

Department/Program: Dental Education	Chair/Director: Juanita Robinson	Assessment cycle/year:
	Email address: jurobin@iun.edu	2011-12

Mission/Purpose

Dental Assisting and Dental Hygiene are professions, which have been developed by dedicated individuals. Such individuals have labored to maintain a professional atmosphere within the practice of dental assisting and dental hygiene. As a teaching institution, we as faculty feel it is our responsibility to instill in each student an appreciation for the professional aspects of the practices dental assisting and dental hygiene as well as academic and technical excellence. In practical fulfillment of this goal, we-the faculty-view our role as one which demonstrates responsibility to you, but not for you.

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)

Goal 1. The ability to recognize the roles of the dental health team and function as a team member through effective interpersonal communication *and*, The ability to respond to the needs of the patients through effective interpersonal communication and respect the rights of others.

Goal 2. The ability to respect members of the dental health team and function as a valuable and cooperative team member *and*, The ability to respond to the needs of the patients through effective interpersonal communication and respect for others.

Goal 3. The ability to provide or perform a particular, but complex, service or task *and*, The ability to evaluate and identify conditions of that service or task.

Goal 4. The ability to value continual learning, professional development and self-evaluation and personal goals.

Which Student learning outcomes (Goals) did you assess this year?

Competence in the practice of the profession of dental assisting and dental hygiene.

Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
1. Students will demonstrate effective interpersonal communication and respond to the needs of the patients.	Faculty communicates with patients when checking student's assessment of the patient.	99% of the students are in compliance	Faculty will communicate with the students that are not in compliance. Patient Surveys.
2. Students will demonstrate respect for members of the dental team and function as a cooperative team member.	Professionalism scores on the Clinic Evaluation Form.	95% of the students are in compliance.	Give examples to students on how to work together to help each other. Assign group projects. Lower the professionalism scores on the Clinic Evaluation Form if the students are not compliant with expectations.

<p>3. Students will assess, diagnose, implement and evaluate a plan of action for each patient.</p>	<p>Treatment Plans for patients. Patient and radiographic requirements for each semester.</p>	<p>100% of the students are in compliance. The first year dental hygiene students completed patient and radiographic requirements with at least 85% accuracy in the spring semester. The first year dental hygiene students completed patient and radiographic requirements with at least 87% accuracy in summer I semester. The second year dental hygiene students completed patient and radiographic requirements with at least 89% accuracy in the fall semester. The second year dental hygiene students completed patient and radiographic requirements with at least 93% accuracy in the spring semester.</p>	<p>Have the students to continue to assess, diagnose, implement and evaluate a plan of action for each patient and have the plan reviewed by the faculty. Provide examples of treatment plans. Continue to enforce the accuracy percentage in place for each semester.</p>
<p>4. Students will provide a particular, complex task and evaluate and identify conditions of that task.</p>	<p>Licensure examination scores and clinical competency assessments (by direct observation, preceptor evaluation, student self-evaluation, and examinations). Clinical competence assessment also includes: graduate surveys, employer surveys and patient surveys.</p>	<p>95% of the second year dental hygiene students passed the National Board Examination. 92% of the second year dental hygiene students passed the clinical portion of the North East Regional Board Examination. 92% of the second year dental hygiene students passed the computerized portion of the North East Regional Board Examination.</p>	<p>Clinical evaluations by faculty on the clinic floor. Lecture that will enable the students to use what is taught and utilize in clinic. Examinations Competencies</p>
<p>5. The ability to value continual learning, professional development and self-evaluation and personal goals.</p>	<p>Licensure renewal Membership in professional organizations.</p>	<p>Continuing education required for licensure renewal. Professional development and continuing education courses offered by the professional organization</p>	<p>State mandates for continuing education.</p>

Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1. Changes in competencies (knowledge, attitude, psychomotor and communication skills) to evaluate what is learned and make sure the students are doing what they are taught to do, evaluate dexterity in instrumentation and radiographic techniques and evaluate the student's performance in adequately sharing learned information with patients.
2. Professional development for faculty to keep them knowledgeable and current in the evolving practice of dentistry and technology so they are able to share this knowledge with students and each other.

Department/Program: Health Information Management	Chair/Director: Margaret A. Skurka	Assessment cycle/year:
	Email address: mskurk@iun.edu	2011-12

Mission/Purpose

To provide educational experiences designed to prepare students to achieve the Domains, Subdomains, and Tasks for Registered Health Information Administrators and Technicians as described by the Commission on Accreditation for Health Informatics and Information Management Education.

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)

Goal 1. The HIM curriculum will include, at minimum, the required knowledge clusters that include content and experiences to enable students to meet the current entry-level competencies of the profession.

Goal 2. To prepare students to successfully write the national certification examinations of the AHIMA for certification as an RHIT or RHIA

Goal 3. To prepare competent entry level health information technicians and administrators in the cognitive, psychomotor, and affective learning domains.

Goal 4. 80% of the program graduates who desire employment will obtain employment in an HIM related setting

Which Student learning outcomes (Goals) did you assess this year?

Goals 2, and 4

Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
1. Graduates will demonstrate an 80% pass rate for RHIT exam	Meet at least the AHIMA National Mean Pass rate of 75%	Pass rate was 63% for the 9 students who took the exam in 2011	Faculty retreat to revisit areas students where students were below; decrease time between graduation and taking of the exam
2. Graduates will demonstrate a 80% employment rate	Meet the accreditation requirement of 80% success in graduate placement	IUN HIT graduate placement rate was 76.92% in 2011	Faculty to continue to post open positions, and encourage students to network to find jobs after graduation.
3.			
4.			
5.			

Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1.
2011 passing scores were not good. As a result of action, May 2012 graduates were counseled to take the exam right away. As of today's date, 10 have written and the pass rate in 100%!!! No failures in 2012.

2. Not all graduates seek employment as some continue their education, or choose to seek other employment. Faculty need to continue to work with area

employers in identifying position opportunities. Advisory Board meeting held on Sept. 6, 2012 provide new insight to faculty in area hospital needs. 2012 statistics will show improved job opportunities, but work in this outcome will continue.

Department/Program: Nursing		Chair/Director: Linda Delunas PhD RN CNE	Assessment cycle/year:
		Email address: ldelunas@iun.edu	2011-12
Mission/Purpose			
The mission is to form partnerships for preparing students for diverse professional nursing roles in the 21 st century			
Student learning outcomes (Goals):			
<i>Ex. Program will produce well-prepared graduates. (Add more lines as needed.)</i>			
Goal 1. A critical thinker who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.			
Goal 2. A competent provider of health care who assumes the multiple role dimensions in structured and semi-structured health care settings.			
Goal 3. A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities.			
Goal 4. A knowledgeable coordinator of community resources who facilitates individuals, families, and communities access to resources necessary to meet health care needs.			
Goal 5: A politically aware individual who participates in the profession and practice of nursing with a global perspective.			
Goal 6: An individual who practices within an ethical and legal framework of the nursing profession.			
Goal 7: An effective communicator who is able to share accurate information.			
Goal 8: A professional role model who promotes a positive public image of nursing.			
Goal 9: A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes			
Which Student learning outcomes (Goals) did you assess this year?			
A critical thinker who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems			
A competent provider of health care who assumes the multiple role dimensions in structured and semi-structured health care settings			
Assessment Summary			
Outcomes/Objectives	Measure(s)	Findings	Action Plans
NCLEX-RN pass rates is above ISBN criteria for accreditation	NCLEX-RN results	93.24% pass rate for 2011	Use ATI standardized testing program to maintain pass rate for licensure.
100% of students will score in the 95 th percentile for the ATI Standardized Exam for NCLEX prep	RN Comprehensive Predictor results	95% of students score in the in the 95 th percentile which equates to 72-74 % predictability of passing NCLEX on first try.	Continue ATI program providing aggregated student learning outcome assessment data.
The group percentile national rank will remain 75-99%	Critical thinking ATI results	Range for group percentile national rank for pre/post test scores are 73-98%	Continue to allow learning opportunities appropriate for achievement of program outcomes.
Students will have at least 1 clinical day each semester	S471 Simulation surveys	116/220 students (approx. 50%) participated in simulation	Increase utilization of simulation in clinical rotation to meet unit strategic initiative.
Students will be 100% satisfied with program and program outcomes	Exit survey results	Students indicate satisfaction with program and outcomes, suggestions for programmatic changes are present	Continue to make programmatic changes to ensure program satisfaction of graduates

		from less than ½ of the students who complete exit survey	
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Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1. In order to “close the loop” the primary change we will make for student learning include redesign of the curriculum. Redesign of the curriculum will allow for continued success on the licensure exam, and program satisfaction as evidenced by exit survey results.
2. Continue to involve students in simulation, having students participate in one simulation per clinical experience. Continue to develop simulation scenarios increasing repertoire of simulation cases for students.

Department/Program: Radiologic Sciences/Radiography		Chair/Director: Arlene Adler	Assessment cycle/year:
		Email address: aadler@iun.edu	2011-12
Mission/Purpose			
The Associate Degree Radiography Program offered by Indiana University Northwest is designed to prepare students for professional careers as radiographers in the medical field. By providing pertinent learning experiences, the program faculty strives to develop students' interests in lifelong learning through the professional societies and continuing education.			
Student learning outcomes (Goals):			
<i>Ex. Program will produce well-prepared graduates. (Add more lines as needed.)</i>			
Goal 1. Students will demonstrate clinical competence. (SLO 1-6)			
Goal 2. Students will demonstrate effective communication skills. (SLO 7-8)			
Goal 3. Students will demonstrate critical thinking and problem-solving skills (SLO 9-10)			
Goal 4. Students will demonstrate professional values. (SLO 11-12)			
Goal 5. Students will be involved in professional continuing education activities to instill a desire for lifelong learning. (SLO 13)			
Goal 6. Students will be involved in the community we serve. (SLO 14)			
Goal 7. The program will provide the medical community with individuals qualified to perform radiographic procedures. (15-19 Program Effectiveness Measures)			
Which Student learning outcomes (Goals) did you assess this year?			
All of the goals were assessed based on the Student Learning Outcomes identified below.			
Assessment Summary			
Outcomes/Objectives	Measure(s)	Findings	Action Plans
1. Students will demonstrate proper positioning skills.	R 101 and R201 Lab Competencies Class average above 45/50 points R 281 and R290 Specific Competency Evaluations (SCE) P/F	Fall, 2012 Average = 46.7/50 Spring, 2012 Average = 47.1/50 All SCE's completed	Benchmark met. No action required.
2. Students will demonstrate continued competence in positioning skills.	R 281 and R290 General Competency Evaluations (GCE) P/F	All GCE's completed.	Benchmark met. No action required.
3. Students will select appropriate technical factors.	R 281 and R290 Specific Competency Evaluations P/F	All SCE's completed.	Benchmark met. No action required.
4. Students will demonstrate continued competence in selecting appropriate technical factors.	R 281 and R290 General Competency Evaluations P/F	All GCE's completed.	Benchmark met. No action required.
5. Students will evaluate radiographic images for quality factors.	R290 Comprehensive Final Exam Class average above 85%	2012 = 85.6% 2011 = 88.0%	Benchmark met. Average has dropped and is closer to 2010 class average, continue to monitor.
6. Students will practice radiation protection.	R260 Final Exam Class average above 85%	2012 = 89.1% 2011 = 91.6%	Benchmark met. No action required.

7. Students will demonstrate written communication skills.	R202 Case Study Class average above 85% and R205 Pamphlet class average above 40/45 points	R202: 2012 = 85.4% /2011 = 85.8% R205: 2012 = New tool being assessed this Fall	R202 Benchmark met. No action required. R205 Pamphlet is a new measurement tool which will be used this Fall.
8. Students will demonstrate oral communication skills.	R281 and R290 Professional Skills Evaluation Item 3 a-e Class average above 85% and R205 Pamphlet class average above 4/5 points	R281: 2012 =88.3% /2011 = 89.7% R290: 2012 =89.8% /2011 = 92.0% R205: New tool being assessed this Fall	R281/R290 Benchmark met. No action required. R205 Pamphlet is a new measurement tool which will be used this Fall.
9. Students will detail procedural and technical adaptations for a trauma patient.	R 290 Critical Thinking Scenario Assignment Class average above 85%	2012 = 89.1% 2011 = 93.7%	Benchmark met. No action required.
10. Students will evaluate radiographic images for quality factors.	R290 Comprehensive Final Exam Class average above 85% on first attempt	2012 = 85.6% 2011 = 88.0%	Benchmark met. No action required.
11. Students will demonstrate appropriate professional values in the clinical setting.	R281 and R290 Professional Skills Evaluation Mid-term and Final Class averages above 85%	R281: 2012 =88.2% /2011 = 89.6% R290: 2012 =89.6% /2011 = 91.4%	Benchmark met. No action required.
12. Students will detail the ethical obligations described in the ARRT Code of Ethics.	R 182 Critical Thinking Scenario Assignments Class average above 85%	2012 = New tool being assessed this Fall	This is a new measurement tool being assessed in Fall, 2012.
13. Students will participate in professional continuing education.	R222 Assignment – ISRT Annual Meeting or Directed Journal Reading Class participation above 90%	2012 = Assessed in Fall 2011 = 100%	Benchmark met. Although this benchmark is met, there is still faculty concern that students are more focused on getting the course points rather than participating in the activity.
14. Student will participate in community service activities.	R205 Assignment – Breast Walk or similar activity Class participation above 90%	2012 = Assessed in Fall 2011 = 100%	Benchmark met. Although this benchmark is met, there is still faculty concern that students are more focused on getting the course points rather than participating in the activity.
15. Students will pass the ARRT certification examination on the 1 st attempt.	ARRT Certification Exam	5-yr Average = 97.8%	Benchmark met. Students continue to perform well on the exam. With the ARRT passing score being raised in 2013 we will need to continue to monitor this.
16. Students will successfully complete the program in a three year time frame.	Retention Rates	5-yr Average = 86.3%	Benchmark met. With the high applicant numbers, we have seen the retention increase as well. In the past, retention was a bigger concern when applicant numbers were lower.
17. Employers will express confidence in the overall quality of graduates' skills.	Employer Survey -80% of employer responses will indicate that graduates are above average	2011: 57% (4 of 7 responders)	Benchmark unmet. Employers verbally seem to be satisfied with the quality of graduates the program is producing based on Advisory

	or excellent for Overall Performance.		Committee discussions. Faculty would like to see an increased return rate on employer surveys. Suggestions include benchmarking all evaluations of average to outstanding rather than just above average and outstanding.
18. Graduate will express confidence in the overall quality of their skills.	Graduate Survey - 85% of graduate responses will indicated that they are above average or excellent for their Overall Performance	Class of 2010 = 83.3% (10 of 12 responses) Class of 2011 = 84.6% (11 of 13responses)	Benchmark unmet. Graduates continue to seem happy with the education that they receive. In 2010, 92.9% (13 of 14) and in 2011 100% (13 of 13) of the graduates rated the education they received as very good or excellent but when assessing their own skills some feel they are just average (2 of 12 in 2010 and 2 of 13 in 2011). When compared to the Exit survey done right at graduation, students tend to lower their self-assessment. Suggestions include benchmarking all evaluations of average to outstanding rather than just above average and outstanding.
19. Of those pursuing employment, students will be gainfully employed within 6 months post-graduation.	Graduate Survey and Word of mouth	5-Year Average = 87%	Benchmark met. It is evident from word of mouth that the market is becoming more saturated and graduates are having a more difficult time finding full time employment upon graduation. A large number of graduates pursue the BS degree option upon graduation and have, therefore, not been seeking full time opportunities. 17 of 33 graduates from the Class of 2012 are enrolled in the BS degree concentrations.

Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1. We are increasing our assessment methods of oral and written communications skills to include a new measurement tool. Students in R205 Radiographic Procedures III prepare a pamphlet on an advanced procedure and do an oral presentation describing the pamphlet. We are now benchmarking that activity for assessing communication skills.

2. In 2013, the American Registry of Radiologic Technologists (ARRT) is increasing the pass cut-off score which will increase the difficulty level of the exam. This is likely to have an impact on our student averages on their first attempt to pass the exam. Our students continue to perform above the national average and we are hopeful that this will not change. Faculty have discussed increasing the time spent doing ARRT Review activities in the Spring of 2013.

3. Employer Surveys are done every other Spring. The employers will be surveyed again in the Spring of 2013. Faculty will review of the survey tool to determine if the tool could be improved.

Department/Program: SPEA BSCJ	Chair/Director: Barbara Peat	Assessment cycle/year:
Course in which assessment occurred: J202 – Research Methods	Email address: bpeat@iun.edu	2011-12

Mission/Purpose

The Mission of the School of public and Environmental Affairs is to sustain a diverse, collaborative community of learning that provides professional education to develop ethical, motivated, and effective leaders and to impact our changing region, nation, and world through community engagement and research.

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)

Goal 1. Identify the components and functions of the criminal justice system (police, courts, and corrections)

Goal 2. Apply knowledge of the operations of the criminal justice system to real life case scenarios and current events

Goal 3. Demonstrate the ability to research and analyze crime data and the impact on crime policy

Goal 4. Identify the links between theoretical foundations of crime and delinquency and the development of crime policy

Goal 5. Apply communication, computer, and statistical skills to content specific information in criminal justice

Which Student learning outcomes (Goals) did you assess this year?

Demonstrate the ability to research and analyze crime data and the impact on crime policy

Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
1. Identify ethical issues involved in research	In class unannounced quiz comprised of a combination of multiple choice and T/F questions	Only 44% of students completed the assignment with a 70% (or higher) correct response rate	Dedicate more class time on defining and discussing issues related to ethics in research; provide additional readings and instructional material
2. Generate survey questions and evaluate strong versus weak survey questions	Rubric used to evaluation student performance on in-class group assignment with student's individual report in which students were asked to compare a number of standard measures from existing studies	87% of students completed the assignment with a 75% (or higher) correct response rate	Choose alternative standardized measures that might provide students with a better understanding of how to evaluate instruments in research
3. Formulate a research question, locate and discuss existing research relevant to the research question, and design a research study to answer the research question	A rubric was used to evaluate students' performance on the assignment that required them to develop a research proposal divided into 3 drafts to help students improve their writing skills and critical thinking	78% of students completed a research proposal reflecting that students master at least 70% of all the skills necessary to compile a research proposal for data collection.	Continue to provide feedback on early drafts that can address students' individual weaknesses on specific parts of the assignment throughout the semester; offer more extra sessions on instructing students about research objectives

	abilities.		
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Analysis Questions			
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<i>Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?</i>			
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1. Introduce additional instructional materials, especially internet based programs and IUN supported software to provide students with more concrete examples of research applications			
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2. Focus more on helping students writing reports and summarizing research findings; will use the CHHS rubric for writing intensive courses			
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Department/Program: SPEA Bachelor of Science in Health Services Management; Course used for assessment: H320 – Health Systems Administration	Chair/Director: Barbara Peat	Assessment cycle/year: 2011-12
	Email address: bpeat@iun.edu	

Mission/Purpose

The mission of the School of Public and Environmental Affairs is to sustain a diverse, collaborative community of learning that provides professional education to develop ethical, motivated, and effective leaders and to impact our changing region, nation, and world through community engagement and research.

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)

Goal 1. Compare and contrast the U.S. health-care system, including how insurance is provided, with other systems around the world

Goal 2. Understand the ethical, legal, financial, and political factors which influence the provision of health services in the U.S.

Goal 3. Understand the complex barriers to the access and provision of health services in the U.S.

Goal 4. Understand the relationship between access of health services, quality of health services, and costs of health services in the U.S.

Which Student learning outcomes (Goals) did you assess this year?

Goal 2: Understand the ethical, legal, financial, and political factors which influence the provision of health services in the U.S.

Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
1. Identify and analyze the important aspects of the U.S. health care system, such as Medicare, Medicaid, the medical education system, key constituents and factors likely to affect these groups	Exam questions and a written question at the beginning of the semester designed to ascertain the student's level of understanding of Medicare and Medicaid at the beginning of the semester and a test question on the final exam which asked the same thing using a pre/posttest model	Some improvement noted.	More time on the history and operation of Medicare and Medicaid in the U.S. during the semester and possibly an additional assignment

Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1. Add an assignment that requires students to summarize the history of Medicare and Medicaid in the U.S.

2. Collect data to provide documentation of change from pre to post testing based on a scoring rubric

Department/Program: SPEA Bachelor of Science in Public Affairs; Course used for assessment V170 Introduction to Public Affairs	Chair/Director: Barbara Peat	Assessment cycle/year: 2011-12
	Email address: bpeat@iun.edu	

Mission/Purpose

The mission of the School of Public and Environmental Affairs is to sustain a diverse, collaborative community of learning that provides professional education to develop ethical, motivated, and effective leaders and to impact our changing region, nation, and world through community engagement and research.

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)

Goal 1. Identify the elements of public management and describe the interrelationships between them and the complexities of managing in the public sector

Goal 2. Demonstrate an understanding of the universe of public policy

Goal 3. Demonstrate the ability to do micro and macro reflection that applies content material to individual interpretations and self-awareness and organizational behavior

Which Student learning outcomes (Goals) did you assess this year?

Demonstrate an understanding of the universe of public policy

Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
1. Analyze policies and determine their strengths and weaknesses in relation to stakeholder interests; apply the knowledge of the policy formulation process to public issues, both at the national and local levels	Rubric used to assess student's performance on a policy paper and oral presentation	Fall 2011: the average score was 9.41/15 on the written portion and 7.53/10 on the oral presentation; Spring 2012: the average score was 9.5/15 on the written portion and 8.58/10 on the oral presentation	Spend more class time on showing students the requirements for the assignments; use library instruction and mandatory visits to the writing center

Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1. Discuss the rubric with the students when making the assignments;

Department/Program:SPEA	Chair/Director: Barbara Peat	Assessment cycle/year:
Class in which Assessment Occurred: V600 - Capstone	Email address: bpeat@iun.edu	2011-12

Mission/Purpose

The mission of the School of Public and Environmental Affairs Master of Public Affairs Program is to sustain a diverse, collaborative community of learning that provides professional education to develop ethical, motivated, and effective leaders and to impact our changing region, nation, and world through community engagement and research.

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)

Goal 1. Manage, administer, and lead culturally competent public sector agencies and nonprofit organizations guided by a sophisticated understanding of ethics, strategic planning, organizational theory and behavior, budgeting, public policy, and program evaluation

Goal 2. Understand the social, political, cultural, ethical, and historical forces that shape public policy development and public agency and nonprofit program implementation

Goal 3. Evaluate the decision-making process in public and private sector organizations and the outcomes of these decisions in terms of equity, efficiency, and effectiveness

Goal 4. Be critical consumers of published research in the field of public affairs and have the requisite knowledge, skills, and abilities to develop and implement quantitative and qualitative analyses

Goal 5. Enter the professional practice of public and nonprofit management, policy analysis, and/or pursue doctoral studies in public affairs

Which Student learning outcomes (Goals) did you assess this year?

To analyze, synthesize, think critically, solve problems and make decisions (this is #3 of the NASPAA required universal competencies)

Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
1. Improve problem analysis skills	Rubric applied to final exam case study comparing to first individual case presentation	50% improved 17% remained the same 33% performance declined	Detailed individual feedback provided after first individual case presentation and after final case study
2. Improve ability to identify and evaluate policy and public management options	Rubric applied to final exam case study compared to first individual case presentation	50% improved 17% remained the same 33% performance declined	Ditto above
3. Improve individual and group professional presentation skills	Rubric applied to final exam case study compared to first individual case presentation	50% improved 50% performance declined	Ditto above

Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1. refine definitions in rubric categories in assignment charge and related background information
2. spending more time during the first two classes reviewing/discussing explicit student expectations

Department/Program: Bachelor of Social Work		Chair/Director: Andrea Tamburro	Assessment cycle/year:
		Email address: atamburr@iun.edu	2011-12
Mission/Purpose			
<i>The education mission of the Bachelor of Social Work program of Indiana University is to prepare students for generalist social work practice with vulnerable people in Indiana and beyond and prepare graduates as critical thinkers and lifelong learners, who reflect a global perspective, recognize strengths, enhance opportunities, create change, and contribute to the empowerment of the people they serve.</i>			
Student learning outcomes (Goals):			
<i>Ex. Program will produce well-prepared graduates. (Add more lines as needed.)</i>			
The Educational Objectives for the BSW degree program are derived from the Council on Social Work Education's (CSWE) competencies and as articulated in the Educational Policy and Accreditation Standards document (CSWE, 2008). The BSW program is evaluated using these competencies, which are demonstrated upon graduation.			
Competency #1: Identify as a professional social worker and conduct oneself accordingly.			
Competency #2: Apply social work ethical principles to guide professional practice.			
Competency #3: Apply critical thinking to inform and communicate professional judgments.			
Competency #4: Engage diversity and difference in practice.			
Competency #5: Advance human rights and social and economic justice.			
Competency #6: Engage in research-informed practice and practice-informed research.			
Competency #7: Apply knowledge of human behavior and the social environment.			
Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social services.			
Competency #9: Respond to contexts that shape practice.			
Competency #10(a): Engage with individuals, families, groups, organizations and communities.			
Competency #10(b): Assess with individuals, families, groups, organizations and communities.			
Competency #10(c): Intervene with individuals, families, groups, organizations and communities.			
Competency #10(d): Evaluate with individuals, families, groups, organizations and communities.			
Which Student learning outcomes (Goals) did you assess this year?			
Each competency was assessed for each student in field placement 2011-12 based on 41 practice behaviors.			
Assessment Summary			
Outcomes/Objectives	Measure(s)	Findings	Action Plans
<i>Council on Social Work Education developed competencies adopted by IUSSW</i>	<i>Rubric applied to students taking the Field Placement Courses S481 and S482 (a 2 semester placement, one agency)</i>	<i>Goal – all students will be competent in all competencies. 5 or above is considered competent.</i>	

<p>Competency #1: Identify as a professional social worker and conduct oneself accordingly.</p>	<p>1 <i>Not demonstrated</i> Offers no evidence of engagement with practicum experience Examples include the following: Does not show-up to practicum when scheduled; Does not complete identified learning activities 2 3 <i>Apprentice</i> Demonstrates the following: Imitates behavior of instructor and/or colleagues; Provides limited evidence of mastery in the activities selected to demonstrate this practice behavior 4 5 <i>Proficient (passing)</i> Demonstrates the following: Understands overarching professional competency; Displays commitment to mastery of practice behavior; Profiles evidence of mastery in activities related to practice behavior assessment 6 7 <i>Distinguished</i> Exceeds expectations by: Proactively engages and excels in learning activities related to practice behavior; Extending this behavior to other activities throughout the practicum experience</p>	<p>100% of the students scored 5 or above in the practice behaviors associated with this competency. Therefore 100% of the students were competent.</p>	
<p>2. Competency #2: Apply social work ethical principles to guide professional practice.</p>	<p>7 scale rubric as identified in #1</p>	<p>100% of the students scored 5 or above in the practice behaviors associated with this competency. Therefore 100%</p>	

		of the students were competent.	
3. Competency #3: Apply critical thinking to inform and communicate professional judgments.	7 scale rubric as identified in #1	100% of the students scored 5 or above in the practice behaviors associated with this competency. Therefore 100% of the students were competent.	
4. Competency #4: Engage diversity and difference in practice.	7 scale rubric as identified in #1	100% of the students scored 5 or above in the practice behaviors associated with this competency. Therefore 100% of the students were competent.	
5. Competency #5: Advance human rights and social and economic justice.	7 scale rubric as identified in #1	100% of the students scored 5 or above in the practice behaviors associated with this competency. Therefore 100% of the students were competent.	
6. Competency #6: Engage in research-informed practice and practice-informed research.	7 scale rubric as identified in #1	100% of the students scored 5 or above in the practice behaviors associated with this competency. Therefore 100% of the students were competent.	
7. Competency #7: Apply knowledge of human behavior and the social environment.	7 scale rubric as identified in #1	100% of the students scored 5 or above in the practice behaviors associated with this competency. Therefore 100% of the students were competent.	
8. Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social services.	7 scale rubric as identified in #1	100% of the students scored 5 or above in the practice behaviors associated with this competency. Therefore 100% of the students were competent.	
9. Competency #9: Respond to contexts that shape practice.	7 scale rubric as identified in #1	100% of the students scored 5 or above in the practice behaviors associated with this competency. Therefore 100% of the students were competent.	
10. Competency #10(a): Engage with individuals, families, groups, organizations and communities. Competency #10(b): Assess with individuals, families, groups, organizations and communities.	7 scale rubric as identified in #1	100% of the students scored 5 or above in the practice behaviors associated with this competency. Therefore 100% of the students were competent in all of these areas.	

<p>Competency #10(c): Intervene with individuals, families, groups, organizations and communities.</p> <p>Competency #10(d): Evaluate with individuals, families, groups, organizations and communities.</p>			
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Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1. The evaluation process described in this report is used by the IU School of Social Work Bachelor of Social Work Program. These competencies are required by the Council on Social Work Education. CSWE identified 41 Practice Behaviors that support the competencies, which were adopted by IUSW. The Practice Behaviors are evaluated by the Field Instructor throughout the entire year while in placement. The outcomes of the Learning Plan and Evaluation Tool Assessment were taken to the BSW Curriculum Committee in March 2012. Because the Committee made major changes to the curriculum beginning Academic Year 2012-13, the Committee is waiting to see the impact of those changes, therefore only minor changes were made to the curriculum Academic Year 2012-13 at IUN.

Additionally, our Social Work faculty recognizes that our students struggle with academic and professional writing, even though they take ENG W131 English Composition I and ENG W231 Professional Writing. Both of these courses teach MLA and do not teach grammar. The students in field placements were able to meet the competency 2.1.3—apply critical thinking to inform and communicate professional judgments, 3.4 Practice Behavior 13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues with extensive scaffolding by Social Work faculty. Our plan to address this concern include the following steps:

- a. Offer an APA Writing Workshop every semester.
- b. Work with the English Department to identify a section of ENG W231 Professional Writing that will teach students to use APA instead of MLA.
- c. Work with an author of a writing text to develop a text specific to Social Work.
- d. Redevelop SWK-S460 Academic Writing and encourage or in some cases require the attendance of undergraduate students who struggle with writing.
- e. Utilize the finalized writing rubric developed by the CHHS Assessment Committee to evaluate the writing of students in our courses identified as writing intensive.

2. In Academic Year 2012-13 a new approach to evaluation will be developed, which will reduce the number of Practice Behaviors that will be evaluated. The current plan is 39 pages and includes 41 practice behaviors. The revised Learning Plan and Evaluation Tool will be more user-friendly and eventually be developed into an electronic format instead of a paper document. This new approach will be implemented Academic Year 2013-14.