



Social Work, College of [Mission Statement-59730]

Mission Statement:

It is the mission of the Florida State University School of Social Work to provide quality educational services at the baccalaureate, master's, and doctoral levels that prepare social workers to enhance human well-being and help meet the basic needs of diverse populations with particular attention to the empowerment of people who are vulnerable, oppressed, and/or living in poverty. The School of Social Work also has as its purpose to contribute to the knowledge base that supports social work practice and social policy development and to provide community service at the local, state, national, and international levels.

Bachelors in Social Work [Mission Statement-59739]

Mission Statement:

The mission of the B.S.W. program is to provide quality preparation for entry-level practitioners who will work with diverse client systems and problems. Our students are prepared to enhance human well-being with particular attention to the empowerment of people who are vulnerable, oppressed, and/or living in poverty. This is undertaken with an understanding of our professional history, values and ethics, a respect for diversity, and a commitment to work to achieve social and economic justice.

Professional Values & Ethics [Student Learning Outcome-59745]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Critical Thinking Skills, Content/Discipline Knowledge & Skills

Define Outcome:

Upon completion of the program, the student will demonstrate an understanding of professional values and ethics in congruence with the National Association of Social Worker's Code of Ethics.

Assessment and Evaluation Process:

This will result in at least 80% of students scoring a 4 (above expected level) or "5" (outstanding level) on two items of the Final Evaluation of Student's Performance field evaluation tool. The two items are "Demonstrates a commitment to social work values and ethics" and "Understands and practices culturally competent practice by recognizing client differences based on values, ethnic, sexual and cultural identities." The Final Evaluation of Student's Performance is a tool completed by students' field internship supervisors who have observed students over the course of a 512-hour field placement. The rating scale ranges from 1 (failing level) to 5 (outstanding level) for each item on the measure. Method(s): Behavioral Observation and Internship Evaluation of Specific Activity.

Results:

Overall for the academic year, 90% of the students scored 4 or 5 (above expected or outstanding levels) on the field evaluation item, Demonstrates a commitment to social work values and ethics and 90% scored 4 or 5 (above expected or outstanding levels) on the field evaluation item, Understands and practices culturally competent practice by recognizing client differences based on values, ethnic, sexual and cultural identities. There were no significant differences in the overall mean rating for these items across the past 5 academic years.

Improvements Made or Action Plan Based on Analysis of Results:

Although these results continue to exceed our benchmark, demonstrating the ability to practice within professional guidelines and ethics is an essential component of our curriculum and will continue to be monitored.

We have begun a process of curricular revision to meet new accreditation standards. Core competencies have been identified for the undergraduate curriculum and related practice behaviors have been developed. We are in the process of developing course objectives, field placements criteria, and new evaluation tools.

Human Behavior and the Social Environment [Student Learning Outcome-59746]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Critical Thinking Skills, Content/Discipline Knowledge & Skills

Define Outcome:

Upon completion of the program, the student will be able to demonstrate sufficient knowledge and skills in the area of human behavior in the social environment.

Assessment and Evaluation Process:

This will result in an overall mean rating of "3.5" or higher on items of the Content and Area Survey at posttest. This will also result in the majority of students correctly answering items about human behavior on the Social Work Knowledge Test. The Content and Area Survey is a 24-item questionnaire derived from the Council on Social Work Education's (professional accrediting body) statement of educational objectives for BSW students. It is administered one month prior to graduation. Each item is self-rated on a scale of 1 (very limited knowledge or skill) to 5 (extensive knowledge or skill). Item means are reported to the faculty each semester and items with means of less than 3.5 are reviewed for action. The Social Work Knowledge test is a 35-item objective test that is administered one month prior to graduation. Items are graded as correct or incorrect. Items on the test were contributed by faculty in each curriculum area and the instrument was pilot-tested and revised prior to being administered to the first cohort of students. An item analysis is done periodically in order to ascertain patterns in terms of incorrect answers. Results of the Content and Area Survey and Social Work Knowledge Test are shared with the faculty each year by the College of Social Work's Associate Dean. Method(s): Department Assessment.

Results:

The overall mean ratings on the two human behavior in the social environment (HBSE) items on the Content and Area Survey were 4.2 and 4.0.

There are now 4 HBSE items on the Social Work Knowledge Test. The majority of students got the answers correct on all 4 of the items.

Improvements Made or Action Plan Based on Analysis of Results:

We have begun a process of curricular revision to meet new accreditation standards. Core competencies have been identified for the undergraduate curriculum and related practice behaviors have been developed. We are in the process of developing new course objectives, field placement performance expectations, and new evaluation tools based on the revised curriculum.

Social Work Practice [Student Learning Outcome-59747]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Critical Thinking Skills, Content/Discipline Knowledge & Skills

Define Outcome:

Upon completion of the course of instruction, the student will be able to demonstrate sufficient knowledge and skills in the area of social work practice.

Assessment and Evaluation Process:

This will result in an overall mean rating of "3.5" or higher on items of the Content and Area Survey at posttest. This will also result in the majority of students correctly answering items about social work practice on the Social Work Knowledge Test. The Content and Area Survey is a 24-item questionnaire derived from the Council on Social Work Education's (professional accrediting body) statement of educational objectives for BSW students. It is administered one month prior to graduation. Each item is self-rated on a scale of 1 (very limited knowledge or skill) to 5 (extensive knowledge or skill). Item means are reported to the faculty each semester and items with means of less than 3.5 are reviewed for action. The Social Work Knowledge test is a 35-item objective test that is administered one month prior to graduation. Items are graded as correct or incorrect. Items on the test were contributed by faculty in each curriculum area and the instrument was pilot-tested and revised prior to being administered to the first cohort of students. An item analysis is done periodically in order to ascertain patterns in terms of incorrect answers. Results of the Content and Area Survey and Social Work Knowledge Test are shared with the faculty each year by the College of Social Work's Associate Dean. Method(s): Department Assessment.

Results:

There are 8 social work practice items on the Content and Area Survey. Overall mean ratings ranged from 3.78 to 4.67.

There are also 8 social work practice items on the Social Work Knowledge Test. The majority of students got the answers correct on 7 of the 8 items. The item with less than 50% correct related to applications of cognitive theory.

Improvements Made or Action Plan Based on Analysis of Results:

We have begun a process of curricular revision to meet new accreditation standards. Core competencies have been identified for the undergraduate curriculum and related practice behaviors have been developed. We are in the process of developing new course objectives, field placement performance expectations, and new evaluation tools based on the revised curriculum.

Social Welfare Policy and Services [Student Learning Outcome-59748]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Critical Thinking Skills, Content/Discipline Knowledge & Skills

Define Outcome:

Upon completion of the course of instruction, the student will be able to demonstrate sufficient knowledge and skills in the area of social welfare policy and services.

Assessment and Evaluation Process:

This will result in an overall mean rating of "3.5" or higher on items of the Content and Area Survey at posttest. This will also result in the majority of students correctly answering items about social welfare policy and services on the Social Work Knowledge Test. The Content and Area Survey is a 24-item questionnaire derived from the Council on Social Work Education's (professional accrediting body) statement of educational objectives for BSW students. It is administered one month prior to graduation. Each item is self-rated on a scale of 1 (very limited knowledge or skill) to 5 (extensive knowledge or skill). Item means are reported to the faculty each semester and items with means of less than 3.5 are reviewed for action. The Social Work Knowledge test is a 35-item objective test that is administered one month prior to graduation. Items are graded as correct or incorrect. Items on the test were contributed by faculty in each curriculum area and the instrument was pilot-tested and revised prior to being administered to the first cohort of

students. An item analysis is done periodically in order to ascertain patterns in terms of incorrect answers. Results of the Content and Area Survey and Social Work Knowledge Test are shared with the faculty each year by the College of Social Work's Associate Dean. Method(s): Department Assessment.

Results:

The overall mean ratings on the two social policy items on the Content and Area Survey were 3.71 and 3.92.

There are 4 social policy items on the Social Work Knowledge test. The majority of students got the answers correct on 3 of the 4 items. The one item that less than a majority got correct related to the history of social work.

Improvements Made or Action Plan Based on Analysis of Results:

We have begun a process of curricular revision to meet new accreditation standards. Core competencies have been identified for the undergraduate curriculum and related practice behaviors have been developed. We are in the process of developing new course objectives, field placement performance expectations, and new evaluation tools based on the revised curriculum.

Diversity [Student Learning Outcome-59742]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Critical Thinking Skills, Content/Discipline Knowledge & Skills

Define Outcome:

Upon completion of the course of instruction, the student will be able to demonstrate sufficient knowledge and skills in the area of diversity.

Assessment and Evaluation Process:

This will result in an overall mean rating of "3.5" or higher on items on the Content and Area Survey at posttest. This will also result in the majority correctly answering items about diversity on the Social Work Knowledge Test. The Content and Area Survey is a 24-item questionnaire derived from the Council on Social Work Education's (professional accrediting body) statement of educational objectives for BSW students. It is administered one month prior to graduation. Each item is self-rated on a scale of 1 (very limited knowledge or skill) to 5 (extensive knowledge or skill). Item means are reported to the faculty each semester and items with means of less than 3.5 are reviewed for action. The Social Work Knowledge test is a 35-item objective test that is administered one month prior to graduation. Items are graded as correct or incorrect. Items on the test were contributed by faculty in each curriculum area and the instrument was pilot-tested and revised prior to being administered to the first cohort of students. An item analysis is done periodically in order to ascertain patterns in terms of incorrect answers. Results of the Content and Area Survey and Social Work Knowledge Test are shared with the faculty each year by the College of Social Work's Associate Dean. Method(s): Department Assessment.

Results:

The overall mean ratings on the two diversity items on the Content and Area Survey were 4.11 and 3.89.

On the Social Work Knowledge test there is 1 diversity item and 63% of students got it correct.

Improvements Made or Action Plan Based on Analysis of Results:

Although these results continue to exceed our benchmark, demonstrating the ability to practice with diverse populations will continue to be monitored. We have begun a process of curricular revision to meet new accreditation standards. Core competencies have been identified for the undergraduate curriculum and related practice behaviors have been developed. We are in the process of developing new course objectives, field placement performance expectations, and new evaluation tools based on the revised curriculum.

Research [Student Learning Outcome-59741]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Critical Thinking Skills, Content/Discipline Knowledge & Skills

Define Outcome:

Upon completion of the course of instruction, the student will be able to demonstrate sufficient knowledge and skills in the area of research.

Assessment and Evaluation Process:

This will result in an overall mean rating of "3.5" or higher on items of the Content and Area Survey at posttest. This will also result in the majority of students correctly answering items about research on the Social Work Knowledge Test. The Content and Area Survey is a 24-item questionnaire derived from the Council on Social Work Education's (professional accrediting body) statement of educational objectives for BSW students. It is administered one month prior to graduation. Each item is self-rated on a scale of 1 (very limited knowledge or skill) to 5 (extensive knowledge or skill). Item means are reported to the faculty each semester and items with means of less than 3.5 are reviewed for action. The Social Work Knowledge test is a 35-item objective test that is administered one

month prior to graduation. Items are graded as correct or incorrect. Items on the test were contributed by faculty in each curriculum area and the instrument was pilot-tested and revised prior to being administered to the first cohort of students. An item analysis is done periodically in order to ascertain patterns in terms of incorrect answers. Results of the Content and Area Survey and Social Work Knowledge Test are shared with the faculty each year by the College of Social Work's Associate Dean. Method(s): Department Assessment.

Results:

The overall mean ratings on the two research items on the Content and Area Survey were 4.0 and 3.76.

There are 4 research items on the Social Work Knowledge test. The majority of students correctly answered all items.

Improvements Made or Action Plan Based on Analysis of Results:

This is only the second time that the majority of students correctly answered all questions. These results will continue to be monitored.

We have begun a process of curricular revision to meet new accreditation standards. Core competencies have been identified for the undergraduate curriculum and related practice behaviors have been developed. We are in the process of developing new course objectives, field placement performance expectations, and new evaluation tools based on the revised curriculum.

Populations-at-Risk [Student Learning Outcome-59740]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Critical Thinking Skills, Content/Discipline Knowledge & Skills

Define Outcome:

Upon completion of the course of instruction, the student will be able to demonstrate sufficient knowledge and skills in the area of populations-at-risk.

Assessment and Evaluation Process:

This will result in an overall mean rating of "3.5" or higher on items of the Content and Area Survey at posttest. This will also result in the majority of students correctly answering items about populations-at-risk on the Social Work Knowledge Test. The Content and Area Survey is a 24-item questionnaire derived from the Council on Social Work Education's (professional accrediting body) statement of educational objectives for BSW students. It is administered one month prior to graduation. Each item is self-rated on a scale of 1 (very limited knowledge or skill) to 5 (extensive knowledge or skill). Item means are reported to the faculty each semester and items with means of less than 3.5 are reviewed for action. The Social Work Knowledge test is a 35-item objective test that is administered one month prior to graduation. Items are graded as correct or incorrect. Items on the test were contributed by faculty in each curriculum area and the instrument was pilot-tested and revised prior to being administered to the first cohort of students. An item analysis is done periodically in order to ascertain patterns in terms of incorrect answers. Results of the Content and Area Survey and Social Work Knowledge Test are shared with the faculty each year by the College of Social Work's Associate Dean. Method(s): Department Assessment.

Results:

The overall mean rating on the one population-at-risk item on the Content and Area Survey was 4.29.

Improvements Made or Action Plan Based on Analysis of Results:

We have begun a process of curricular revision to meet new accreditation standards. Core competencies have been identified for the undergraduate curriculum and related practice behaviors have been developed. We are in the process of developing new course objectives, field placement performance expectations, and new evaluation tools based on the revised curriculum.

Social and Economic Justice [Student Learning Outcome-59744]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Critical Thinking Skills, Content/Discipline Knowledge & Skills

Define Outcome:

Upon completion of the course of instruction, the student will be able to demonstrate sufficient knowledge and skills in the area of social and economic justice.

Assessment and Evaluation Process:

This will result in an overall mean rating of "3.5" or higher on items of the Content and Area Survey at posttest. This will also result in the majority of students correctly answering items about social and economic justice on the Social Work Knowledge Test. The Content and Area Survey is a 24-item questionnaire derived from the Council on Social Work Education's (professional accrediting body) statement of educational objectives for BSW students. It is administered one month prior to graduation. Each item is self-rated

on a scale of 1 (very limited knowledge or skill) to 5 (extensive knowledge or skill). Item means are reported to the faculty each semester and items with means of less than 3.5 are reviewed for action. The Social Work Knowledge test is a 35-item objective test that is administered one month prior to graduation. Items are graded as correct or incorrect. Items on the test were contributed by faculty in each curriculum area and the instrument was pilot-tested and revised prior to being administered to the first cohort of students. An item analysis is done periodically in order to ascertain patterns in terms of incorrect answers. Results of the Content and Area Survey and Social Work Knowledge Test are shared with the faculty each year by the College of Social Work's Associate Dean. Method(s): Department Assessment.

Results:

There are 3 social and economic justice items on the Content and Area Survey. Overall mean ratings ranged from 3.81 to 4.02.

On the Social Work Knowledge test there are 2 social and economic justice items and the majority of students got one out of two of them correct. The one item that less than a majority got correct related to the definition of oppression.

Improvements Made or Action Plan Based on Analysis of Results:

We have begun a process of curricular revision to meet new accreditation standards. Core competencies have been identified for the undergraduate curriculum and related practice behaviors have been developed. We are in the process of developing new course objectives, field placement performance expectations, and new evaluation tools based on the revised curriculum. Further, our understanding of social and economic justice will be expanded to include issues of human rights per disciplinary accreditation standards.

Recommend Program [Program Outcome-59743]

Start Date: 08-25-11

End Date: 08-06-12

Define Outcome:

Upon completion of the program, students will tell others about the BSW program to others without hesitation.

Assessment and Evaluation Process:

This will result in at least 75% of the students indicating they would recommend the program without hesitation as evidenced by the Exit Survey. The Exit Survey is administered to students one month prior to graduation. The item concerning recommending the BSW program has three response categories: yes, would recommend without hesitation; yes, would recommend with some reservations; and no, would not recommend. The College's Associate Dean is responsible for administering the survey, analyzing the data, and reporting results to the faculty each year, as evidenced by department assessment.

Results:

Overall for the academic year, 89% of BSW graduate respondents said they would recommend the program without hesitation.

Improvements Made or Action Plan Based on Analysis of Results:

Having 89% of the students indicate that they would recommend the program without hesitation exceeds the benchmark and is similar to previous years.

This goal is no longer going to be monitored. The undergraduate program was recently granted limited access status and a new program goal will be developed monitoring implementation of this status.

Preparation for Career [Student Learning Outcome-59749]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Content/Discipline Knowledge & Skills

Define Outcome:

Upon completion of the program, the student will report that they believe they are well-prepared for a career in social work.

Assessment and Evaluation Process:

This will result in at least 80% of the students will rate themselves as "4" or "5" on a scale of 1 to 5 where "5" equals very well-prepared, as evidenced by the Exit Survey. The Exit Survey is administered to students one month prior to graduation. The College's Associate Dean administers the survey, analyzes the data, and reports results to the faculty each year. Method(s): Department Assessment.

Results:

Overall for the academic year, 86% of the students rated themselves as 4 or 5 on a scale of 1 to 5 where 5 equals very well-prepared to begin a career in social work.

Improvements Made or Action Plan Based on Analysis of Results:

Having 86% of the students rate themselves as 4 or 5 on a scale of 1 to 5 is a positive result. These results are similar to previous years. No further action is taken.

Masters in Social Work [Mission Statement-59735]

Mission Statement:

The mission of the M.S.W. program is to provide quality preparation for advanced practitioners who will work with diverse client system and problems. Our students are prepared to enhance human well-being with particular attention to the empowerment of people who are vulnerable, oppressed, and/or living in poverty. With an understanding of our professional history, value and ethics, a respect for diversity and working to achieve social and economic justice, our students select from two concentrations of study: Clinical Social Work, or Social Policy and Administration.

Critical Thinking Skills [Student Learning Outcome-59736]

Start Date: 08-25-11

End Date: 08-06-12

Define Outcome:

Upon completion of their program, the student will be able to demonstrate critical thinking skills necessary for advanced social work practice.

Assessment and Evaluation Process:

This will result in 90% of students of the students scoring "4" or "5" on three items of the Final for Field Education. The student's field instructor at the end of a student's program and final field internship completes this measure. Items are rated on a scale of "1" (failing level) to "5" (outstanding level). The three items that reflect critical thinking skills that will be examined are: 1) applies critical thinking to professional practice experience; 2) demonstrates the increasing ability to link theory with practice; and 3) prevents personal values and biases from interfering with practice decisions. These items reflect key components of social work practice. Students' final field evaluation ratings are keyed into a file and the College's Evaluation Committee runs frequencies. Results are shared with administrators and the faculty. Method(s): .

Results:

Overall for the academic year, 90%, 80%, and 91% were rated 4 or 5 on the three items, respectively.

Improvements Made or Action Plan Based on Analysis of Results:

The role of applying theory to practice has been discussed in curriculum committee meetings. We have begun a process of curricular revision to meet new accreditation standards. Core competencies have been identified for the foundation graduate curriculum and related practice behaviors have been developed. We are in the process of developing new course objectives, field placement performance expectations, and new evaluation tools based on the revised curriculum. This includes discussion about selecting a few specific theories to base our curriculum around rather than the current approach of a survey of a variety of practice theories. We are also in the process of developing advanced competencies for the graduate curriculum.

Social Work Curriculum [Student Learning Outcome-59737]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Critical Thinking Skills, Content/Discipline Knowledge & Skills

Define Outcome:

Upon completion of the course of instruction, the student will be able to demonstrate sufficient knowledge in each area of the social work curriculum: human behavior in the social environment, social work practice, social welfare policy and services, and research.

Assessment and Evaluation Process:

This will result in at least 75% of the students increasing from pre- to posttest as determined by the objective Social Work Knowledge Test, a 35-item objective test that is administered one month prior to graduation. Items are graded as "correct" or "incorrect." Items on this test were contributed by faculty teaching in these curriculum areas and an item analysis is done periodically to ascertain pattern of correct answers. Results are shared with the faculty by the College of Social Work Evaluation Committee and are used by the MSW Program Committee to inform needed curriculum changes. Method(s): Pre-Test/Post-Test Evaluation.

Results:

Overall, 70% of the students posttest scores were higher than their pretest scores (mean difference = 7.7 points).

Improvements Made or Action Plan Based on Analysis of Results:

We did not meet our target. Discussions with faculty and program directors raised concerns about the poor response rates as being reasons to explain missing targets. While we generally have good participation at pretest, our posttest response rate is much lower. Switching from a paper format to an online format has also depressed responses.

We have begun a process of curricular revision to meet new accreditation standards. Core competencies have been identified for the foundation curriculum and related practice behaviors have been developed. We are in the process of developing new course objectives, field placement performance expectations, and new evaluation methods and tools based on the revised curriculum. We are also in the process of developing advanced competencies for the graduate curriculum.

Quality Students [Program Outcome-59738]

Start Date: 08-25-11

End Date: 08-06-12

Define Outcome:

At the end of the academic year, the program will demonstrate that the quality of the incoming students has been maintained.

Assessment and Evaluation Process:

This will result in a mean total GRE score of 1000 (verbal and quantitative combined scores) of admitted MSW students. The Director of the MSW Program will report the results concerning GRE scores to the MSW Program sub-committee, Academic Affairs Committee, and the Dean. Data from the university admission database will facilitate retrieval of this information, as evidenced by enrollment statistics.

Results:

Students admitted to the Tallahassee MSW program had a mean GRE score of 863.

Students admitted to the Jacksonville MSW program had a mean GRE score of 920.

Students admitted to the Online MSW program had a mean GRE score of 821.

There was no Gainesville cohort admitted for the 2011-2012 year.

Improvements Made or Action Plan Based on Analysis of Results:

This is a new program goal. Differences are noted between cohorts of MSW students based on location with nearly 100 points separating the Jacksonville cohort from the online cohort. We anticipate lower GRE scores for our online students given the amount of time these students are typically out of school between their undergraduate and graduate programs.

However, the average for all cohorts is below our threshold. We will continue to increase our selectivity through aggressive recruiting.

Doctorate in Social Work [Mission Statement-59731]

Mission Statement:

It is the specific mission of the FSU Doctoral Program to develop social work scholars and leaders in research and education who use systematic methods of inquiry and reasoned argument to advance knowledge.

Publication/Presentation [Student Learning Outcome-59733]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge & Skills

Define Outcome:

At the end of the academic year, the student will generate an accepted manuscript for publication or abstract for presentation at a professional meeting.

Assessment and Evaluation Process:

This will result in 20% of the doctoral students having a manuscript accepted or published in a peer-reviewed scholarly publication or an abstract accepted for a professional meeting as evidenced by the students' Annual Review Forms. Annual Review Forms note a student's progress for the year and are reviewed by the Doctoral Program Director and Doctoral Program Committee. Method(s): Professional Judged Performance or Demonstration of Ability in Context and Public Performance or Presentation (Juried).

Results:

10 of our active doctoral students (48%) published a total of 12 articles in peer-reviewed journals and/or delivered 12 peer-reviewed conference presentations. This compares to 20% and 11% for the previous two years.

Improvements Made or Action Plan Based on Analysis of Results:

We have noted improvement in the proportion of students who are engaged in peer-reviewed scholarship. This remains an important outcome for our program as scholarly productivity is a key consideration in hiring for assistant professor positions. Although we met our goals we will continue to monitor this outcome.

Teaching Effectiveness [Student Learning Outcome-59734]

Start Date: 08-25-11

End Date: 08-06-12

Outcome Type: Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge & Skills

Define Outcome:

At the completion of teaching a course, doctoral teaching assistants/instructors will generate the ability to teach effectively.

Assessment and Evaluation Process:

This will result in 100% of the students having 50% or more "excellent," "very good," or "good" ratings on Item #8 ("overall assessment of instructor") of the SUSSAI/SPOT evaluations. The Doctoral Program Director will review SUSSAI/SPOT evaluations for teaching assistants and prepare a report for review by the Doctoral Program Committee and Dean. Method(s): Judged Performance.

Results:

All of student instructors (6) achieved the target this year.

Improvements Made or Action Plan Based on Analysis of Results:

Doctoral student teaching effectiveness is an important goal for undergraduate student learning and for the doctoral student preparing for an academic career. We will continue to monitor this outcome.

Caliber of Students [Program Outcome-59732]

Start Date: 08-25-11

End Date: 08-06-12

Define Outcome:

At the end of the academic year, the program will demonstrate that the caliber of incoming doctoral students has been maintained.

Assessment and Evaluation Process:

This will result in a mean total GRE score of admitted doctoral students of at least 1100 as evidenced by Performance on licensing or

other external examinations. The Director of the Doctoral Program will report the results concerning GRE scores to the Doctoral Program Committee and Dean. as evidenced by enrollment statistics.

Results:

The 2011-2012 cohort of seven students had a mean GRE score (verbal and quantitative) of 1274, well above our threshold of 1100. Note, too, that one of our incoming students received the Legacy Fellowship.

Improvements Made or Action Plan Based on Analysis of Results:

We will continue to recruit well-prepared applicants for the upcoming year.