

## Program of Study Learning Outcomes Assessment Report

Version 05.09.22

Assessment Cycle	2021-2022
Program of Study	Social Work
Department	Social Work
Date of Departmental Approval	
Name of Submitter	Andy Reynolds

*PLO data from the current assessment cycle (and relevant data from one or more prior years) for the program of study were distributed to departmental faculty on the date(s) below:*

**Data Distribution Date(s):** \_\_\_September 14, 2022\_\_\_\_\_

*The relevant group of instructors met on the date(s) below to discuss the data, identify strengths and challenges, formulate action steps for responding to the challenges, and communicating strengths to relevant audiences.*

**Meeting Date(s):** \_\_\_September 14, 2022\_\_\_\_\_

**Participants** in the meeting(s) were: Andy Reynolds (Chair), Rebekka Russell (Field Director, and Elizabeth Roe

**Mission Statement:** The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.

### Program Goals

*These are broad goals rather than specific, measurable learning outcomes.*

1. Prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements and developing an awareness of the importance of ongoing professional development.
  - assists students to develop competencies 1,2,3,4,5,6,7,8,9
2. Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.

- assists students to develop competencies 1,2,3,4,6,7,8,9,10
3. Assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.
- assists students to develop competencies 1,2,3,6,7,8,10

### **Strengths in Program Learning Outcomes (PLOs)**

Wording of PLO for Strength #1: Graduates will meet benchmark level competency of social work practice.

Averages of all graduates from 20-21 met or exceeded the benchmark level of competency for competencies 1-9, at a 3 or above (1-5 scale).

Wording of PLO for Strength #2: Graduates will understand the interface between personal faith and social work and to be able to make appropriate applications of each.

Averages of all graduates from 20-21 met or exceeded the benchmark level of competency for competencies 1-9, at a 3 or above (1-5 scale).

### **Challenges in Program Learning Outcomes (PLOs)**

Wording of PLO for Challenge #1: Graduates will recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.

Last year, the social work department made an action step to create a shared social work faculty resource for guest speakers and learning resources about serving non-majority populations, with a special emphasis on LGBTQ+ groups. The resource document was created and shared and will be utilized in this academic year.

### **Action Steps to Respond to Key Challenges**

Select one or more key challenges that you will address over time. Briefly describe specific action steps to respond to key challenges. Describe the steps in sufficient detail to make it possible to successfully implement them (e.g., identify who/what/when/where).

At the same time, keep the steps manageable in light of individual and collective workloads and priorities.

If applicable, also report on the progress and impact for action steps that were created in the past and were planned to be implemented during the current assessment cycle.

In next year's program of study evaluation, the social work department will cite ways in which this resource has been utilized.

### **Recording Strengths and Challenges for Institutional-Level Assessment**

Copy and paste 2 key strengths and 1 key challenge for this program of study into the [Mapping PLOs to MU Educational Goals](#) Google Sheet.

Identification of a key strength or key challenge should be based on the quantity, quality, and trends in the evidence of student learning. Only share and map PLOs for which the evidence clearly and compellingly indicates a strength or challenge in student learning.

### **Naming and Submitting the Report**

Each department will submit one or more **Program of Study** Learning Outcomes Assessment Reports (see Appendix A for a list of programs of study)

- Length of report is 2 to 3 pages
- Follow this example to name your file: 2022 Bus Tech -- Accounting LOA Report
- Save report in PDF format
- Email PDF attachment to Sara Burke ([sburke@malone.edu](mailto:sburke@malone.edu)), Director of Institutional Reporting and Data Management