

Date Submitted: **6-28-2024**

College/School: **Diana R. Garland School of Social Work**

Department: **Social Work**

Program: **Bachelor of Social Work**

Contact Person: **Melody York Zuniga**

## Part 1: Introductory Content

### Notable Achievement: Briefly describe one of the most notable student achievements of your program this year.

The Garland School of Social Work celebrated three BSW students for their contribution to the school, the social work profession, their colleagues and their internships this year. Lyndsi Carlson was recognized as BSW intern of the year. Lyndsi completed her internship with the local Head Start program, focused on supporting children and families with financial needs. Her welcoming and supportive spirit stood out to her supervisor as she applied her social work training in the agency. Minah Miranda was recognized as the BSW Spirit of Social Work awardee. As the daughter of a social worker and a veteran, she has seen a career of service modeled for her. In her internship she served Waco residents in need of stable housing and will continue to learn and serve next year in the MSW program. Sydney Charbonnet received the BSW Outstanding Student award and is focused on a career in youth mental health. All three now-graduates are transitioning to graduate social work programs, with two of them doing so at Baylor.

## Part 2: Student Learning Outcome Summary Table: Methods, Results, Interpretation, Alignment, and Improvements Planned or Implemented in Response to Results

Please include at least one direct measure of learning for each outcome and at least two methods for assessing each learning outcome

### 1. Outcome Name: Ethical Practice & Consideration of Religion and Spirituality General Education Outcome? Christian Perspective

Statement: GSSW students consider the role of religion, spirituality, and philosophical perspectives as they relate to the worker, client, and context of their practice.

Assessment Methods	Assessment Results	Interpretation and Improvements
<p><b>1A. Assessment Type:</b> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/></p> <p><b>Assessment Method:</b> <i>Practicum Rubric Skill Ratings</i></p> <p><i>Comp#1: Ethical &amp; Professional Behavior</i></p> <p><i>Comp#10: Role &amp; Influence of Spirituality</i></p> <p><b>Performance Target/Criteria for Success:</b></p> <p><i>At least 80% of students should reach the rating of 4-proficient or 5-excellent on each competency.</i></p>	<p><b>Target/Criteria Status:</b> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/></p> <p><b>Brief Summary of Results (use Appendix for details/charts):</b></p> <p><i>Comp#1: Ethical &amp; Professional Behavior (99.09%)</i></p> <p><i>Comp#10: Role &amp; Influence of Spirituality (95.45%)</i></p> <p><i>See appendix for details regarding the measure and interpretation.</i></p>	<p><b>Interpretation of Results:</b></p> <p><i>We are pleased to see such strong results in this vital aspect of social work education at Baylor.</i></p> <p><b>Recommended Decisions/Actions for Improvement:</b></p> <p><i>n/a</i></p>
<p><b>1B. Assessment Type:</b> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/></p> <p><b>Assessment Method:</b> <i>Senior Student Survey: General Education Outcomes</i></p> <p><i>Developing/Clarifying Personal Value/Ethics</i></p> <p><i>Identifying Moral and Ethical Issues</i></p> <p><i>Placing Current Problems in Perspective</i></p> <p><b>Performance Target/Criteria for Success:</b></p>	<p><b>Target/Criteria Status:</b> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/></p> <p><b>Brief Summary of Results (use Appendix for details/charts):</b></p> <p><i>Developing/Clarifying Personal Value/Ethics:</i></p> <p><i>BU: 76.96% GSSW: 100%</i></p> <p><i>Identifying Moral and Ethical Issues:</i></p> <p><i>BU: 82.1% GSSW: 100%</i></p> <p><i>Placing Current Problems in Perspective:</i></p>	<p><b>Interpretation of Results:</b></p> <p><i>This remains a strong area of the student experience as a GSSW student within the larger Baylor University context.</i></p> <p><b>Recommended Decisions/Actions for Improvement:</b></p> <p><i>n/a</i></p>

<p><i>Social Work program students will have a similar or higher percentage of “very much” or “quite a bit” responses regarding contribution to these areas when compared to the overall university percentage.</i></p>	<p>BU: 87.96% GSSW: 100%</p>	
<p><b>2. Outcome Name: Diversity, Human Rights, and Policy</b> <span style="float: right;"><b>General Education Outcome? Civic Leadership</b></span>  <b>Statement:</b> Students will be competent leaders in the field in the promotion of dignity and well-being for all people.</p>		
<p><b>Assessment Methods with Performance Target</b></p>	<p><b>Achievement Status and Results</b></p>	<p><b>Interpretation and Improvements</b></p>
<p><b>2A. Assessment Type:</b> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/>  <b>Assessment Method:</b> <i>Practicum Rubric Skill Ratings Competency #2, #3, #5</i>   <b>Performance Target/Criteria for Success:</b>  <i>At least 80% of students should reach the rating of 4-proficient or 5-excellent on each competency.</i></p>	<p><b>Target/Criteria Status:</b> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/>  <b>Brief Summary of Results (use Appendix for details/charts):</b>   <i>Comp#2: Advancing Human Rights &amp; Justice (100%)  Comp#3: Engaging Anti-Racism, Diversity, Equity, &amp; Inclusion in Practice (97.73%)  Comp#5: Engaging in Policy Practice (100%)</i></p>	<p><b>Interpretation of Results:</b>  <i>We are pleased to see that performance targets were fully met in this area this year, after two years of competencies 3 and 5 falling just at or short of the target. Increased efforts related to this component of our profession in the curriculum and by the practicum team appear to have helped increase this competency in our student interns.</i>   <b>Recommended Decisions/Actions for Improvement:</b>  <i>n/a</i></p>
<p><b>2B. Assessment Type:</b> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/>  <b>Assessment Method:</b> <i>Enrolled Student Survey: General Education Outcomes  Creating Original Ideas and Solutions  Leadership Skills  Relating Well to People of Different Races, Nations, and Religions</i>   <b>Performance Target/Criteria for Success:</b>  <i>Social Work program students will have a similar or higher percentage of “very much” or “quite a bit” responses regarding contribution to these areas when compared to the overall university percentage.</i></p>	<p><b>Target/Criteria Status:</b> Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met <input type="checkbox"/>  <b>Brief Summary of Results (use Appendix for extended version):</b>   <i>Creating Original Ideas and Solutions:  BU: 76.9% GSSW: 100%  Leadership Skills:  BU: 78.9% GSSW: 66.6%  Relating Well to People of Different Races, Nations, and Religions:  BU: 74.4% GSSW: 100%</i></p>	<p><b>Interpretation of Results:</b>  <i>The senior survey was completed by approximately 12.5% of our students. While a higher response rate would give a more robust picture of the overall BSW student experience, it is still helpful to see that all respondents experienced a contribution to creating ideas and solutions and to relating well with people of diverse backgrounds. These are essential components of social work preparation. The lower rate of contribution to leadership skills is an important flag for our attention as a school to look for increased opportunities for this focus in our implicit and explicit curriculum.</i>   <b>Recommended Decisions/Actions for Improvement:</b>  <i>I will present these results along with other assessment results to the GSSW faculty including the curriculum committee and BSW program director. We will discuss which aspects of our implicit and explicit curriculum give the greatest opportunity to increase leadership preparation and determine appropriate next steps.</i></p>

3. Outcome Name: Research, Assessment, and Evaluation		General Education Outcome? Critical Thinking
Statement: Students will understand and apply evidence-informed practice with clients of all system sizes and contexts of practice.		
Assessment Methods with Performance Target	Achievement Status and Results	Interpretation and Improvements
<p><b>3A. Assessment Type:</b> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/></p> <p><b>Assessment Method:</b> <i>Practicum Rubric Skill Ratings</i> <i>Competency #4, #7, #9</i></p> <p><b>Performance Target/Criteria for Success:</b> <i>At least 80% of students should reach the rating of 4-proficient or 5-excellent on each competency.</i></p>	<p><b>Target/Criteria Status:</b> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/></p> <p><b>Brief Summary of Results (use Appendix for details/charts):</b></p> <p><i>Comp#4: Research and Practice (95.45%)</i> <i>Comp#7: Assessment in Practice (100%)</i> <i>Comp#9: Evaluation of Practice (97.73%)</i></p>	<p><b>Interpretation of Results:</b> <i>We are pleased to see that performance targets were fully met in this area this year, after two years of competencies 4 and 9 falling short of the target. Increased efforts between faculty and the practicum team to increase awareness of these research elements in application appear to have helped increase this competency in our student interns.</i></p> <p><b>Recommended Decisions/Actions for Improvement:</b> <i>We will continue to implement the supportive resources for applying research concepts and skills in practice.</i></p>
<p><b>3B. Assessment Type:</b> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/></p> <p><b>Assessment Method:</b> <i>Enrolled Student Survey: General Education Outcomes</i> <i>Evaluating/Choosing bet. Alternative Courses of Action</i> <i>Synthesizing &amp; Integrating Ideas &amp; Information</i> <i>Thinking Critically</i></p> <p><b>Performance Target/Criteria for Success:</b> <i>Social Work program students will have a similar or higher percentage of “very much” or “quite a bit” responses regarding contribution to these areas when compared to the overall university percentage.</i></p>	<p><b>Target/Criteria Status:</b> Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met <input type="checkbox"/></p> <p><b>Brief Summary of Results (use Appendix for details/charts):</b></p> <p><i>Evaluating/Choosing bet. Alternative Courses of Action:</i> <i>BU: 84.8% GSSW: 100%</i></p> <p><i>Synthesizing &amp; Integrating Ideas &amp; Information:</i> <i>BU: 82.8% GSSW: 66.7%</i></p> <p><i>Thinking Critically:</i> <i>BU:89.9% GSSW: 66.7%</i></p>	<p><b>Interpretation of Results:</b> <i>The senior survey was completed by approximately 12.5% of our students. While a higher response rate would give a more robust picture of the overall BSW student experience, it is still helpful to see these lower rates regarding how respondents experienced a contribution to synthesizing ideas and critical thinking. These are essential components of social work preparation, so this lower rate of contribution is an important flag for our attention. Pairing this with the strong rates on the practicum rubric show an opportunity to assess whether the preparation is missing or whether there is need for us to increase how students recognize this preparation and contribution in their curricular and practicum experiences.</i></p> <p><b>Recommended Decisions/Actions for Improvement:</b> <i>I will present these results along with other assessment results to the GSSW faculty including the curriculum committee and BSW program director. We will discuss which aspects of our implicit and explicit curriculum give the greatest opportunity to increase idea synthesis and critical thinking, as well as student recognition of how these concepts are already embedded in their preparation and determine appropriate next steps.</i></p>

4. Outcome Name: Human Interaction and Intervention Statement: Students will demonstrate skillful and empathic communication in their work with clients and constituents.		General Education Outcome? Communication
Assessment Methods with Performance Target	Achievement Status and Results	Interpretation and Improvements
<p><b>4A. Assessment Type:</b> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/></p> <p><b>Assessment Method:</b> <i>Practicum Rubric Skill Ratings Competency #6, #8</i></p> <p><b>Performance Target/Criteria for Success:</b> <i>At least 80% of students should reach the rating of 4-proficient or 5-excellent on each competency</i></p>	<p><b>Target/Criteria Status:</b> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/></p> <p><b>Brief Summary of Results (use Appendix for details/charts):</b></p> <p><i>Comp#6: Engagement with Individuals, Families, Groups, Organizations, and Communities (100%)</i> <i>Comp#8: Intervention with Individuals, Families, Groups, Organizations, and Communities (100%)</i></p>	<p><b>Interpretation of Results:</b> <i>GSSW students performed well in this aspect of social work practice at their internships.</i></p> <p><b>Recommended Decisions/Actions for Improvement:</b> <i>n/a</i></p>
<p><b>4B. Assessment Type:</b> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/></p> <p><b>Assessment Method:</b> <i>Enrolled Student Survey: General Education Outcomes</i> <i>Communicating Well Orally</i> <i>Reading or Speaking a Foreign Language</i> <i>Writing Clearly and Effectively</i></p> <p><b>Performance Target/Criteria for Success:</b> <i>Social Work program students will have a similar or higher percentage of “very much” or “quite a bit” responses regarding contribution to these areas when compared to the overall university percentage.</i></p>	<p><b>Target/Criteria Status:</b> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/></p> <p><b>Brief Summary of Results (use Appendix for details/charts):</b></p> <p><i>Communicating Well Orally:</i> <i>BU: 77.2% GSSW: 66.7%</i></p> <p><i>Reading or Speaking a Foreign Language:</i> <i>BU: 40.8% GSSW: 0.0%</i></p> <p><i>Writing Clearly and Effectively:</i> <i>BU: 75.8% GSSW: 66.7%</i></p>	<p><b>Interpretation of Results:</b> <i>The senior survey was completed by approximately 12.5% of our students. While a higher response rate would give a more robust picture of the overall BSW student experience, these lower rates of contribution are important flags for our attention. Two of the areas are approximately 10% lower than the university response, while one is substantially lower.</i></p> <p><b>Recommended Decisions/Actions for Improvement:</b> <i>BSW program leadership and I will review these elements in the senior survey data to see how other professional majors performed, looking for potential examples of higher results so we can observe what may be different about these aspects of our programs. This will help us assess how we adjust items in our implicit and explicit curriculum regarding student preparation and perception of contribution in these areas.</i></p>

Part 3: Follow-Ups on Prior Year Student Learning Outcomes Improvement Plans (IMPORTANT)
<p><i>Describe the status of any decisions or actions for improvement reported in prior years. Were changes/improvements initiated or completed? Do you have any evidence to date that they have been effective?</i></p> <p><i>Last year’s report showed a need for attention for GSSW competencies 3, 4, 5, 7, and 9 in the practicum rubric conducted that year. These competencies were regarding advocating for human rights and justice, research-informed practice, policy practice, assessment in practice, and evaluation of practice. This year increases in all those areas were shown as all 10 competencies met the benchmark in the practicum rubric. Activities that we implemented to address these areas include attention to more diverse perspectives and authorship in required readings and a partnership between faculty and the practicum office regarding examples of research concepts and skills in applied practice. We will continue to monitor this essential aspect of our student preparation to see what may be unique to this year or a result to increased efforts regarding diversity, justice, research and evaluation application in practice.</i></p>

BSW program leadership has also continued efforts at improving the implicit curricular experience for our students through engagement events that promote belonging and connection. These events have included opportunities for all pre-social work and social work majors, as well as specific focus on connection with first-generation students.

**Part 4: Program Effectiveness Summary Table: Metrics the program tracks to evaluate other aspects of academic program quality besides student learning, such as Recruitment, Retention, Mentoring, Student Satisfaction, Completion, Career Success**

1. Outcome Name/Statement: Overall Post-Graduation Success		
Alignment with which Institutional Goals: Transformational Education; Research and Scholarship		
Performance Measure and Achievement Target	Achievement Status and Results	Interpretation and Improvements
<p><b>Performance Measure:</b> Baylor University Career Center Success Dashboard: Success Rate</p> <p><b>Performance Target/Criteria for Success:</b> At least 93% of our students should find success in post-graduation plans of employment, graduate school enrollment, voluntarism, or military service.</p>	<p><b>Target/Criteria Status:</b> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/></p> <p><b>Brief Summary of Results (use Appendix for details/charts):</b> 97% of BSW students from the 2022-2023 academic year found success in post-graduation plans within 1 academic year.  (See Appendix B)</p>	<p><b>Interpretation of Results:</b> We are pleased to see such a high percentage of our students accepted into next steps such as employment and graduate programs after completing their BSW.</p> <p><b>Recommended Decisions/Actions for Improvement:</b> We will continue our partnership with the Baylor Career Center.</p>
2. Outcome Name/Statement: Graduate School Enrollment		
Alignment with which Institutional Goals: Research and Scholarship		
Performance Measure and Achievement Target	Achievement Status and Results	Interpretation and Improvements
<p><b>Performance Measure:</b> Baylor University Career Center Success Dashboard: Furthering Education Rate</p> <p><b>Performance Target/Criteria for Success:</b> At least 95% of our students pursuing graduate education should find successful acceptance and enrollment.</p>	<p><b>Target/Criteria Status:</b> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/></p> <p><b>Brief Summary of Results (use Appendix for details/charts):</b> 96.4% of responding BSW students from 2022-2023 academic year seeking further education successfully accepted offers to graduate school.</p>	<p><b>Interpretation of Results:</b> We are pleased to see such a high percentage of our students accepted to graduate programs after completing their BSW.</p> <p><b>Recommended Decisions/Actions for Improvement:</b> n/a</p>
3. Outcome Name/Statement: Job Placement Success		
Alignment with which Institutional Goals: Transformational Education		
Performance Measure and Achievement Target	Achievement Status and Results	Interpretation and Improvements
<p><b>Performance Measure:</b> Baylor University Career Center Success Dashboard: Placement Rate</p> <p><b>Performance Target/Criteria for Success:</b> At least 90% of our students seeking employment should find success within 180 days.</p>	<p><b>Target/Criteria Status:</b> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/></p> <p><b>Brief Summary of Results (use Appendix for details/charts):</b> 100% of responding BSW students from 2022-2023 academic year accepted part-time or full-time employment within 180 days.</p>	<p><b>Interpretation of Results:</b> We are pleased to see that 100% of our students seeking employment reported success after graduation.</p> <p><b>Recommended Decisions/Actions for Improvement:</b> We will continue our partnership with the Baylor Career Center.</p>

### Part 5: Assessment Team and Review Process Description

*Please provide a description of how this report was compiled.*

**Team:** The assessment team for the direct measure consists of Associate Dean for Academic Affairs (ADAA), Academic Consultant & Instructional Designer, and the Practicum Education office, with input from the BSW Program Director. For the indirect measures, the enrolled student survey was administered by Baylor's Office of Institutional Research and the success measures (job placement, graduate school placement) are administered by the Career Center.

**Process:** The Practicum Rubric is completed by the Practicum Liaisons who directly observe and assess students applying their knowledge, skills, and cognitive and affective processes in the internship setting. An overall rating of 3-competent or higher is required for students to complete the internship program, but the GSSW has set a benchmark for at least 80% of our students to reach 4-proficient or 5-excellent. The Liaisons rate the competency of the students in their sections, and the data is compiled and analyzed by the Practicum Education Program manager. The Senior Survey data is made available to department leadership by the university. The Academic Consultant & Instructional Designer collaborates with the ADAA to analyze data for each competency area, and the ADAA writes the final report.

### Part 6: APPENDICES-program context, curriculum matrix, data analysis details, assessment rubrics or other supporting documents (OPTIONAL)

#### Appendix A: Practicum Rubric Results

Competence Area	Skill Results
1 : Demonstrate Ethical and Professional Behavior	<b>99.09%</b>
2 : Advance Human Rights and Social, Economic, and Environmental Justice	<b>100%</b>
3 : Engage Anti-racism, Diversity, Equity, and Inclusion in Practice	<b>97.73%</b>
4 : Engage in Practice-informed Research and Research-informed Practice	<b>95.45%</b>
5 : Engage in Policy Practice	<b>100%</b>
6 : Engage with Individuals, Families, Groups, Organizations and Communities	<b>100%</b>
7 : Assess Individuals, Families, Groups, Organizations, and Communities	<b>100%</b>
8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	<b>100%</b>
9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<b>97.73%</b>
10: Engage in Ethical & Anti-oppressive Practice & Research that Considers the Role & Influence of Religion, Spirituality, and Philosophical Perspectives	<b>95.45%</b>

#### Appendix B: Career Center Placement Report (Fall 22-Spring 23)

Link to Source: [Career Center Placement Report](#)

Filter by Graduating Semester

Multiple selections

Filter by Degree Level

Undergraduate Degree

Filter by School / College

Diana R. Garland School of So...

Filter by Major

All

Knowledge Rate

100%

Placement Rate

100.0%

Success Rate

97.0%

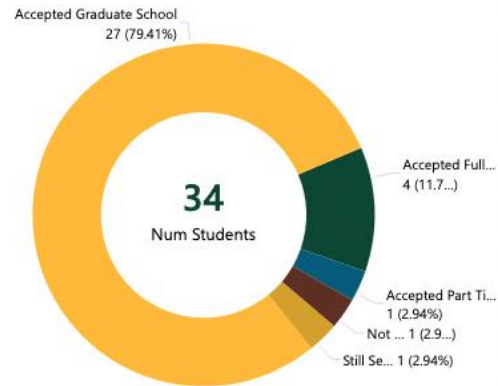
Furthering Education Rate

96.4%

Report Contact Information:

Andrew Boles  
Associate Director of Business  
Intelligence  
Baylor University Career Center  
Last Updated: 01/08/2024

180-Day Post-Graduation Status



College, Major	Num Students	Placement Rate	Success Rate	Furthering Education Rate
Diana R. Garland School of Social Work	34	100.0%	97.0%	96.4%
<b>Total</b>	<b>34</b>	<b>100.0%</b>	<b>97.0%</b>	<b>96.4%</b>