Council on Social Work Education
Commission on Accreditation

Site Visit Report

Date of Visit: January 31, February 1, 2011
Program Visited Name: Oral Roberts University
Program Visited State: Oklahoma
Program Level(s) visited: Baccalaureate

Site Team(s) Names: Rebecca O. Turner

1. Include a copy of the site visit schedule or a list of people who met with the Site Team(s) during the visit (e.g.: groups and individuals from the program and institution).

Attached is the site visit schedule,

2. Write a brief summary of the conversation on general questions regarding: program mission and goals (AS 1.0), diversity (AS 3.1), and assessment (AS 4.0).

AS 1.0 Program Mission and Goals
The social work program's mission and goals reflect the profession's purposes and values and the program's context.

In discussions with program faculty, administrators, students and field instructors, the site visitor confirmed the program's mission statement to be understood by all. The statement reflects the purposes and values of social work education at the baccalaureate level and is relevant to the mission of the university, the program's context. The mission statement says that… *the program prepares students with a strong Christian grounding to enter entry-level social work practice in a variety of social work settings on the baccalaureate (BSW) level and prepare for pursuit of graduate education in social work (MSW).*

The context of this program, a faith based, service-oriented institution, sets a tone for students interested in pursuing professional education in social work to do so. The program, CSWE accredited since 1981, has long been valued by the university as one important to its mission of service, social justice, and tolerance.

The program's goals are stated in one sentence, "Develop students, grounded in the Christian faith, who are prepared academically and with practice skills for entry-level professional social work practice in a variety of settings as generalist social workers; who meet entry qualifications for graduate social work education; and who are qualified to apply for licensure on the baccalaureate level in states with licensure laws. The goals are consistent with baccalaureate social work education and they reflect a linkage to the program's mission, in the opinion of the site visitor.

AS 3.1 Diversity – The program's commitment to diversity-including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation- is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of

program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and demographic make-up of its faculty, staff, and student body).

A review of addenda material provided by the program, discussions with students, field instructors, faculty, and administrators further confirmed the program's commitment to diversity. There are a variety of field activities, speakers, curricula content and assignments in the program, supplemented by campus-wide programs, activities and initiatives that assure exposure to information about human differences and offer opportunities for personal experiences with diversity to more fully educate students.

Not only is the commitment found in the social work program, the university administrators are also committed to a campus context that celebrates and respects diversity. This commitment is expressed in many ways, including, service or mission projects, month-long observances such as diversity month, invited lecturers, field trips, and foreign language requirements. The campus has students enrolled from more than 50 countries and about 13% of enrolled students are African American.

The university context and program commitment to continuous improvement in diversity are complementary, each strengthening the other.

AS 4.0 Assessment – Assessment is an integral component of competency-bases education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

The program has an assessment plan, with multiple measures, that evaluates the extent which students master the competencies. The assessment plan has now been used to measure competencies over three semesters, thus there is data available for use to affirm or improve the program. The program's assessment plan is part of the university's assessment plan (attached reference sheet for ORU Assessment Model). The program's assessment plan is organized in four parts: (1) Whole Person Assessment of competencies found in all social work courses; (2) Detailed assessment of the Senior Practicum and all it entails, including action plans, field instructor evaluations, self reflection papers, oral defenses, etc (where all 11 competencies are addressed); (3) The Senior Paper (all 11 competencies addressed); and (4) Alumni studies and or Linked In (to be developed in spring 2011 with focus on competency application and feedback post baccalaureate.

3. List each accreditation standard and question raised by the COA in its letter of instructions with a thorough discussion of findings for each.

   AS 1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

Instructions: The Site Team is asked to have the program discuss how it has addressed the standard cited above. The COA found that the self-study provides a very brief narrative demonstrating how the program's mission is consistent with the profession's purpose & values and program's context.

Findings:
In discussions with program faculty and by reviewing the addenda to the self study material provided by the program, a fuller explanation of the program's mission consistency with the

profession's purpose and values was provided. In written material supplied, the program's emphasis on Christian and social work values, its purpose to prepare students for entry level generalist practice, its relevance to the university's mission, and its themes of social justice, worth and dignity of each individual, and students' called to service, form a unique context for this BSW program and make it relevant to the university's mission as well.

AS 1.0.2: *[The program] identifies its goals and demonstrates how they are derived from the program's mission.*

Instructions: The Site Team is asked to have the program discuss the relationship between its mission statement and program goals.

Findings:
The program provided written information regarding the relationship between its mission statement and program goals. The program writes its goals in one sentence… "Develop students, grounded in the Christian faith, prepared academically and with practical skills (competencies) for entry-level professional social work practice in a variety of settings as generalist social workers; who meet entry level qualifications for graduate social work education; and who are qualified to apply for licensure on the baccalaureate level in states with licensure laws." The mission purports to prepare students with a strong Christian grounding to entry-level social work practice…... so there is agreement between the mission and goals. Both refer to preparation for entry-level social work practice, graduate study in social work, and social work licensure. The goals further address the academic and practice skills preparation required of generalist social workers at the BSW level.

AS B 2.0.1: *[The program] discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

Instructions: The Site Team is asked to have the program further discuss how it meets this standard.

Findings:
The program provided written support of their efforts to address this standard.
Grounded in the liberal arts, the program places emphasis on the range of generalist practice intervention methods with individuals, families, groups, organizations, and communities. Social work values and ethics, critical thinking, a strengths perspective, research-informed practice, assessment, human rights, and social and economic justice, are examples of generalist social work content delivered by this program in support of developing generalist social workers. In addition, the program addresses the ten required competencies for BSW graduates, with one additional competency added in support of the program's unique context.

B2.0.4: *[The program] provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

Instructions: The Site Team is asked to have the program address this standard. The COA found that the self-study provides a discussion of the relationship between each competency and the practice behaviors (associated behaviors) and the specific courses in which the

competencies are met but does not provide a rationale for curriculum design or demonstrate how the rationale is used to develop a coherent and integrated curriculum.

Findings:
Discussion with program faculty led to an understanding of the curriculum design and its rationale in the following way. The professional social work curriculum rests on a liberal arts perspective, delivered in the General Education Curriculum at the university. The professional social work curriculum is organized along the original five content areas served by BSW education for more almost four decades: Social Work Practice, Social Policy, Human Behavior in the Social Environment, Research, and Field Instruction. An Introduction to social work course is viewed as a policy course, and there is one additional required policy course. There are two HBSE courses, four practice courses, one research course, and two junior field practica and a senior field practicum with an accompanying seminar. Through these required courses, content is delivered in a way that is deliberate, through courses scheduled in such a way as to provide opportunities for learning to occur progressively and by integration of content and assignments in order for students to master competencies required of the program.

To further explain the curriculum's organization and rationale, the program provided written material in pages 4 and 5 of the addendum (attached).

> **AS 2.1.1:** *[The program discusses how its field education program] connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

Instructions: The Site Team is asked to have the program to discuss this standard. The COA found that the self-study provides a very limited discussion of how its field education program connects the theoretical and conceptual contribution of the classroom with the practice setting.

Findings:
Faculty, field instructors and students discussed how field education connects the theoretical and conceptual contribution of the classroom with the practice setting. Seventeen students and ten field instructors all offered many pertinent examples of how this connection occurs for students in field. In addition, the program provided a written discussion of how this standard is addressed, citing its being the signature pedagogy of the social work program, focusing on the mastery of the 11 required competencies through the integration of classroom learning with practice experience, under supervision, and by assessment of each student's performance of each required competency.

> **AS B2.1.2:** *[The program discusses how its field education program] provides generalist practice opportunities for students to demonstrate the core competencies.*

Instructions: The Site Team is asked to have the program discuss this standard.   The COA found that the self-study provides a very limited discussion of how its field education program provides generalist practice opportunities for students to demonstrate the core competencies.

Findings:
Through discussions with students, faculty, and field instructors, the site visitor confirmed that field education provides generalist practice opportunities for students to demonstrate core competencies. Students and field instructors offered many examples of how every effort is made to assure students have opportunities to experience a full range of generalist practice opportunities, regardless of field setting. They cited using creativity and out-of-the-box thinking

to develop generalist opportunities for students that might not ordinarily be found in a single agency. The site visitor was reminded that the development of each student's Action Plan to achieve each competency serves as the planning tool for students, field instructors, and the field director. It is through its development that activities are included for students to have the full range of generalist social work practice experiences in field.

> **AS 2.1.8:** *[The program discusses how its field education program] develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

Instructions: The Site Team is asked to have the program discuss this policy. The COA found that the program does not discuss how its policy ensures that assignments and field instruction differ from those responsibilities and supervision associated with the student's employment.

Findings:
The program provided additional written material, including a revised policy statement for field manuals, to address this standard. There is a specification that no student may be assigned field doing what is considered to be his/her job. If field is to be in the employing agency, then field must be assigned in an area of responsibility that differs from the job. A contractual arrangement is required in order to clarify roles and responsibilities and to assure separation between the job and the field practicum.

> **AS 3.1.1:** The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.-

Instructions: The Site Team is asked to have the program describe how it addresses the standard cited above in terms of the full range of diversity.

Findings:
The program provided written addendum material to explain their addressing this standard, found on pages 7-8 of the attached addendum. Conversations with administrators, faculty, students, and field instructors further confirmed the many ways in which continuous efforts are made to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced. The curriculum has a strong focus on diversity, through content, assignments, field experiences, etc., and there are guest speakers, campus-wide activities, and service projects that assure diversity is learned and understood, as well as respect for diversity demonstrated. There are no limitations to the range of diversity included in the learning environment, a characteristic affirmed by students and field instructors in conversation with the site visitor.

> **AS 3.1.2:** *The program describes how its learning environment models affirmation and respect for diversity and difference.*

Instructions: The Site Team is asked to discuss with the program how it learning environment addresses the requirements of the above cited standard.

Findings:
The program provided additional written material to address this standard, and an attachment to the Addendum, page 45, titled Diversity Curriculum Content, as ways to document their

coverage of this standard. In addition, the site visitor's conversations with field instructors, students, faculty, and administrators affirmed that the campus environment and the learning context of the social work program offer multiple examples of how affirmation and respect for diversity is modeled. Students gave examples, field instructors gave examples, as did social work faculty and university administrators.

> **AS 3.1.3:** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Instructions: The site team is asked to discuss with the program its specific plans to improve the learning environment to affirm and support persons with diverse identities.

Findings:
The program faculty provided written plans to improve the learning environment for affirmation and support of persons with diverse identities including; student involvement in conferences representing diverse groups, guest speakers to increase opportunities for students to learn about GLBT interests, more opportunities for global experiences, and outreach to targeted groups such as the Hispanic community, a growing group in the area and on campus.

> **AS 3.2.6:** *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

Instructions: The site team is asked to have the program discuss how its policies and procedures relative to professional advisement.

Findings:
Program faculty and students confirmed that advising is done by social work program faculty. Written material is provided in the addendum to explain the advising process at ORU.

> **AS 3.4.5:** *The program identifies the field education director.*

Instructions: The Site Team is asked to have the program clarify the progress toward having Professor Tucker assume the role of field education director.

Findings:
Professor Tucker will assume the role of field director right away. The site visitor understands that she is already functioning in that role, and conversations with program faculty and university administrators affirmed the plan to make the role change official, perhaps as early as May 1, the beginning of the next fiscal year, or sooner.

> **AS 3.5.1:** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*

Instructions: The Site Team is asked to have the program address financial supports beyond faculty and support staff salaries. The budget form that was submitted only includes salaries for faculty and support staff. There is no discussion of financial supports beyond salaries that permit program planning and faculty development.

Findings:
Discussions with university administrators affirmed their plan to provide protected travel funds to the social work budget for field travel. They were apologetic that the funds had not been provided sooner. In addition to field travel funds, professional development funds will also be provided for social work faculty to participate in social work education conferences (BPD and CSWE, at least one per faculty, per year). Other budgetary resources are provided as needed, when requests are made.

> **AS 3.5.2:** *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*

Instructions: The Site Team is asked to have the program address this standard. There is no discussion of how the program uses resources to continuously improve the program and address challenges in the program's context.

Findings:
The program uses resources to provide opportunities for student learning outside the classroom, i.e., conference attendance, legislative advocacy experiences, field trips, community service opportunities (homeless count), etc., that require wise use of resources continuously. Orientation is provided to field instructors regularly, to assure the learning experiences in field are as rich as they can be for all students. Global experiences for students require additional resources, but are made available so that the students' learning opportunities are expanded to places around the globe. The program plans to continue offering these learning opportunities for students, and use resources wisely to do so.

> **AS 4.0.1**: *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*

Instructions: The Site Team is asked to request the program to clearly and fully discuss which specific measures are being used to assess attainment of each competency.

Findings:
The measure of each competency is guided using rubrics for assessment. Students submit artifacts; projects, papers, & presentations, into e-portfolio (named at ORU Whole Person Assessment) for faculty to provide assessment scores. Every required course has some artifact used to assess student achievement of competencies, but field courses assess all 11 competencies. For example, a reflective paper in SWK 202 assesses professional identity, critical thinking, and diversity. A research paper in SWK 302 assesses ethical principals, critical thinking, diversity, & research. The assessments are scaled so as to reflect the level of competence achieved by students. On 14 of the addendum, the program explains that there are two measures of Program competencies: Senior Practicum and senior paper in which all 11 competencies are assessed. The senior paper uses all 11 competencies for evaluation, as does the Practicum Assessment Form. A full discussion of its assessment plan is found on pages 12-14 of the addendum. The site visitor was further briefed by the program faculty and the Director or Institutional Research, who demonstrated the ORU Assessment Model and how the social work program's assessment plan fits into the overall university assessment model. In addition, Attachments to Addendum, pages 2-44 and 50-57 provide the results of assessments.

> **AS 4.0.2:** *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

Instructions: The Site Team is asked to request the program to provide a discussion of the use of assessment data to affirm and/or make changes in the explicit and implicit curriculum. The COA found that the discussion provided is not based on the analysis of assessment data.

Findings:
The program provided additional information to address this standard on pages 15-16 of the addendum. Analysis of the three semesters of data has led to some modifications for improvement. One change is to increase community content or learning opportunities for students. It was also discovered that students need more technical preparation to use the e-portfolio system, so additional training is being provided, along with referrals to writing labs and for technology assistance.

Another change was to have Professor Tucker teach the Introduction to Social Work Course, due to her "youthfulness, energy, enthusiasm, and person of color" characteristics. This modification is to the implicit curriculum.

> **AS 4.0.3:** *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*

Instructions: The Site Team is asked to discuss with the program changes in its explicit and implicit curriculum based on its analysis of its assessment data.

Findings:
Analysis of the three semesters of data has led to some modifications for improvement. One change is to increase community content or learning opportunities for students. Another was to have Professor Tucker teach the Introduction to Social Work Course, due to her "youthfulness, energy, enthusiasm, and person of color" characteristics. This modification is to the implicit curriculum.

> **AS 4.0.5:** The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self study.

Instructions: The Site Team is asked to have the program present its plan to assess the attainment of its competencies, identifying the specific measures, procedures, and benchmarks used to assess attainment of competencies. Then, the program can provide evidence of ongoing data collection and analysis and discuss how it uses assessment data to affirm and or make changes in the explicit and implicit curriculum to enhance student performance, specifying changes in the explicit and implicit curriculum based on analysis of the assessment data. The Self-study includes only one semester of summary data.

Findings:
The program provided additional summary data to cover three semesters of assessment. The assessment plan includes the following four categories; (1) Whole Person Assessment, (2) Senior Practicum assessment, (3) Senior Paper, and (4) Alumni studies.