

AULTMAN COLLEGE
BSW COURSE ASSESSMENT REPORT

Course Number/Name:	Semester:	Instructor:	__ FT __ PT __Adjunct
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The Bachelor of Social Work (BSW) Program is based upon nine (9) educational competencies modeled after the Council on Social Work Education's (CSWE) competencies used to evaluate undergraduate student preparedness for professional social work practice. The program competencies align with four college-wide Core Abilities, or General Learning Outcomes (GLOs). Each course is expected to contribute to student achievement of one or more of these competencies/GLOs. Core Ability Rubrics describe levels of success in student learning and behavior that instructors will measure and report on this form. In completing this report, instructors should attach the assignment descriptions, grading rubrics and submit to the BSW Program Director and the Institutional Research/Assessment Coordinator within a week of final grade submission each session.

General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this report (see Full Descriptions on page 2):

1. Think critically and solve problems. A. ___ Integrate experience... B. ___ Integrate mathematic...	2. Demonstrate information literacy. A. ___ Evaluate, synthesize... B. ___ Apply appropriate technology... C. ___ Question the validity of...	3. Model ethical and civic responsibility. A. ___ Accept responsibility... B. ___ Exhibit professional, ... C. ___ Act cooperatively and... D. ___ Consider context and...	4. Communicate effectively. A. ___ Communicate effectively... B. ___ Use appropriate technology ... C. ___ Provide and accept constructive... D. ___ Demonstrate fluency...
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BSW Competencies – CSWE 2015

___1: Demonstrate Ethical and Professional Behavior (GLO III)	___2: Engage Diversity and Difference in Practice (GLO IV)	___3: Advance Human Rights and Social, Economic, and Environmental Justice (GLO I)	___4: Engage in Practice-Informed Research and Research-Informed Practice (GLO II)	___5: Engage in Policy Practice (GLO I)
___6: Engage with Individuals, Families, Groups, Organizations, and Communities (GLO III)	___7: Assess Individuals, Families, Groups, Organizations, and Communities (GLO II)	___8: Intervene with Individuals, Families, Groups, Organizations, and Communities (GLO IV)	___9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities (GLO I & II)	

I. List Student Learning Outcome(s) from approved syllabus that supports the Program Outcome being measured.	
II. List Learning Activity(es)* used to measure student success with this outcome.	
III. Student Success Level** Indicate for each Learning Activity the <u>% of completers</u> with a "C" or higher. (See below for instructions. Report for each Learning Activity in II.)	
IV. Improvement If % of completers falls below <u>minimum standard of 75% or higher</u> , identify course change(s) planned to improve student learning in this outcome.	

*II. Learning Activities= Assignments, tests, clinical evaluation tools, etc; **III. Student Success Level Calculation Report the number of students who received a grade of C or higher on the assignment out of the total number of students who completed the assignment and the course. For example, 24 students received a C or higher on the assignment out of 28 students who completed the assignment and the course = 24/28 = 86%. Also note the number of non-completers (students who completed the course but not the assignment: e.g., 2/30 NC).

Aultman College General Education Core Abilities with Indicators

1. Think critically and solve problems.

- A. Integrate experience, reason, and information to make meaningful conclusions, judgments and/or products.
- B. Integrate mathematic and scientific based knowledge and understanding into problem-solving activities.

2. Demonstrate information literacy.

- A. Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge.
- B. Apply appropriate technology and resources as part of a team approach.
- C. Question the validity of information and evaluate it using fact-based scientific inquiry.

3. Model ethical and civic responsibility.

- A. Accept responsibility for learning now and in the future.
- B. Exhibit professional, personal, and academic honesty.
- C. Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work of others.
- D. Consider context and implication of ethics in all actions.

4. Communicate effectively.

- A. Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms.
- B. Use appropriate technology that supports or facilitates communication.
- C. Provide and accept constructive feedback.
- D. Demonstrate fluency in the scientific-based language of healthcare settings.