Mission / Purpose
The University of Alabama School of Social Work seeks to solve biopsychosocial problems, improve individual and social conditions, and promote justice and human dignity through teaching, research, and service. Teaching: The School awards the Bachelor of Social Work degree, which prepares graduates for generalist social work practice; the Master of Social Work degree, which prepares graduates for advanced social work practice; and the Doctor of Philosophy degree, which prepares graduates for careers in research. The School works to increase the number of competent social workers in the state and in the region. Research: The School develops research-based knowledge of social problems and their solutions. Service: The School provides resources and leadership by partnering with individuals, families, groups, community agencies, and organizations at all levels. In addition, the School improves the delivery of social services, with an emphasis on public social services contexts and underserved and disenfranchised populations. As a diverse community of teachers, researchers, learners, and support persons with shared values and aspirations, the School promotes lifelong learning, research, and service initiatives to individuals, families, groups, organizations, and communities.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Demonstrate disciplinary (SW) knowledge
Students will demonstrate knowledge of the social work profession. Because most PhD graduates will become professors, it is important that they are able to demonstrate their knowledge of the profession. (Discipline Knowledge)

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 1: Successful completion of the MSW
PhD students who have not previously earned a master of social work degree will earn that degree before they graduate from the PhD program.

Source of Evidence: Academic direct measure of learning - other

Target:
All students whose program plans indicate completion of the MSW in the academic year in question will successfully complete the MSW program (earn a master of social work degree).

M 2: Assigned paper in SW 600
Students will demonstrate their knowledge of social welfare history and policy by writing a major paper. The measure is the instructor’s rating of the paper. (Course-embedded assessment in SW 600)

Source of Evidence: Academic direct measure of learning - other

Target:
100% of the students enrolled in SW 600 (a required class) will earn at least a B on the assigned paper.

M 3: Assigned paper in SW 640
Students enrolled in SW 640, Concepts of Social Work Practice, a required introductory course, will write a major paper about how social work theorists and practitioners construct and share knowledge about social work. The measure is the instructor’s assigned grade, which indicates the degree to which the student has acquired and demonstrated knowledge of this aspect of the profession. (Course-embedded assessment in SW 640)

Source of Evidence: Academic direct measure of learning - other

Target:
All of the students enrolled in the required introductory course will earn at least a B on the assigned paper in which they demonstrate their knowledge of the concepts of social work practice.

SLO 2: Demonstrate skills/abilities in research
Students will demonstrate the ability to design and conduct research. (Skills/Abilities)

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 4: Dissertation proposal defense
The dissertation proposal provides students the opportunity to demonstrate their ability to design a research study that, when completed, will add to social work knowledge. This measure is the student's dissertation committee's judgment that the student's proposal demonstrates this ability and skill at an adequate level.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of the students who schedule a defense of their dissertation proposal will pass the defense (their proposal will be judged adequate by their committee).

M 5: Dissertation completion, defense, and acceptance
Successful completion of and defense of a dissertation as judged by the student's dissertation committee and
accepted by the graduate school.
Source of Evidence: Academic direct measure of learning - other
Target:
100% of the students who schedule a dissertation defense will successfully complete the defense (as judged by their committee) and will have the dissertation accepted by the graduate school.

SLO 3: Knowledge in topic area (Improvement Outcome)
Students will synthesize and articulate knowledge in their chosen topic area. (Improvement Outcome Derived From our 2010-11 Assessment Findings)

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 6: Completion of integrative paper
Successful completion of an integrative paper in a chosen topic area, as judged by the student’s concentration committee.
Source of Evidence: Academic direct measure of learning - other
Target:
100% of the students who submit an integrative paper as scheduled will be judged by their committee to have demonstrated adequate knowledge of the topic area and adequate ability to synthesize and communicate that knowledge.

M 7: Comprehensive exams
Successful completion of comprehensive exams as judged by the student’s concentration committee.
Source of Evidence: Academic direct measure of learning - other
Target:
100% of the students who schedule comprehensive exams in a given academic year will pass the exam, as judged by their concentration committee.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Evidence-based improvements in the comprehensive exam process
Established in Cycle: 2011-2012
The PhD program committee will take several steps to facilitate an improvement in this outcome. They will review the comprehens...

SLO 4: Demonstrate ability to be successful instructors.
Students will demonstrate the ability to be successful instructors.

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 8: Student Opinion of Instruction
Percentage of graduate student serving as adjunct instructors achieving above average ratings on the Student Opinion of Instruction.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of doctoral students serving as adjunct instructors will achieve above average ratings on the Student Opinions of Instruction for their courses.

M 9: Instructor rating of GTAs
Percentage of PhD students serving as GTAs rated as at least acceptable by the instructor of record
Source of Evidence: Academic direct measure of learning - other
Target:
100% of the doctoral students serving as GTAs in a given academic year will be rated as at least acceptable by their instructor of record.

M 10: Development of a syllabus- SW 605
Successful development of a syllabus for a BSW or MSW course, as judged by the instructor of SW 605. (Course-embedded assessment in SW 605)
Source of Evidence: Academic direct measure of learning - other
Target:
100% of the students in the course will develop a syllabus that is judged as at least acceptable by the instructor.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: Recognized quality
The program will improve and sustain a high level of recognized quality.

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures
M 11: UA Program Review
The PhD program will "pass" the UA program review conducted in the same year as the disciplinary accreditation review by the Council on Social Work Education and the program will remain in good standing during the intervening years.
Source of Evidence: Academic indirect indicator of learning - other
Target:
The PhD program will have its program review accepted by the UA Office of Academic Affairs, with no indications of problem areas to be resolved.

M 12: Faculty appointments
Percentage of PhD graduates within the last two years who have faculty appointments in institutions of higher education
Source of Evidence: Academic indirect indicator of learning - other
Target:
At least 50% of the graduates in the past two years will hold faculty appointments in institutions of higher education.

OthOtcn 6: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 13: Enrollment growth
Number of students enrolled in the PhD program compared to previous year's enrollment.
Source of Evidence: Academic indirect indicator of learning - other
Target:
New students will be enrolled in the PhD program each year such that the total enrollment in the PhD program will be at least 25 students.

M 14: Percentage of students with PhD degrees conferred
Percentage of PhD students who earn their degrees within 7 years.
Source of Evidence: Academic indirect indicator of learning - other
Target:
At least 75% of PhD students will earn their degree within 7 years of their enrollment.

OthOtcn 7: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 15: Faculty appointments
Percentage of PhD graduates within the last two years who have faculty appointments in institutions of higher education
Source of Evidence: Academic indirect indicator of learning - other
Target:
Ninety-five percent of our graduates will obtain a faculty appointment within one year of graduation.

M 16: Exit interviews
Average rating of program quality provided by graduating students during the exit interview conducted by the dean
Source of Evidence: Academic indirect indicator of learning - other
Target:
Each graduating student interviewed by the dean will provide an overall rating of the program of at least 3 on a scale of 0-5.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Evidence-based improvements in the comprehensive exam process
The PhD program committee will take several steps to facilitate an improvement in this outcome. They will review the comprehensive exam process and results in an effort to determine why some students did not pass their exams. As a result of the review, they may conclude that they should keep the process in place for another year or they may decide to modify the process.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive exams | Outcome/Objective: Knowledge in topic area (Improvement Outcome)

Implementation Description: The PhD program committee will take several steps to facilitate an improvement in this outcome. They will review the comprehensive exam process and results in an effort to determine why some students did not pass their exams. As a result of the review, they may conclude that they should keep the process in place for another year or they may decide to modify the process.
Projected Completion Date: 01/2013
Responsible Person/Group: The PhD program committee, under the leadership of the PhD program chair.
Additional Resources: none
**Mission / Purpose**

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**Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Demonstrate disciplinary (SW) knowledge**

Students will demonstrate knowledge of the social work profession. Because most PhD graduates will become professors, it is important that they are able to demonstrate their knowledge of the profession. (Discipline Knowledge)

**Connected Documents**

- Social Work PhD Curriculum Map II
- Social Work PhD Curriculum Maps 1

**Related Measures**

**M 1: Successful completion of the MSW**

PhD students who have not previously earned a master of social work degree will earn that degree before they graduate from the PhD program.

Source of Evidence: Academic direct measure of learning - other

**Target:**

All students whose program plans indicate completion of the MSW in the academic year in question will successfully complete the MSW program (earn a master of social work degree).

**Finding (2012-2013) - Target: Met**

One PhD student planned to complete her MSW program in 2012-2013 and she earned her MSW degree. Additional students plan to finish soon and no roadblocks have been noted in their progress. This indicates that the students who do not already have a masters-level knowledge of the social work profession when they begin their PhD program are able to acquire that knowledge during the course of their PhD program. We conclude that there is no need for improvement in this outcome at this time.

**M 2: Assigned paper in SW 600**

Students will demonstrate their knowledge of social welfare history and policy by writing a major paper. The measure is the instructor’s rating of the paper. (Course-embedded assessment in SW 600)

Source of Evidence: Academic direct measure of learning - other

**Target:**

100% of the students enrolled in SW 600 (a required class) will earn at least a B on the assigned paper.

**Finding (2012-2013) - Target: Met**

All of the students enrolled in SW 600 earned at least a B on the assigned paper about social welfare history and policy. This indicates they have learned social work disciplinary knowledge in this topic area and that they can demonstrate that knowledge through written communication skills. We conclude that there is no need for improvement in this outcome at this time.

**M 3: Assigned paper in SW 640**

Students enrolled in SW 640, Concepts of Social Work Practice, a required introductory course, will write a major paper about how social work theorists and practitioners construct and share knowledge about social work. The measure is the instructor’s assigned grade, which indicates the degree to which the student has acquired and demonstrated knowledge of this aspect of the profession. (Course-embedded assessment in SW 640)

Source of Evidence: Academic direct measure of learning - other

**Target:**

All of the students enrolled in the required introductory course will earn at least a B on the assigned paper in which they demonstrate their knowledge of the concepts of social work practice.

**Finding (2012-2013) - Target: Met**

Two students were enrolled in SW 640 in the 2012-2013 academic year and each one earned at least a B on the major paper designed to assess this outcome. This indicates that the students acquired and were able to demonstrate their knowledge of the construction and sharing of social work concepts. We conclude that there is no need to improve this outcome at this time.
SLO 2: Demonstrate skills/abilities in research
Students will demonstrate the ability to design and conduct research. (Skills/Abilities)

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 4: Dissertation proposal defense
The dissertation proposal provides students the opportunity to demonstrate their ability to design a research study that, when completed, will add to social work knowledge. This measure is the student's dissertation committee's judgment that the student's proposal demonstrates this ability and skill at an adequate level.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of the students who schedule a defense of their dissertation proposal will pass the defense (their proposal will be judged adequate by their committee).

Finding (2012-2013) - Target: Met

The four students who scheduled dissertation proposal defenses passed their dissertation proposal defenses in the academic year 2012-2013. This indicates that the faculty judged all students who completed a proposal to be ready to conduct the research they proposed. This readiness is a measure of both the student's ability to design a study and the committee's confidence that the student is prepared to successfully conduct the proposed research. We conclude that there is no need for improvement in this outcome at this time.

M 5: Dissertation completion, defense, and acceptance
Successful completion of and defense of a dissertation as judged by the student's dissertation committee and accepted by the graduate school.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of the students who schedule a dissertation defense will successfully complete the defense (as judged by their committee) and will have the dissertation accepted by the graduate school.

Finding (2012-2013) - Target: Met

Two students scheduled dissertation defenses in the 2012-2013 academic year; all of them successfully defended their dissertations and all the dissertations were accepted by the graduate school. The successful completion and defense of the dissertation and the acceptance by the graduate school indicates that the students acquired the requisite skills and abilities to conduct doctoral-level research. We conclude, therefore, that there is no need for improvement in this outcome at this time.

SLO 3: Knowledge in topic area (Improvement Outcome)
Students will synthesize and articulate knowledge in their chosen topic area. (Improvement Outcome Derived From our 2010-11 Assessment Findings)

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 6: Completion of integrative paper
Successful completion of an integrative paper in a chosen topic area, as judge by the student's concentration committee.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of the students who submit an integrative paper as scheduled will be judged by their committee to have demonstrated adequate knowledge of the topic area and adequate ability to synthesize and communicate that knowledge.

Finding (2012-2013) - Target: Met

Three students submitted their integrative papers in the 2012-2013 academic year; each integrative paper was judged adequate by the respective committee. This attests to the students' abilities to synthesize and articulate knowledge in their chosen topic area. We conclude there is no need for improvement in this outcome at this time.

M 7: Comprehensive exams
Successful completion of comprehensive exams as judged by the student's concentration committee.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of the students who schedule comprehensive exams in a given academic year will pass the exam, as judged by their concentration committee.

Finding (2012-2013) - Target: Met

Three students scheduled their comprehensive exams in the 2012-2013 academic year and all passed. This indicates that the students acquired and were able to demonstrate core knowledge in social work and in their areas of concentration. The benchmark was met and we see no need for improvement in this outcome at this time. Clearly, 100% achievement is a lofty goal and from time-to-time there will be a student or two who does not pass the comprehensive exam. To ensure that the exam is a good measure, the PhD program committee continue to examine the comprehensive exam process, with an eye to making any modifications it deems warranted.

Related Action Plans (by Established cycle, then alpha):
Evidence-based improvements in the comprehensive exam process
Established in Cycle: 2011-2012
The PhD program committee will take several steps to facilitate an improvement in this outcome. They will review the comprehensive...

SLO 4: Demonstrate ability to be successful instructors.
Students will demonstrate the ability to be successful instructors.

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 8: Student Opinion of Instruction
Percentage of graduate student serving as adjunct instructors achieving above average ratings on the Student Opinion of Instruction.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of doctoral students serving as adjunct instructors will achieve above average ratings on the Student Opinions of Instruction for their courses.
Finding (2012-2013) - Target: Met

80% of the PhD students teaching as adjuncts in the 2011-2012 academic year achieved above average ratings on the Student Opinion of Instruction for their classes. This indicates that the students are able to teach successfully. We conclude that there is no need for improvement in this outcome at this time.

M 9: Instructor rating of GTAs
Percentage of PhD students serving as GTAs rated as at least acceptable by the instructor of record
Source of Evidence: Academic direct measure of learning - other
Target:
100% of the doctoral students serving as GTAs in a given academic year will be rated as at least acceptable by their instructor of record.
Finding (2012-2013) - Target: Met

100% of the doctoral students serving as GTAs were rated as at least acceptable by their instructor of record. Because typically GTAs teach some of the course material, as well as grade papers, monitor exams, and perform other teaching activities as instructed, this indicates that the students are able to be successful instructors. We conclude there is no need for improvement in this outcome at this time.

M 10: Development of a syllabus- SW 605
Successful development of a syllabus for a BSW or MSW course, as judged by the instructor of SW 605. (Course-embedded assessment in SW 605)
Source of Evidence: Academic direct measure of learning - other
Target:
100% of the students in the course will develop a syllabus that is judged as at least acceptable by the instructor.
Finding (2012-2013) - Target: Met

The four students enrolled in SW 605 completed a syllabus that was judged acceptable by the course instructor. This indicates that the students demonstrated to be successful instructors, in terms of ability to plan a course. Because all students were judged acceptable in this competency, we see no need to develop an improvement plan at this time.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtmc 5: Recognized quality
The program will improve and sustain a high level of recognized quality.

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 11: UA Program Review
The PhD program will “pass” the UA program review conducted in the same year as the disciplinary accreditation review by the Council on Social Work Education and the program will remain in good standing during the intervening years.
Source of Evidence: Academic indirect indicator of learning - other
Target:
The PhD program will have its program review accepted by the UA Office of Academic Affairs, with no indications of problem areas to be resolved.
Finding (2012-2013) - Target: Met

No indications of problem areas to be resolved were found during or since the last program review. There are no indications that improvements are needed at this time.

M 12: Faculty appointments
Percentage of PhD graduates within the last two years who have faculty appointments in institutions of higher education
Source of Evidence: Academic indirect indicator of learning - other
Target:
Ninety-five percent of our graduates will obtain a faculty appointment within one year of graduation.

Finding (2012-2013) - Target: Met
All but one of our PhD graduates in the last two years have faculty appointments in institutions of higher education. The other graduate is the Director of Assessment for Spring Hill College, in Mobile, Alabama. We believe these appointments speak to the recognized quality of our doctoral program and we therefore see no need for improvement in this area.

OthOtcn 6: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 13: Enrollment growth
Number of students enrolled in the PhD program compared to previous year’s enrollment.
Source of Evidence: Academic indirect indicator of learning - other
Target:
New students will be enrolled in the PhD program each year such that the total enrollment in the PhD program will be at least 25 students.
Finding (2012-2013) - Target: Met
Current enrollment in the PhD program is 30 students. The target was met and there is no need for improvement at this time.

M 14: Number of PhD degrees conferred
Number of PhD degrees conferred compared to number conferred the previous academic year.
Source of Evidence: Academic indirect indicator of learning - other
Target:
In each academic year, at least one PhD student will have the degrees conferred.
Finding (2012-2013) - Target: Met
In the 2012-2013 academic year, one student had her degree conferred. Because the number of students in the PhD program and in candidacy fluctuates from year-to-year in our relatively small program, we do not see a need for improvement in this outcome.

OthOtcn 7: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 15: Faculty appointments
Percentage of PhD graduates within the last two years who have faculty appointments in institutions of higher education.
Source of Evidence: Academic indirect indicator of learning - other
Target:
Ninety-five percent of our graduates will obtain a faculty appointment within one year of graduation.
Finding (2012-2013) - Target: Met
All but one of our PhD graduates in the last two years have faculty appointments in institutions of higher education. The other graduate is the Director of Assessment for Spring Hill College, in Mobile, Alabama. We believe these appointments speak to the high value our doctoral graduates and their employing institutions place upon our program and we therefore see no need for improvement in this area.

M 16: Open-ended exit surveys
The dean or the program chair will conduct open-ended exit surveys with all graduating doctoral students or recent alumni. In these surveys, individuals will be asked to provide their overall opinion of the value of the program and to describe its overall strengths and weaknesses.
Source of Evidence: Academic indirect indicator of learning - other
Target:
Students who respond to our open-ended exit survey will express satisfaction with their experiences in our program. In their discussion, they will articulate more strengths than weaknesses.
Finding (2012-2013) - Target: Met
- Students who responded to the open-ended exit survey expressed satisfaction with their experiences in our program. One suggested that a particular, required, one-hour class was not very helpful. We have since revised that course and made it a three-hour course. Opportunities to teach and accessibility of faculty outweighed the negatives. The PhD program committee and the faculty consider evaluative data and suggestions for change. We believe our graduates and constituents believe in the value of our program and we see no need for an improvement plan at this point.

Details of Action Plans for This Cycle (by Established cycle, then alpha)
Evidence-based improvements in the comprehensive exam process
The PhD program committee will take several steps to facilitate an improvement in this outcome. They will review the comprehensive exam process and results in an effort to determine why some students did not pass their exams. As a
result of the review, they may conclude that they should keep the process in place for another year or they may decide to modify the process.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Comprehensive exams  
**Outcome/Objective:** Knowledge in topic area (Improvement Outcome)  

**Implementation Description:** The PhD program committee appointed a subcommittee to review the comprehensive exam process and results in an effort to determine why some students did not pass their exams. After much discussion, the whole committee has decided to continue discussion. All students who took the exams this past year have passed, but the committee is still not certain whether it wants to revise the exam process. A decision is anticipated after more discussion this academic year.

**Projected Completion Date:** 04/2014  
**Responsible Person/Group:** The PhD program committee, under the leadership of the PhD program chair.  
**Additional Resources:** none
**Mission / Purpose**

The University of Alabama School of Social Work seeks to solve biopsychosocial problems, improve individual and social conditions, and promote justice and human dignity through teaching, research, and service. Teaching: The School awards the Bachelor of Social Work degree, which prepares graduates for generalist social work practice; the Master of Social Work degree, which prepares graduates for advanced social work practice; and the Doctor of Philosophy degree, which prepares graduates for careers in research. The School works to increase the number of competent social workers in the state and in the region. Research: The School develops research-based knowledge of social problems and their solutions. Service: The School provides resources and leadership by partnering with individuals, families, groups, community agencies, and organizations at all levels. In addition, the School improves the delivery of social services, with an emphasis on public social services contexts and underserved and disenfranchised populations. As a diverse community of teachers, researchers, learners, and support persons with shared values and aspirations, the School promotes lifelong learning, research, and service initiatives to individuals, families, groups, organizations, and communities.

**Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Demonstrate disciplinary (SW) knowledge**

Students will demonstrate knowledge of the social work profession. Because most PhD graduates will become professors, it is important that they are able to demonstrate their knowledge of the profession. (Discipline Knowledge)

**Connected Documents**

- Social Work PhD Curriculum Map II
- Social Work PhD Curriculum Maps 1

**Related Measures**

**M 1: Successful completion of the MSW**

PhD students who have not previously earned a master of social work degree will earn that degree before they graduate from the PhD program.

Source of Evidence: Academic direct measure of learning - other

**Target:**

All students whose program plans indicate completion of the MSW in the academic year in question will successfully complete the MSW program (earn a master of social work degree).

**Finding (2011-2012) - Target: Met**

TWO STUDENTS planned to complete their MSW program in 2011-2012 and both of them earned their MSW degree. This indicates that the students who did not already have a masters-level knowledge of the social work profession are able to acquire that knowledge during the course of their PhD program. We conclude that there is no need for improvement in this outcome at this time.

**M 2: Assigned paper in SW 600**

Students will demonstrate their knowledge of social welfare history and policy by writing a major paper. The measure is the instructor’s rating of the paper. (Course-embedded assessment in SW 600)

Source of Evidence: Academic direct measure of learning - other

**Target:**

100% of the students enrolled in SW 600 (a required class) will earn at least a B on the assigned paper.

**Finding (2011-2012) - Target: Met**

All of the students enrolled in SW 600 earned at least a B on the assigned paper about social welfare history and policy. This indicates they have learned social work disciplinary knowledge in this topic area and that they can demonstrate that knowledge through written communication skills. We conclude that there is no need for improvement in this outcome at this time.

**M 3: Assigned paper in SW 640**

Students enrolled in SW 640, Concepts of Social Work Practice, a required introductory course, will write a major paper about how social work theorists and practitioners construct and share knowledge about social work. The measure is the instructor’s assigned grade, which indicates the degree to which the student has acquired and demonstrated knowledge of this aspect of the profession. (Course-embedded assessment in SW 640)

Source of Evidence: Academic direct measure of learning - other

**Target:**

All of the students enrolled in the required introductory course will earn at least a B on the assigned paper in which they demonstrate their knowledge of the concepts of social work practice.

**Finding (2011-2012) - Target: Met**

Six students were enrolled in SW 640 in the 2011-2012 academic year and each one earned at least a B on the major paper designed to assess this outcome. This indicates that the students acquired and were able to demonstrate their knowledge of the construction and sharing of social work concepts. We conclude that there is no need to improve this outcome at this time.

**SLO 2: Demonstrate skills/abilities in research**

Students will demonstrate the ability to design and conduct research. (Skills/Abilities)

**Connected Documents**
Related Measures

**M 4: Dissertation proposal defense**
The dissertation proposal provides students the opportunity to demonstrate their ability to design a research study that, when completed, will add to social work knowledge. This measure is the student's dissertation committee's judgment that the student's proposal demonstrates this ability and skill at an adequate level.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
100% of the students who schedule a defense of their dissertation proposal will pass the defense (their proposal will be judged adequate by their committee).

**Finding (2011-2012) - Target: Met**
The nine students who scheduled dissertation proposal defenses SUCCESSFULLY passed THEIR DISSERTATION PROPOSAL defense IN THE ACADEMIC YEAR 2011-2012. This indicates that the faculty judged all students who completed a proposal to be ready to conduct the research they proposed. This readiness is a measure of both the student's ability to design a study and the committee's confidence that the student is prepared to successfully conduct the proposed research. We conclude that there is no need for improvement in this outcome at this time.

**M 5: Dissertation completion, defense, and acceptance**
Successful completion of and defense of a dissertation as judged by the student's dissertation committee and accepted by the graduate school.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
100% of the students who schedule a dissertation defense will successfully complete the defense (as judged by their committee) and will have the dissertation accepted by the graduate school.

**Finding (2011-2012) - Target: Met**
THREE STUDENTS scheduled dissertation defenses in the 2011-2012 academic year; all of them SUCCESSFULLY DEFENDED THEIR DISSERTATIONS and all the dissertations were accepted by the graduate school. The successful completion and defense of the dissertation and the acceptance by the graduate school indicates that the students acquired the requisite skills and abilities to conduct doctoral-level research. We conclude, therefore, that there is no need for improvement in this outcome at this time.

**SLO 3: Knowledge in topic area (Improvement Outcome)**
Students will synthesize and articulate knowledge in their chosen topic area. (Improvement Outcome Derived From our 2010-11 Assessment Findings)

**Connected Documents**
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

**M 6: Completion of integrative paper**
Successful completion of an integrative paper in a chosen topic area, as judge by the student's concentration committee.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
100% of the students who submit an integrative paper as scheduled will be judged by their committee to have demonstrated adequate knowledge of the topic area and adequate ability to synthesize and communicate that knowledge.

**Finding (2011-2012) - Target: Met**
FIVE STUDENTS submitted their integrative papers in the 2011-2012 academic year; each integrative paper was judged adequate by the respective committee. This attests to the students' abilities to synthesize and articulate knowledge in their chosen topic area. We conclude there is no need for improvement in this outcome at this time.

**M 7: Comprehensive exams**
Successful completion of comprehensive exams as judged by the student's concentration committee.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
100% of the students who schedule comprehensive exams in a given academic year will pass the exam, as judged by their concentration committee.

**Finding (2011-2012) - Target: Partially Met**
Eleven students scheduled their comprehensive exams in the 2011-2012 academic year: Nine students passed and two students failed. Several interpretations of this finding are possible. It may be that some of the students scheduled their exams before they were ready. Alternatively, some of the students may not be capable of acquiring and demonstrating sufficient knowledge in their selected topic area. It is also possible that some concentration committees have higher standards than others. Finally, it is possible that completion of the integrative paper does not help students prepare for their comprehensive exams as well as the annotated bibliography (our previous prerequisite for comprehensive exams) does. Given these plausible alternative explanations, we conclude that the PhD committee must further investigate the comprehensive exam process and outcomes, with a goal of modifications to the process to better facilitate student success.

**Related Action Plans (by Established cycle here - then alpha):**
For full information, see the Details of Action Plans section of this report.

**Evidence-based improvements in the comprehensive exam process**
Established in Cycle: 2011-2012
The PhD program committee will take several steps to facilitate an improvement in this outcome. They will
review the comprehensi...

SLO 4: Demonstrate ability to be successful instructors.
Students will demonstrate the ability to be successful instructors.

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 8: Student Opinion of Instruction
Percentage of graduate student serving as adjunct instructors achieving above average ratings on the Student
Opinion of Instruction.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of doctoral students serving as adjunct instructors will achieve above average ratings on the Student
Opinions of Instruction for their courses.
Finding (2011-2012) - Target: Met
80% OF THE PHD STUDENTS TEACHING AS ADVJUNCTS in the 2011-2012 academic year ACHIEVED above
average ratings on the Student Opinion of Instruction for their classes. This indicates that the students are
able to teach successfully. We conclude that there is no need for improvement in this outcome at this time.

M 9: Instructor rating of GTAs
Percentage of PhD students serving as GTAs rated as at least acceptable by the instructor of record
Source of Evidence: Academic direct measure of learning - other
Target:
100% of the doctoral students serving as GTAs in a given academic year will be rated as at least acceptable by
their instructor of record.
Finding (2011-2012) - Target: Met
100% of the doctoral students serving as GTAs were rated as at least acceptable by their instructor of record.
Because typically GTAs teach some of the course material, as well as grade papers, monitor exams, and
perform other teaching activities as instructed; this indicates that the students are able to be successful
instructors. We conclude there is no need for improvement in this outcome at this time.

M 10: Development of a syllabus- SW 605
Successful development of a syllabus for a BSW or MSW course, as judged by the instructor of SW 605. (Course-
embedded assessment in SW 605)
Source of Evidence: Academic direct measure of learning - other
Target:
100% of the students in the course will develop a syllabus that is judged as at least acceptable by the instructor.
Finding (2011-2012) - Target: Partially Met
Five of the six students enrolled in SW 605 completed a syllabus that was judged acceptable by the
course instructor. This indicates that most of the students demonstrated the ability to be
successful instructors, in this aspect of the educational enterprise. Because only one student’s
syllabus was judged unacceptable, we conclude that we should monitor this outcome for another
year before developing an improvement plan.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 5: Recognized quality
The program will improve and sustain a high level of recognized quality.

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 11: UA Program Review
The PhD program will “pass” the UA program review conducted in the same year as the disciplinary accreditation
review by the Council on Social Work Education and the program will remain in good standing during the intervening
years.
Source of Evidence: Academic indirect indicator of learning - other

M 12: Faculty appointments
Percentage of PhD graduates within the last two years who have faculty appointments in institutions of higher
education
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 6: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion

Connected Documents
Social Work PhD Curriculum Map II
Social Work PhD Curriculum Maps 1

Related Measures

M 13: Enrollment growth
Number of students enrolled in the PhD program compared to previous year's enrollment.

Source of Evidence: Academic indirect indicator of learning - other

**M 14: Number of PhD degrees conferred**
Number of PhD degrees conferred compared to number conferred the previous academic year.

Source of Evidence: Academic indirect indicator of learning - other

**OthOtcm 7: Program Value**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

- **M 15: Faculty appointments**
  Percentage of PhD graduates within the last two years who have faculty appointments in institutions of higher education

  Source of Evidence: Academic indirect indicator of learning - other

- **M 16: Exit interviews**
  Average rating of program quality provided by graduating students during the exit interview conducted by the dean

  Source of Evidence: Academic indirect indicator of learning - other

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### Evidence-based improvements in the comprehensive exam process
The PhD program committee will take several steps to facilitate an improvement in this outcome. They will review the comprehensive exam process and results in an effort to determine why some students did not pass their exams. As a result of the review, they may conclude that they should keep the process in place for another year or they may decide to modify the process.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Comprehensive exams | **Outcome/Objective:** Knowledge in topic area (Improvement Outcome)

**Implementation Description:** The PhD program committee will take several steps to facilitate an improvement in this outcome. They will review the comprehensive exam process and results in an effort to determine why some students did not pass their exams. As a result of the review, they may conclude that they should keep the process in place for another year or they may decide to modify the process.

- **Projected Completion Date:** 01/2013
- **Responsible Person/Group:** The PhD program committee, under the leadership of the PhD program chair.

**Additional Resources:** none
**Curriculum Maps #1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)**

<table>
<thead>
<tr>
<th>Course/Activity</th>
<th>Students will demonstrate knowledge of the social work profession</th>
<th>Students will demonstrate the ability to design and implement research</th>
<th>Students will synthesize and articulate knowledge in their chosen topic area</th>
<th>Students will demonstrate the ability to be successful instructors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crse 1 SW 600</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crse 2 SW 640</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crse 3 SW 605</td>
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<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Required Exp Integrative Paper</td>
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<td></td>
<td></td>
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<tr>
<td>Required Exp Comprehensive Exam</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Exp Proposal defense</td>
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</tr>
<tr>
<td>Required Exp Dissertation Defense</td>
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<td>X</td>
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<tr>
<td>SOI Ratings</td>
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<td></td>
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<td>X</td>
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<tr>
<td>GTA Ratings</td>
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<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Completion of MSW</td>
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</tbody>
</table>
## Curriculum Map II  
*(What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment Measure</th>
<th>Assessment Measure</th>
<th>Assessment Measure</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 600</td>
<td>Grade of A or B on assigned paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 640</td>
<td>Grade of A or B on assigned paper</td>
<td></td>
<td>Rubric for course syllabus developed by student</td>
<td></td>
</tr>
<tr>
<td>SW 605</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Integrative Paper</td>
<td></td>
<td>Successful completion of integrative paper</td>
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<td></td>
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<tr>
<td>Comprehensive Exams</td>
<td></td>
<td>Pass comprehensive exams</td>
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<td></td>
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<tr>
<td>Dissertation Proposal</td>
<td>Successful defense</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dissertation</td>
<td></td>
<td></td>
<td>Successful defense</td>
<td></td>
</tr>
<tr>
<td>SOI Ratings</td>
<td></td>
<td></td>
<td>Ratings by students in BSW classes for which student was adjunct instructor of record</td>
<td></td>
</tr>
<tr>
<td>GTA Ratings</td>
<td></td>
<td></td>
<td>Ratings of GTA work by supervising faculty</td>
<td></td>
</tr>
<tr>
<td>MSW Degree</td>
<td>Successful completion of MSW program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Optional Additional Narrative:  
Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan

Recently, the PhD committee changed its method of assessing student knowledge in a content area from an annotated bibliography to an integrative paper. The student’s committee judges the paper and uses it as a major source for comprehensive examination items. The committee expects students to demonstrate mastery of their content area more quickly and with greater integration and synthesis than they have in previous years.