

Name of Program: Department of Nursing Baccalaureate Program

Student Learning Assessment Program -5-Year Plan
2019-2023

Name of Program: Department of Nursing Baccalaureate Program

Name of Contact Person: Sharon Wilks and Dorothy Glisson

Department of Nursing Mission

The Department of Nursing will offer a pathway to excellence in nursing practice. Graduates will be prepared to address the evolving health care need of local and global communities.

Department of Nursing Vision

The mission of the Department of Nursing is to provide quality academic programs offering learners the foundation upon which to expand their knowledge base and pursue advanced study. The nursing curricula are designed to prepare professional nurses who demonstrate excellence in evidence based practice, think critically, apply ethical principles and clinical reasoning, demonstrate leadership skills, value diversity and participate in or conduct research that benefits the local and global community. The Department of Nursing is committed to increasing diverse representation in the nursing profession.

Department of Nursing Program Goals*: Upon completion of the program, the student is expected

1. To provide quality programs supportive of the learning needs of diverse learners so that they may accomplish their educational goals.
2. To provide an environment supportive of quality instruction, the use of technology, scholarly endeavors, and critical thinking.
3. To maintain faculty support systems and staff development programs that foster creativity and that facilitate faculty contribution to Higher Education and to the nursing profession.
4. To maximize opportunities for students and faculty to participate in the internal operations of the University, in order to foster optimal communication, and to ensure maximum involvement in the development and maintenance of programs and services.
5. To engage in cooperative and collaborative relationships with regional communities that will promote health and nursing

Name of Program: Department of Nursing Baccalaureate Program

Undergraduate Curriculum End-of-Program Student Learning Outcomes

Upon completion of the Undergraduate Nursing Program, the graduate will be able to:

1. Implement nursing process and caring behaviors with individuals, families, and communities.
2. Utilize critical thinking and clinical reasoning to promote optimal wellness with individuals, families and communities.
3. Utilize communication, technology, and inter-professional collaboration to provide safe and effective care.
4. Integrate culturally congruent care for clients across the life span.
5. Utilize evidence-based findings for clinical decision-making in nursing practice.
6. Apply health policies from legislative and governing bodies into clinical nursing practice while adhering to legal and ethical principles.
7. Demonstrate the ability to address the changing health care needs of diverse populations representing the global community * Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Learning Outcomes

Expected learning outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments*	How Results are used for Improvement.
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<p>1. Implement nursing process and caring behaviors with individuals, families, and communities.</p>	<p>NURS 101, 201, 203, 308, 348, 349, 350, 381, 385, 386, 406, 409, 411, 412, 415, 416, 425, 499</p>	<p>Course quizzes, clinical evaluations, concept maps, case studies, scholarly writing rubrics and end-of –course teacher-prepared formative and cumulative exams, cumulative ATI standardized assessments</p>	<p>Every semester</p>	<p>Documented monthly Risk Reports</p> <p>ATI Assessment Reports (each semester)</p>	<p>in</p> <p>-Faculty review specific concepts not meeting expected levels of achievement (ELAs) for each course (clinical or theory). -Adjust focus of clinical activities, class discussions and course content based on course ELAs. -Faculty meets one-on-one with students not meeting course ELA -Student referred to Nursing Student Success Center</p>
<p>2. Utilize critical thinking and clinical reasoning to promote optimal wellness with individuals, families and communities.</p>	<p>NURS 201, 203, 215, 308, 315, 348, 349, 350, 381, 385, 386, 400, 406, 409, 411, 412, 415, 416, 425, 499</p>	<p>Course quizzes, clinical evaluations, concept maps, case studies, scholarly writing rubrics and end-of –course teacher-prepared formative and cumulative exams, cumulative ATI standardized assessments</p>	<p>Every semester</p>	<p>Documented monthly Risk Reports</p> <p>ATI Assessment Reports (each semester)</p>	<p>in</p> <p>-Faculty review specific concepts not meeting expected levels of achievement (ELAs) for each course (clinical or theory). -Adjust focus of clinical activities, class discussions and course content based on course ELAs. -Faculty meets one-on-one with students not meeting course ELA -Student referred to Nursing Student Success Center</p>

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<p>3. Utilize communication, technology, and inter-professional collaboration to provide safe and effective care.</p>	<p>NURS 101, 201, 203, 215, 308, 315, 348, 349, 350, 381, 386, 406, 409, 411, 412, 415, 416, 425, 499</p>	<p>Course quizzes, clinical evaluations, concept maps, case studies, scholarly writing rubrics and end-of –course teacher-prepared formative and cumulative exams, cumulative ATI standardized assessments</p>	<p>Every semester</p>	<p>Documented in monthly Risk Reports ATI Assessment Reports (each semester)</p>	<p>-Faculty review specific concepts not meeting expected levels of achievement (ELAs) for each course (clinical or theory). -Adjust focus of clinical activities, class discussions and course content based on course ELAs. -Faculty meets one-on-one with students not meeting course ELA -Student referred to Nursing Student Success Center</p>
<p>4. Integrate culturally congruent care for clients across the life span.</p>	<p>NURS 101, 203, 215, 308, 315, 348, 349, 350, 381, 386, 406, 409, 411, 412,</p>	<p>Course quizzes, clinical evaluations, concept maps, case studies, scholarly writing rubrics and</p>	<p>Every semester</p>	<p>Documented in monthly Risk Reports ATI Assessment</p>	<p>-Faculty review specific concepts not meeting expected levels of achievement (ELAs) for each course (clinical or theory).</p>
	<p>415, 416, 425, 499</p>	<p>end-of –course teacher-prepared formative and cumulative exams, cumulative ATI standardized assessments</p>		<p>Reports (each semester)</p>	<p>-Adjust focus of clinical activities, class discussions and course content based on course ELAs. -Faculty meets one-on-one with students not meeting course ELA -Student referred to Nursing Student Success Center</p>

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<p>5. Utilize evidencebased findings for clinical decisionmaking in nursing practice.</p>	<p>NURS 101, 203, 215, 308, 315, 348, 349, 350, 381, 385, 386, 400, 406, 409, 411, 412, 415, 416, 425, 499</p>	<p>Course quizzes, clinical evaluations, concept maps, case studies, scholarly writing rubrics and end-of –course teacher-prepared formative and cumulative exams, cumulative ATI standardized assessments</p>	<p>Every semester</p>	<p>Documented monthly Risk Reports ATI Assessment Reports (each semester)</p>	<p>in -Faculty review specific concepts not meeting expected levels of achievement (ELAs) for each course (clinical or theory). -Adjust focus of clinical activities, class discussions and course content based on course ELAs. -Faculty meets one-on-one with students not meeting course ELA -Student referred to Nursing Student Success Center</p>
<p>6. Apply health policies from legislative and governing bodies into clinical nursing practice while adhering to legal and ethical principles.</p>	<p>NURS 101, 308, 349, 350, 381, 385, 386, 400, 406, 409, 411, 412, 415, 416, 425, 499</p>	<p>Course quizzes, clinical evaluations, concept maps, case studies, scholarly writing rubrics and end-of –course teacher-prepared formative and</p>	<p>Every semester</p>	<p>Documented monthly Risk Reports ATI Assessment Reports (each semester)</p>	<p>in -Faculty review specific concepts not meeting expected levels of achievement (ELAs) for each course (clinical or theory). -Adjust focus of clinical activities, class discussions and course content based on</p>
		<p>cumulative exams, cumulative ATI standardized assessments</p>			<p>course ELAs. -Faculty meets one-on-one with students not meeting course ELA -Student referred to Nursing Student Success Center</p>

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7. Demonstrate the ability to address the changing health care needs of diverse populations representing the global community	NURS 101, 308, 348, 349, 350, 381, 385, 386, 400, 406, 409, 411, 412, 415, 416, 425, 499	Course quizzes, clinical evaluations, concept maps, scholarly writing rubrics and end-of – course teacherprepared formative and cumulative exams, cumulative ATI standardized assessments	Every semester	Documented monthly Risk Reports ATI Assessment Reports (each semester)	in -Faculty review specific concepts not meeting expected levels of achievement (ELAs) for each course (clinical or theory). -Adjust focus of clinical activities, class discussions and course content based on course ELAs. -Faculty meets one-on-one with students not meeting course ELA -Student referred to Nursing Student Success Center
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Yearly Timeline of Assessment Plan Review

- AY’ 2019: Review ELAs of course student learning outcomes and program outcomes each semester and at annual Faculty Retreat – adjust curriculum as indicated.
- AY’ 2020: Proposed curriculum revision in response to course student learning outcomes and program outcomes each semester and at annual Faculty Retreat.
- AY’ 2021: Review ELAs of course student learning outcomes and program outcomes each semester and at annual Faculty Retreat – adjust curriculum as indicated. Begin accreditation assessment (self-study) report for the Accreditation Commission for Education in Nursing (ACEN) site visit in 2022.
- AY’ 2022: Review ELAs of course student learning outcomes and program outcomes each semester and at annual Faculty Retreat – adjust curriculum as indicated.
- AY’ 2023: Review ELAs of course student learning outcomes and program outcomes each semester and at annual Faculty Retreat – adjust curriculum as indicated and as recommended by ACEN.

Mapping of Expected Learning Outcomes

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NURS 315	N/A	R/AP	R/AP	R/AP	R/AP	N/A	R/AP
NURS 348	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP
NURS 349	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP
NURS 380	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP
NURS 381	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP
NURS 385	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP
NURS 386	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP
NURS 400	R	R	R	R	R/AP	R	R
NURS 406	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP
NURS 409	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP
NURS 410	M/AP	M/AP	M/AP	M/AP	R/AP	R/AP	R/AP
NURS 411	M/AP	M/AP	M/AP	M/AP	R/AP	R/AP	R/AP
NURS 412	M/AP	M/AP	M/AP	M/AP	R/AP	R/AP	R/AP
NURS 415	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP
NURS 416	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP	R/AP
NURS 425	M/AP	M/AP	M/AP	M/AP	R/AP	R/AP	R/AP
NURS 499	M/AP	M/AP	M/AP	M/AP	R/AP	R/AP	R/AP

Key

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

AP = Application of Concepts

Name of Program: Department of Nursing Baccalaureate Program

M = Mastery of Learning Outcome at Senior Level

Five-Year Assessment Plan for CAAS

Background: The Child and Adolescent Studies major emerged at Bowie State University in the Fall of 1999. It began as an interdisciplinary off-shoot of social work, but gradually became a stand alone, unique major that incorporated education, sociology, psychology, and social service classes all aimed at optimal child and family development. We remain unique in the University System of Maryland and the state of Maryland overall, as similar programs at other universities are anchored in psychology or education, and therefore, not interdisciplinary.

It's initial coordinator, Dr. Pamela Pennix provided a historical grounding for the major in the European field of Pedology, or the study of children, and she developed field placement and study abroad options for students that allowed them to explore many avenues for career pathways working with children and families which include, but is not limited to, family law, child welfare, child life studies, child/family counseling, child/family research, child health and nutrition, and pediatric occupational therapy.

In Spring 2008, Dr. Charla McKinzie was tasked with revising this major and rebranding it. The revised undergraduate Child and Adolescent Studies major, introduces students to the scientific study of life, development, and socialization of children and adolescents. The Child and Adolescent Studies Program is an interdisciplinary undergraduate program that prepares students for a wide range of opportunities working with children including daycare, research, and child welfare. Students are required to take courses on child development, societal issues, child abuse, research, education, and clinical/direct services with children and adolescents. Graduates of this program have worked in juvenile correctional institutions, Head Start administration and programs, counseling centers, children's hospitals and hospices, daycare centers, schools, social welfare, adoption agencies, youth centers, clinical settings, street outreach, and transitional living.

Graduates of the Child and Adolescent Studies program build gratifying careers and pursue advanced study in early childhood and adolescent development, education, youth advocacy, social work and counseling. More than 75 percent advance to graduate school within two years of graduation from Bowie State. The specialization that they earn here opens opportunities in juvenile corrections, counseling centers, hospitals and hospices, daycares and schools, social welfare and adoption agencies, youth centers, and nonprofits, including:

- Early childhood program administrator
- Counselor or therapist
- Childcare director
- Occupational therapist
- Child life specialist
- Family attorney
- Youth program coordinator
- Social worker
- Research analyst

- Teacher's aide or paraprofessional
- Teen parenting mentor

Current Program Goals and Student Outcomes (2011-2018)

1. Students will demonstrate the ability to complete research term paper, including summary and analysis of existing research as well as application of research findings to the field and society

2. Students will demonstrate the ability to engage in critical thinking and creative problem solving.

3. Students will demonstrate an understanding of normative child development including stage models and sociological factors effecting child development

4. Students will develop an appreciation, respect, and knowledge base of variations in development based on culture.

5. Students will demonstrate an understanding of atypical or abnormal child development including behavioral problems, therapeutic treatment, and learning disorders.

6. Students will develop a working knowledge base of current technology used in presenting work (ie., PowerPoint, computer literacy skills, and utilizing as a resource).

7. Students will develop a knowledge base on the ethical practices and child welfare policies (including a knowledge of the administrative functions of providing child services).

CAAS Assessment Plan 2019-2023

The Child and Adolescent Studies program has great potential for growth as more families and children are in need of support and services well beyond the classroom setting. Forty-three percent of children in the United States grow up in low income households (https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_1_YR_S1701&prodType=table). As a result, poverty is linked to fewer medical, education, and social resources. Children below the poverty line are more likely to be born with low birth weight, have greater stress, poorer health, and underdeveloped cognitive skills prior to age five (Aizer, 2017; Jackson, 2017). As a result, they are disproportionately represented in special education class, juvenile detention centers, and foster care (Leventhal & Brooks-Gunn, 2000). Furthermore, they are more likely to become teen or young parents and perpetuate the continuance of the cycle of poverty to the next generation (Leventhal & Brooks-Gunn, 2000).

Therefore, there is a need for individuals trained to work with and develop preventive and intervention strategies for this demographic.

Our CAAS program is uniquely positioned to develop multidisciplinary young adults who are capable of working with this population with a culturally inclusive focus (as we are an HBCU). However, in order to continually grow and develop of this major, we need more faculty to jointly share in the responsibilities necessary to grow.

Our strategic plan for growth occurs in four stages:

1. The first stage for growth was enacted in 2011 with the change from Pedology to Child and Adolescent Studies, which entailed a streamlining of the curriculum and the addition of statistics to the core classes.
2. The second stage is underway. We are revising the curriculum again in order to have occupational tracks or concentrations. This will help students identify this major early, more clearly understand their employability from the time they declare the major, enable students to more easily share with others (including graduate schools and employers) about their degree, and have greater preparation for the job market and graduate school. This proposal includes three tracks or concentrations including child welfare and mental health (for those who desire to explore counseling or social work), pre-occupational therapy, and child life (therapy with children in hospitals long-term).
3. The third phase for growth is to rebrand our tools including pamphlets, banners, and signs in order to engage in the fourth stage; outreach.
4. The fourth phase entails two forms of outreach. One form of outreach is aimed at middle and high schools, as well as, community colleges in order to recruit students who will identify this major as their first choice of major and reduce the numbers of students choosing this major only after difficulty in other majors (ie., education, social work, and nursing).

The second type of outreach necessary concerns building partnerships with organizations and agencies aimed at optimal child and family development so that we can help our students with field placement, and employability after graduation. However, we also want to build these relationships in order to begin to partner in terms of grants and research, as well. A dynamic program cannot exist in vivo, we need to have outlets to connect with the larger community in Prince George's County, as well as, the DC/Maryland/Virginia metropolitan area.

Once we have accomplished these goals, we desire to have a Master's program that focuses on the development and evaluation of child/adolescent outreach programs. However, details on this stage are still in the development. At present we are attempting to develop a master's program with 36 to 39 credits and a master's thesis. Students will also have to complete a placement with the partners we will have established a connection with in stage 4. At graduation, we would hope that our students would understand how to use developmental theories and assessment tools to develop and evaluate child/adolescent programming. We currently only have direct competition at the master's level from George Mason University (which is in another state) and the Human Development program at University

of Maryland, College Park (which does not focus on children and is largely related to careers in research and not applied career tracks). However, to accomplish this goal, stages one to four must be met and this is not possible with only two full-time tenure track professors.

Timeline for CAAS Growth			
Timeline	Phase	Goals	Assessment Goals
2008-2011	1	Change the name/HEGIS code of the program, streamline the redundant curriculum and add statistics to the core class.	Document the growth of student development via student learning outcomes.
2016-2018	2	Create Concentrations/Tracks connected to career pathways	Track student enrollment in tracks, progress, and post-graduation plans both vocationally and educationally.
2018-2019	3	Rebranding all the materials	
2018-2023	4	Outreach to feeder schools and organizations	Assessment of students progress via internships and evaluations.

Undergraduate Child and Adolescent Studies Curriculum Map

Goals	101 (G.E.)	250	270	282 (G.E.)	306	SOCI 309	314	354	424	SOCI 412
LO1: Writing/Critical Thinking	I	I	I	I		R	R	R	M	M
Lo2: Normative Development	I				R				M	M
LO3: Cultural Differences		I	I		R		R	R		
LO4: Atypical Development		I	I	I	R		R		M	
LO5: Use of Technology			I			R			M	
LO6: Understanding of Ethical Practice	I			I				R		M
LO7: Research	I			I	R				M	M

Key:
I: Introduction
R: Reinforcement
M: Mastery at the Senior Level

G.E. = General Education Elective

Five-Year Assessment Plan for CRJU

Background: Criminal Justice started as a concentration in the Sociology major and became its own major in 2011. The Criminal Justice (CRJU) Major is focused on providing educational opportunities at the bachelor level for a diverse student population of Maryland citizens and the global community. CRJU is committed to course offerings that enhance opportunities for intellectual, personal and professional development for students matriculating at the university. The program will provide students with access and research opportunities related to law, social justice, community advocacy, forensic science and more; it will also provide the community with servant leadership, and who are socially, politically and globally conscious practitioners and problem solvers.

Sociology degrees are valuable and marketable across many fields. Some alumni build on the versatility of their undergraduate work to pursue advanced degrees in education, law, business, nonprofit leadership, social work, public policy, ministry, medicine, communications and international affairs. Others enter the workforce prepared to put their knowledge to practical use in positions—including those listed below—at nonprofits, research institutes, government agencies, community organizations,

schools, medical centers, businesses, law firms, international agencies, survey and polling providers, and the criminal justice system.

The curriculum is designed to give students an invaluable foundation in law, social justice, community advocacy and forensic science. Students will engage a multidimensional approach to studying crime, from its causes, offenders and victims to the corrective processes, agencies and laws working to control it. The intensive course track introduces students to applied methods of sociological research to help them develop a pragmatic knowledge of corrections and criminal justice.

A degree in criminal justice is a gateway to careers in both the private and public sector. Graduates go on to fulfilling positions and accomplishments in law enforcement, adult and juvenile justice, correctional institutions, counseling centers, street outreach, corporate security and intelligence, social advocacy, adoption agencies and all levels of government. Many pursue advanced study in specializations like law, public administration or psychology. All benefit from the diverse opportunities that exist — or can be created — inside the field.

- Anti-money laundering operations analyst
- ATF agent
- Attorney
- Background screening analyst
- Border patrol agent
- Crime analyst
- Detective
- Digital forensics examiner
- FBI agent
- Federal air marshal
- Jail inspector
- Military law enforcement
- Police officer
- Probation officer
- Public defender
- Research and policy analyst
- Secret service agent

Current Program Goals and Student Outcomes (2011-2018)

SLO1. Students will demonstrate a comprehensive understanding of the structure and functioning of the fundamental institutions (e.g., police, courts, corrections) that are a part of the criminal justice systems.

SLO 2. Students will illustrate the skills and methods in criminal justice research, including the acquisition, analysis, interpretation, dissemination and policy implications of both quantitative and qualitative data.

SLO 3. Students will demonstrate the in-depth knowledge of the interdisciplinary nature of the criminal justice system.

SLO 4. Students will illustrate the ability to communicate effectively both orally and in writing and demonstrate basic knowledge of information technology as applied to criminal justice research and practice.

CRJU Assessment Plan 2019-2023

The Criminal Justice program has grown exponentially in the past 7 years with more students going on to pursue master's in criminal justice and Criminology, as well as Law degrees. Students are required to write a 35-paged senior thesis prior to graduation, thereby strengthening their written and research skills. The major has grown from 100 majors in Spring 2011 to 478 students in Spring 2018. As such, the growth has prompted this major to consider the prospect of having their own department and increasing faculty. This would interrupt the assessment process over the next five years, however, it is important that particular areas receive particular assessments:

1. It is critical that the pathway from statistics (SOC 309) to senior seminar (CRJU 418) be explored in order to chart and document student's progress from one course to the next (statistics to research to data analysis to senior seminar) to predict success in the senior seminar course as this course has the lowest pass rate of all CRJU required courses. (2018-2019)
2. It is also critical that the students be tracked across the different concentration in order to identify strengths and weaknesses. (2019-2020)
3. Finally, there is a several students every year who switch from CRJU to SOC and this needs to be explored in order to identify the factors that lead students to switch majors. (2020-2021)

These forms of assessment should be brought in one each year in order to stem off the exponential growth of the program. The fast growth of the program causes high reliance on adjuncts and destabilizes consistency in teaching methods. These factors would cause difficulty assuring that all students are able to show growth across all student learning outcomes evenly. At the current rate of growth, this program could easily have 700 to 800 students by the end of 2023, which would be hard to maintain. Therefore, the assessments from 2018-2021 (outlined above) should received great reflection in order to understand the patterns of growth in the major.

Undergraduate Criminal Justice Curriculum Map

Goals	201	202	203	327	316	328	403	SOCI 309	SOCI 412	SOCI 413	418	SOCI 400
SLO1: Understanding of Fundamental Institutions	I	I	I		R	R	R					M
SLO2: Research & Analysis	I	I	I					R	R	M	M	
SLO3: Interdisciplinary CRJU	I	I	I	R		R	R					M
SLO4: Oral, Written, and Technological Communication	I	I	I	R		R	R			M	M	M

Key:

I: Introduction

R: Reinforcement

M: Mastery at the Senior Level

Five-Year Assessment Plan for HURD

Background: This program provides an in-depth examination of theory, principles, and applications in human resource development. It is focused on practitioners who function in a variety of contexts, including: private industry, government agencies, non-profit organizations, corporations, educational institutions, military, healthcare organizations, and professional and voluntary organizations. From an adult learning perspective, the Human Resource Development (HRD) program provides the broadest interpretation of human resource development, linking it to theories and principles associated with individual, group, and organizational performance improvement. Emphasis is placed on training and curriculum design, leadership development, management, strategic planning, adult education, and technology. Areas covered include design, delivery, implementation, evaluation, and assessment of programs aimed at meeting the needs of employees and organizations. Program graduates will be able to assist business, industry, and government in increasing productivity through improved human resource management. Incorporated within this program design are management disciplines, such as organizational behavior, organizational development, and human resource management, which further enhance the skills, knowledge, and behavior of the learner. The program provides students the opportunity to share professional experiences with peers and to apply learned skills in organizational

settings. The program combines lectures and practical applications based upon appropriate concepts that individuals can apply in practical situations.

The program is offered during the evening to accommodate working adults and may be pursued on a full-time or part-time basis. Both traditional and online courses are available. Courses are scheduled weekly with two eight-week sessions per semester. Students should consult with an academic advisor to ensure proper sequencing of courses as there are advanced courses that require certain prerequisites. Thirty-nine (39) credit hours must be completed to meet degree requirements.

A degree in human resource development is a gateway to careers in both the private and public sector. Graduates go on to fulfilling positions and accomplishments in management, conflict resolution, and project management. All benefit from the diverse opportunities that exist — or can be created — inside the field.

- Human Resources Manager
- Employee Relations Manager
- Compensation or Benefit Analyst/Manager
- HR Information Systems Manager
- Training and Development Manager
- Labor Relations Manager
- Director of Human Resources
- VP of Human Resources
- Conflict Resolution Consultant
- Project Manager

Current Program Goals and Student Outcomes (2011-2018)

SLO 1. Students will demonstrate their ability to complete a human and organizational performance assessment.

SLO 2. Students will demonstrate their ability to design and facilitate learning and skill development modules to meet learning and performance needs.

SLO 3. Students will demonstrate the skills necessary to critique, develop, and analyze live research.

HURD Assessment Plan 2019-2023

The HURD program would like to expand and grow the program to include a 4th pin position for the 2018-2019 academic year. Additionally, the program would like to have 3 more certificate programs in addition to the existing Project Management Certificate program. Finally, the program would like to have a doctoral program in HURD. The doctoral program would be the only in this area at an HBCU and

would allow students who desire to be an academic the chance to expand their education and achieve the needed doctoral degree.

While some of these goals are long-term goals, several intermediary steps are also necessary to aid in the progression and development of this program. At this time, HURD is in need of analysis and assessment of the current program goals and their implementation in the courses through course objectives. The program committee has decided to focus on the Academy of Talent Development as the model for the program and preliminary consultation resulted in the three student learning outcomes reported previously. However, this model was not secure at the time of the development of the initial student learning outcomes during the 2011-2012 academic year. Therefore, it is suggested the program establish a connection with the Academy of Talent Development (ATD; perhaps the staff or coordinator should become ATD certified) and structure all required courses around their model in order to ensure students are being exposed to all their core values throughout their progression in the program.

Once this process has been completed between 2018-2020, it is necessary to begin tracking the number/percentage of graduates obtain success gaining APTD certification. This would serve as an outside view of the effectiveness of the infusion of ATD core values in the classroom. This process could not begin sooner since the infusion of ATD core values was not in place prior to the August 2018 retreat. This timeline would allow for current students to be evaluated as the process of imbedding ATD values into all core courses progresses.

During this time, the reconfiguring of the program should be considered as it relates to increasing the rigor in the research classes (as ATD is based on research), adding ethics and diversity to the core curriculum, adding statistics as part of the research classes or making it a standalone required class, renumbering some courses in order to allow for a more natural progression of the curriculum from introductory to mastery, and a change to the curriculum to remove some of the current required courses to make way for the addition of new required core courses.

From 2020 to 2021, it is important to conduct research to make sure that the accelerated, regular and weekend academy students are receiving the same quality of education. There are different versions of course offerings including 5-week courses and weekend only courses and these versions of courses should be evaluated and accepted by the University Curriculum Committee. If these modified versions of courses are producing similar results they should be continued if they are able to maintain minimum enrollment.

From 2021 to 2023, the exploration, development and implementation of new certifications/concentrations other than Project Management should take place. There are several ideas currently being explored, but the required courses, progression of courses and offering of courses require more attention in the initial portion of the 5-year plan. It is recommended that these concentrations remain on hold in order to strengthen the core first before adding more certifications/concentrations.

Current Human Resource Development Curriculum Map

Goals	601	690	730	732	736	741	764	765	799	806	880
LO1: Assessment	I	I	R	I	M	I	R	M	M	R	M
LO2: Design & Facilitate Modules	I		R	I	M	I	M	M	M	R	M
LO3: Research	I	I	R	I	M	I	M	M	M	R	M

Key:

I: Introduction

R: Reinforcement

M: Mastery at the Senior Level

•In order to master facilitation of learning modules one must design so it was recommended that LO2 and LO3 be combined.

•The IRM flow of the existing program is flawed.

The existing program lacks early support for research, which hurts COMP scores. The current structure lacks courses on statistics, ethics and diversity, which are necessary for a professional degree at the masters level in a social science/human services program. How can students adequately create a research project or conduct assessments without statistics?

Student Learning Assessment Five -Year Plan
Department of Nursing – Graduate Program (MSN)

Name of Program: Department of Nursing Graduate Program

Name of Contact Person: Sharon Wilks

Department of Nursing Mission

The mission of the Department of Nursing is to provide quality academic programs offering learners the foundation upon which to expand their knowledge base and pursue advanced study. The nursing curricula are designed to prepare professional nurses who demonstrate excellence in evidence based practice, think critically, apply ethical principles and clinical reasoning, demonstrate leadership skills, value diversity and participate in or conduct research that benefits the local and global community. The Department of Nursing is committed to increasing diverse representation in the nursing profession.

Department of Nursing Vision

The Department of Nursing will offer a pathway to excellence in nursing practice. Graduates will be prepared to address the evolving health care need of local and global communities.

Program Goals: Upon completion of the Graduate Nursing Program, the graduate will be able to:

1. To provide quality programs supportive of the learning needs of diverse learners so that they may accomplish their educational goals.
2. To provide an environment supportive of quality instruction, the use of technology, scholarly endeavors, and critical thinking.
3. To maintain faculty support systems and staff development programs that foster creativity and facilitate the faculty's contributions to higher education and the nursing profession.

4. To maximize opportunities for students and faculty to participate in the internal operations of the University so as to foster optimal communications and ensure maximum involvement in the development and maintenance of programs and services.
5. To engage in cooperative and collaborative relationships with regional communities that will promote health and nursing.

Program Learning Outcomes: The Master of Science in Nursing program prepares graduates as advanced practice nursing who will:

1. Integrate theoretical models from nursing science and related disciplines to guide practice that is designed to promote the health and wellness of clients across the lifespan, and the application of methodologies in nursing education.
2. Utilize evidence-based practices to promote the development of professional nursing roles, ensure quality improvement, client safety, and the application of best practices.
3. Translate current research evidence to improve policies, procedures, and practices in clinical and educational settings.
4. Employ communication technologies and information systems to improve outcomes in nursing education and in practice settings.
5. Advocate for policies that improve health outcomes for vulnerable and under-served populations, and the profession of nursing.
6. Demonstrate organizational and systems leadership in nursing education, and in clinical practice to improve the quality of care to clients.
7. Engage in inter-professional collaboration for the improvement of health and learning outcomes of individuals and populations.
8. Demonstrate culturally competence, high-quality nursing care, and educational standards in the design and delivery of health care services to vulnerable and under-served populations.
9. Incorporate legal and ethical principles in clinical practice and nursing education.

Learning Outcomes

	Expected learning outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	How Results are used for Improvement.

1	Integrate theoretical models from nursing science and related disciplines to guide practice that is designed to promote the health and wellness of clients across the lifespan, and the application of methodologies in nursing education.	NURS 502 NURS 509 NURS 604 NURS 607 NURS 608 NURS 610 NURS 620 NURS 621 NURS 622 NURS 624 NURS 626 NURS 628 NURS 712 NURS 713 NURS 714 NURS 715 NURS 716 NURS 717 NURS 718 NURS 719 NURS 730	Quizzes & Exams* Scholarly Papers Case Studies Individual and Group Presentations Practicum Experiences Client Teaching Project Graduate Nursing Comprehensive Examination (GNCE) The rubrics for each instrument are developed by course coordinators and applied to evaluate student performance. At the completion of each assessment event and at the end of the each semester.	Per semester	No Changes
2	Utilize evidence-based practices to promote the development of professional nursing roles, ensure quality improvement, client safety, and the application of best practices.	NURS 509 NURS 607 NURS 608 NURS 610 NURS 620 NURS 621 NURS 622 NURS 624 NURS 626 NURS 712 NURS 713 NURS 714 NURS 716	Scholarly Papers Case Studies Individual and Group Presentations Practicum Experiences Client Teaching Project GNCE The rubrics for each instrument are developed by course coordinators and applied to evaluate student performance.	Per semester	No Changes

		NURS 718 NURS 730	At the completion of each assessment event and at the end of the each semester.		
3	Translate current research evidence into practice to improve policies, procedures, and practices in clinical and educational settings.	NURS 502 NURS 509 NURS 604 NURS 607 NURS 608 NURS 610 NURS 620 NURS 621 NURS 622 NURS 624 NURS 626 NURS 628 NURS 712 NURS 713 NURS 714 NURS 715 NURS 716 NURS 717 NURS 718 NURS 719 NURS 730	Scholarly Papers Case Studies Individual and Group Presentations GNCE The rubrics for each instrument are developed by course coordinators and applied to evaluate student performance. At the end of each semester.	Per semester	No Changes

4	Employ communication technologies and information systems to improve outcomes in nursing education and in practice settings.	NURS 502 NURS 509 NURS 604 NURS 607 NURS 608 NURS 610 NURS 620 NURS 621 NURS 622 NURS 624 NURS 626 NURS 628 NURS 712 NURS 713 NURS 714 NURS 715 NURS 716	Scholarly Papers Case Studies Individual and Group Presentations GNCE The rubrics for each instrument are developed by course coordinators and applied to evaluate student performance. At the end of each semester.	Per semester	No Changes
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		NURS 717 NURS 718 NURS 719 NURS 730			
5	Advocate for policies that improve health outcomes for vulnerable and underserved populations, and the profession of nursing.	NURS 502 NURS 509 NURS 605 NURS 608 NURS 610 NURS 620 NURS 621 NURS 622 NURS 624 NURS 626 NURS 712 NURS 714 NURS 716 NURS 718	Scholarly Papers Individual and Group Presentations Field Trips GNCE The rubrics for each instrument are developed by course coordinators and applied to evaluate student performance. At the completion of each assessment event and at the end of each semester.	Per semester	No Changes

		NURS 730			
6	Provide leadership in nursing education, and in clinical practice to improve the quality of health care to clients, with an emphasis on vulnerable and underserved populations.	NURS 628 NURS 713 NURS 715 NURS 717 NURS 719 NURS 730	<p>Practicum Evaluations by Preceptors Case Studies Individual Presentations Client Teaching Project</p> <p>The rubrics for each instrument are developed by course coordinators and applied to evaluate student performance.</p> <p>At the completion of each assessment event and at the end of the each semester.</p>	Per semester	No Changes
7	Engage in inter-professional collaboration for the improvement of health and learning outcomes of individuals and populations.	NURS 628 NURS 713 NURS 715 NURS 717 NURS 719	<p>Practicum Evaluations by Preceptors Case Studies Individual Presentations Client Teaching Project</p>	Per semester	No Changes

			<p>The rubrics for each instrument are developed by course coordinators and applied to evaluate student performance.</p> <p>At the completion of each assessment event and at the end of the each semester.</p>		
8	Demonstrate cultural competence, high quality nursing care, and educational standards in the design and delivery of health care services to vulnerable and underserved populations.	NURS 502 NURS 509 NURS 604 NURS 607 NURS 608 NURS 610 NURS 620 NURS 621 NURS 622 NURS 624 NURS 626 NURS 628 NURS 712 NURS 713 NURS 714 NURS 715 NURS 716 NURS 717 NURS 718 NURS 719 NURS 730	<p>Practicum Evaluations by Preceptors Case Studies Individual Presentations Client Teaching Project</p> <p>The rubrics for each instrument are developed by course coordinators and applied to evaluate student performance.</p> <p>At the completion of each assessment event and at the end of the each semester</p>	Per semester	No Changes

9	Incorporate legal and ethical principles in clinical practice and nursing education.	NURS 502 NURS 509 NURS 604 NURS 607 NURS 608 NURS 610 NURS 620 NURS 621 NURS 622 NURS 624 NURS 626 NURS 628	Practicum Evaluations by Preceptors Case Studies Individual Presentations Client Teaching Project The rubrics for each instrument are developed by course coordinators and applied to evaluate student performance.	Per semester	No Changes
		NURS 712 NURS 713 NURS 714 NURS 715 NURS 716 NURS 717 NURS 718 NURS 719 NURS 730NURS 717 NURS 718 NURS 719	At the completion of each assessment event and at the end of the each semester		

Yearly Timeline of Assessment Plan Review AY’ 2019: Development of additional MSN Program Track. Continue to integrate simulation into the MSN curriculum. Begin preparation of Graduate Program Self-Study for Accreditation Commission on Educating Nurses (ACEN) site visit in 2020

AY’ 2020: Begin preparation of Graduate Program Self-Study for Accreditation Commission on Educating Nurses (ACEN) site visit in 2020. Continue to maintain inter-professional collaboration with internal and external partners. Continue to integrate simulation into the MSN curriculum. Faculty development to enhance evaluation and assessment strategies.

AY’ 2021: Obtain continued accreditation of the MSN Graduate Program. Continue to integrate simulation into the MSN curriculum. Continue to maintain inter-professional collaboration with internal and external partners. Continue to integrate simulation into the MSN curriculum. Faculty development to enhance evaluation and assessment strategies.

AY’ 2022: Continue to maintain inter-professional collaboration with internal and external partners. Continue to integrate simulation into the MSN curriculum. Faculty development to enhance evaluation and assessment strategies.

AY’ 2023: Continue to maintain inter-professional collaboration with internal and external partners. Continue to integrate simulation into the MSN curriculum. Faculty development to enhance evaluation and assessment strategies.

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	1. Integrate theoretical models from nursing science and related disciplines to guide practice that is designed to promote the health and wellness of clients across the lifespan, and the application of	2. Utilize evidence-based practices to promote the development of professional nursing roles, ensure quality improvement, client safety, and the application of best practices.	3. Translate current research evidence into practice to improve policies, procedures, and practices in clinical and	4. Employ communication technologies and information systems to improve outcomes in nursing education and in	5. Advocate for policies that improve health outcomes for vulnerable and underserved populations, and the profession of nursing.	6. Provide leadership in nursing education, and in clinical practice to improve the quality of health care to clients, with an emphasis on vulnerable and	7. Engage in interprofessional collaboration for the improvement of health and learning outcomes of individuals and populations.	8. Demonstrate cultural competence, high quality nursing care, and educational standards in the design and delivery of health care services to vulnerable and	9. Incorporate legal and ethical principles in clinical practice and nursing education
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	methodologies in nursing education		educational settings.	practice settings		underserved populations.		underserved populations.	
Course Numbers									
NURS 502	I/R	I/R	I/R	R	I/R	I/R	M	M	I/R
NURS 509	R	R	R	R	R	R	M	M	R
NURS 604	I/R	I/R	I/R	R	I/R	I/R	M	M	I/R
NURS 607	R	R	R	R	R	R	M	M	R
NURS 608	R	R	R	R	R	R	M	M	R
NURS 610	R	R	R	R	R	R	M	M	R
NURS 620	I	I	I	R	I	I	M	M	I
NURS 621	I/R	I/R	I/R	R	I/R	I/R	M	M	I/R
NURS 622	I	I	I	R	I	I	M	M	I
NURS 624	I/R	I/R	I/R	R	I/R	I/R	M	M	I/R
NURS 626	I	I	I	R	I	I	M	M	I
NURS 628	R	R	R	R	R	R	M	M	R

NURS 712	I	I	I	R	I	I	M	M	I
NURS 713	R	R	R	R/M	R	R	M	M	R
NURS 714	I	I	I	R	I	I	M	M	I
NURS 715	R	R	R	R/M	R	R	M	M	R
NURS 716	I	I	I	R	I	I	M	M	I
NURS 717	R	R	R	R/M	R	R	M	M	R
NURS 718	I	I	I	R	I	I	M	M	I
NURS 719	M	M	M	R/M	M	M	M	M	M
NURS 730	R	R	R	R	R	R	M	M	R
INSS 658	I/R	I/R	I/R	R	I/R	I/R	M	M	I/R
NURS 799	M	M	M	M	M	M	M	M	M

Key

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level

BOWIE STATE UNIVERSITY
College of Professional Studies
Department of Psychology Five-Year Assessment Plan 2018-2023*

Mission

The Department of Psychology is committed to the mission, goals, and objectives of the University. The department prepares students for leadership in a global community through the development of their knowledge and skills in the history and theories of psychology, human development, and understanding of individual differences. Research and field experiences prepare students for graduate education and professions in psychology.

Goals

1. To provide a high-quality education to students so that they are prepared to enter graduate or professional schools.
2. To prepare students for graduate studies by providing a general psychology experience that includes theoretical and practical knowledge about the discipline.
3. To provide a well-planned sequence of field experiences in diverse settings that enable students to relate professional knowledge to the understanding of self, others, societies, and cultures at large.
4. To create and foster an environment for research among faculty and encourage student research under the supervision of the faculty.
5. To maintain a rigorous program through expansion and continuous revision of the undergraduate curricula.
6. To provide relevant service courses to the University community.

Our exciting curriculum emphasizes skills in research and data analysis and exposes you to a knowledge base in human development, social psychology, psychopathology, cognition, personality and group processes to help you define your own focuses and interests. As a student, you will:

- Explore psychology through a liberal arts lens, integrating your studies with other disciplines like philosophy, religion, sociology, biology and criminal justice
- Learn to present and write compelling discourse on critical subjects
- Examine how ethics relate to psychological research and practice
- Learn the history of psychology
- Understand the use of statistics, methodology, research design and psychometrics

Classroom instruction is enhanced by the mentorship and support of a dynamic faculty invested in preparing a nation of leaders, thinkers and researchers to serve global communities. You'll build leadership skills, engage in community service and apply what you learn in the classroom to real-world experiences. However you choose to be a leader, you'll graduate with the tools and abilities to be what you aspire to become.

Special features of the department:

- The Psychological Society is a student-led organization made up mostly of psychology majors. Students engage in discussions, community service projects, and tutoring and mentoring activities. They learn about graduate programs, unique career opportunities and share prospective employment resources.
- Our campus also hosts a chapter of Psi Chi International Honor Society, open to academically outstanding students in the major to advance of the science and encourage excellence in scholarship.

The group maintains an active presence on campus and has sponsored community outreach such as clothing and toy drives, informational workshops and tutoring/mentoring/ study groups. Students are invited to join this organization based on a minimum GPA of 3.5 and other requirements.

- Gain firsthand knowledge through internships, research or teaching assistantships that will sharpen your practical skills and strengthen your ability to analyze information.
- Psychology majors regularly attend professional conferences, present research, assist professors and students, volunteer for local community programs and promote good mental health across the campus.

Career paths

Whether you decide to continue your education or jump right into the workforce, opportunities for psychology majors exist almost everywhere. Because the program is designed to prepare students to be both scholars and practitioners, some choose to immediately pursue graduate study in major areas such as clinical, developmental, experimental and social psychology while others apply their practical knowledge and skills to a wealth of careers including, but certainly not limited to:

- Clinical psychologist
- Psychiatrist
- Neuropsychopharmacologist
- University professor
- Forensic psychologist
- Advertising copywriter
- Public statistician
- Sales representative
- Corrections officer

- Drug and alcohol treatment specialist
- Political profiler
- Trial consultant
- Art therapist
- Criminal investigator
- Victims' advocate
- Human factors engineer
- Engineering psychologist
- Career counselor
- Media buyer
- Developmental psychologist

Expected student learning outcomes (ESLOs)

ESLO1: Knowledge Base in Psychology

Describe, explain, and apply fundamental psychological concepts and theories

ESLO2: Scientific Inquiry and Critical Thinking

- Discover, comprehend and explain psychological research findings
- Analyze, synthesize, and apply results of psychology research studies
Choose and evaluate appropriate research methods in psychology

ESLO3: Ethical and Social Responsibility in a Diverse World

- Explain and apply ethical principles of psychologists for research
Engage inclusively with peers and faculty

ESLO4: Communication

- Write competently, using grammatical, cohesive, and concise language

Execute oral presentations effectively

ESLO5: Professional Development

- Describe fields of psychology
- Collaborate effectively and respectfully with peers, faculty, and community members
- Determine and achieve goals for career and graduate or professional school progression after graduation

Undergraduate psychology five-year assessment plan 2018-2023:

Over the five years included in this plan, the department will work to attain the following outcomes, which align with the goals and ESLOs of the department. The plan is organized by year (year 1 through year 5).

- YEAR 1: Revise the curriculum map to comport with the newly revised ESLOs and with Dean Brice's curriculum mapping format/template.
- YEAR 1: New course: Introduction to Professional Psychology (3 credits);
- YEAR 1: New course: Introduction to Neuroscience (3 credits);
- YEAR 1 or 2: Increase number of tenure-track faculty
- YEARS 1 through 3: Increase opportunities for undergraduate research – McNair program; PSYC 421 Independent Research; Outreach to research institutions
- YEAR 2: Use the curriculum map to identify rubrics and rubric rows whose data will inform curriculum revision, to include possible changes in major required and elective courses, course sequencing, and academic advising.
- YEAR 2: Increase clinical internship opportunities – Shepard Pratt
- YEAR 2: New course: Psychology of Intimate Relationships (3 credits)
- YEAR 3: Graduate program – M.A., Applied Psychology; Tracks: Neuropsychology; Forensic

Psychology

- YEAR 5: Five-year joint B.S./Master’s program

*Please note that some statements are identical to material on the Bowie State University

Undergraduate Psychology webpages.

Undergraduate Psychology Curriculum Map

Required major courses:	101 (G.E.)	200 (G.E.)	202	204	205	302	307	308	311	320	340	404	415	431
<i>ESLO1</i>	I	I	I	D	D	D	D	D	D	D	D	D	M	M
<i>ESLO2</i>	I	I	I	D	D	D	D	D	D	D	M	M	M	M
<i>ESLO3</i>	I	I	I	I	D	D	D	D	M				M	M
<i>ESLO4</i>	I	I	I		I	D	D	D	D	D		M	M	M
<i>ESLO5</i>	I					D	D	D	M	D		D	M	M

Key:

I: Introduction

D: Developing

M: Mastery

Five-Year Assessment Plan for SOCI

Background: The Sociology major began at Bowie State University in the late 1960's. At that time the major had a focus on Sociology/Anthropology. By the 1990's SOCI was part of the Behavioral Sciences and Humans Services Department, where it is still housed, and was joined by Psychology and Social Work. By the end of the 1990's Social Work and Psychology spun off into their own majors and the Sociology/Anthropology remained and were joined by Pedology and Human Resource Development. Through the millennium Sociology became a very strong major of over 300 students offering concentrations in Technology, Criminal Justice and Sociology. In 2011, Criminal Justice remained in the department, but became its own major causing the Sociology major to lose many students. However, the major is currently in a state of rebuilding and it current participating in the TRIO learning communities with the Psychology and English departments.

Sociology degrees are valuable and marketable across many fields. Some alumni build on the versatility of their undergraduate work to pursue advanced degrees in education, law, business, nonprofit leadership, social work, public policy, ministry, medicine, communications and international affairs. Others enter the workforce prepared to put their knowledge to practical use in positions—including those listed below—at nonprofits, research institutes, government agencies, community organizations, schools, medical centers, businesses, law firms, international agencies, survey and polling providers, and the criminal justice system.

- Admissions counselor
- Community organizer
- Consumer researcher
- Family planning coordinator
- Fundraiser
- Homeless/housing worker
- Legislative aide
- Market researcher
- Police officer
- Quality control manager
- Statistician
- Urban planner

Current Program Goals and Student Outcomes (2011-2018)

1. Students are expected to demonstrate knowledge of data as presented in statistical forums or day to day regular media (e.g., Gallup polls, etc.)

2. Students are expected to identify social problems in society and come up with solutions based on scientific research.

3. Students are expected to show command of theories of the evolvement of society from simple (hunter gatherer stage) to the complex post-industrial society and to be able to show what is driving social issues presently.

4. Students are expected to show command of good reading and writing both basic and technical and be well equipped in a liberal arts tradition.

SOCI Assessment Plan 2019-2023

Sociology is in the process of revitalizing and revamping. While there is a stable core and a clear progression of classes, there are very few classes and no opportunities to specialize in an area of interest. After Criminal Justice became its own major in 2013, the sociology major went through a low enrollment period, but in the past three years, the major has rebounded with approximately 120 majors per academic year and 50 graduates a year when December and May graduation ceremonies are combined.

Now that the major has stabilized, it is time to rethink the utility of this major and redirect the major in ways that would be of interest to millennials and generation Z. Concepts like social justice, social change, race and gender equality, should be considered as concentrations and clearer connections with career paths and jobs. At present, we have begun to explore concentrations using the American Sociological Association as our guide.

This major has a long history and great potential, but the salience of this major must be transformed and translated to the younger generations as they encounter political, immigration, educational, social, racial, religious, and gender related issues and inequities in today's social climate. The first two years of the 5-year strategic plan, should be spent analyzing the needs within this major via needs assessment with current students and recent alumni, and comparison with nearby institutions (particularly those in the University of Maryland System) this academic year. This process should proceed with analysis in 2019-2020 of the needs assessment from current students and recent alumni and comparison to similar programs, in order to develop a plan of revitalization by the Spring of 2020. The revitalized program should also include exploration of student learning outcomes, creation of areas of concentration, and rejuvenation of the syllabi. In the 2020-2021 academic year, the newly drafted curriculum progression and any new courses should go through the Curriculum Committee and then to USM and MHEC for approval and implementation in the Fall of 2021.

Aside from new courses and concentrations, sociology remains a major that is often chosen after failure in education, social work, or criminal justice and more outreach to high school students, prospective students, freshmen and transfers is necessary. Thus, new promotional materials are necessary to breathe life into this traditional major. Thus, the final two years in the sequence should be spent on outreach to new students and bringing speakers or developing conferences to begin to strengthen the connections between the major and the community and job market.

Undergraduate Sociology Curriculum Map

Goals	ANTH 102	101 (G. E.)	203	307	309	408	412	413
LO1: Knowledge of Data	I	I			R		R	M
LO2: Identify Social Problems	I	I	I	R		M		
LO3: Command of Theories	I	I	I	R		M		
LO4: Reading/Writing Technical	I	I		R	R	R	M	M

Key: I: Introduction R: Reinforcement M: Mastery at the Senior Level	G.E. = General Education Elective * = Elective to the Major
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BOWIE STATE UNIVERSITY

College of Professional Studies

Department of Social Work Five-Year Assessment Plan 2018-2023*

Mission

The mission of Bowie State University's (BSU) Department of Social Work is to "offer a sound educational program that is designed to prepare students for entry-level, generalist practice

with diverse populations, graduate school, continued professional development, and lifelong learning.” The program’s mission is consistent with the profession’s purpose and values.

Consistent with the Profession’s Purpose and Values

The mission of the BSU Department of Social Work is consistent with the profession’s purpose and values. The purpose of the department is to prepare competent generalist practitioners to provide high-quality social services. The department promulgates a model for social work in the 21st Century by preparing social workers to address the changing demographics that characterize this increasingly diverse nation. The department makes a major contribution to knowledge and training for the next generation of primarily (but not exclusively) African American social workers. Faculty, staff, and field supervisors are committed to preparing culturally competent practitioners to become change agents at the micro, mezzo, and macro level.

The department’s mission statement speaks to the important balance between knowledge, values, and skills in building competent social work practitioners who are committed to diversity and social justice. The profession’s core values (i.e., service, social justice, dignity and worth of the person, the importance of human relationships, integrity, competence, human rights and scientific inquiry) undergird the social work curriculum and are addressed to varying degrees in every social work course.

Goals

The goals of the BSU Department of Social Work are derived from its mission statement. The goals state that the department will prepare graduates who demonstrate the following capabilities:

1. Work effectively at the entry level with individuals, families, groups, communities, and organizations;

2. Engage effectively in continued education, professional development, and lifelong learning; and
3. Effectively communicate with diverse populations that reflect the global community.

The department's mission states the program's intention "...to prepare students for entry level generalist practice." Goal 1 clearly reflects and is derived from this aim. The mission continues to state that the program will prepare students for "graduate school, continued professional development, and lifelong learning." This objective is reflected in Goal 2. Finally, the mission states that the program was designed "...to prepare students for entry-level, generalist practice with diverse populations." Goal 3 was drawn from this component of the mission.

The BSU Department of Social Work's mission is consistent with the institutional mission and the program's context across program options. BSU's mission is as follows: "Bowie State University empowers a diverse population of students from Maryland, the nation, and the world to reach their full potential through its high-quality, liberal-arts-based bachelor's, master's, and doctoral programs. The University provides a nurturing environment distinguished by a culture of success that supports students in completing their course of study. As Maryland's first Historically Black University, Bowie State inspires and prepares ethical and socially responsible leaders who can think critically, discover knowledge, commit to lifelong learning, value diversity, and function effectively in a highly technical and dynamic global community."

This mission is consistent with that of the department in that both speak to the importance of preparing students to be able to (a) function in a diverse environment and (b) commit to lifelong learning. For example, the department's context involves offering Sign-Language and Spanish tracks. These options increase students' ability to work effectively with diverse populations. In addition, the program offers global learning experiences that provide students with opportunities to interact with persons from diverse backgrounds and aids in increasing students' social work

skills. In addition, the program sponsors an annual Graduate School Fair, where students learn more about graduate school opportunities. As will be noted in the Implicit Data, each year, over 60% of the department's students continue on to enroll in a graduate school program and other lifelong learning opportunities.

Unique Aspects of the Social Work department

- Our Social Work program is one of the only undergraduate programs that require students to enroll in a language. Our students have the option to take Spanish or Sign Language.
- The department of Social Work has a chapter of Phi Alpha Honor Society and is open to students who hold a GPA of 3.25 and submit and approved community service project to be implemented in the last two years of matriculation.
- Gain firsthand knowledge through Social Work Field internships (400 hours) and participate in research or global learning experiences that improve exposure to cultural diversity, improve critical thinking skills and strengthen the student's overall BSW learning experience.
- Social Work majors regularly attend social work professional conferences, co-present research with faculty members, participate in community service projects through the student led Social Work Club, and participate in community advocacy on behalf of the National Association of Social Workers, Maryland Chapter.

Career paths

BSW students have the opportunity to take BSW level licensure and explore generalist level practice employment, or pursue 2 year or Advanced- Standing MSW graduate admission upon graduation from or program. Our BSW graduates are prepared to

leave our program as competent generalist level practitioners. The generalist level BSW graduate is prepared to:

- ✓ Work with client systems at all levels (Individuals, groups and communities)
- ✓ Connect clients with essential resources
- ✓ Intervene with organizations to enhance the responsiveness of resources systems
- ✓ Advocate just social policies to ensure the equitable distribution of resources, and
- ✓ Conduct research on all aspects of Social Work Practice

The BSW program prepares BSW level graduates to engage in practice and research. Many of our graduates choose to pursue their MSW or other related graduate programs. Whether they pursue graduate school or decide to work on the BSW generalist practice level their Social Work knowledge, values and skills prepare them for some of, but certainly not limited to the following employment areas:

BSW Generalist Practitioner

- Addictions
- Community Organizer
- Case Manager
- Behavioral Specialist
- Juvenile Detention Services
- Child Protective Services
- Sales representative

- Corrections officer
- Crisis Counselor
- Domestic Violence
- Health Education
- Human Rights Advocate
- Lobbyist
- Victims' advocate

BSW Program Expected Student Learning Outcomes (ESLOs) & 5 Year

Assessment Grid

*For the purposes of the Social Work Department Assessment and CSWE accreditation language, SLO and Competency terms will be used interchangeably.

The chart below is an illustration of the Curriculum mapping for the BSW program. The department's curriculum map is set up to align the nine competencies (SLO's) with courses and assignments measuring each competency.

Generalist Practice Curriculum Matrix

Competency	Courses	Course Content	Dimension(s)	
1 Demonstrate Ethical and Professional Behavior	SOWK 200 Introduction to Social Work	Readings: Week 2 Unit- Social Welfare and the Social Work Profession Week 4 Unit- Social Work Values and Ethics Values Clarification Paper	Values; Knowledge Values; C/A reactions	
	SOWK 201 Social Welfare Policy	Social Work Pioneer Paper	Knowledge	
	SOWK 404: Social and Ethical Issues	Assignment: Ethical Dilemma: My Field Experience Ethics Case Study	Values; Knowledge, Cognitive/Affective reactions	

	SOWK 402 Field I & Seminar	Readings: NASW Code of Ethics Student Journal Process Recording	Knowledge C/A reactions Skills Knowledge	
	SOWK 403 Field	Readings: Unit 4	Knowledge	

Generalist Practice Curriculum Matrix

Competency	Courses	Course Content	Dimension(s)	
1 Demonstrate Ethical and Professional Behavior	Instruction II & Seminar	Topic- Boundaries Student Field Journal Process Recording	Cognitive/Affective reactions	

2 Engage Diversity and Difference in Practice	SOWK 200 Introduction to Social Work	Readings: Week 7- Chapter 9 "Crime, Juvenile Delinquency, and Correctional services Week 8- Chapter 13 Sexism and Efforts of Achieving Equality Week 11- Chapter 14 Aging and Gerontology Services Week 12- Sexual Orientation, Sexual Concerns, and Sexual counseling Issues Forum Assignment	Knowledge Values; Knowledge; C/A reactions	

Generalist Practice Curriculum Matrix

Competency	Courses	Course Content	Dimension(s)	
	SOWK 300 Stages of Development	Assignment: Theoretical Application Paper: Reading: "Finding Fish" Apply Erikson's Stages of Development to Antoine Fisher's Life Story	Knowledge; Values; C/A reactions	
	SOWK 301 Human Behavior and the Social Environment	Developmental and Environment Essay	Knowledge, C/A reactions Values	

	SOWK 400 Methods I	Assignment: Special population Group Presentation	Knowledge; Values C/A reactions	
3 Advance Human Rights and Social, Economic, and Environmental Justice	SOWK 201 Social Welfare Policy I	Chapter readings in Policy Practice for social workers: New Strategies for a new era.	Knowledge	
	SOWK 201 Social Welfare Policy I	Interview assignment Social Media Assignment	C/A reactions; Values, Skills C/A reactions	

Generalist Practice Curriculum Matrix

Competency	Courses	Course Content	Dimension(s)	
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	SOWK 202 Social Welfare Policy II	<p>Policy Analysis Brief</p> <ol style="list-style-type: none"> 1. Examine the strengths and weaknesses of a current policy 2. Discuss the social problem that necessitated the policy 3. Critique and evaluate the policy 4. Provide an alternative policy and recommendations 	Knowledge, Values, Skills, C/A reactions	
4 Engage in Practiceinformed Research and Research Informed Practice	SOWK 302 Social Work Research	Chapter readings in Dudley (2011) Journal Article Assignment 1 Journal Article Assignment 2 Journal Article Summaries	Knowledge Knowledge	
	SOWK 302 Social Work Research	Experiential Learning exercise Data Collection Proposal Developing a Research Topic		
	SOWK 400 Methods I	Practice Theory Paper & Presentation	Knowledge; Cognitive/Affective reactions	

Generalist Practice Curriculum Matrix

Competency	Courses	Course Content	Dimension(s)	
4 Engage in Practice informed Research and Research Informed Practice	SOWK 301 Human Behavior	Writing Assignment: "Your Developmental and Environmental Influences"	Knowledge; Cognitive/Affective reactions	
5 Engage in Policy Practice	SOWK 202 Social Welfare Policy II	Chapter readings in Policy Practice for social workers: New Strategies for a new era. Class Field Trip: Advocacy Day at State Capitol	Knowledge Knowledge; C/A; Skills	
	SOWK 202 Social Welfare Policy II	Assignment: Policy Brief <ol style="list-style-type: none"> 1. Examine the strengths and weaknesses of a current policy 2. Discuss the social problem that necessitated the policy 3. Critique and evaluate the policy 4. Provide an alternative policy and recommendations 	Knowledge, Skills, Values, C/A	

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Generalist Practice Curriculum Matrix				
Competency	Courses	Course Content	Dimension(s)	
6 Engage with individuals, Families, Groups, Organizations, and Communities	SOWK 301 Human Behavior	Chapter Readings in Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice	Knowledge	
	SOWK 400 Social Work Methods I	Bio-Psycho-Social Assignment	Skills, C/A reactions	
	SOWK 401 Social Work Methods II	Chapter readings in Kirst-Ashman & Hull Agency Analysis	Knowledge	
			C/A reactions, skills	
	Field 402 Field Instruction I and Seminar	Process recording Learning Contract	Skill, C/A reactions Values	
SOWK 403 Field Instruction II & Seminar	Process recording Learning Contract	Skill, C/A reactions Values		

7 Assess Individuals, Families, Groups, Organizations, and Communities	SOWK 301 Human Behavior	Chapter Readings in Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice	Knowledge; Skills , Values	
	SOWK 400 Social Work Methods I	Bio-Psycho-Social Assignment		
	SOWK 402 Field Instruction I and Seminar	Learning Contract Process Recording	Skills C/A reactions	

Generalist Practice Curriculum Matrix

Competency	Courses	Course Content	Dimension(s)	
	SOWK 403 Field Instruction II & Seminar	Learning Contract Process Recording	Skills C/A reactions	
8 Intervene with Individuals, Families, Groups, Organizations, and Communities Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SOWK 301 Human Behavior	Chapter Readings in Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice	Knowledge	
	SOWK 400 Social Work Methods I	Readings in Kirst-Ashman and Hull	Knowledge	
	SOWK 402 Field Instruction II and Seminar	Learning Contract Process Recording	Skills Values, Skills, C/A reactions	

	SOWK 403 Field Instruction II and Seminar	Learning Contract Process Recording	Skills Values, Skills, C/A reactions	
9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SOWK 301 Human Behavior	Chapter Readings in Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice	Knowledge;	
	SOWK 400 Social Work Methods I	Bio Psycho Social Assignment	Skills, C/A reactions	
	SOWK Methods II	Agency Analysis	Skills	
	SOWK 402 Field Instruction I and Seminar	Learning Contract Process Recording	Skills C/A Reactions, Values	
Generalist Practice Curriculum Matrix				
Competency	Courses	Course Content	Dimension(s)	
	SOWK 403 Field Instruction II & Seminar	Learning Contract Process Recording	Skills C/A reactions, Values	

5 year -Program Assessment Plan

The department of Social Work has a plan for ongoing assessment of student outcomes for the nine social work program competencies at the generalist level of practice. The plan is designed to provide outcome data for continuous program improvement. The plan specifically measures the manner in which the benchmarks for the nine social work program competencies are being met in the field practicum, cumulative attainment of knowledge through course work, as well as implicit program data. The program assessment plan describes the rationale for selecting assessment tools and the benchmarks set to measure each competency. The department's program assessment plan is carried out using multiple methods of measurement using three of the nine available SWEAP instruments.

The three SWEAP instruments used are the BSW Field-Practicum Placement Assessment Instrument (FPPAI), the BSW Foundation Curriculum Assessment Instrument (FCAI), and the Exit survey. The SWEAP assessment instruments are aligned with the 2015 EPAS nine competencies and the combination of the three assessment tools provides measurement on all four dimensions as well as measurement of the department's implicit data. Assigned social work faculty completes the analysis of the program outcome measures at the end of the academic year. Outcome data are discussed with the entire social work faculty body at monthly faculty meetings and at the annual faculty retreat at the end of each academic year

SWEAP

The SWEAP instruments are aligned with the EPAS 2015 competencies as prescribed by CSWE. The Social Work Education Assessment Project (SWEAP) was developed to assist programs in assessing the extent to which bachelor level students can demonstrate generalist knowledge, values, skills and cognitive-affective reactions related to the nine competencies. After careful consideration, the department made the decision to use SWEAP for program evaluation. This decision was made based in part because SWEAP instruments measure explicit and implicit aspects of the program and SWEAP offers a national data set by which to compare our program outcomes.

Our program used three of the nine available SWEAP instruments for our ongoing program assessment needs.

[Measure 1](#)

BSW Field Placement/Practicum Assessment (FPPAI)

The BSW field placement/practicum assessment instrument is utilized to assess student demonstration of the 2015 EPAS core competencies in their field placement experience. The FPPAI uses a 5-point Likert scale to measure items related to the core competencies and related behaviors. The field instructor completes a final field evaluation at the end of the spring semester. The representation of the scale used is as follows: 0 = Not observed, 1= Lacking performance, 2= inadequate performance, 3= competent performance, 4= superior performance, and 5= mastered performance. In addition, a section for written comments by the field instructor is provided and can be used for qualitative data analysis. Once data has been gathered the departmental faculty reviews the scores and takes action on any benchmark not met. We established a competency benchmark for Measure 1 at 60%, expecting that 60% of our students would score at least 3 out of 5 on the Likert scale for each item in each section of the SWEAP FPPAI instrument, which demonstrates competent practice. The field

placement/practicum assessment is given in the spring of the senior Field practicum year. The following charts describe our assessment plan for measure one (1).

DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)							
Competency	Competency Benchmark	Measures	Practice Behaviors	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	60%	Measure 1: BSW Field Practicum Placement Assessment	<ul style="list-style-type: none"> ○ Intern makes ethical decisions by applying professional standards ○ Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice settings. ○ Intern demonstrates professional demeanor ○ Intern uses supervisor and consultation to guide professional judgment and behavior 	<ul style="list-style-type: none"> ○ Cognitive Affective & Values (item 1) ○ Cognitive Affective and values (item 2) ○ Skills (items 3-8) ○ Skills; Values (item 9) 	For Measure 1: Aggregate scores on items 1-9.	For measure 1: Students must score a minimum of 3 out of 5.	<p>Determine the percentage of students that attained the benchmark for each outcome measure.</p> <p>Determine the percentage of students demonstrating competence.</p> <p>Determine the percentage of students exceeding competence.</p>

Table 1

DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Practice Behaviors	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
Competency 2: Engage Diversity and Difference in Practice	60%	Measure 1: BSW Field Practicum Placement Assessment	<ul style="list-style-type: none"> ○ Intern applies and communicates understanding of importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level. ○ Intern presents themselves as learners to clients and constituencies. ○ Intern engages clients and constituencies as experts in their own experiences. ○ Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies 	<ul style="list-style-type: none"> ○ Skills; Values (item 1) ○ Skills (item 2) ○ Skills (item 3) ○ Cognitive Affective; Values (item 4) 	For Measure 1: Aggregate scores on items 1-4.	For measure 1: Students must score a minimum of 3 out of 5.	<p>Determine the percentage of students that attained the benchmark for each outcome measure.</p> <p>Determine the percentage of students demonstrating competence.</p> <p>Determine the percentage of students exceeding competence.</p>

DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Practice Behaviors	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	60%	Measure 1: BSW Field Practicum Placement Assessment	<ul style="list-style-type: none"> ○ Intern applies their understanding of social justice to advocate for human rights at the individual and system levels ○ Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels. ○ Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels ○ Intern engages in practices that advance social justice ○ Intern engages in practices that advance economic justice ○ Intern engages in practices that advance environmental justice 	○ Skills (items 1-6)	For Measure 1: Aggregate scores on items 1-6.	For measure 1: Students must score a minimum of 3 out of 5.	<p>Determine the percentage of students that attained the benchmark for each outcome measure.</p> <p>Determine the percentage of students demonstrating competence.</p> <p>Determine the percentage of students exceeding competence.</p>

DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency 5: Engage in Policy Practice	60%	Measure 1: BSW Field Practicum Placement Assessment	<ul style="list-style-type: none"> ○ Intern identifies social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services. ○ Intern assesses how social welfare and economic policies impact the delivery of and access to social services. ○ Intern applies critical thinking to analyze policies that advance human rights and social, economic and environmental justice. ○ Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice ○ Intern applies critical thinking to advocate for policies and advance human rights and social, economic, and environmental justice. 	<ul style="list-style-type: none"> ○ Skills (item 1) ○ Cognitive affective (item 2) ○ Cognitive affective & Values (Items 35) 	For Measure 1: Aggregate scores on items 1-5.	For measure 1: Students must score a minimum of 3 out of 5.	<p>Determine the percentage of students that attained the benchmark for each outcome measure.</p> <p>Determine the percentage of students demonstrating competence.</p> <p>Determine the percentage of students exceeding competence.</p>
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DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	60%	Measure 1: BSW Field Practicum Placement Assessment	<ul style="list-style-type: none"> ○ Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies. ○ Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. ○ Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies ○ Intern selects appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies. 	Cognitive affective (items 1-4)	For Measure 1: Aggregate scores on items 1-4.	For measure 1: Students must score a minimum of 3 out of 5.	<p>Determine the percentage of students that attained the benchmark for each outcome measure.</p> <p>Determine the percentage of students demonstrating competence.</p> <p>Determine the percentage of students exceeding competence.</p>
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DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Practice Behaviors	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	60%	Measure 1: BSW Field Practicum Placement Assessment	<ul style="list-style-type: none"> ○ Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. ○ Intern applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. ○ Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. ○ Intern negotiates, mediates, and advocates with and on the behalf of diverse clients and constituencies. ○ Intern facilitates effective transitions and endings that advance mutually agreed-on goals. 	<ul style="list-style-type: none"> ○ Cognitive affective (items 1& 2) ○ Skills (items 3-5) 	For Measure 1: Aggregate scores on items 1-5.	For measure 1: Students must score a minimum of 3 out of 5.	<p>Determine the percentage of students that attained the benchmark for each outcome measure.</p> <p>Determine the percentage of students demonstrating competence.</p> <p>Determine the percentage of students exceeding competence.</p>
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DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Practice Behaviors	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
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<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>60%</p>	<p>Measure 1: BSW Field Practicum Placement Assessment</p>	<ul style="list-style-type: none"> ○ Intern applies knowledge of human behavior and the social environment person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. ○ Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes. ○ Intern applies evaluation findings to improve practice effectiveness at the micro level. ○ Intern applies evaluation findings to improve practice effectiveness at the mezzo level. ○ Intern applies evaluation findings to improve practice effectiveness at the macro level. 	<p>Cognitive Affective (items 1-5)</p>	<p>For Measure 1: Aggregate scores on items 1-5.</p>	<p>For measure 1: Students must score a minimum of 3 out of 5.</p>	<p>Determine the percentage of students that attained the benchmark for each outcome measure.</p> <p>Determine the percentage of students demonstrating competence.</p> <p>Determine the percentage of students exceeding competence.</p>
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Measure 2

BSW Curriculum Assessment (FCAI)

The BSW curriculum assessment instrument is utilized to assess how well the program's curriculum prepares students with the knowledge needed for competent professional social work practice demonstration of the 2015 EPAS core competencies in their field placement experience. The FCAI is a multiple choice based exam that tests students' knowledge across the nine CSWE prescribed competencies, measuring the dimension knowledge. The FCAI data provides aggregate scores for each core competency along with a comparison to national scores. This exam was given at the end of the spring semester to all seniors completing the social work program. Our benchmark for measure two was based on our students' overall academic performance; we expected that at least 60% of our students would demonstrate competence in each area. The following charts describe our assessment plan for measure two.

Measure 2

DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)							
Competency	Competency Benchmark	Measures	Competence Knowledge Area	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	60%	Measure 2: BSW Foundation Curriculum Assessment Instrument	<ul style="list-style-type: none"> ○ Demonstrate an understanding of the profession and its ethical standards 	<ul style="list-style-type: none"> ○ Knowledge (Questions 1-7) 	For Measure 2: Aggregate scores for questions 1-7	For measure 2: Students must answer 50% the questions correctly.	Determine the percentage of students that attained the competency benchmark in this section. Compare the overall section mean score to the national mean section score.

Table 2

Competency	Competency Benchmark	Measures	Competence Knowledge Area	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
Competency 2: Engage Diversity and Difference in Practice	60%	Measure 2: BSW Curriculum Assessment Instrument	<ul style="list-style-type: none"> Demonstrate an understanding of diversity and difference in practice 	<ul style="list-style-type: none"> Knowledge (Questions 8-13) 	<p>For Measure 2:</p> <p>Mean section score on questions 8-13</p>	<p>For measure 2:</p> <p>Students must answer 50% of the questions correctly.</p>	<p>Determine the percentage of students that attained the competency benchmark in this section.</p> <p>Compare the overall section mean score to the national mean section score.</p>

DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Competence Knowledge Area	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	60%	Measure 2: BSW Curriculum Assessment Instrument	<ul style="list-style-type: none"> Demonstrate an understanding of advancing human rights and social, economic and environmental justice 	<ul style="list-style-type: none"> Knowledge (questions 14-19) 	For Measure 2: Mean section score on questions 14-19	For measure 2: Students must answer 50% of the questions correctly.	<p>Determine the percentage of students that attained the competency benchmark in this section.</p> <p>Compare the overall section mean score to the national mean section score.</p>

DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Competence Knowledge Area	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
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Competency 4: Engage in Practiceinformed Research and Researchinformed Practice	60%	Measure 2: BSW Curriculum Assessment Instrument	<ul style="list-style-type: none"> o Demonstrate an understanding of engagement in practice informed research and research informed practice 	<ul style="list-style-type: none"> o Knowledge (questions 20-26) 	For Measure 2: Mean section score on questions 20-26	For measure 2: Students must answer 50% of the questions correctly.	<p>Determine the percentage of students that attained the competency benchmark in this section.</p> <p>Compare the overall section mean score to the national mean section score.</p>
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DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)							
Competency	Competency Benchmark	Measures	Competence Knowledge Area	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency

Competency 5: Engage in Policy Practice	60%	Measure 2: Foundation Curriculum Assessment Instrument	<ul style="list-style-type: none"> ○ Demonstrate an understanding of engagement in policy practice 	<ul style="list-style-type: none"> ○ Knowledge (questions 27-33) 	For Measure2: Mean section score on questions 2733	For measure 2: Students must answer 50 % of questions correctly.	<p>Determine the percentage of students that attained the competency benchmark in this section.</p> <p>Compare the overall section mean score to the national mean section score.</p>
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DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Competence Knowledge Area	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	60%	Measure 2: Foundation Curriculum Assessment Instrument	<ul style="list-style-type: none"> ○ Demonstrate an understanding of engagement with individuals, families, groups, organizations and communities 	Knowledge (questions 34-38)	For Measure 2: Mean score on questions 3438	For measure 2: Students must answer 50% of the questions correctly.	<p>Determine the percentage of students that attained the competency benchmark in this section.</p> <p>Compare the overall section mean score to the national mean section score.</p>

DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Competence Knowledge Area	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	60%	Measure 2: Foundation Curriculum Assessment Instrument	Demonstrate an understanding of assessment of individuals, families, groups, organizations and communities	Knowledge: (questions 39-43)	For Measure 2: Mean score on questions 39-43	For measure 2: Students must answer 50% of the questions correctly.	Determine the percentage of students that attained the competency benchmark in this section. Compare the overall section mean score to the national mean section score.
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DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)							
Competency	Competency Benchmark	Measures	Competence Knowledge Area	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	60%	Measure2: Foundation Curriculum Assessment Instrument	<ul style="list-style-type: none"> ○ Demonstrate an understanding of intervention with individuals, families, groups, organizations, and communities. 	Knowledge: (questions 44-48)	For Measure 2: Mean section score on questions 4448	For measure 2: Students must answer 50% of the questions correctly.	<p>Determine the percentage of students that attained the competency benchmark in this section.</p> <p>Compare the overall section mean score to the national mean section score.</p>
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Competency	Competency Benchmark	Measures	Competence Knowledge Area	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedure: Competency
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<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>60%</p>	<p>Measure 2: Foundation Curriculum Assessment Instrument</p>	<ul style="list-style-type: none"> ○ Demonstrate an understanding of evaluation practice with individuals, families, groups, organizations, and communities. 	<p>Knowledge (questions 49-53)</p>	<p>For Measure 2: Aggregate scores on questions 49-53</p>	<p>For measure 2: Students must answer 50% of the questions correctly.</p>	<p>Determine the percentage of students that attained the competency benchmark in this section.</p> <p>Compare the overall section mean score to the national mean section score.</p>
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Over the five years included in this plan, the department will work to attain the following outcomes, which align with the goals and Competencies as prescribed by the Council on Social Work Education and the Social Work Department. The plan is organized by year (year 1 through year 5).

- YEAR 1: Organize and Write the Self Study for the Council on Social Work Education
- YEAR 1: New course: SOWK 314 Social Work and Disabilities in a Multicultural Society
(3 credits);
- YEAR 1 Hire Tenure track Director of Field Education
- YEAR 1 or 2: Increase the number of Field placement agencies.
- YEARS 1 through 3: Increase opportunities for undergraduate Global Learning Participants.
- Years1 through 3- Hire two assistant professors.
- YEAR 2-5: Use the self-study assessment data to identify improvements in course grading rubrics and will inform curriculum revision, to include possible changes in major required and departmental admissions process, course sequencing, and advising.
- YEAR 2: New Course: SOWK 316 Social Work and HIV/AIDS
- YEAR 2: New course: SOWK 317 Writing in Social Work
- YEAR 3: Develop Alumni Database to support self-study and continuous program assessment efforts.
- Year 4: Reassess Department assessment plan, goals and mission to prepare for Self-

Study 2023

- YEAR 5: Prepare for Self Study 2023

Curriculum Map- Social Work Department

Generalist Practice Curriculum Matrix				
Competency	Courses	Course Content	Dimension(s)	
1 Demonstrate Ethical and Professional Behavior	SOWK 200 Introduction to Social Work	Readings: Week 2 Unit- Social Welfare and the Social Work Profession Week 4 Unit- Social Work Values and Ethics Values Clarification Paper	Values; Knowledge Values; C/A reactions	
	SOWK 201 Social Welfare Policy	Social Work Pioneer Paper	Knowledge	
	SOWK 404: Social and Ethical Issues	Assignment: Ethical Dilemma: My Field Experience Ethics Case Study	Values; Knowledge, Cognitive/Affective reactions	
	SOWK 402 Field I & Seminar	Readings: NASW Code of Ethics Student Journal Process Recording	Knowledge C/A reactions Skills Knowledge	
1 Demonstrate Ethical and Professional Behavior	SOWK 403 Field Instruction II & Seminar	Readings: Unit 4 Topic- Boundaries Student Field Journal Process Recording	Knowledge Cognitive/Affective reactions	

Generalist Practice Curriculum Matrix

Competency	Courses	Course Content	Dimension(s)	
2 Engage Diversity and Difference in Practice	SOWK 200 Introduction to Social Work	Readings: Week 7- Chapter 9 "Crime, Juvenile Delinquency, and Correctional services Week 8- Chapter 13 Sexism and Efforts of Achieving Equality Week 11- Chapter 14 Aging and Gerontology Services Week 12- Sexual Orientation, Sexual Concerns, and Sexual counseling Issues Forum Assignment	Knowledge Values; Knowledge; C/A reactions	
	SOWK 300 Stages of Development	Assignment: Theoretical Application Paper: Reading: "Finding Fish" Apply Erikson's Stages of Development to Antoine Fisher's Life Story	Knowledge; Values; C/A reactions	
	SOWK 301 Human Behavior and the Social Environment	Developmental and Environment Essay	Knowledge, C/A reactions Values	
	SOWK 400 Methods I	Assignment: Special population Group Presentation	Knowledge; Values C/A reactions	
3 Advance Human	SOWK 201 Social	Chapter readings in	Knowledge	

Rights and Social, Economic, and Environmental Justice	Welfare Policy I	Policy Practice for social workers: New Strategies for a new era.		
	SOWK 201 Social Welfare Policy I	Interview assignment Social Media Assignment	C/A reactions; Values, Skills C/A reactions	

Generalist Practice Curriculum Matrix				
Competency	Courses	Course Content	Dimension(s)	
	SOWK 202 Social Welfare Policy II	Policy Analysis Brief 5. Examine the strengths and weaknesses of a current policy 6. Discuss the social problem that necessitated the policy 7. Critique and evaluate the policy 8. Provide an alternative policy and recommendations	Knowledge, Values, Skills, C/A reactions	

4 Engage in Practice-informed Research and Research Informed Practice	SOWK 302 Social Work Research	Chapter readings in Dudley (2011) Journal Article Assignment 1 Journal Article Assignment 2 Journal Article Summaries	Knowledge Knowledge	
	SOWK 302 Social Work Research	Experiential Learning exercise Data Collection Proposal Developing a Research Topic		
	SOWK 400 Methods I	Practice Theory Paper & Presentation	Knowledge; Cognitive/Affective reactions	
4 Engage in Practice-informed Research and Research Informed Practice	SOWK 301 Human Behavior	Writing Assignment: "Your Developmental and Environmental Influences"	Knowledge; Cognitive/Affective reactions	

Generalist Practice Curriculum Matrix				
Competency	Courses	Course Content	Dimension(s)	
5 Engage in Policy Practice	SOWK 202 Social Welfare Policy II	Chapter readings in Policy Practice for social workers: New Strategies for a new era.	Knowledge	
		Class Field Trip: Advocacy Day at State Capitol	Knowledge; C/A; Skills	

	SOWK 202 Social Welfare Policy II	Assignment: Policy Brief 5. Examine the strengths and weaknesses of a current policy 6. Discuss the social problem that necessitated the policy 7. Critique and evaluate the policy 8. Provide an alternative policy and recommendations	Knowledge, Skills, Values, C/A	
6 Engage with individuals, Families, Groups, Organizations, and Communities	SOWK 301 Human Behavior	Chapter Readings in Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice	Knowledge	
	SOWK 400 Social Work Methods I	Bio-Psycho-Social Assignment	Skills, C/A reactions	
	SOWK 401 Social Work Methods II	Chapter readings in Kirst-Ashman & Hull	Knowledge	
		Agency Analysis	C/A reactions, skills	
	Field 402 Field Instruction I and Seminar	Process recording Learning Contract	Skill, C/A reactions Values	
SOWK 403 Field	Process recording	Skill, C/A reactions		

Generalist Practice Curriculum Matrix				
Competency	Courses	Course Content	Dimension(s)	
	Instruction II & Seminar	Learning Contract	Values	

7 Assess Individuals, Families, Groups, Organizations, and Communities	SOWK 301 Human Behavior	Chapter Readings in Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice	Knowledge; Skills , Values	
	SOWK 400 Social Work Methods I	Bio-Psycho-Social Assignment		
	SOWK 402 Field Instruction I and Seminar	Learning Contract Process Recording	Skills C/A reactions	
	SOWK 403 Field Instruction II & Seminar	Learning Contract Process Recording	Skills C/A reactions	
8 Intervene with Individuals, Families, Groups, Organizations, and Communities Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SOWK 301 Human Behavior	Chapter Readings in Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice	Knowledge	
	SOWK 400 Social Work Methods I	Readings in Kirst-Ashman and Hull	Knowledge	
	SOWK 402 Field Instruction II and Seminar	Learning Contract Process Recording	Skills Values, Skills, C/A reactions	
	SOWK 403 Field Instruction II and Seminar	Learning Contract Process Recording	Skills Values, Skills, C/A reactions	
9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SOWK 301 Human Behavior	Chapter Readings in Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice	Knowledge;	
	SOWK 400 Social Work Methods I	Bio Psycho Social Assignment	Skills, C/A reactions	

Generalist Practice Curriculum Matrix

Competency	Courses	Course Content	Dimension(s)	
	SOWK Methods II	Agency Analysis	Skills	
	SOWK 402 Field Instruction I and Seminar	Learning Contract Process Recording	Skills C/A Reactions, Values	
	SOWK 403 Field Instruction II & Seminar	Learning Contract Process Recording	Skills C/A reactions, Values	