

## Academic Program Assessment Plan

An academic program assessment plan will demonstrate educational achievement and improvement through ongoing assessment of student learning. An academic assessment plan reflects specific program goals, measureable student learning outcomes, and a clearly defined timeline for implementation, data collection and analysis, and use of findings to support program-level change and accomplishments.

## Program Goals

Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university and college.

## Student Learning Outcomes

Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.

## Assessment of Student Learning

Assessment Methods of Assessing Student Learning

Direct Methods - Clear and compelling evidence of that students are learning

- Ratings of student skills by field experience supervisors
- Scores and pass rates on appropriate licensure/ certification exams or other published tests that assess key learning outcomes
- “Capstone” experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored *using a rubric*
- Portfolios of student work
- Score gains between pre and post tests (published or local) or writing samples

Indirect Methods - Evidence that students are probably learning, but exactly what or how much is less clear

- Course grades
- Assignment grades, *if not* accompanied by a rubric or scoring guide
- Admission rates into graduate programs and graduation rates
- Placement rates of graduates into appropriate career positions and starting salaries
- Student ratings of their knowledge, skills and reflections on what they have learned in the program
- Student/alumni satisfaction with learning, collected through surveys, exit interviews, or focus groups
- Student participation rates in faculty research, publications and conference presentations
- Honors, awards, and scholarships earned by students and alumni

### *Timelines for Data Collection and Analysis*

Specific timeline for collection and analysis of assessment data. Develop an assessment cycle that will coincide with external or internal academic program reviews. The analysis of assessment data provides evidence of student learning.

- Determine who will be responsible for data analysis. Appoint faculty leadership or a committee structure to guide and implement the program assessment plan
- Document any key findings.

### *Use of Results*

This phase of assessment planning is often referred to as “closing the loop.” One of the most challenging aspects of assessment is using the data to inform and reflect upon current practice and facilitate program change. Using assessment results is a key element in supporting a program’s continuous, quality improvement processes.

Use the following questions to guide the discussion:

- What are the most important things to share about the results?
- How will the results impact decisions on curriculum and instruction?
- In what ways are you able to “close the loop” and use data to confirm outcomes or improve the program?

# Academic Assessment Plan

## Child Advocacy Studies in the School of Social Work

May 31, 2016

### Program Goals (3-4)

*(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university and college.)*

1. Engage students in practical learning and skill-building for helping professionals that can be immediately translated into practice skills in their various work settings, making students more marketable and proficient in the areas of child advocacy, and prevention and support services.
2. Provide critical thinking, problem-based learning methods centered on historical and current child maltreatment issues and research in addition to other professional skills and values that will allow helping professionals to assess, plan and intervene on behalf of children, families and communities.
3. Prepare students to consider and appreciate the differences in perspectives of various fields of helping professionals with whom they will collaborate professionally and provide the experience of working as an interdisciplinary team as advocates to address and prevent child maltreatment.

### Student Learning Outcomes (6-8)

*(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.)*

#### Program Goal 1

1. Understand the role of the child advocate in addressing social justice issues associated with intervention and prevention of child maltreatment, and in promoting social change that will result in fewer incidents of child maltreatment.
2. Demonstrate the beginning skills needed for child maltreatment assessment, investigation, intervention and prosecution, and how issues of race, class, sexual orientation, religion, gender, poverty and social justice influence investigation of child maltreatment.

#### Program Goal 2

3. Understand how to identify and respond to child maltreatment, including historical and current definitions and trends, legal and philosophical underpinnings, and sociocultural and economic antecedents.
4. Understand own values and perceptions and the impact those could have on their practice. Be able to recognize, using critical thinking skills, when their own values and beliefs interfere with their ability to be objective when working with a client.

#### Program Goal 3

5. Identify goals for family and identify services needed by the family based on understanding of mental health conditions that result from child maltreatment, including interdisciplinary family

intervention, mental health assessment, diagnosis, treatment, and availability of services for the survivor, the family and the offender.

6. Understand the criteria for alleged maltreatment so appropriate action can take place, including initial responses to child maltreatment by professionals, differences in system responses between civil and criminal proceedings, investigative processes and the roles of multidisciplinary team members.

### **Process for Assessing each Student Learning Outcome**

*(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)*

#### **1. Timeline for assessment and analysis**

*(Must include specific timeline for collection and analysis of assessment data.)*

Assessment of student learning connected to goals is obtained throughout each course, as assignments are directly linked to course learning objectives. Therefore, the timeline for collection is ongoing throughout each semester evidenced by performance on personal reflective journals, case-based writing applications, papers, and exams.

Currently, the program courses are taught in a series over the following semester cycle: CHAS I Spring, CHAS II Summer, CHAS III Fall. Benchmark for all six (6) of the student learning outcomes is 85%. The School of Social Work Assessment Committee will collect data in the form of assignment scores from course instructors at the end of every semester. They will analyze the data at the end of each program.

#### **2. Means of assessment and desired level of student achievement**

*(Must include at least one direct and one indirect method of assessment for each learning outcome.)*

1. Direct: Final Presentation (*Child Advocacy Leadership Project*), course discussions and reflective journals, scored using rubric. Demonstrates grasp of related concepts and skills with a grade of 85% or higher.

2. Direct: Presentation (*Controversial Issues in Investigating and Prosecuting Child Maltreatment*), course discussions and reflective journals, scored using rubric. Demonstrates grasp of related concepts and skills throughout with a grade of 85% or higher.

3. Direct: Midterm Paper (*Controversial topics in Child Maltreatment*), course discussions and reflective journals, scored using rubrics. Demonstrates grasp of related concepts and skills with a grade of 85% or higher

4. Direct: Final Paper (*Comprehensive Case Study: Case-based Evaluation and Report Preparation*), course discussions and reflective journals, scored using rubrics. Demonstrates grasp of related concepts and skills with a grade of 85% or higher.

5. Direct: Midterm Paper (*Family Case Management Paper*), course discussions and reflective journals, scored using rubric. Demonstrates grasp of related concepts and skills with a grade of 85% or higher

6. Direct: Midterm Paper (*Interview with a Child*), course discussions and reflective journals, scored using rubrics. Demonstrates grasp of related concepts and skills with a grade of 85% or higher

Indirect means of assessment for all learning objectives will be measured using the following:

1. Course grades
2. Program completion rates
3. Student ratings of their knowledge, skills and reflections on what they have learned in the program
4. Student satisfaction with learning, collected through surveys and teaching evaluations

### 3. Reporting of results

*(Must at least report annually to the Dean of college/school.)*

The School of Social Work will deliver the results to departmental faculty and to the appropriate parties within Fulbright and Global Campus on an annual basis. Additionally, this reporting would prove useful to the Interdisciplinary Studies Program Administrators and advisors. Faculty will review key findings at the School of Social Work annual fall retreat, will inform curriculum changes as the program grows to meet established goals and continue improvement to effectively educate and prepare the many helping professionals who are in positions to identify, report, provide support for and prevent child maltreatment as the issue continues to evolve in our present society.

Notes from the Admissions Committee and School Retreat meetings will be recorded and filed online so they can be reviewed by appropriate faculty and administrators, at least once of a year.

# **Annual Academic Assessment Report**

**(DEGREE/PROGRAM NAME)**

**(DATE)**

**Report annually to the Dean of the college/school the following:**

- **Results of analysis of assessment of Student Learning Outcome**
- **Any changes to degree/certificate planned or made on the basis of the assessment and analysis**
- **Any changes to the assessment process made or planned.**