

Ph.D. in Social Welfare Goals and Educational Objectives

The major goals of the doctoral program are to:

1. Provide students with the substantive and methodological competence requisite for scholarship and research in social policy and social work practice and in the field of social welfare;
2. Increase the number of social welfare professionals, especially in Hawai'i and the Pacific region, who would be qualified to carry out social welfare research and program evaluations, to teach, and to foster knowledge development in all areas of social work; and
3. Increase the number of doctorally educated social workers from under-represented ethnic minority groups.

The Ph.D. curriculum exposes students to a program of study and investigation that places its highest priority on independent inquiry and the enhancement of intellectual, creative, and analytical abilities. Each student completing the doctoral program will be expected to possess a comprehensive body of knowledge about the field of social welfare, related behavioral and social sciences, and the social work profession, all in relation to a social problem area. Each student will obtain the ability to conduct independent research on a critical social problem. Specifically, every doctoral graduate would be expected to be competent to achieve the following educational objectives:

1. Apply relevant social work and social science knowledge to the resolution of critical social problems.
2. Critically evaluate the cultural dimensions of social problems and promote strategies for social problem resolution.
3. Delineate and analyze social policy and social work practice issues related to substantive areas in social welfare and conceptualize the social or behavioral processes characterizing them.

4. Analyze and apply social science theories, findings, and research methodologies to social welfare knowledge-building concerns.
5. Formulate professionally relevant and theoretically productive research questions and hypotheses, and investigate them through empirical research, with particular concern and sensitivity to culturally appropriate research methodologies and needs in Hawai'i and the Pacific region.
6. Integrate and synthesize research findings into the body of professional knowledge.
7. Disseminate knowledge through publications and/or teaching.

To accomplish the above, the doctoral curriculum provides opportunities for the student to acquire advanced and comprehensive knowledge in the following areas:

1. The application of social science theory and research to social policy analysis, program evaluation, and social work practice.
2. The conceptualization, design, and conduct of empirical research.
3. At least one critical social problem area.
4. Social work intervention approaches.
5. Perspectives on culturally appropriate social welfare programs and social work practice.

2. Where are these SLOs published (e.g., departmental web page)?

- School of Social Work annual bulletin
- School web page
- Course master syllabi
- Individual course/section syllabi

3. Explain how your SLOs map onto your curriculum, i.e., how does your program of graduate studies produce the specific SLOs in your students?

The seven MSW program goals and objectives must be met in every course. They provide the basis for course learning objectives, which are detailed in the master course syllabi and are tied back to one or more of the seven program goals and objectives. The learning objectives for each individual course are based on the master syllabi, which are reviewed periodically by the concentration, sequence, and/or program chair.

The Ph.D. program major goals are broad and cover areas larger than curriculum. It is the educational objectives that guide the content of the courses that are offered within the School of Social Work and determine what courses will be taken outside of the School to meet those objectives. In addition to taking courses that fulfill the objectives detailed, students must complete tasks related to the objectives that demonstrate knowledge and skill (e.g., comprehensive examinations, dissertation proposals, etc.).

4. What population(s) is covered by your assessment(s)?

Current and graduating MSW students are assessed. Former MSW students are contacted two years post-graduation and asked to complete a survey reflecting back upon the educational goals of the program. Current and graduating Ph.D. students are assessed. Please note that assessment for the Ph.D. program is under review and will be changing in the near future.

5. Please list/describe all the assessment events and devices used to monitor graduate student progress through the program. Consider the following questions:

- How are written exams used to assess graduate students?
- How are independent and/or culminating projects (theses, dissertations, performances, capstone courses, etc.) used to assess graduate students?
- How are oral presentations/reports/performances used to assess graduate students?

MSW Program

- Student final course grades (Excel spreadsheets)
- For all classes and all students. In addition, all MSW students are required to meet with their advisors on a regular basis to ensure that they are not only meeting requirements but are doing so while maintaining a sufficient GPA.
- Practicum evaluations (paper/pencil)
 - All students must complete 2 years (4 semesters) of practicum. The practicum evaluation allows field instructors to rate students on learning objectives (which are tied to the seven MSW program objectives) on a 5-point Likert-type scale. There is also space for written comments. The field instructor completes the evaluation and goes over it with the student at the end of each semester. In addition to grades and GPA, this is the major tool through which MSW students are assessed, as it is where they put into practice what they have learned in all of their classes.
- Most MSW courses require a written paper or papers. Many courses use group or individual presentations along with (or in place of) papers. Some of the foundation (first year) courses utilize written exams. The methods for classroom assessment are the prerogative of individual instructors, as long as the course and program goals and objectives are met. The mental health concentration requires that students produce a portfolio at the end of their concentration (second) year. They are read independently and graded by the instructors in the mental health concentration. The grade serves as their mark for the mental health seminar course. The School is contemplating making portfolios a requirement for all MSW students. Only students who choose to do a research project and thesis must write a thesis.

Ph.D. Program

- Ph.D. students undergo rigorous assessment throughout their program of study. After completing coursework inside and outside of the department, the student takes a written qualifying examination consisting of questions pertaining to all areas of the core curriculum. Students who fail the exam or part of the exam have the option of retaking the failed part of parts of the examination. Upon successfully passing the exam, students are admitted to candidacy.
 - As candidates, and after they have formed their doctoral committees and advanced to the dissertation stage, students must take an oral comprehensive examination. This exam ascertains the student's comprehension of the specialization area and readiness for the dissertation research. It includes a written component consisting of the first two chapters of the dissertation (the statement of the problem, review of the literature, and research design and method). Passing the exam includes approval of the dissertation proposal.
 - The final steps are the dissertation itself and the dissertation defense.
6. Please list/describe how your graduate students contribute to your discipline/academic area? Consider the following questions:
- To what extent do your graduate students present their work at professional conferences?
 - To what extent do your graduate students publish their work?

In a few cases, MSW and Ph.D. students present their work at professional social work and other conferences, such as the Council on Social Work Education annual program, and the Society for Social Work and Research annual conference. Much of the reason that students do not do more presentations or even attend conferences for informational purposes is the cost-prohibitiveness of such activities. Travel expenses and conference fees mean trips that cost \$1500 at a minimum.

MSW students who choose to conduct research projects as part of their course of study are encouraged to publish on their findings. Ph.D. students are expected to present dissertation findings at conferences and publish refereed journal articles from their doctoral research.

7. What attempts are made to monitor student post-graduate professional activities?
- In which industries/professions do your graduates find employment?
 - How successful are your graduates in their chosen professions and careers?

All School of Social Work graduates are asked to complete surveys at the two-year post-graduation mark. In addition, at the MSW level, we conduct an employer survey every two years. The employer surveys are mailed (with permission) to supervisors of our alumni.

Our Ph.D. students enter into academia to teach and conduct research, although some chose a strictly research path while a few others become the heads of social service agencies.

Our MSW program graduates work mostly in social service agencies and organizations at the private and public levels. Only a few of our graduates go into private practice for themselves or with a group of other practitioners.

8. How were the assessment data/results used to inform decisions concerning the curriculum and administration of the program?
 - Was pedagogy changed?
 - Did you make administrative changes?
 - Were there changes in interactions with students? Advising, counseling, etc.
 - Were degree requirements changed?
 - Were courses changed?

As noted in the previous section on undergraduate education, this is the critical part of our assessment and evaluation plan that we are starting to put into place. Beginning this fall, all faculty will be provided with aggregate results of all instruments and measures (with the exception of CAFÉ results, which are only seen by individual instructors and the Dean of the School of Social Work.) A two-hour meeting is scheduled each semester to discuss the results, what they mean, and how to utilize them for program improvement. To date, some changes in individual courses have been changed as a result of feedback.