

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Sociology	225	SOC 225 11/20/2019- Family Social Work
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Will Teague
Date of Last Filed Assessment Report		

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

Yes  2016
-----------------

2. Briefly describe the results of previous assessment report(s).

All students completed the presentations successfully with a score of 100%.
---

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Outcome 4 will no longer be used. Faculty have determined that it is more useful for students to have a widely applicable set of skills as opposed to a few specific theory-based intervention techniques.  The outcome was no longer assessed.
---

**II. Assessment Results per Student Learning Outcome**

Outcome 1: State how any American family can be explained in terms of systems theory: as a small group, with dynamically interacting parts, that interacts with and is affected by other groups and institutions in American society.

- Assessment Plan
  - Assessment Tool: Written response to prompt
  - Assessment Date: Fall 2010

- Course section(s)/other population: random sample of 50% of students drawn from each section
- Number students to be assessed: minimum of 10 students
- How the assessment will be scored: assessment instruments and rubrics developed by human services faculty
- Standard of success to be used for this assessment: 70% of students will score three points or higher on the outcome 1 assessment instrument
- Who will score and analyze the data: behavioral sciences faculty will blind-score the documents

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	2019

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
23	33

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

HSW 225 and SOC 225 are cross-listed. This only shows the HSW enrollment. Sections are taught as a combined single section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the assignment were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Family social work presentation where the students were assigned to pull concepts discussed in class from the popular media (movies, TV, music) and present the concepts as well as how the concept is demonstrated in the clip. Then play the clip, or perform the poem or song for the class.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All students completed the presentations successfully with a score of 100%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed extremely well. Students were able to identify the concepts in their everyday interactions and bring them into the class room for presentation. When students are able to identify these concepts while they are relaxing, then they will be more likely to identify them when working in the field. This is an indication that the knowledge has been integrated into how they view the world.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Focus on the integration of these concepts into their daily lives, particularly in stressful circumstances.

Outcome 2: Describe the concepts of roles, relationships, patterns of interaction and boundaries in an American family.

- Assessment Plan
  - Assessment Tool: Assessment of sections 2c, 2d and 2e from required "major paper"
  - Assessment Date: Fall 2010
  - Course section(s)/other population: random sample of 50% of students drawn from each section
  - Number students to be assessed: minimum of 10 students
  - How the assessment will be scored: assessment instruments and rubrics developed by human services faculty
  - Standard of success to be used for this assessment: 70% of students will score two points or higher on the outcome 2 assessment instrument
  - Who will score and analyze the data: behavioral sciences faculty will blind-score the documents

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	2019

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
23	33

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

HSW 225 and SOC 225 are cross-listed. This only shows the HSW enrollment. Sections are taught as a combined single section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the assignment were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Family social work presentation where the students were assigned to pull concepts discussed in class from the popular media (movies, TV, music) and present the concepts as well as how the concept is demonstrated in the clip. Then play the clip, or perform the poem or song for the class.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All students completed the presentations successfully with a score of 100%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Focus on the integration of these concepts into their daily lives, particularly in stressful circumstances.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In the future, we will work on recognition of patterns, of roles relationships and boundaries in one's own family as well.

Outcome 3: State effective methods of engaging family members.

- Assessment Plan
  - Assessment Tool: written response to prompt
  - Assessment Date: Fall 2010
  - Course section(s)/other population: random sample of 50% of students drawn from each section
  - Number students to be assessed: minimum of 10 students
  - How the assessment will be scored: assessment instruments and rubrics developed by human services faculty
  - Standard of success to be used for this assessment: 70% of students will score three points or higher on the outcome 3 assessment instrument
  - Who will score and analyze the data: behavioral sciences faculty will blind-score the documents

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	2019

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
23	33

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

HSW 225 and SOC 225 are cross-listed. This only shows the SOC enrollment. Sections are taught as a combined single section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the assignment were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Family social work presentation where the students were assigned to pull concepts discussed in class from the popular media (movies, TV, music) and present the concepts as well as how the concept is demonstrated in the clip. Then play the clip, or perform the poem or song for the class.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All students completed the presentations successfully with a score of 100%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

With the importance of building an effective working rapport being one of the greatest factors determining the effectiveness of client interaction, the students were able to demonstrate the necessary skills during the presentation.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Continue to focus on the importance of a cooperative collaboration between the clinician and the family.

Outcome 4: Identify three basic social work interventions with families.

- Assessment Plan
  - Assessment Tool: written response to prompt in an evaluation setting
  - Assessment Date: Fall 2010
  - Course section(s)/other population: random sample of 50% of students drawn from each section

- Number students to be assessed: minimum of 10 students
- How the assessment will be scored: assessment instruments and rubrics developed by human services faculty
- Standard of success to be used for this assessment: 70% of students will score two points or higher on the outcome 4 assessment instrument
- Who will score and analyze the data: behavioral sciences faculty will blind-score the documents

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	2019

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
23	0

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

As previously noted in the last assessment report, the fourth outcome was no longer deemed valid by the department and dropped from the assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

N/A

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

N/A

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>No</u>
N/A

- Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Not assessed in this assessment

- Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Not assessed in this assessment

### III. Course Summary and Intended Changes Based on Assessment Results

- Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

Removing the unnecessary measure allowed greater time to be dedicated to helping the students develop outlooks and perspectives that are beneficial to working with diverse families.

- Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This class continues to do a wonderful job in meeting the needs of the students. Comments have come in from students at transfer institutions, that they have received all they need from this class to be successful even at those other institutions and in the community.

- Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be shared at an upcoming department faculty meeting.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Remove Outcome 4 "Identify three basic social work interventions with families."	Faculty determined this outcome was unnecessary and have removed it from the course.	2020



<p>Course Materials (e.g. textbooks, handouts, on-line ancillaries)</p>	<p>Continue focusing on and emphasizing the following concepts:</p> <ul style="list-style-type: none"> <li>○ Integrating concepts of everyday interaction into students' daily lives (Outcome 1).</li> <li>○ Recognition of patterns, roles relationships and boundaries in one's own family (Outcome 2).</li> <li>○ Importance of cooperative collaboration between the clinician and family (Outcome 3).</li> </ul>	<p>To promote continuous improvement.</p>	<p>2020</p>
---	---	---	-------------

5. Is there anything that you would like to mention that was not already captured?

<p>6.</p>
-----------

### III. Attached Files

[SOC 225 Data](#)

**Faculty/Preparer:**

Will Teague **Date:** 11/20/2019

**Department Chair:**

Starr Burke **Date:** 11/21/2019

**Dean:**

Scott Britten **Date:** 11/21/2019

**Assessment Committee Chair:** Shawn Deron **Date:** 02/17/2020

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Sociology	225	SOC 225 09/16/2015- Family Social Work
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Will Teague
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: State how any American family can be explained in terms of systems theory: as a small group, with dynamically interacting parts, that interacts with and is affected by other groups and institutions in American society.

- Assessment Plan
  - Assessment Tool: Written response to prompt
  - Assessment Date: Fall 2010
  - Course section(s)/other population: random sample of 50% of students drawn from each section
  - Number students to be assessed: minimum of 10 students
  - How the assessment will be scored: assessment instruments and rubrics developed by human services faculty
  - Standard of success to be used for this assessment: 70% of students will score three points or higher on the outcome 1 assessment instrument
  - Who will score and analyze the data: behavioral sciences faculty will blind-score the documents

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2014	2015	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
42	52

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

HSW 225 & SOC 225 are cross listed. This only shows the SOC enrollment. Sections are taught as a combined single section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the assignment were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Family social work presentation where the students were assigned to pull concepts discussed in class from the popular media (movies, TV, music) and present the concepts as well as how the concept is demonstrated in the clip. Then play the clip, or perform the poem or song for the class

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All students completed the presentations successfully with a score of 100%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed extremely well. Students were able to Identify the concepts in their every day interactions and bring them into the class room for presentation. When students are able to identify these concepts while they are relaxing, then they will be more likely to identify them when working in the field. This is an indication that the knowledge has been integrated into how they view the world.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Focus on the integration of these concepts into their daily lives and focus on them even in stressful circumstances.

Outcome 2: Describe the concepts of roles, relationships, patterns of interaction and boundaries in an American family.

- Assessment Plan
  - Assessment Tool: Assessment of sections 2c, 2d and 2e from required "major paper"
  - Assessment Date: Fall 2010
  - Course section(s)/other population: random sample of 50% of students drawn from each section
  - Number students to be assessed: minimum of 10 students
  - How the assessment will be scored: assessment instruments and rubrics developed by human services faculty
  - Standard of success to be used for this assessment: 70% of students will score two points or higher on the outcome 2 assessment instrument
  - Who will score and analyze the data: behavioral sciences faculty will blind-score the documents

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2014	2015	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
42	52

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

HSW 225 & SOC 225 are cross listed. This only shows the SOC enrollment. Sections are taught as a combined single section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the assignment were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Family social work presentation where the students were assigned to pull concepts discussed in class from the popular media (movies, TV, music) and present the concepts as well as how the concept is demonstrated in the clip. Then play the clip, or perform the poem or song for the class.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All students completed the presentations successfully with a score of 100%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students indicated that they had a great deal of understanding and were able to demonstrate recognition of patterns as they emerged across generations and circumstances.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In the future we will work on recognition of patterns, of roles relationships and boundaries in ones own family as well.

### Outcome 3: State effective methods of engaging family members.

- Assessment Plan
  - Assessment Tool: written response to prompt
  - Assessment Date: Fall 2010
  - Course section(s)/other population: random sample of 50% of students drawn from each section
  - Number students to be assessed: minimum of 10 students
  - How the assessment will be scored: assessment instruments and rubrics developed by human services faculty

- Standard of success to be used for this assessment: 70% of students will score three points or higher on the outcome 3 assessment instrument
- Who will score and analyze the data: behavioral sciences faculty will blind-score the documents

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2014	2015	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
42	52

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

HSW 225 & SOC 225 are cross listed. This only shows the SOC enrollment. Sections are taught as a combined single section.
---

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the assignment were assessed.
--

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Family social work presentation where the students were assigned to pull concepts discussed in class from the popular media (movies, TV, music) and present the concepts as well as how the concept is demonstrated in the clip. Then play the clip, or perform the poem or song for the class.
---

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
All students completed the presentations successfully with a score of 100%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

With the importance of building an effective working rapport being one of the greatest factors determining the effectiveness of client interaction, the students were able to demonstrate the necessary skills during the presentation.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Continue to focus on the importance of a cooperative collaboration between the Clinician and the family.

Outcome 4: Identify three basic social work interventions with families.

- Assessment Plan
  - Assessment Tool: written response to prompt in an evaluation setting
  - Assessment Date: Fall 2010
  - Course section(s)/other population: random sample of 50% of students drawn from each section
  - Number students to be assessed: minimum of 10 students
  - How the assessment will be scored: assessment instruments and rubrics developed by human services faculty
  - Standard of success to be used for this assessment: 70% of students will score two points or higher on the outcome 4 assessment instrument
  - Who will score and analyze the data: behavioral sciences faculty will blind-score the documents

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2014	2015	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
42	52



3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

HSW 225 & SOC 225 are cross listed. This only shows the SOC enrollment. Sections are taught as a combined single section.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This outcome was not assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcome indicated that students will discuss 3 basic social work interventions, instead the course taught basic general skills used across interventions.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The outcome was not assessed.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Not assessed.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Will be revised in future master syllabus to focus on general techniques as opposed to specific interventions.

## II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This class has done a wonderful job in meeting the needs of the students. Comments have come in from students that they have received all they need from this class to be successful even at the higher levels.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be shared at an upcoming department faculty meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Objectives	Outcome 4 will no longer be used.	Faculty have determined that it is more usefull for students to have a widley applicable set of skills as apposed to a few specific theory based intervention techniques.	2015

4. Is there anything that you would like to mention that was not already captured?

5.

### III. Attached Files

[data](#)

**Faculty/Preparer:** Will Teague **Date:** 03/08/2016  
**Department Chair:** Starr Burke **Date:** 03/09/2016  
**Dean:** Kristin Good **Date:** 03/10/2016  
**Assessment Committee Chair:** Michelle Garey **Date:** 04/05/2016

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: SOC 225  
 Course Title: Family Social Work  
 Division/Department Codes: Humanities, Social, & Behavioral Sciences / Behavioral Sciences
  
2. Semester assessment was conducted (check one):  
 Fall 2011  
 Winter 2012  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify): Special Project
  
4. Have these tools been used before?  
 Yes  
 No  
  
 If yes, have the tools been altered since its last administration? If so, briefly describe changes made.  
 Not applicable
  
5. Indicate the number of students assessed and the total number of students enrolled in the course.  
 Fall 2011: 28 students enrolled 26 took the assessment (final exam), 28 made presentations.  
 Winter 2012: 26 students enrolled 26 took the assessment (final exam), 26 made presentations.
  
6. If all students were not assessed, describe how students were selected for the assessment.  
 If the student was in attendance for the final exam they were administered the assessment. All students were assigned a specific day that they were to be present.

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 The previous assessment focused on other outcomes.  
 The changes that were made with regard to those outcomes were additional in class lecture time was dedicated to issues related to family of origin and effective engagement with the family.
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
  - a. Outcome 1: *State how any American family can be explained in terms of systems theory: as a small group, with dynamically interacting parts, that interacts with and is affected by other groups and institutions in American society.*
  - b. Outcome 2: *Describe the concepts of roles, relationships, patterns of interaction and boundaries in an American family.*
  
3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus.
  - a. 70% of students will score three points or higher on the outcome 1 assessment instrument
  - b. 70% of students will score two points or higher on the outcome 2 assessment instrument

**COURSE ASSESSMENT REPORT**

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome
  - a. For Outcome 1, we used two multiple choice and one true/false question to assess students' foundational understanding of systems theory as it relates to the family, as a small group. We found that in the Fall 2011 sections 81% of students were able to demonstrate understanding of ecological interventions, 100% of students understood the foundation for the work that is done with family systems & only 69% of students had recognition of the ideal offerings of the family as a system.
  - b. For Outcome 1, we used the same two multiple choice and one true/false question from the previous semester to assess students' foundational understanding of systems theory as it relates to the family, as a small group. We found that in the Winter 2012 sections, 96% of students were able to demonstrate understanding of ecological interventions, 100% of students understood the foundation for the work that is done with family systems and 81% of students had recognition of the ideal offerings of the family as a system. This indicated an improvement over the previous semester.
  - c. Based on the awarding of 2 points per question (each was worth 2% on the final exam) it shows that at least 81% of the fall semester received at least 3 points and at least 96% of the winter semester received 3 points; we have exceeded the minimum of 70% of the students scoring 3 points or higher.
  - d. For Outcome 2, students were to view popular media (movies, YouTube, etc.) and find examples of the concepts from class. Then students were to bring the example of this to class, explain or define the concept, give any background information to help us understand the clip we were about to see and then share the example that they found with the class. In each of the two sections, every student was able to find and bring into the class an example of a role, relationship, pattern of interaction, or boundaries issue. 100% of the student scored a two or higher for outcomes #2.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

Strengths: The greatest strength we identified was our students' ability to identify and describe the concepts of roles, relationships, patterns of interactions and boundaries. Every student in the class was motivated to complete this project to the best of their ability.

Weaknesses: Recognizing what the ideal family structure has to offer is the only weakness that comes out of this assessment in the fall 2011 section. It is the only measure that came in under 70%. This was corrected with additional instructional focus in the following semester's lectures.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
  - a. We will continue to address issues that we find in our exams, these will be addressed in lecture and in assignments that the students can demonstrate a greater degree of practical application of the concepts covered in class.
2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
  - a.  Outcomes/Assessments on the Master Syllabus  
Change/rationale:
  - b.  Objectives/Evaluation on the Master Syllabus  
Change/rationale:
  - c.  Course pre-requisites on the Master Syllabus  
Change/rationale:
  - d.  1<sup>st</sup> Day Handouts  
Change/rationale:

COURSE ASSESSMENT REPORT

e.  Course assignments  
Change/rationale:

f.  Course materials (check all that apply)  
 Textbook  
 Handouts  
 Other:

g.  Instructional methods  
Change/rationale:

h.  Individual lessons & activities  
Change/rationale:  
We will work to increase the emphasis that is placed on the practical application of class concepts.

- 3. What is the timeline for implementing these actions?  
a. These actions are continuously applied as part of continuous quality improvement.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.  
a. The tools that were used were very effective. In the future, we may change the questions used to assess outcome 1 for a clearer picture of the effectiveness of lecture.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.  
a. Not applicable

3. Which outcomes from the master syllabus have been addressed in this report?  
All \_\_\_\_\_ Selected Outcomes one and two  
If "All", provide the report date for the next full review: \_\_\_\_\_  
If "Selected", provide the report date for remaining outcomes: In three years \_\_\_\_\_

Submitted by: W. Justin Teague MA LLP CAADC

Print: W. Justin Teague MA LLP Signature [Signature] Date: 6-1-12  
Faculty/Preparer

Print: STARR BURKE Signature [Signature] Date: 6/6/11  
Department Chair

Print: \_\_\_\_\_ Signature [Signature] Date: JUN 06 2012  
Dean/Administrator

**COURSE ASSESSMENT REPORT**

**Background Information**

1. Course assessed:  
Course Discipline Code and Number: SOC 225  
Course Title: Family Social Work  
Division/Department Codes: MNB/BEH

2. Semester assessment was conducted (check one):  
 Fall 20\_\_  
 Winter 2008  
 Spring/Summer 20\_\_

3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):

4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.  
N/A

5. Indicate the number of students assessed/total number of students enrolled in the course.  
Outcome Three: 18/21  
Outcome Four: 17/21

6. Describe how students were selected for the assessment.  
For Outcome Three, all students who selected both assessment questions (on the standardized test) were assessed.  
For Outcome Four, all students who took the standardized test (test six - the last test of the semester) were assessed.

**Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
No previous assessment had been executed for these outcomes.
2. State each outcome from the master syllabus that was assessed.  
Outcome three: "Identify two theories of social work family intervention."  
Outcome four: "Identify the elements of effective family social work assessments and interventions."
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. Please attach a summary of the data collected.  
Outcome three: see Attachment A for the two questions used in the assessment. These questions were embedded in a test: one question was a multiple-choice question, and the other was a brief essay question. Students needed answer both questions correctly in order to be deemed to have achieved outcome three. Of the eighteen students assessed, twelve responded correctly to both assessment questions (see Attachment B). Of the six students who did not answer both correctly, four responded correctly to one of the two questions. Two students failed to correctly respond to both questions.

**Please return completed form to the Office of Curriculum & Assessment, SC 247.**

COURSE ASSESSMENT REPORT

Outcome four: see Attachment C for the test used in assessing outcome four. Students were asked to respond to any six of ten brief-essay questions. The test questions were designed to evaluate students' understanding of assessment, intervention, and engaging families in the change process.

Each student response to a brief-essay question was given one of the six following ratings. A rating of five points was given to responses demonstrating a comprehensive and clearly expressed understanding of the concepts involved. Four points was given to responses that were "high-average": the student demonstrated a limited, but adequate, comprehension of the concept involved, and the response was reasonably clearly expressed. Three points was given to a "low-average" answer: the student response was correct but limited or partial, or the student had difficulty in expression. Two points was given to a response that was very limited ~~but~~ but that had one correct statement about the concept involved. One point was given to a failing, incorrect statement. Zero points was given to the absence of any response.

The maximum score that could earned on the test was thirty (six questions times five points). Students were deemed to have met outcome four if they scored twenty-five or higher on the test. (In other words, they would have to score four or five points on at least five of the six questions they selected.)

Of the seventeen students assessed, twelve scored twenty-five points or higher on the test (see Attachment D).

- 4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.

For both outcomes, the standard of success consisted of 70% of the students meeting the benchmarks defined above.

For outcome three, 67% of the students answered both assessment questions correctly: the standard of success was not met.

For outcome four, 71% of the students scored at least twenty-five points on the assessment test: the standard of success was met.

- 5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Outcome three: two-thirds of the students did correctly grasp one of the key concepts in family of origin theory, that unresolved grief, though denied, can affect family functioning far into the future.

Outcome four: five students did not meet the standard of success for outcome four. However, four of the five scored a rating of either four or five points on four of the six questions they responded to.

Weaknesses: For outcome three, four of the eighteen students were unable to clearly express in writing the central assumption behind family of origin theory.

Though student achievement was generally acceptable for outcome four, several students struggle in their attempts to write clearly and precisely.

Changes influenced by assessment results

- 1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses, along with a timeline for these actions.

Outcome three: spend more class time reviewing family-of -origin theory: to be instituted Fall 2008.

Outcome four: assign homework (to give students practice in expressing their thoughts in written fashion) on family engagement and interventions: to be instituted Fall 2008.

- 2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

Master syllabus

Change/rationale:

Curriculum

Change/rationale:

Course syllabus

Please return completed form to the Office of Curriculum & Assessment, SC 247.

COURSE ASSESSMENT REPORT

Change/rationale:

Course assignments

Change/rationale: See above.

Course materials (check all that apply)

Textbook

Handouts

Other:

Change/rationale:

Instructional methods

Change/rationale:

Other:

Change/rationale:

Future plans

- Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.  
The assessment tool used for outcome four was satisfactory. The assessment tool for outcome three may have been too limited.
- If the assessment tools were not effective, describe the changes that will be made for future assessments.  
The assessment tool for outcome three may need to include more than two questions. Future assessments of outcome three will be more comprehensive.

Submitted by: CHRIS M. SIENL

Name: Chris M. Siehl

Date: 7/10/08

Department Chair: Tara Burke

Date: 7/17/08

Dean: Martha Shaw

Date: 7/17/08

logged 7/22/08 sj

Please return completed form to the Office of Curriculum & Assessment, SC 247.