



**Middle Georgia
State University**

Title.

Middle Georgia State University Academic Program Assessment

Instructions. This form collects assessment information for all academic programs at Middle Georgia State University. Program directors, chairs, or deans, should submit one form each year (or semester) for each academic program and for each site the academic program is offered (https://www.mga.edu/institutional-research/docs/Programs_by_Location.pdf) (i.e. if a program is offered in Macon and Cochran, separate assessments unique to the students enrolled at each location should be submitted). It is essential that improvements based on the assessment are also clearly identified and that the department keeps evidence of those improvements (i.e. new exams, syllabi, instructional tools) when an improvement is identified and implemented. Major changes to curriculum must go through the Academic Affairs process. Student Learning Outcomes (SLO) should match the Assessment Plan and Curriculum Maps found here:

<https://www.mga.edu/provost/program-histories.php>; if they don't please contact OIRDS to update them.

NOTE: All fields are required, please place NA or O in response field ONLY if SLO is not being utilized, otherwise full responses are required. Provide ALL necessary information requested to the fullest extent possible, such that a peer reviewer is not required to assume any information not provided. Utilize the provided assessment scoring rubric drafting guideline to evaluate your report prior to submission. https://www.mga.edu/institutional-research/docs/IEB_Academic_Program,_Student_Support,_Advising_Scoring_Card.pdf

****Please SUBMIT the form within 30 minutes of opening this page. If you wait too long to submit you may lose your work**** In the event that you need to edit your submission, you may contact the Director of Institutional Effectiveness to secure a custom link to edit and resubmit.

Q1. Submitters Email

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Q2. For which program is this assessment being submitted? An academic program for this purpose is defined as a major within a degree program (i.e. Bachelor of Arts with a major in English, Bachelor of Science with a major in Chemistry, Associates in Occupational Therapy Assistant).

Bachelor of Science in Social Work

Q3. For which campus is this program assessment being submitted? Note: A separate assessment report is needed for each location a program is offered.

Cochran

Macon

- Eastman
- Dublin
- Warner Robins
- Online

Q4. In which College is this program located?

- Arts and Letters
- Aviation
- Health and Natural Sciences
- Business
- Computing
- Education and Behavioral Sciences

Q5. Program Type

- Graduate
- Undergraduate
- Certificate

Q6. Which semester were the data collected and analyzed? If across multiple semesters, select the latest semester of data.

- Summer 2022
- Fall 2022
- Spring 2023

Q7. Approximately how many students are enrolled in this program at this location?

85

8. SLO 1: What is the first Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

SLO/Competency 1: Students will demonstrate ethical and professional behavior

9. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Junior Level: Ethical Dilemma Paper in SOCW 3200: Direct Practice I Senior Level: Field Practicum Final Evaluation (Competency 1 items) & ePortfolio Competency Presentation Rubric (Competency 1 items) in Senior Year, Field Practicum II: SOCW 4600

10. SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

Junior Level: 80% of students will earn a score of at least 75% on the outcome assessment measure benchmark Senior Level: 80% of students will earn a score of at least 80% on the aggregate of assessment measures

11. SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Benchmark justified for CSWE Accreditation.

12. SLO 1: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

Junior level: 95% Senior level: 96%

13. SLO 1: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Competency benchmark met in both junior and senior years, however ongoing program quality improvement is conducted through curriculum review.

14. SLO 2: What is the second Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

SLO/Competency 2: Students will engage diversity and difference in practice

15. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Junior level: Final Written Self-Assessment in Junior Year, SOCW 3000 Senior level: Field Practicum Final Evaluation (Competency 2 items) & ePortfolio Competency Presentation Rubric (Competency 2 items) in Senior Year, Field Practicum II: SOCW 4600

16. SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

Junior level: 80% of students will earn a score of at least 75% on the outcome assessment measure benchmark Senior level: 80% of students will earn a score of at least 80% on the aggregate of assessment measures

17. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Benchmark justified for CSWE Accreditation.

18. SLO 2: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

Junior level: 100% Senior level: 92%

19. SLO 2: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Competency benchmark met in both junior and senior years, however ongoing program quality improvement is conducted through curriculum review.

20. SLO 3: What is the third Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

SLO/Competency 3: Students will advance human rights and social, economic, and environmental justice

21. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Junior level: Letter to a Decision Maker in Junior Year, SOCW 3700: Policy Senior level: Field Practicum Final Evaluation (Competency 3 items) & ePortfolio Competency Presentation Rubric (Competency 3 items) in Senior Year, Field Practicum II: SOCW 4600

22. SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....)

Junior level: 80% of students will earn a score of at least 75% on the outcome assessment measure benchmark Senior level: 80% of students will earn a score of at least 80% on the aggregate of assessment measures

23. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Benchmark justified for CSWE Accreditation.

24. SLO 3: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

Junior level: 95% Senior level: 96%

25. SLO 3: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Competency benchmark met in both junior and senior years, however ongoing program quality improvement is conducted through curriculum review.

26. SLO 4: What is the fourth Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

SLO/Competency 4: Students will engage in practice-informed research and research-informed practice

27. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Junior level: 1. Final Examination & 2. Journal Critique in Junior Year, Policy Practice: SOCW 3600 Senior level: Senior level: Field Practicum Final Evaluation (Competency 4 items) & ePortfolio Competency Presentation Rubric (Competency 4 items) in Senior Year, Field Practicum II: SOCW 4600

28. SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

Junior level: 80% of students will earn a score of at least 75% on the outcome assessment measure benchmark Senior level: 80% of students will earn a score of at least 80% on the aggregate of assessment measures

29. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Benchmark justified for CSWE Accreditation.

30. SLO 4: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

Junior level: 71% Senior level: 88%

31. SLO 4: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Based upon the lower-than-expected outcome in the junior year, the program will strengthen the formative evaluation of course content and activities. Additionally, faculty will review the alignment of course sections to ensure consistency. Changes to the junior curriculum are expected to improve SLO 4 outcomes in the junior and senior years.

Q41. List each program concentration or track within the larger academic program and clearly articulate the expected learning outcomes. (If distinct note them distinctly, if common restate).

NA

Q42. How do you collect and report data on the achievement of these learning outcomes for each program concentration or track?

The BSW program has one concentration/track. Data is gathered using course outcomes and alignment with the CSWE Assessment Plan.

Q43. Report and analyze the learning outcomes associated with each program concentration or track

NA

32. How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number)

38

33. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)

- Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience
- Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets
- Own Student Success 3. Develop academic pipelines and expand degrees
- Own Student Success 4. Expand student engagement and experiential learning
- Build Shared Culture 5. Attract talent and enhance employee development and recognition
- Build Shared Culture 6. Sustain financial health through resourceful fiscal management
- Build Shared Culture 7. Cultivate engagement with its local communities

34. Please indicate which of the following actions you have taken as a result of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)(Check all the apply)

- Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- Request for Additional Financial or Human Resources
- Customer Service Changes: Communication, Services, etc
- Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
- Evaluating and/or Revising the Reporting Lines Internal Assessment Processes
- Other

35. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc)

36. Please provide a comprehensive narrative outlining how assessment results are utilized for continuous improvement in this field. Your narrative should address the past, present, and future aspects of assessment, with specific emphasis on how these results inform decision-making and drive improvement efforts.

Responsibility for initiating the evaluation and interpretation of program outcomes resides with the BSW Program Director, who compiles and provides initial interpretation of outcome results. With the support of the BSW Field Education Director, results are compiled and interpreted at the end of each spring semester, identifying concerns and trends in student outcomes. The next step toward evaluating program outcomes and their implications is the involvement of the entire faculty, including part-time faculty. Faculty discussion is essential to the overall renewal process and occurs through faculty meetings and the annual department retreat. During the semester kick-off faculty retreat, usually occurring in early August, the BSW Program Director with the support of the BSW Field Education Director, presents program outcomes, trends, and concerns. Faculty are then invited to contribute to the interpretation process. One method for this is examining the curriculum associated with competencies below or at the 80 percent program benchmark. To facilitate this process, the BSW Program Director identifies the main courses related to the competency of concern by reviewing the curriculum matrix. In response to assessment results, faculty discuss possible curriculum changes or additions using the Curriculum Review Form as needed. The Curriculum Review Form facilitates consideration of the impact of explicit and implicit curriculum elements on students' competency development – allowing faculty to identify possible changes. As the faculty discuss areas for improvement, they generate action plans in response to these concerns. Areas of concern that warrant further exploration are further discussed in upcoming faculty meetings, and course or curriculum change proposals are made in accordance with the university's shared governance process. Curriculum changes are driven by feedback from the faculty and the Social Work Advisory Council (SWAC). The BSW Director and Field Education Director present results to the SWAC during the first scheduled academic year meeting. Feedback from community stakeholders provides a rich source of assessment interpretation and feedback for program renewal.

37. Optional: The following upload portal is available to supplement your report with supportive documentation should you wish to provide any (instruments, data, etc).

[BSW Assessment - SACS Program Assessment Outcomes-2022-2023.docx](#)

36.5KB

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