SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: MSW Program	Department/School: Social Work
Degree or Certificate Level: Master's	College: College of Public Health and Social Justice
Date (Month/Year): Oct 1, 2020	Primary Assessment Contact: Jami Curley

In what year was the data upon which this report is based collected?

FY 2019-2020

In what year was the program's assessment plan most recently reviewed/updated?

2019

1. Student Learning Outcomes
Which of the program's student learning outcomes were assessed in this annual assessment cycle?

The nine generalist competencies as identified and defined by the MSW's accrediting body Council on Social Work Education.
Competency 1: Demonstrate ethical and professional behavior.
Competency 2: Engage diversity and difference in practice.
Competency 3: Advance human rights and social, economic, and environmental justice.
Competency 4: Engage in practice-informed research and research-informed practice.
Competency 5: Engage in policy practice.
Competency 6: Engage with individuals, families, groups, organizations, and communities.
Competency 7: Assess individuals, families, groups, organizations, and communities.
Competency 8: Intervene with individuals, families, groups, organizations, and communities.
Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

2. Assessment Methods: Student Artifacts
Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Two measures are used to determine if students achieved the stated outcomes:

Measure 1: Generalist Field Final Evaluation. At the end of each semester, the student's practicum Learning Agreement will be used as a basis for assessing student learning and performance. Field Instructors should use their copy of the student's Learning Agreement to complete the Final Evaluation. Students are assessed on each competency behavior on a Likert scale from 1 to 5, with 5 being the highest. Students must achieve a combined mean score of 3 or higher on the final evaluation to pass the practicum.

Measure 2: Each of the nine competences are measured by a designated assignment in a variety of courses using rubrics to score each of the assignments. There are three off-campus hybrid programs. Please see Appendix I for the list of courses and which ones are taught on-campus, off-campus and online.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

Measure 1 uses a Field Evaluation Form. Please see appendix II for a copy of the evaluation form.
Measure 2 uses rubrics to assess assignments for each of the competencies in designated courses by the instructors. Please see appendix II for the rubrics used to assess each of the assignments.

4. **Data/Results**

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The MSW Program provides its FY 2019-2020 outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks (80%) for each program option. The cells represent the off-campus hybrid programs and the green cells represent the online courses.

COMPETENCY	COMPETENCY BENCHMARK	SLU CAMPUS	LOURDES	ELMS	AVILA	TOTAL
Competency 1: Demonstrate Ethical and Professional Behavior	80%	93%	96%	95%	71%	91%
Competency 2: Engage Diversity and Difference in Practice	80%	98%	92%	100%	100%	97%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	92%	84%	100%	94%	93%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80%	94%	88%	100%	75%	92%
Competency 5: Engage in Policy Practice	80%	87%	54%	100%	84%	83%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	97%	92%	100%	100%	97%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	92%	84%	100%	93%	91%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	95%	88%	100%	100%	94%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	93%	88%	100%	100%	94%

5. **Findings: Interpretations & Conclusions**

What have you learned from these results? What does the data tell you?

It appears that the outcomes for the off-campus hybrid programs are lower than the on-campus program. One reason for this was that the generalist practice student enrollment for the off-campus hybrid programs was low (Lourdes – 4 students - Elms – 3 students; and Avila – 4 students), thus affecting the competency outcome percentages.

Although, in general, all the percentages were above the 80% benchmark, there still can be some changes.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**
   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

   The program faculty met in the fall of 2020 to discuss the data and any changes that should be made.

   B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

   | Changes to the Curriculum or Pedagogies | • Course content
 • Teaching techniques
 • Improvements in technology
 • Prerequisites | • Course sequence
 • New courses
 • Deletion of courses
 • Changes in frequency or scheduling of course offerings |
   | Changes to the Assessment Plan | • Student learning outcomes
 • Student artifacts collected
 • Evaluation process | • Evaluation tools (e.g., rubrics)
 • Data collection methods
 • Frequency of data collection |

   Please describe the actions you are taking as a result of the findings.

   First, we determined that a full-time faculty member will be the lead instructor for each course used in the assessment to ensure continuity across the sections of the course. The lead instructor will select the text and develop the syllabi. He/She will collaborate with the MSW Program Committee and each concentration committee to determine the standard assessment tools that will be used to evaluate students in the course regardless of the assigned instructor. Upon the completion of the course, the lead instructor will assist in the data collection and submit the data to the MSW Program Director for review.

   Second, the faculty decided to do a review of all the curriculum to ensure the courses flowed together, there was no repeat within the courses, and relevant content is being disseminated.

   Finally, for competency five, in particular, that the lower percentages were due to students not taking the quizzes, not that they were failing them. The lead faculty decided to take the quizzes out of the course completely and add a paper as the assessment

   If no changes are being made, please explain why.

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**
   A. What is at least one change your program has implemented in recent years as a result of assessment data?
      B. In 2016, the MSW Program began to require that students take their foundation field practicum within their first 18 credit hours of the MSW Program. Formerly the requirement was that students complete foundation field practicum within their first 30 hours in the MSW Program, which meant that some part-time students went for very long periods with no direct field practice experience.
   C. How has this change/have these changes been assessed?

   > Checking the number of students who abide by the requirement that they take their field practicum within their first 18 hours.

   D. What were the findings of the assessment?

   > For the most part, students are taking their field practicum in their first 18 hours. If they are un ale to, they have to get special approval and a reasonable explanation why they can't.

   E. How do you plan to (continue to) use this information moving forward?

   > To periodically reevaluate the requirement to make sure it is still relevant and in the students best interest.

   IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Measure 2: Competencies, Courses and Measurement Tool

		Course	Measurement Tools
Generalist Competency 1	Demonstrate ethical and professional behavior.	SWRK 5700: Values and Ethics	Code of Ethics Exam (Collected at both on campus and off campus courses)
Generalist Competency 2	Engage diversity and difference in practice.	SWRK 5725: HBSE I	Final Integrative Analysis (Collected at both on campus and online courses)
Generalist Competency 3	Advance human rights and social, economic, and environmental justice.	SWRK 5702 Social Policy	Policy Analysis (Collected at both on campus and online courses)
Generalist Competency 4	Engage in practice-informed research and research-informed practice.	SWRK 5787: Research for Evidence-Informed Research Practice	Evidence-informed Social Work Practice Review (1-4) (Collected at both on campus and off campus courses)
Generalist Competency 5	Engage in policy practice.	SWRK 5707: Policy Practice	Policy Research Paper (Collected at both on campus and online courses)
		Course	**Measurement Tools**
Generalist Competency 6	Engage with individuals, families, groups, organizations, and communities.	SWRK 5750: Social Work Practice with Individuals, Families and Groups	Individual Interviews (Collected at both on campus and off campus courses)
Generalist Competency 7	Assess individuals, families, groups, organizations, and communities.	SWRK 5751: Social Work Practice with Communities and Orgs	Community Assessment Final Paper (Collected at both on campus and online courses)
Generalist Competency 8	Intervene with individuals, families, groups, organizations, and communities.	SWRK 5750: Social Work Practice with Individuals, Families and Groups	Group File Case (Collected at both on campus and off campus courses)
Generalist Competency 9	Evaluate practice with individuals, families, groups, organizations, and communities.	SWRK 5787: Research for Evidence-Informed Research Practice	Evidence-informed Social Work Practice Review (5-7) (Collected at both on campus and off campus courses)

Appendix II
Student Artifacts

Measure 1: Generalist Field Final Evaluation

Instructions for Completing the Generalist Final Evaluation SWRK 5841:
At the end of each semester, the student's practicum Learning Agreement will be used as a basis for assessing student learning and performance. Field Instructors should use their copy of the student's Learning Agreement to complete the Final Evaluation. Comments are encouraged.

I have reviewed and approved the Student's Practicum Hours Log.
(Prior to submitting this Final Evaluation you must review and approve the student's Practicum Hours Log)

○ Yes

○ No

Field Instructor Last Name

Field Instructor First Name

Field Instructor Email

Agency Name

Student Last Name

Student First Name

Semester

Year

GENERALIST PRACTICE COMPETENCIES
(Competencies are followed by numbered Behaviors)

COMPETENCY 1.   Demonstrate Ethical and Professional Behavior.

1. Demonstrate knowledge of social work values and ethical principles in ethical decision making. (Apply the NASW Code of Ethics).

Quality of Performance

1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

2. Demonstrate professionalism and professional behavior in all communications (oral, written, technology) in generalist practice.

Quality of Performance

1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

3. Use supervision to reflect and seek feedback to develop strong social work practice.

Quality of Performance

1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○

	Quality of Performance
5. Consistently exhibits mastery of competency	◯

Comments:

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COMPETENCY 2. Engage diversity and difference in   practice.

1. Demonstrate through communications the importance of diversity and difference in practice at the micro, mezzo, or macro level.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	◯
2. Inconsistently meets competency	◯
3. Meets competency at expected level most of the time	◯
4. Consistently meets competency	◯
5. Consistently exhibits mastery of competency	◯

2. Demonstrate cultural competence through self-awareness and respect for diversity in age, class, color, culture, disability or ability, ethnicity, gender, gender expression,immigration status, marital status, political ideology, race, religion/spirituality, sex,sexual orientation, and tribal sovereign status.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	◯
2. Inconsistently meets competency	◯
3. Meets competency at expected level most of the time	◯
4. Consistently meets competency	◯
5. Consistently exhibits mastery of competency	◯

Comments

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<u>**COMPETENCY 3.**</u> Advance human rights and social, economic, andenvironmental justice.

1. **Identify the forms and mechanisms of oppression and discrimination faced by vulnerable groups, as well as the role of power and privilege in society.**

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

2. **Engage in advocacy activities that seek to empower vulnerable groups and advance social, economic, and environmental justice.**

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

Comments:

<u>**COMPETENCY 4.**</u> Engage in practice-informed research and research-informed practice

1. **Use research evidence to inform and improve practice, policy, and service delivery.**

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

2. **Use practice experience and data to engage in research methods to determine outcomes.**

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

Comments:

COMPETENCY 5. Engage in policy practice.

1. Identify, analyze, and advocate for social policies at the local, state, or federal level that impact social well-being, service delivery, and access to social services.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	◯
2. Inconsistently meets competency	◯
3. Meets competency at expected level most of the time	◯
4. Consistently meets competency	◯
5. Consistently exhibits mastery of competency	◯

Comments:

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COMPETENCY 6. Engage with individuals, families, groups, organizations, and communities.

1. **Apply knowledge of human behavior and social work theoretical frameworks to engage clients.**

	Quality of Performance
6. Performance is generally unacceptable; rarely meets competency	◯
7. Inconsistently meets competency	◯
8. Meets competency at expected level most of the time	◯
9. Consistently meets competency	◯
10. Consistently exhibits mastery of	◯

2. **Demonstrate empathy and effective interpersonal skills with clients/client systems to engage in changes.**

	Quality of Performance
11. Performance is generally unacceptable; rarely meets competency	○
12. Inconsistently meets competency	○
13. Meets competency at expected level most of the time	○
14. Consistently meets competency	○
15. Consistently exhibits mastery of	○

Comments:

COMPETENCY 7. Assess with individuals, families, groups, organizations, and communities.

1. Demonstrate assessment skills through effective interviewing and data collection with individuals, families, groups, organizations and/or communities.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

2. Use a bio-psycho-social-spiritual assessment framework in assessment with individuals, families, groups, organizations, and/or communities.

	Quality of Performance

1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

3. Through assessment, develop goals and objectives using a strengths, needs and challenges based approach.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

Comments:

COMPETENCY 8. Intervene with individuals, families, groups, organizations, and communities.

1. Implement interventions to achieve practice goals and enhance well-being of clients and constituencies/client systems.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

2. **Participate with inter-professional groups, teams, and/or coalitions in practice interventions.**

	Quality of Performance
6. Performance is generally unacceptable; rarely meets competency	○
7. Inconsistently meets competency	○
8. Meets competency at expected level most of the time	○
9. Consistently meets competency	○
10. Consistently exhibits mastery of	○

Comments:

COMPETENCY 9. Evaluate practice with individuals, families, groups,

organizations, and communities.

1. **Select and use appropriate methods for evaluation of practice or program outcomes.**

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

2. Apply evaluation findings to improve practice at the micro, mezzo, and macros.

		Quality of Performance
1. Performance is generally unacceptable; rarely meets competency		○
2. Inconsistently meets competency		○
3. Meets competency at expected level most of the time	○	○
4. Consistently meets competency		○
5. Consistently exhibits mastery of competency		○

Comments:

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Field Instructor recommendation of Final Grade:
(Please mark this Evaluation as Satisfactory or Unsatisfactory.)

○ Satisfactory

○ UnSatisfactory

Field Instructor will provide student with a copy of this Evaluation.

○ Yes

○ No

Student's Score

The student's score is: _____

If the Score is below a 3, please contact the student's Faculty L i a i s o n

Measure 2: Assignment Rubrics for each of the Competencies

Generalist Competency 1: Demonstrate Ethical and Professional Behavior

Code of Ethics Exam
SWRK 5700

Scoring Guide

Exam Questions	Points Possible	Points Earned	Comments
Identify the six core social work values	3 pts each 18 pts possible		
Identify two sub-standards for each of the six standards from the NASW Code of Ethics	2 pts each 24 pts possible		
Series of true/false and multiple-choice questions aimed at identifying students' knowledge of ethics and professionalism	T/F = 1 pt. each; Multi Choice = 2 pts each 28 pts possible		
Two short answer ethical dilemma questions	15 pts each (more pts because it involves critical thinking skills) 30 pts possible		
Total Points	**100**		

Generalist Competency 2: Engage Diversity and Difference in Practice

Final Integrative Analysis
SWRK 5725

Scoring Guide

Assignment Components	Possible Points	Points Earned	Comments
Introduction (Rationale for selecting the issue, relevance to your future practice, relationship to human development, general impact on family and groups)	50		
Discussion (significance and history of the issue, impact on development, and the effect of this issue across diverse populations)	50		
Treatment/Intervention (Present two interventions, success rates, compare, and discuss the generalizability of the findings to diverse populations)	50		
Personal Reflection (How has your understanding of the issue changed by writing this paper and how this knowledge may influence your future practice)	25		
Total Points	**175**		

Generalist Competency 3: Advance human rights and social, economic, and environmental justice

Policy Analysis
SWRK 5702

Scoring Guide

Assignment Components	Points Possible	Points Earned	Comments
Recommendation	5		
Historical background	15		
Social problem (human rights violations, injustices, inequalities, etc.)	20		
Policy Description	20		
Analysis (Code of Ethics, human rights, justice issues and recommendations)	25		
Clarity of arguments	5		
Total Points	**90**		

Generalist Competency 4: Engage in Practice-informed Research and Research-informed Practice

Evidence-informed Social Work Practice Review (1-4)*
SWRK 5787

Scoring Guide

Assignment Components	Points Possible	Points Earned	Comments
1. Case study*	2		
2. Literature review*	6		
3. Question formation*	3		
4. Systematic inquiry*	3		
5. Evaluation/interpretation of evidence	6		
6. Application	6		
7. Evaluation plan	4		
Total Points	**30**		

*The first four sections (1-4) of this assignment measure outcomes for generalist competency 4 while the last three sections (5-7) of this assignment measure outcomes for competency 9.

Generalist Competency 5: Engage in Policy Practice

Policy Research Paper
SWRK 5707

Scoring Guide

Assignment Components	Points Possible	Points Earned	Comments
Completeness Introduction, Policy change proposed, history of change effort, current status of change effort, conclusion, references	13		
Practice/Policy Relationship Describes how practice influences service delivery and role of practice in policy development	10		
Depth of Analysis Ample detail included in all sections. Content is accurate.	7		
Total Score	**20**		

Generalist Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Individual Interviews
SWRK 5750

Scoring Guide

Assignment Components	Points Possible	Points Earned	Comments
In-person interview with an adult focus on the use of strengths based interviewing skills	2		
Engaging client and practicing basic communication and listening skills.	1		
Record interviewer reflections on After Action Reflection (AAR) that describes your own personal experience and reflections of using empathy and other interpersonal skills on the interview	2		
Total Points	**5**		

Generalist Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Community Assessment Final Paper
SWRK 5751

Scoring Guide

Assignment Components	Points Possible	Points Earned	Comments
Executive summary	10		
Identification of the community	20		
Data/description of the community	40		
Identification of organizations/groups in the community	10		
Identification of community needs/gaps in resources	15		
Description of a potential community intervention	30		
Implications and proposed evaluation mechanism of the intervention	25		
Total Points	**150**		

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Group File Case
SWRK 5750

Scoring Guide

Assignment Components	Points Possible	Points Earned	Comments
Group intervention with a focus on planning the group	1		
Engaging client and practicing group intervention skills	1		
Record group interaction and reflections in group notes	.5		
Total Points	**2.5**		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Evidence-informed Social Work Practice Review (5-7)*

SWRK 5787

Scoring Guide

Assignment Components	Points Possible	Points Earned	Comments
1. Case study	2		
2. Literature review	6		
3. Question formation	3		
4. Systematic inquiry	3		
5. Evaluation/interpretation of evidence*	6		
6. Application *	6		
7. Evaluation plan*	4		
Total Points	**30**		

*The last three sections (5-7) of this assignment measure outcomes for generalist competency 9 while the first 4 sections (1-4) of this assignment measure outcomes for competency 4.