

**College of Letters and Science**  
**2002 Annual Survey and Report of Departmental Assessment Practices**

Please return to Dean Certain by May 24, 2002  
 c/o Associate Academic Planner Elaine Klein  
 307-E South Hall, 1055 Bascom Mall, Madison WI 53706

Department Name: School of Social Work

**I. Assessment Plan**

- Q1. The department has an assessment plan for the undergraduate program. Y (see attachment)  
 Q2. The department has an assessment plan for the graduate program. Y  
 Q3. The assessment plan/s is/are linked to articulated outcome goals for your majors. Y

*Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed:*

<b>Tools used to directly assess student learning:</b>	<b>Undergraduate Program</b>	<b>Graduate Program</b>
National Exams	1998- present	1998- present
Local Exams		
Capstone Courses		
Embedded Testing	Ongoing (Field course)	Ongoing (Field Course)
Student Portfolios	Planned	Planned
Theses, Dissertations		
Performance Evaluations	Selected Courses	Selected Courses
Pre & Post Testing	2001- present	2001- present
<b>Tools used to indirectly assess student learning:</b>	<b>Undergraduate Program</b>	<b>Graduate Program</b>
Student Surveys	Periodically	Periodically
Exit Interviews	Annually	Annually
Alumni Surveys	Planned	Planned
Employer Surveys	Planned	Planned
External Reviews		

Q5. Of the tools used to directly assess student learning, which provide the most useful information?  
Embedded Testing; Pre-Post Test

Q6. Of the tools used to directly assess student learning, which provide the least useful information?  
National Exams

Q7. Of the tools used to indirectly assess student learning, which provide the most useful information?  
Student Surveys

Q8. Of the tools used to indirectly assess student learning, which provide the least useful information?  
Exit Interviews

Q9. Please elaborate on any of the responses given above (please attach additional pages as needed).  
See Attached

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**II. Assessment Processes**

Q10. Responsibility for assessment has been assumed by  
\_\_\_ an individual  X  a committee

*If responsibility is delegated to an individual, this person is:*

the chair / tenured faculty / untenured faculty / academic staff / short term staff / other: \_\_\_\_\_

*If responsibility is delegated to a committee, this group is:*

Specially constituted to address assessment of student learning	Y	N
Part of the Curriculum Committee	Y	N
Part of the Executive Committee	Y	N
Part of the Undergraduate/Graduate Education Committee	Y	N

Other: The Director and selected members of the Executive Committee and Staff. Feedback from the Committee is given to the Faculty as a whole.

Q11. The department has requested funds from the University Assessment Council (UAC)  
to help the department assess student learning

Yes in the past; not this year

*If "yes", did the UAC award the department funds?* Y

*Were those funds useful?* Y

Q12. The department has sought professional assistance to conduct assessment. N

*If "yes", from whom has the department has sought professional assistance? (For example, the LEAD Center, the Office of Quality Improvement, the UW Survey Center, etc.)*

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Office of Quality Improvement in 1999-2000. Full project report on file in Office of Quality Improvement

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**1 Additional Information**

1. Please attach a brief description of any changes in curriculum, advising, or procedures that were the result of your assessment findings so we may include this information in our annual report to the Provost. If your department has received funds from the University Assessment Council, you may attach the assessment report submitted to the UAC in compliance with its funding support requirements.

2. In the interest of streamlining our requests for assessment information, please identify an assessment contact person: Daniel Meyer

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3. Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?

Possible University resources available for external measures (.e.g., employer or alumni surveys)

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Thank you for taking time to complete this report.

***Please return this report by May 25, 2002.***

## **ATTACHMENT**

### **Question 1**

We provide information on our assessment plan for the undergraduate Social Work major.

### **Question 9**

**National Exams:** States require that baccalaureate and masters level graduates of social work programs be either licensed or certified in order to practice. Each state uses portions of or the entire national social work examination created by the American Board of Social Work Examiners (ABSWE) for their licensure processes. Annually, the UW-Madison School of Social Work receives the test results of our programs' graduates from the ABSWE.

**Embedded Testing:** Academic progress and professional development are constantly measured in the programs' Field and Integrative Seminar courses. Social Work faculty in concert with on-site agency supervisors evaluate students' performance in professional development and skill acquisition at the conclusion of each semester (Field and Integrative Seminars are a two-semester course sequence). A faculty-agency supervisor-student learning contract is negotiated each semester. Student outcomes relative to each item in the contract are assessed and evaluated determining achievement of the educational goals for the course. This testing takes place in both the graduate Social Work MSSW Program and the undergraduate Social Work Major.

**Masters in Social Work and Undergraduate Social Work Programs Outcome Study:** Since 1999 the faculty have been engaged in a major outcome study of the Social Work programs at the graduate and undergraduate levels. We have discussed the study's purposes and design in previous assessment reports. This year the following components of the outcome study were implemented:

#### **Pre-test:**

- Survey was developed in Summer 2001 designed as a self-assessment of a student's current knowledge of the social work theory, practice knowledge and practice skills (questions were posed related to School curricular goals for each of these areas).
- The survey was administered to all masters students and social work seniors at the start of the Fall semester of AY 2001-02.
- A presentation of preliminary findings was made at a faculty meeting, Spring 2002

#### **Post-test:**

- Based on data gathered in Fall, additional items were added to the survey reflecting appropriate professional skill development students generally attain in the program. This post-test was administered to all masters students and seniors in May 2002.
- Data from the pre and post tests are being analyzed in summer 2002.

**Ph.D. Program:** The doctoral program continues its program evaluation activities as outlined in previous assessment reports. Most notably, the Ph.D. committee conducts formalized ongoing review of student progress matriculating through the program, programmatic process reviews such as assessments of the preliminary examination and the effectiveness of the program's selection and admissions procedures.

#### **Plans for Future:**

- A report presenting this first year of data will be prepared and presented to the faculty, executive committee and the School.
- 2003-2004 we may begin a review and examination of the undergraduate Social Welfare major.
- 2002-2003 we will look at what will be required for continued implementation of our the next phases of our Outcome study (e.g., Portfolio design and Alumni or Employer surveys).