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

   1) Graduates will be able to critically evaluate and identify gaps in current scientific knowledge related to the field of social work and develop alternative explanations and research strategies.

   2) Graduates will be able to design, conduct, and defend dissertation research that expands scientific knowledge in the field of social work.

   3) Graduates will be able to demonstrate comprehensive knowledge of a specific area of research in your discipline.

   4) Graduates will be able to understand and apply scientific methods of study design and measurement to address research questions in the field of social work, including methods to expedite the translation and dissemination of research findings.

   5) Graduates will be able to understand, use, and interpret basic and inferential statistics.

   6) Graduates will be able to apply basic principles of ethical behavior (e.g., the Social Work Code of Ethics, human rights framework, other moral theories) and be familiar with codes that guide application of these issues in research such as the importance of principles of confidentiality of information and data, and how these are applied within research.

   7) Graduates will be able to communicate effectively about scientific information for diverse audiences through scientific publications related to the field of social work, lay documents, and discipline-specific grant applications.

   8) Graduates will be able to understand and apply pedagogic methods.

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.

   1) Graduates will be able to critically evaluate and identify gaps in current scientific knowledge related to the field of social work and develop alternative explanations and research strategies.

   This outcome is assessed by students’ engagement and performance in the program’s core courses: SWRK 6000 Foundations of Theory Development in Social Work and SWRK 6020 Research Design and Measurement. SWRK 6000 course is designed to equip doctoral students with the knowledge and skills to engage in effective theory development and synthesis. The course culminates in a theoretical synthesis paper suitable for submission to a peer-reviewed journal. SWRK 6020, the Research Design and Measurement course, is designed to equip doctoral students with the...
knowledge and skills to engage in effective descriptive, explanatory, and intervention research. It focuses on conceptualizing and designing a research project culminating in a research proposal.

Student participation in doctoral research symposia at the university, presentation at regional and national conferences, and published manuscripts in peer-reviewed journals is also utilized as an assessment of this program learning outcome.

2) Graduates will be able to design, conduct, and defend dissertation research that expands scientific knowledge in the field of social work.

This outcome is assessed via results of student’s comprehensive written and oral exams, in addition to a satisfactory dissertation defense and dissertation.

Student participation in doctoral research symposia at the university, presentation at regional and national conferences, and published manuscripts in peer-reviewed journals are also utilized as an assessment of this program learning outcome.

3) Graduates will be able to demonstrate comprehensive knowledge of a specific area of research in your discipline.

This outcome is assessed via students’ engagement and performance in the program’s core course: SWRK 6020 Research Area Synthesis in which students are expected to demonstrate sufficient command of an area of research and advance a body of knowledge. This is achieved by independently completing an extended review paper that critically appraises and synthesizes the research literature on a specific research topic. (See appendix A)

This outcome is also assessed by students’ performance on their comprehensive written and oral exams as well as a satisfactory dissertation defense. (See appendices B and C)

Student participation in doctoral research symposia at the university, presentation at regional and national conferences, and published manuscripts in peer-reviewed journals are also utilized as an assessment of this program learning outcome. (See appendix D)

4) Graduates will be able to understand and apply scientific methods of study design and measurement to address research questions in the field of social work, including methods to expedite the translation and dissemination of research findings.

This outcome is assessed by students’ engagement and performance in the program’s core courses: SWRK 6000 Foundations of Theory Development in Social Work and SWRK 6020 Research Design and Measurement.

5) Graduates will be able to understand, use, and interpret basic and inferential statistics.

This outcome is assessed by students’ coursework and final grade in the program’s core statistics courses: SWRK 6010 Principle of Statistics & Data Analysis and SWRK 6030 Multivariate Data Analysis and two 5000 or above level methods courses of students’ choosing.

In the SWRK 6010, Principles of Statistics & Data Analysis, doctoral students are introduced to the quantitative skills, methods, and techniques necessary for scientific analysis, particularly in the social and behavioral sciences. The second required core course on quantitative data analysis, SWRK 6020 Multivariate Data Analysis, equips doctoral students with the knowledge and skills to apply linear regression to empirical social work research. This course culminates in a final paper through which students apply linear regression and interpret the results. Students are expected to submit their abstract to a peer-reviewed national social work conference.

6) Graduates will be able to apply basic principles of ethical behavior (e.g., the Social Work Code of Ethics, human rights framework, other moral theories) and be familiar with codes that guide application of these issues in research such as the importance of principles of confidentiality of information and data, and how these are applied within
research.

This outcome is assessed by students’ success completion of University IRB training modules.

7) Graduates will be able to communicate effectively about scientific information for diverse audiences through scientific publications related to the field of social work, lay documents, and discipline-specific grant applications.

Student participation in doctoral research symposia at the university, presentation at regional and national conferences, and published manuscripts in peer-reviewed journals are utilized as an assessment of this program learning outcome. (See Appendix D for specific dissemination output.)

8) Graduates will be able to understand and apply pedagogic methods.

This program outcome is assessed by students’ participation in and completion of the Certificate of University Trainings Skills and students’ scores on teaching evaluations.

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.

   During the core course, SWRK 6040 Research Area Synthesis (RAS), students’ committees use the RAS Evaluation Form included in this report for assessment and improvement. (See Appendix A)

   Students’ dissertation committee evaluate the oral comprehensive examination using the PhD Social Work Oral Comprehensive Examination form included in this report. (See Appendix C)

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)?

17 This program is conducted entirely on the STL campus – with the exception of Spring 2020 courses after March 2020 due Covid-19 safety measures. Classes were moved to teaching online via Zoom.

71% of students presented at a regional or national conference. On average, among students who presented at a regional or national conference, each student gave 2 presentations.

59% of students published a manuscript in a peer-reviewed journal. On average, five manuscripts were published per those students who have published this year. In comparison, based on most recent data available, full-time faculty members within the College for Public Health and Social Justice published approximately 3.5 manuscripts in a peer-reviewed journal.

88% of students have successfully completed the University’s IRB training modules.

53% of students participated in the Certificate of University Trainings Skills. Among those participating in the certificate program, students attended on average 6 training sessions.

41% of students taught a university course independently this year. At the end of the semester, students were evaluated by those enrolled in the course. For those student instructors who received the Standard Survey from the University Assessment Office, the average score on teaching evaluations was 3.70 on a scale of 1.00-4.00 in response to "Overall, I would rate the effectiveness of the instructor as...". The average score on teaching evaluations was 3.07 on a scale of 1.00-4.00 in response to "Overall, I would rate the quality of this course as...". Note for teaching in Spring 2020; non-quantitative measures were used due to move to teaching online for Covid-19 safety.
This past academic year, five students completed their comprehensive written exams, three students completed their oral exams, and two students completed their dissertation defense.

5. Findings: Interpretations & Conclusions
What have you learned from these results? What does the data tell you?

Data suggests that the students are quite productive and we need to continue the culture and academic and financial supports that have led to this productivity.

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

All doctoral students meet each semester a minimum of one time with the doctoral advisor and their mentors to assess progress, receive direct feedback on performance, and suggest additional training if necessary.

Productivity meetings involving the director of the PhD program and all PhD students are held throughout the year. A living Google document (called our Productivity Document) is utilized that tracks articles and grant work that is published, under review, or in progress, and conference presentations to suggest changes that will increase productivity. Data are shared among the doctoral committee and the Director of the School of Social Work. Faculty members are updated on doctoral student progress during monthly faculty assemblies.

All dissertation research is checked by the committee members to ensure the meeting of ethical guidelines. Research misconduct is monitored by academic staff members. Any misconduct found is shared with the school director, college dean, and university officials involved in monitoring appropriate research conduct.

Data on meeting program objectives as assessed in the oral exam are tracked and aggregated in order to refine and provide evidence for program changes.

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

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.

Direct evidence from SWRK 6040 Research Area Synthesis and oral exams are used to assess program objectives. Achievement on the Research Area Synthesis and oral exam is assessed through a standardized form, included in the Appendices. These are measured by at least three faculty directly reading and observing performance. Based on faculty assessments, individual students are provided with feedback and offered suggestions on areas of improvements. The assessments are aggregated to identify areas for improvement and additional trainings/curriculum changes are organized to strengthen student performance.
This past year, five students completed their Research Area Synthesis and three students completed their oral exams.

Based on aggregated evidence from the standardized form, several strategies were utilized to enhance future student performance. Particularly, on the Research Area Synthesis, aggregated results found students to need several firm deadlines and check-ins with their mentors throughout the semester to ensure adequate progress in a timely manner, which was incorporated for the current academic year. Additionally, for the oral exam, assessment findings indicated the need for students to receive additional guidelines on exam preparation. As a result, a professional development session was held which provided oral exam guidelines to current students and included a panel of students who had already completed their oral exams.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes
   A. What is at least one change your program has implemented in recent years as a result of assessment data?
   Feedback from students is received during mentor meetings each semester. Based on this feedback, the following professional development courses were offered this year: “Being on the Job Market”, a presentation from a scholar on his work regarding “Gangs and Social Order in Prisons”, “A case study in community based participatory research”, “Beyond Coursework: The Area Synthesis, Exams, and Proposal”, “Applied Regression Using Stata”, “Introduction to Structural Equation Modeling”, “Writing Job Applications, Statements, and CV Polishing”, and “Systematic Review and Meta-Analysis of Intervention Research”. Based on feedback from graduates and current students, a grant writing seminar and mock job presentations by students who are in their last year of the program were included in the professional development series.

   B. How has this change/have these changes been assessed?
   This change was assessed through informal student feedback. A post-survey will be developed in 2020-21 to evaluate professional development sessions and provide more formal feedback.

   C. What were the findings of the assessment?
   While core courses provided the fundamental skills and competencies outlined in the program learning objectives, additional professional development was necessary and a non-credit, required seminar was conducted once a month during the semester. Note: There were no professional development seminars after March 2020 due to Covid-19 precautions.

   D. How do you plan to (continue to) use this information moving forward?
   Given our original 2016-17 plan, three years of assessment data has been collected as of 2019-2020. We will bring the PHD program committee together in Fall 2020 to assess trends and if any curricular changes should be made based upon data.

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

Research Area Synthesis
Evaluation Form

Date:
Name of student__________________________________________________
Title of Research Area Synthesis

________________________________________________________________________

1. Critically evaluate and Identify gaps in current scientific knowledge and develop sound explanations and research strategies.

2. Demonstrate comprehensive knowledge of a specific area of research in your discipline.

Grade__________
Comments:

Unacceptable Acceptable Good Excellent

Signature (lead faculty)

________________________________________

Signature (faculty)

________________________________________

Signature (faculty)
# Appendix B

**PhD program School of Social Work**  
**WRITTEN EXAM**  
**Evaluation Form**

Date:  
Name of student_____________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate comprehensive knowledge or research methods, measurement, statistics, philosophy of science, theory construction and testing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate comprehensive knowledge of a specific area of research in your discipline.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Signature (lead faculty)  
________________________________________

Signature (faculty)  
________________________________________

Signature (faculty)  
________________________________________
Appendix C

PHD SOCIAL WORK ORAL COMPREHENSIVE EXAMINATION

STUDENT OUTCOME EVALUATION WORKSHEET
Each committee member completes his/her own worksheet either during the exam or immediately following. At-large members do not need to complete this worksheet but are encouraged to make notes for questions/comments.

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critically evaluate and Identify gaps in current scientific knowledge and develop sound explanations and research strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate comprehensive knowledge of a specific area of research in your discipline.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Use and interpret basic and inferential statistics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Evidence scholarly and/or professional integrity in the field of study. Apply codes that guide application of these issues in research such as the importance of principles of confidentiality of information and data.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Committee Members may change their initial votes throughout the process. Members are encouraged to make notes throughout the presentation and QA session.
- After the exam, this worksheet will be given to the mentor as a tool to help address problems or deficiencies in the project.

Criterion for a Failing Grade: A student receives one or more “Unacceptable” in categories 1-7 from two or more members of the committee.

- For example, if committee member A felt category 4 was unacceptable and committee member B felt category 6 was unacceptable, then the student should fail the exam.

Step 1: After the presentation is completed, the mentor conducts at least two formal rounds of questions from the committee members, and then permits follow-up questions and additional inquiries until the committee is finished. The mentor will invite questions from the audience. It is very important that the student demonstrates his/her command of the topic by answering the questions and not relying on the committee members for assistance.

Step 2: After questions have concluded, the mentor will close the public portion of the examination. Other students, faculty, and guests are excused. If needed, the committee, including at-large members, will meet with the student privately to go over additional questions not suitable for the public forum.

Step 3: The mentor will excuse the student when all questions have concluded in the private portion.

Step 4: The committee, including at-large members, will meet in private to discuss the examination. The student’s dissertation committee (not at-large members) then vote and based on these votes the mentor will complete the results form and make sure that it is returned to the Doctoral Program Coordinator who will forward it to Graduate Education. The committee should return the completed results form in a timely manner after the oral exam either passing or failing the student. The committee can no longer “hold” the results form until the student completes the requested changes to the Dissertation Prospectus. If the changes to the dissertation prospectus requested by the committee are significant (as determined by the committee) or the student receives two or more unacceptable evaluations from the committee members, then the student fails the examination.
Appendix D

Students’ Progress Report Publications and Grants List

2020

PUBLISHED


**IN PRESS**


**UNDER REVIEW**


Fiala, M. A. Politically Conservative States Have Less Services Specialized for Lesbian, Gay, Bisexual, and Transgender Clients with Substance Abuse Disorders.


**IN PROGRESS**

Dell, N. A., Ma, L., Johnson, C., & Matsuo, H. The association of hope with attitudes towards seeking professional psychological help.

Dell, N.A., Maynard, B.R., & Brandt-Lubart, K. Perspectives on safe coping: A photovoice study with Seeking Safety group participants

Dell, N.A., Maynard, B.R., & Brandt-Lubart, K. Vulnerability and security in the photovoice process: Perspectives from participants with a history of co-occurring trauma and substance use

Eikenberry, J. Problems and pitfalls with recidivism: towards a new model of gauging criminal justice system effectiveness.

Eikenberry, J., Linhorst, D. M. Predictors of re-arrest among substance abuse treatment program completers in St. Louis county jail.

Fiala, M. A. & Huang, J. Disparities in Healthcare Affordability among Childhood Cancer Survivors Persist following the Affordable Care Act

Gonzalez, A., & Eikenberry, J. Successful transition to life after incarceration.

House, N.G., & Helton, J., Internalized and Externalized Mental Health Outcomes in Child Maltreatment

Murugan, V., Holzer, K. J., Carbone, J. T., Jackson, D. B., & Vaughn, M. G. Emergency department visits for confirmed cases of intimate partner violence.


Taylor, R. D. & Dell, N. A. Clinician perspectives on mental health crisis intervention.

Termos, M., Huang, J. Reproductive Health Disparities: Does immigration status predict a difference in coverage and use of contraceptives?

Dzugan, E., Hutchinson, V. D., & Wilson, A. N. Exploring the effects of individualized acceptance and commitment therapy on children and adolescent’s in-class behaviors and psychological flexibility.

DeVillez, J., Hutchinson, V. D., Wilson, A. N. Acceptance and commitment therapy in the classroom: Effects on group behavior.
BOOK CHAPTERS


CONFERENCE PRESENTATIONS


Eikenberry, J. (2020, April; Cancelled). *Hierarchical regression analysis of changes in income since release for formerly incarcerated college graduates*. Abstract accepted for poster presentation at the Graduate Student Association Research Symposium at St. Louis University, St. Louis, MO.


House, N.G. (2019) “Behavioral Outcomes of Maltreated Children Who Are Psychologically Abused” has been accepted for presentation during the 24th Annual Conference of the Society for Social Work and Research (SSWR) to be held in Washington, DC, January 15-19, 2020,


2019

PUBLISHED


**BOOK CHAPTERS**


**OTHER PUBLICATIONS (NON-PEER REVIEWED)**


**GRANTS & FELLOWSHIPS**

Matthieu, M., (PI) & Eikenberry, J. (GRA). Opioid Workforce Expansion Program. Saint Louis University. ($1,000,000).


**CONFERENCE PRESENTATIONS**


Eikenberry, J. & Moore, J. (2019, April). *Predictors of recidivism in Iowa.* Poster presented at the Graduate Student Association Research Symposium @ St. Louis University, St. Louis, MO.


TEACHING

Carter, V. SWRK 2200-02: Human Development Through the Life Span
Eikenberry, J. SWRK XXXX (PPI) - Opioid Use Disorder: Prevention, Assessment, and Treatment (Summer 2020)
Eikenberry, J. SWRK 3700 - Introduction to Research Methods (Fall 2019)
Eikenberry, J. Special Summer Course - Introduction to Global Health for JESIE/TONGI Students (Summer 2019 & 2020)
Holzer, K.J. CCJ 2500-01 - Statistics for Criminal Justice and Criminology (Spring 2020)
House, N.G SWRK-5750-01-Social Work Practice with Individuals Families & Groups. (Fall 2019)
House, N.G SWRK-3400-02-Social Work Practice with Families & Groups (Spring 2020)
Khoo, Y.M. SWRK 5725-01- Human Behavior and Social Environment (Fall 2019)
Vidovic, K. R. SWRK 3500-01 - Social Work Practice with Communities and Organizations (Spring 2020)
Vidovic, K. R. SWRK 3500-02 - Social Work Practice with Communities and Organizations (Spring 2020)