

**Department of Sociology, Anthropology, Social Work and Criminal Justice
AY 2011-2012 Assessment Plan**

Introduction

We have three assessment events this academic year. First, the department will engage in External Review. Self-studies are being prepared and we are in the process of identifying reviewers. Mary Carney, the Department Chair, is the person responsible for this assessment activity which will occur in Spring 2012. Second, we have our annual department-wide assessment activity. Third, social work will assess the CSWE competencies as they do every year. Their separate assessment plan follows the Department-wide assessment. Finally, the department has the following goals which will be assessed as positive if accomplished. They are:

1. Review department and major specific assessment activities.
2. Complete the Sociology and Criminal Justice external reviews.
3. Formally submit new course proposals for the several good courses that have been offered recently as Special Topics courses (e.g. Hate Groups, Food and Culture, Serial Killers, Social Movements, Mesoamerican Civilizations, Crime and the Media).

and,

4. Explore process for ACJS accreditation of Criminal Justice Major.

Need to import

Department-wide Learning Assessment

a. Department Learning Goals

Every year the Department assesses one of the 5 department learning goals. All three majors degree programs participate in the assessment activities. In addition, social work assesses their required competencies and process every year. The 5 Department Learning goals are:

1. Students will develop critical thinking skills in order to promote enhanced problem solving and decision making.
2. Students will develop writing skills to the level of an entry level professional or a beginning graduate student.
3. Students will develop ability to comprehend the complexity and diversity of human societies and cultures.
4. Students will develop abilities to frame questions, design research projects, collect data, analyze data, and draw valid conclusions from these data.
5. Students will develop ability to understand and apply the major conceptual orientations and theoretical frameworks used by sociologists.

2011-2012 Outcome.

This year's assessment focuses on the outcome of learning goal 4: Students will develop abilities to frame questions, design research projects, collect data, analyze data, and draw valid conclusions from these data. This is the second assessment of this goal as we assessed this in AY 2006-2007.

b. Goal Assessment Method

Description.

The 2011-2012 Assessment Committee has organized itself and is in the process of refining a common assignment that will be used in each of the Senior capstone courses. This will be a direct method of assessment in which students will be given research to analyze. The assignment will be given during a class period. An agreed upon common rubric will be used. The graded responses will be the data used for assessment. The individual responses will be aggregated and compared to a benchmark which still needs to be set. These courses are CRMJ 400: Senior Seminar, SOC 400: Senior Seminar and SOCW 495: Field Practicum II with Seminar.

When the details of the assignment are complete; the assignment, benchmark, and assessment rubric will be forwarded as an addendum to this plan.

Time Frame.

The assignment is currently envisioned to be a weighted assignment in each course. So, it will be introduced at the beginning of the semester. The committee has decided that the assessment will occur before the end of March so as not to interfere with other projects at the end of the semester.

Individuals Responsible for Assessment.

This year's assessment committee is comprised of the instructors for the Senior capstone course. They are Dr. Dani Peterka-Benton, Dr. Richard Reddy and Dr. Rolanda Ward. They have agreed upon the process, and will create the assignment, rubric, and proposed benchmark. They will also implement the assignment including grading in each of their respective courses. The committee will submit its findings to the department.

c. Plan for Results

The results of our assessment will be shared in the annual report. This document will be available to Department faculty for review, will be forwarded to administration and will be open to others upon request in the main office. Results from the Assessment will be shared at an end of the year faculty meeting. Each major degree program faculty now operate as a curriculum committee and it will be the curriculum committee's decision about what to do with the assessment results for their majors. In general, past assessments have been mostly positive and the resulting plan involved "monitoring" of the goal. There have been specific incidences in which faculty within one of the majors have discussed revision to courses and curriculum based upon assessment results. Sometimes those changes were enacted.

Attached are revised curriculum maps for Sociology, Criminal Justice and Social Work.

Social Work Assessment Plan

a. Social Work Program Goals

The Social Work program's goals are:

1. The SUNY Fredonia Social Work Program seeks to prepare generalist social workers who value the principles of service and importance of human relationships in their efforts to maintain and improve the social functioning of individuals, families, groups, organizations, communities and society.
2. The SUNY Fredonia Social Work Program seeks to prepare generalist social workers who are practitioner-researchers: active, applied social scientists who work to strengthen and improve the well-being of others through a critical and scientific approach and enactment of the generalist problem solving method with systems of all sizes.
3. The SUNY Fredonia Social Work Program seeks to prepare generalist social workers who understand and enact the standards and core principles of the NASW Code of Ethics in their interactions, relationships and decision-making.
4. The SUNY Fredonia Social Work Program seeks to prepare generalist social workers who practice ethnic and culturally sensitive social work with diverse populations and who work to eliminate social injustice experienced by oppressed populations.
5. The SUNY Fredonia Social Work Program seeks to prepare well-rounded, liberal arts trained generalist social workers who have mastered the CSWE core competencies, especially the skills and mindset needed in the use of the professional self.
6. They SUNY Fredonia Social Work Program seeks to prepare generalist social workers who integrate knowledge, values, and skills for competent entry-level professional practice and/or graduate education.

2011-2012 Outcome.

These goals are derived from our social work mission statement and are consistent with the required CSWE Competency outcomes. It is these Competency outcomes which we assess each year. These outcomes are:

- Comp. 1.** Identify as a professional social worker and conduct oneself accordingly.
- Comp. 2.** Apply social work ethical principles to guide professional practice.
- Comp. 3.** Apply critical thinking to inform and communicate professional judgments.
- Comp. 4.** Engage diversity and difference in practice.
- Comp. 5.** Advance human rights and social and economic justice.
- Comp. 6.** Engage in research-informed practice and practice-informed research.

Comp. 7. Apply knowledge of human behavior and the social environment.

Comp. 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Comp. 9. Respond to contexts that shape practice.

Comp. 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

b. **Assessment Methods**

Social Work does two types of assessment: Objective Outcome and Student Process which help us understand both the learning outcomes as well as program goal outcome.

Description of Competency Outcome Assessment.

The program takes a multiple measures approach to outcome assessment. The results of each individual measure are translated into a rating that is compared and contrasted to make meaning. These ratings are then aggregated and the aggregate is our main analysis for our yearly assessment and therefore, the most meaningful for assessment.

a. Spring Field Evaluations,

Agency Field Instructors rate their senior practicum student's level of competency for each practice behavior identified with the competency. These ratings are scored by the Faculty Field Liaison and the aggregate score is the rating for the Competency.

b. Field Instructor Agree/Disagree Rating of Competency Accomplishment,

We continue to incorporate a rating instrument we have used on the exit and alumni surveys on the Field Evaluation form. Field Instructors were asked whether they thought their student met each competency. They are asked to check Strongly Agree, Agree, Neither Agree nor disagree, disagree or strongly disagree. These ratings were also given values for comparative purposes.

c. Field Practicum Competency Portfolio: Student and Faculty,

Although listed as a single item, this assessment measure has two sets of data. Students must complete a Competency Portfolio in which they incorporate Field and Classroom evidence to show their attainment of practice behaviors and competencies. Students score themselves on the same scale the Field Instructors used for the Field Evaluation. Faculty score the competencies with a different rubric using the same type scale.

d. Department Assessment.

Results from the Department assessment related to social work student responses are use in the appropriate competency category as an additional measure in that category.

e. Alumni Survey

Every 5-7 years, we conduct an alumni survey that incorporates the same Agree/Disagree Rating of Competency Accomplishment. There is no Alumni Survey planned in AY 2011-2012.

Description of Process Assessment.

Process assessment also takes on a multiple measure approach, however, in this assessment we look for recurring themes about student experiences/perceptions and we do not make inferences from comparing and contrasting the data.

a. Senior Exit Survey

In this survey, students are asked to rate the usefulness of their pre-requisite and required course work to their Field Practicum activities. In addition, these graduating seniors answer open-ended questions to elicit feedback on a range of experiential issues.

b. Student Portfolio Review

Part of the Student Portfolio Review also requires written feedback to questions about the program portfolio process.

c. Grade Point Average Analysis

Periodically we hear rumblings about social work grades being inflated. Periodically we have done formal and informal analysis of grade points.

d. Alumni Survey

The questions on the first part of the Alumni Survey mirror the Student Exit Survey so there is a point of comparison between the two. Where one is the perception of the experience at time of graduation, the other is their perception after intervening years and experiences as influences to responses. There is no alumni survey planned in AY 2011-2012.

Time Frame.

The Field Evaluations, Competency Portfolio or some form of faculty graded assessment of graduating seniors, and the Senior Exit survey are completed every year at the end of the semester. An Alumni Survey is done approximately every 5-6 years. The Employer Survey will be added to the Alumni Survey and will follow the same time line. Analysis of the data usually occurs each summer, to be completed in time for the first faculty meeting of the year.

Individual Responsibility for Assessment.

Assessment is the responsibility of every social work faculty member as we work as a committee of the whole. Specific responsibilities are described below.

Responsibility for the Field Evaluations assignments fall to the Field Coordinator and/or the faculty Field Liaisons given field sections as part of their workload. Competency portfolio review is the responsibility

of all social work faculty and each student who reviews his or her own portfolio. The Exit Survey is administered during the Spring semester exam period associated with the Field Seminar by the faculty in charge of that section or by M. Carney who is the designated faculty assessment person for the social work assessment. The alumni and employer surveys are reviewed and edited by the faculty. Compilation of the data for most of instruments is done by the department work study and the secretary. Although no names are put on any of the instruments, this is another way to maintain anonymity of the responder. The compiled data is given in typed form for initial synthesis and analysis of the data to M. Carney. Results are then distributed to the social work faculty for input/discussion/final analysis. A final report is then sent to the appropriate offices, usually as an addendum to an annual report.

c. Plan for Results

The social work faculty work as a unit on programmatic and governance issues, including assessment. Each person has the responsibility to do their assignment, including review and commenting upon results. Assessment data is discussed either prior to or at the beginning faculty meeting each academic year to discuss the tentative interpretations made by the faculty member assigned assessment and to agree upon any needed strategies to improve the curriculum. All objectives that score below a Satisfactory score during the aggregated comparison must be remedied by some kind of faculty intervention in the curriculum. Past interventions have included increased focus on a particular content area, new assignments, and adding more content in appropriate courses. Assessment results led to separating micro and macro content from the integrated practice courses in AY 2009-2010 to strengthen macro practice.

Also, the primary data is kept in the Department. We have completed instruments dating back to 1999. Depending on space needs, we may need to destroy older records. However, we need to keep the primary data between CSWE reaffirmation accreditation site visits to have on hand in case the site visitors want to review it.

Attachments:

3 Curriculum Maps: Sociology, Social Work and Criminal Justice
Social Work Assessment Instruments (separate electronic files):

- a. Field Evaluation
- b. Competency Portfolio Instructions and Rating form
- c. Faculty Assessment Rubric for Competency Portfolio
- d. Exit survey

Sociology Curriculum Map

Learning goals and objectives of the Sociology Program:

1. Students will develop critical thinking skills in order to promote enhanced problem solving and decision making.
2. Students will develop writing skills to the level of an entry level professional or a beginning graduate student.
3. Students will develop ability to comprehend the complexity and diversity of human societies and cultures.
4. Students will develop abilities to frame questions, design research projects, collect data, analyze data, and draw valid conclusions from these data.
5. Students will develop ability to understand and apply the major conceptual orientations and theoretical frameworks used by sociologists.

Fall Freshman Year Courses (associated learning objectives in column to right)		Spring Freshman Year Courses (associated learning objectives in column to right)	
Introduction to Sociology (SOC 116)	1,2,3,4,5	Introduction to Sociology (SOC 116)	1,2,3,4,5
Or Introduction to Anthropology (ANTH 115)	1, 3,4,5	Or Introduction to Anthropology (ANTH 115)	1, 3,4,5
General Education courses (12 credit hours)		General Education Courses (12 credit hours)	
Fall Sophomore Year		Spring Sophomore year	
Social Analysis (SOC 202)	1,2,3,4,5	Social Analysis (SOC 202)	1,2,3,4,5
Or Social Statistics (SOC 200)	1,4	Or Social Statistics (SOC 200)	1,4
General Education courses		General Education Courses	
Sociology Elective 3 cr. hrs.	See Soc. elective list	Sociology Elective 3 cr. hrs.	See Soc. elective list
General Electives/Minor*		General Electives/Minor*	
Fall Junior Year		Spring Junior Year	
Research Methods (SOC 300)	1,2, 4,5	Research Methods (SOC 300) if not already taken	1,2,4,5
Sociology Electives (3 -6 cr. hrs)	See Soc. elective list	Sociology Electives (3-6 cr. hrs)	See Soc. elective list
General Electives/Minor*		General Electives/Minor*	
Fall Senior Year		Spring Senior Year	
Sociological Theory (SOC 380)	1,2,3,5	Senior Seminar (SOC 400) - Speaking Intensive	1,2,3,5
Sociology Electives (3 cr. hrs)**	See Soc. elective list	Sociology Electives (3 cr. hrs.)**	See Soc. elective list
General Electives/Minor		General Electives/Minor	

*minor is not required

**preferred semesters for internships

Electives on next page

Electives (relationship to learning objectives)

SOC 201 Social Problems (1, 3,5)
SOC 204 Social Psychology (3, 5)
SOC 215 Introduction to Public Health (1,2, 4, 5)
SOC 218 Introduction to Social Work (1, 3, 5)
SOC 240 Health and Society (3, 4,5)
SOC 272 Exploring Community Based Social Work (3,5)
SOC 303 Social Class and Inequality (1, 2,3,5)
SOC 306 Sex and Gender (1,2,3,5)
SOC 310 Sociology of Deviant Behavior (1, 2, 3, 5)
SOC 311 Sociology of Addiction (1,2,3,5)
SOC 312 Plagues and Peoples (1, 2, 3, 5)
SOC 316 Minority Groups (1,2,3,5)
SOC 320 Family Sociology (1,2,3,5)
SOC 321 Population and Society (1,2,3,4,5)
SOC 331 Anthropology of American Utopias (1,2,3,5)
SOC 335 Sociology of Sport (1,2,3,5)
SOC 337 Sociology of Aging (1,2,3,5)
SOC 338 Sociology of Death and Dying (1,2,3,5)
SOC 345 Women, Health and Sociology (1,2,3,4,5)
SOC 350 Special Topics (variable)
SOC 361 Law in the World (1,2,3,5)
SOC 363 Victimology (1,2,3,5)
SOC 364 Juvenile Delinquency (1,2,3,5)
SOC 365 Family Violence (1,2,3,5)
SOC 415 Seminar in Public Health (1,2, 4)
SOC 470 Directed Study (variable)
SOC 472 Sociology Internship (variable)

Department of Sociology, Anthropology, Social Work and Criminal Justice
Social Work Curriculum Map

Department Learning goals and objectives Related to the Social Work Program

1. Students will develop critical thinking skills in order to promote enhanced problem solving and decision making.
2. Students will develop writing skills to the level of an entry level professional or a beginning graduate student.
3. Students will develop ability to comprehend the complexity and diversity of human societies and cultures.
4. Students will develop abilities to frame questions, design research projects, collect data, analyze data, and draw valid conclusions from these data.
5. Students will develop ability to understand and apply the major conceptual orientations and theoretical frameworks used by social workers.

CSWE Competency Learning Outcomes:

- E.P. 1: Student identifies as a professional social worker and conduct oneself accordingly
- E.P. 2: Student applies social work ethical principles to guide professional practice
- E.P. 3: Student applies critical thinking to inform and communicate professional judgments.
- E.P. 4: Student engages diversity and difference in practice.
- E.P. 5: Student advances human rights and social and economic justice
- E.P. 6: Student engages in research-informed practice and practice-informed research
- E.P. 7: Student applies knowledge of human behavior and the social environment.
- E.P. 8: Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.
- E.P. 9: Student responds to contexts that shape practice
- E.P. 10: Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.

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Map

Fall Freshman Year Courses (associated learning objectives in column to right)		Spring Freshman Year Courses (associated learning objectives in column to right)	
Introduction to Sociology (SOC 116)	3,4,5 EPs 4, 6,7,8,9	Introduction to Sociology (SOC 116) if not taken in Fall	3,4,5 EPs 4,6,7,8,9
Introduction to Psychology (PSY 129)	3,4,5 EPs 4,6,7	Introduction to Psychology (PSY 129) if not taken in Fall	3, 4,5 EPs 4,6,7
Human Biology (BIOL 110)	5 EP 7	Human Biology if not taken in Fall	5 EP7
Other Gen. Ed. courses (0-15 cr. hrs)		Other Gen. Ed. Courses (0-15 cr. hrs)	
Fall Sophomore Year		Spring Sophomore year	
Social Statistics (SOC 200)*	1,4 EPs 3,6	Or Social Statistics (SOC 200)*	1,4 EPs 3,6
Introduction to Social Work (SOC 218)	3,4,5 EPs 1,2,4,5	Exploring Community Based Social Work	1, 3, 5 EPs 1,2,4,5
General Education Courses		General Education Courses	
General Electives/Minor**		General Electives/Minor**	
Fall Junior Year		Spring Junior Year	
Research Methods (SOC 300)	1,4 EPs 3,6,10	Research Methods (SOC 300) if not already taken	1,4 EPs 3,6,10
Social Welfare Institutions (SOCW 249)	2,3,5 EPs 2,4,5,8,9	Social Welfare Policy (POLI 382)	1,2,3,5 EP 3,5,8,9
Foundations of Generalist Practice(SOCW 325)	1,2,3,4,5 EPs1-10	Generalist Practice Skills (SOCW 370)	1,2,3,4,5 EPs 1,2,4,5,6,8,10
Human Behavior in the Social Environment I (SOCW 340)	1,2,3,4,5 EPs 1,2,3,4,5,7,10	Human Behavior in the Social Environment (SOCW 341)	1,2,3,4,5 EPs 1, 2,3,4,5,7,10
Approved Electives/Minor**		Approved Electives/Minor**	
Fall Senior Year		Spring Senior Year	
Gen. Prac. with Individuals and Families (SOCW 390)	1,2,3,4,5 EPs 1-10	Gen. Prac. with Organizations and Larger Systems	1,2,3,4,5 EPs 1-10
Field Practicum I (SOCW 480 & 485)	1,2,3,4,5 EPs 1-10	Field Practicum II (SOCW 490 & 495)	1,2,3,4,5 EPs 1-10
General Electives/Minor**		General Electives/Minor**	

* any Stat 200 course is accepted, **minor is not required,

Social Work Electives

Individualized plan

Faculty Portfolio Rating Rubric

Rating 1 Student does not have Competence	Rating 2 Moving Toward Competence	Rating 3 Can show competence but is inconsistent	Rating 4 Consistently shows competence in this area.	Rating 5 Consistently shows competence, and compared to what is expected of a “new” social worker, exceed expectations
<p>1. Written reflection does not demonstrate student understands competency</p> <p>Even if,</p> <p>Our interpretation of the evidence supports competency</p>	<p>1. Written reflection demonstrates student has a basic understanding of the competency.</p> <p>2. Expression of understanding is weak.</p> <p>3. Evidence supports student’s expression of competency but conceptualization and corresponding articulation (understanding of practice) is weak.</p>	<p>1. Written reflection shows a basic understanding of the competency.</p> <p>2. Written reflection shows ability to integrate ideas about knowledge, skills and values in discussion of the competency.</p> <p>3. Reflection tries to connect the discussion of knowledge, skill and values of the competency to the student’s enactment of the competency but the connection is weakly or incompletely made. The level of complex discussion is not “as expected” of a graduating senior.</p> <p>4. Evidence supports knowledge, skills, and values associated with the competency but , in general, is weak.</p> <p>Also,</p> <p>Student may meet reflection criteria</p>	<p>1. Written reflection shows a good understanding of the competency and its relationship to the enactment of social work practice with systems of all sizes.</p> <p>2. Reflection integrates knowledge, skills, and values in discussion of the competency.</p> <p>3. Written reflection connects the discussion of knowledge, skill and values of the competency to the student’s enactment of the competency.</p> <p>4. Evidence supports claims made by the student.</p> <p>5. Student’s writing is consistent with expectations required for an entry level worker.</p> <p>6. Student shows that they “know” and “do”, reflection language suggests “owning” of knowledge, values and skills but</p>	<p>All of the following must be present to justify this ranking:</p> <p>1. Entries and documentation are presented in a very professional, well written, well organized manner.</p> <p>2. All criteria for Rating 4 are clearly present.</p> <p>3. Written presentation goes beyond descriptive analysis and reflection. Presentation shows complex critical thinking and self-evaluation.</p> <p>4. Student language is persuasive: student knows, owns and does.</p>

		of Ranking #4 but have weak evidence. This student should be ranked as a #3.	lack of confidence is showing. See also Rating #3	
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PORTFOLIO REVIEW RATING SHEET -
 (for assessing graduation requirement and for program assessment)

Student Name: _____ Faculty initials: _____

Competency	Rating (check box) See rubric for criteria					Comments: identify any strong or weak practice behaviors, etc.
	1	2	3	4	5	
1. Professional Identity and conduct						
2. Ethics and Ethical Practice						
3. Critical Thinking						
4. Diversity and Difference						
5. Human Rights and Social/Economic Justice						
6. Research						
7. HBSE						
8. Policy Practice						
9. Contexts						

10. Problem Solving

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