1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)

SOWO 3850

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:

107/107

3. Assessment Method(s): Explain how assessment for this SLO - not grading for the course as a whole was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method.)

Learning Objectives: Students will:
1. Demonstrate an understanding of variations in individual, group, organizational, and community behaviors as they relate to ethnicity, gender, and social class.
2. Demonstrate knowledge of the values and ethics of the social work profession in relationship to the function of families, groups, organizations, communities and institutions.
3. Demonstrate an understanding of the relevance of various ethnic, sexual, cultural, spiritual, and socioeconomic statuses to human development.
4. Demonstrate knowledge of the structure of organizations and service delivery systems, and the process of organizational change.
5. Demonstrate competency in oral presentations.

Course Assessed: SOWO 3850 – Human Behavior and the Social Environment

II. Assignment: Paradigm Presentation

Description: Students will choose a cultural, ethnic or gender paradigm to explore in-depth and present to the class. Each student will prepare a 30 minute presentation, a detailed one-page handout for the class, and a 2-4 page, typed, condensed summary of chosen paradigm. The assignment is an instructional presentation in which students teach peers about a social work practice paradigm. The Presentation/summary should include:
1) A description of the chosen paradigm/group. Include statistics, significant historical events, key cultural concepts, etc.
2) List a minimum of 5 ways being a member of the defined paradigm/group impacts behavior and involvement in the larger social environment.
3) Describe policies/laws that have impacted the group.
4) Describe what a Social Worker must know when working with a member of the defined group/paradigm.
5) Provide a list of resources for more information about the defined group/paradigm. Resources are defined as agencies, organizations, websites, etc. where we can gather more information and get additional help for your group.
6) List and describe any recent popular news stories or media coverage concerning the paradigm/group.
7) List references used to develop your presentation.

Students are graded and critiqued on presentation skills and competency and content and by the instructor, student work groups, and the class.

SOWO 3850 is a required course for all social work majors.

Paradigm Presentation Grading Rubric (85 pts)

NOTE: Everything is graded during the Oral presentation except for items 9 and 10. These items are graded after the presentation and not included in the data analysis.

1. Described the chosen group in detail ______ 10 points (included statistics, significant historical events, key cultural concepts, etc.)

Learning Outcome 1, 2, 32. Describe how being a member of the defined paradigm/group impacts behavior and involvement in the larger social environment ______ /15 a. (list at least 5 ways)

Learning Outcome 1, 2, 33. Accurately described the policies/law impacting the chosen paradigm ______ /10 a. (local, state and national focus)

Learning Outcome 44. Accurately described what a Social Worker must know when working with a member of the defined group/paradigm. ______ /10

Learning Outcome 1, 2, 35. Provided recent news items related to the group ______ /5

Learning Outcome 1, 2, 36. Provided a comprehensive list of resources at the local, state and national levels ______ /5

Learning Outcome 47. Provided a
4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:

scoring scale was standardized for consistency

Attachment File Name:

5. Based on the comprehensive rubric for the appropriate SLO7, indicate the extent of competency of the average student who has completed this course:

advanced ability

6. Findings: (what add assessment data tell you about student proficiency in this outcome?)

Assessment Data for SOWO 3850 Paradigm PresentationSpring
2013 Categories: Little or none Basic Intermediate Advanced Describe
the chosen group in detail 0 0 1/2.3% 41/97.6% Describe involvement in the larger social environment 0 0 14/43.7% 18/56.2% Accurately described
the policies/laws that impact the group 0 0 12/28.5%
30/71.4% Accurately described needed knowledge for SW 0 5/11.9%
4/9.5% 34/80.9% Provided recent news items related to the group 0
0 13/30.9% 29/69% Provided a comprehensive list of resources & described them accurately 1/2.3% 0 10/23.8% 28/66.6% Provided a detailed page hand out 0 1/2.3% 41/97.6% Presentation skills/creativity 0
3/7.1% 26/61.9% 13/30.9% Class peer review 0 0 0
19/45.2% 23/54.7% Group peer review 0 0 0
42/100% Of the 42 students who participated in the assessment protocol, 34 (80.9%) had total scores in the advanced category. The remaining 8 (19.1%) placed as intermediate. Fall 2012A different scoring scheme was used in Fall 2012 by a part-time instructor who was hired to teach the course just before the semester started. This instructor didn't implement the assessment tool correctly and data were aggregated on each item, which yielded less robust data. The scoring report from spring 2013 is a better indicator of student performance. Describe the chosen group in detail

Class Mean 9.8 of 10 points

Describe involvement in the larger social environment not calculated
Class Mean 9.2 of 10 points
Accurately described the policies/laws that impact the group
Class Mean 8.6 of 10 points
Class Mean 5 of 5 points
Provided a comprehensive list of resources & described them accurately
Class Mean 4.5 of 5 points
Provided a detailed page hand out skills/creativity
Class Mean 8.4 of 10 points
Class Mean 4.4 of 5 points
Group peer review
Class Mean 5 of 5 points
The class aggregate fell into the
How did you (or will you) use the findings for improvement? (What questions/issues/concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department/program take as a result of this.

Having good communication skills is necessary for success in social work practice, and the curriculum provides many opportunities in addition to SOWO 3850 to hone those abilities in different professional settings. Social work students interact with individuals and groups and learn early-on that developing these skills is key to achievement in classes, field practic/internships, and professional practice. Although over 90% scored as “intermediate” and “advanced” in presentation skills, it is clear that the presentation skills score had the lowest number in the “advanced” category. These data suggest that development of student knowledge is ahead of presentation skills, which is understandable given that students spend more time studying content that giving oral presentations. Students presented the correct information, but could learn to do so in a more effective manner. The program recognizes the need to improve instruction on teaching students how to translate their knowledge into professional presentations with improved organization. Faculty will work on helping students develop the skills to make more direct, effective, and confident presentations. The program will also work to standardize the protocol and insure that all instructors of SOWO 3850 receive clear instructions on how to implement the assessment tools.

Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)

Committee Comments