

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
For Academic Programs**

Program: Bachelor of Social Work

Assessment Period Covered: March 1, 2008 to January 31, 2009

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The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:
Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program Mission

The mission of the Bachelor of Social Work Program is to prepare students as beginning level generalist professional social work practitioners who are committed to promoting the well being of all people. Besides emphasizing beginning level social work knowledge and skills, in keeping with the mission, the effects of injustice and oppression for people living along the border of Texas and Mexico are emphasized throughout the curriculum.

Provide summary of the last cycle's use of results and changes implemented

Program faculty should evaluate the former cycle. This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the program, and any recommendations formulated. Assessment data—including actual samples of student work—must be viewed and discussed by program faculty during this process.

The outcomes that were addressed during the cycle were a continuation of previous ones because these were the best measures of the eight content areas expected of social work students by the Council on

Social Work Education. Data were collected from three sources: the ACAT exam taken by all graduating seniors, the pre and post evaluation of every student in internship at the end of their academic studies, and self reported passage of State Licensure exam.

Selected list of program-level intended student learning outcomes: *It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate.*

1. Students will compare favorably with other social work graduates in the state and nation (score within the national norm of 400-600) in all eight learning content areas: diversity, populations at risk, social and economic justice, values and ethics, policy and services, social work practice, HBSE, and research methods.
2. Students in field will master all eight content areas and be able to apply them in their practice setting.
3. Eighty percent of students who take the licensure exam will pass (70%) it on the first try and 100% on the second.

Section I: Planning and Implementation

Outcome(s): *Identify the outcome(s) that will be focused upon this year.*

1. Students will improve their ACAT scores in the following areas: diversity, populations at risk, social and economic justice and social work practice.
2. Social work graduates demonstrate facility in writing and communications skills needed for work in their field of practice.*
3. Of the students who take the licensure exam the first time, 85 percent will pass.
4. Writing course students will improve in the areas of grammar and sentence structure by one score point over last years students.

Please indicate if the outcome(s) is (are) related to writing (QEP). *

Methods of assessment to be used: *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

1. The ACAT exam was used to assess the outcomes on the 8 content areas and the content areas that were identified.
2. The Student Field Evaluation pre and post evaluation was used to assess the same content areas.
3. The writing rubric will assess improvement of writing and communication skills.
4. Self reported licensure exam will be used to assess practice content area outcomes.

Indicate when assessment(s) will take place:

Annually

Criteria/Benchmark(s): *Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.*

1. Eighty five percent of students will score within the National Norm between 400 and 600 in each skill area in the ACAT exam.
2. Ninety percent of students receive a score from their supervisors and instructors that indicate that they either excelled or exceeded expectations in each competency area.
3. Ninety-five percent of social work students will score within the norm of 3 and 4 in their social work writing class.

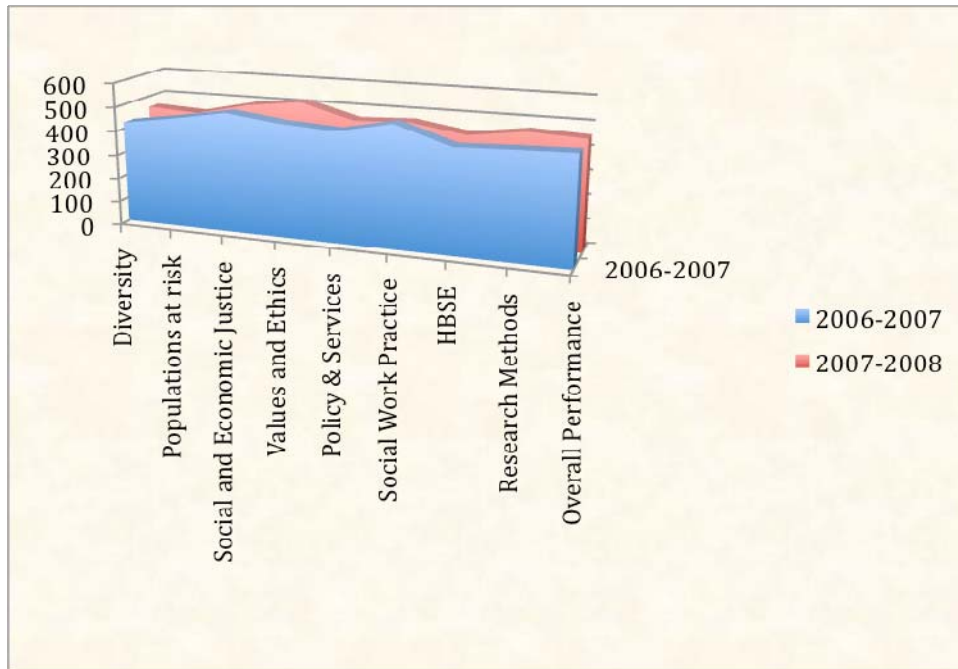
Section II: Analysis of Results

What were the results attained? *Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness (es) of the program suggested by the results.*

Comparison of ACAT Scores of Social Work Graduates

	2006-2007	2007-2008
Diversity	426	454
Populations at risk	459	443
Social and Economic Justice	497	492
Values and Ethics	470	519
Policy & Services	457	459
Social Work Practice	503	469
HBSE	431	434
Research Methods	440	465
Overall Performance	447	455

Chart 1. Overall ACAT Scores for BSW Graduates

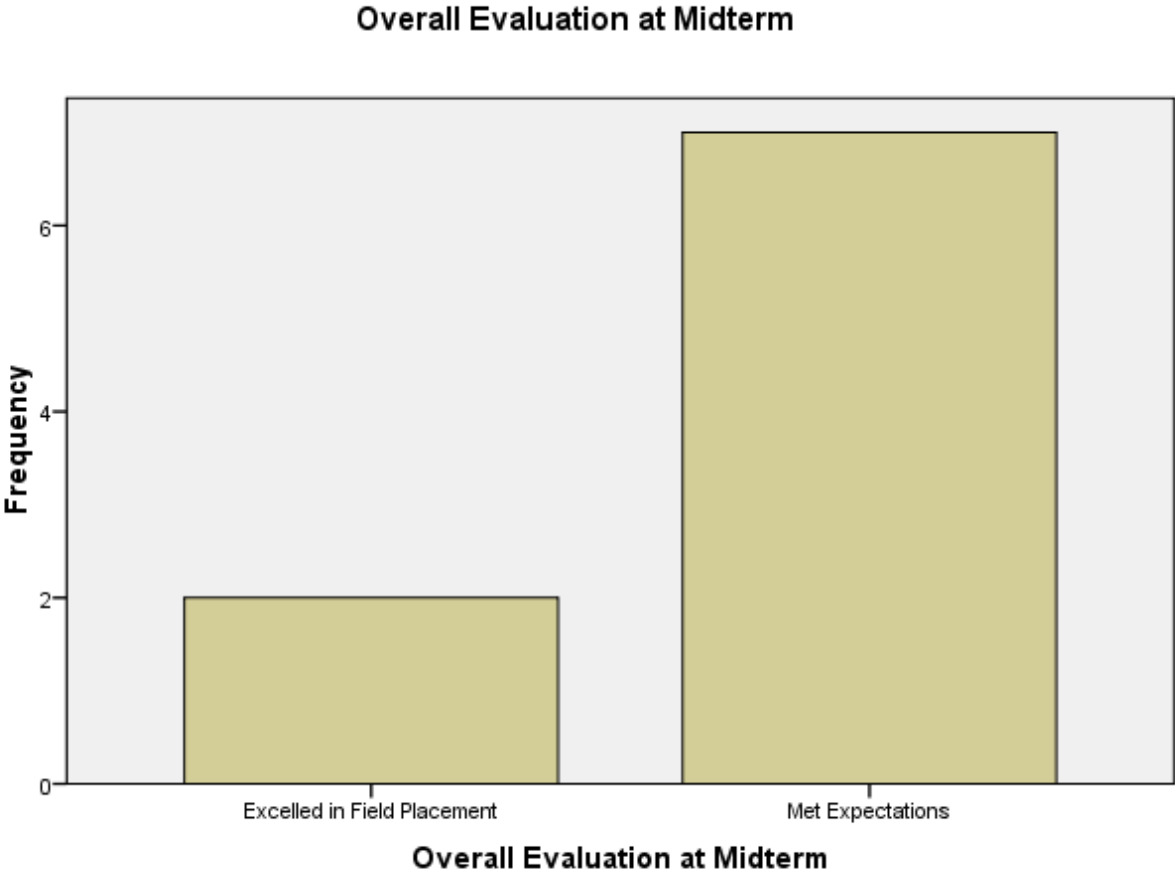


All BSW graduating seniors scored within the national norm in all competency areas. However, students in this graduating class scored eight points higher than the previous class even though they scored lower in some competencies than the previous class.

Overall Evaluation at Midterm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Exceeded in Field Placement	2	16.7	22.2	22.2
	Met Expectations	7	58.3	77.8	100.0
	Total	9	75.0	100.0	
Missing	System	3	25.0		
Total		12	100.0		

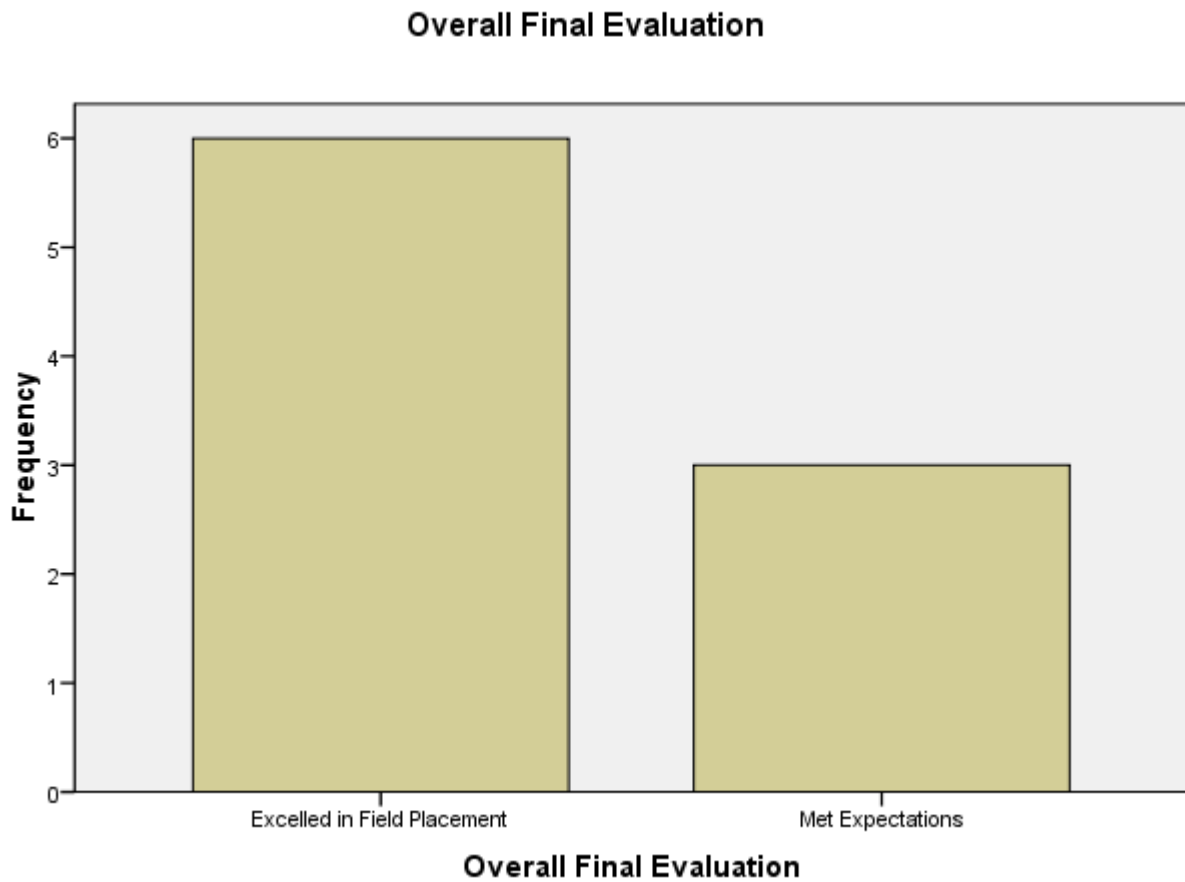
Chart 2: Student Field Evaluation of Eight Competency Areas



Overall Final Evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Exceeded in Field Placement	6	50.0	66.7	66.7
	Met Expectations	3	25.0	33.3	100.0
	Total	9	75.0	100.0	
Missing	System	3	25.0		
Total		12	100.0		

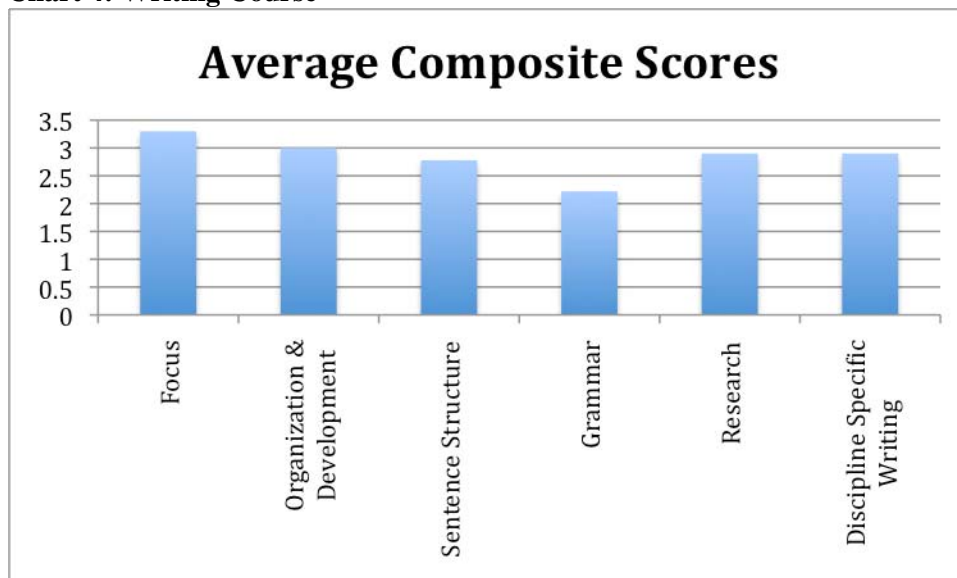
Chart 3: Overall Final Evaluation Scores of Eight Competency Areas



As can be seen in charts 2 and 3, the Overall competency scores improved from midterm to the final evaluation. Most (16% to 50%) students went from having met expectations in all competency areas to having excelled.

Average Composite Scores	
Focus	3.3
Organization & Development	3
Sentence Structure	2.78
Grammar	2.22
Research	2.9
Discipline Specific Writing	2.9
Composite	2.85

Chart 4: Writing Course



This is the first time scores were gathered. There is no basis for comparison. However, social work students scored lowest in the areas of grammar and sentence structure. These are areas out of the purview of a course in the major; however every effort is made to improve grammar and sentence structure of seniors.

What were the conclusions reached? *Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamtu.edu.*

Meetings are held quarterly with the social work faculty to assess student progress and outcomes. Decisions are made at this time. It was decided that we will continue collecting data on the eight content areas, writing skills, and will survey alumni to assess student transfer of knowledge to the work place. We

will be phasing out the program and the last class will graduate in the spring of 2010. A final report will be completed in August of 2010 that will include student success measures and outcomes from 2000 when the program was opened to 2010 when the Social Work Program ceases to exist. A three year phase out plan was created. We are now two years into the phase out plan.

Describe the action plan formulated. (The plan may be multi-year in nature.)

Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.

Social Work Program		
Phase out Plan	2008	2009
Year 2	Fall	Spring
Review Student Files	August	May
Review Student Degree Plans	August	May
Develop Survey		May
Send Survey		July
Develop Course Plan	August	May
Review Child Welfare Grant	August	May
Analyze ACAT data		July
Write Report		
Assess degree completion of students		May
Present the accrediting Agency with a progress Report	November	
Analyze Field Data		July

	2009	2010
Year 3	Fall	Spring
Teach Required Courses	x	x
Assess that each Student file is complete		x
Write Letter of Reference for Each Student	x	x
Create an electronic file for each student	x	x
Analyze Survey	x	
Write report on student survey	x	
Write a final program report		x
Assess degree completion of students	x	x
Collect ACAT and Field Data		x
	Summer 2010	
Present the Accrediting Agency with a final report	x	
Present the University with a final report	x	
Assess ACAT & Field Data	x	

Section III: Resources

Resource(s) to implement action plan: *Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.*

Funding

- Accreditation Program fees were taken out of our budget. Those are crucial to maintaining our accreditation until the spring of 2010. Not paying program fees jeopardizes the accreditation extension given to the program. These funds had been approved by the Coordinating Board.
- Funds for travel to the accrediting agency also need to be reinstated.

- Reallocation of current funds

Physical

- New or reallocated space

Other

- Primarily faculty/staff time- Maintain faculty and staff in place until phase out is complete
- University/rule procedure change only

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan):

The coordinating board approved the three year phase out plan along with the budget. Resources and funds are needed for the successful completion and phase out of the program so that its accreditation will be honored by the accrediting agency and the university

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

There is no need for initiation of new outcomes as the work is outlined already. The only new outcome is related to the survey to assess social work student success.

New Outcome(s) – (List outcomes below):

Graduates of the program will be successful in social work and in graduate programs they choose to attend.

Ninety-five percent of students will be working in the field of social work or will have attended a graduate program in social work or a related field.