SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: Bachelor of Science in Social Work   Department: Social Work

Degree or Certificate Level: BSSW   College/School: College of Public Health and Social Justice

Date (Month/Year): July 2020   Primary Assessment Contact: Shannon Cooper-Sadlo, PhD

In what year was the data upon which this report is based collected? AY 2018-2019

In what year was the program's assessment plan most recently reviewed/updated? AY 2017/2018

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

1) Demonstrate ethical and professional behavior in social work practice.
6) Engage with individuals, families, groups, organizations, and communities in social work practice.
7) Assess individuals, families, groups, organizations, and communities in social work practice.

2. Assessment Methods: Artifacts of Student Learning
Which artifacts of student learning 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.

Individual student data was collected in specific courses as well as in their practicum final evaluations.
1) Demonstrate ethical and professional behavior in social work practice: SWRK 3300: Social Work Practice with Individuals/SWRK 4100/4200 Practicum
   Ethical decision making interview and reflection paper: Rubric included
   Field evaluation: Evaluation tool included
6) Engage with individuals, families, groups, organizations, and communities in social work practice: SWRK 3300: Social Work Practice with Individuals/SWRK 4100/4200 Practicum
   Interview with older adult and scholarly paper: Grading Guide included
   Field evaluation: Evaluation tool included
7) Assess individuals, families, groups, organizations, and communities: SWRK 3400: Social Work Practice with Families and Groups/ SWRK 4100/4200 Practicum
   Family case analysis and reflection paper: Grading guide included
   Field evaluation: Evaluation tool included

All courses are offered in person and on campus.

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

At least one BSSW faculty member, the BSSW field liaison, and the BSSW Program Director were involved in the overall evaluative process. The faculty member teaching the course (SWRK 3300 & 3400) evaluated and graded the identified assignment. The BSSW field liaison collected the field evaluation from the field instructor (SWRK 4100/4200) and reviewed the scores. Upon completion, the data is provided to the BSSW Program Director for review and record keeping.

Rubrics, grading guides, and field evaluation tool are included.

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)?

    1) Measure 1: 100% of students earned an 80% on the measure
        Measure 2: 85% of students earned an 80% on the measure
        85% + 100% =185/2=92.5% achieved 80%

    6) Measure 1: 100%of students earned an 80% on the measure
        Measure 2: 88.1% of students earned an 80% on the measure
        88.1% + 100%= 188.1/2=94.05% achieved 80%

    7) Measure 1: 100% of students earned an 80% on the measure
        Measure 2: 83.2% of students earned an 80% on the measure
        83.2% + 100% = 183.2/2= 91.6% achieved 80%

    These are all on campus and in person courses.

5. **Findings: Interpretations & Conclusions**

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

    The results from the data collected tell the BSSW committee that our students tend to do very well with understanding the material being presented in the classroom. Students are able to engage with lectures, readings, and other modalities of teaching and produce above average outcomes. It is also evident that our students do not do as well while in the practice setting. The majority of our students are reaching the 80% benchmark but we have a small number who may be struggling translating the knowledge from the classroom to the real world practice setting.

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 results of the data collected is shared with the BSSW program committee. This committee meets monthly to discuss and review the curriculum and any proposed changes that have come to the attention of the committee through this assessment process. Beginning in September of AY 2019-2020, this committee engaged in a discussion about our current assessment measures and whether they were the best tools to measure our students' learning. By Spring 2020, we as a committee decided that we would change our assessment process to a master measure given to all seniors the second semester of senior year. The plan for AY 2020-2021 is to pilot this measure and adjust before it is implemented in AY 2021-2022.

    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.

As stated above, we will be moving away from course-imbedded measures and developing a comprehensive tool that measures all the required learning objectives. We believe that this is a more effective was of gathering and analyzing data as well as a more direct way to ensure that our students are learning.

We will also look at courses to determine where we can incorporate more hands-on, experiential learning to assist our students when they make the transition from the classroom to the field. We are also incorporating more professional behavior activities and discussion in the seminar that students take in addition to practicum.

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?

   We have begun a full curriculum review and have adjusted course offerings and sequencing. Based on previous assessments we have noted that moving our Research Methods course to junior or senior year has improved the learning outcomes of our students. We have also combined two courses into one more comprehensive course that would better address the learning outcomes.

   B. How has this change/have these changes been assessed?

   We reviewed the outcomes from the data from the AY 2017-2018 and determined that perhaps if Research Methods was taken in conjunction with field placement that students may perform better on the assessment measure as well as in practice.

   We identified a redundancy in similar courses and created a new comprehensive course that would incorporate both courses.

   C. What were the findings of the assessment?

   Once we changed the sequence of the Research Methods course so that it more likely coincided with the field placement, we reviewed the data to see if our students improved in that area. There was improvement.

   The new comprehensive course is being taught AY 2020-2021 as we needed to teach out the previous courses.

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

   Due to our accreditation requirements, we are required to review all our competencies (learning objectives) annually. This provides us with the information needed to assess how our curriculum is meeting or not meeting the needs of our students. As stated above, this information has and will continue to inform our decisions about our courses and assessment tools.

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

Intro Questions

Instructions for Completing the Final Evaluation for BSSW 4100/4200:
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

[   ]

Title

Competencies 1 & 2

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	○

	Quality of Performance
4. Consistently meets competency	○
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:

Competencies 3-6

COMPETENCY 3. Advance human rights and social, economic, and environmental 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	O
2. Inconsistently meets competency	O
3. Meets competency at expected level most of the time	O
4. Consistently meets competency	O
5. Consistently exhibits mastery of competency	O

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	O
2. Inconsistently meets competency	O
3. Meets competency at expected level most of the time	O
4. Consistently meets competency	O
5. Consistently exhibits mastery of competency	O

Comments:

COMPETENCY 4. 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:

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

	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:

Competencies 7 & 8

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	◯

	Quality of Performance
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
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 9

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	○

Quality of Performance

Professional Work Behaviors

Professional Work Behaviors
(Completion Only)

1. Professional responsibility/interest in professional development

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. Poise and self-control

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. Assertiveness

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
○	○	○	○	○

4. Personal Appearance related to agency standards

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
○	○	○	○	○

5. Plan and arrange work/self-motivated

1. Performance is generallyunacceptable; 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

○　　　　○　　　　○　　　　○　　　　○

6. Ability to assume responsibility for own learning

1. Performance is generallyunacceptable; 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

○　　　　○　　　　○　　　　○　　　　○

7. Understands and works within agency structure

1. Performance is generallyunacceptable; 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

○　　　　○　　　　○　　　　○　　　　○

8. Written and verbal communication

1. Performance is generallyunacceptable; 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

○　　　　○　　　　○　　　　○　　　　○

9. Use of supervision

1. Performance is generallyunacceptable; 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

○　　　　○　　　　○　　　　○　　　　○

10. Appropriate use of technology (e.g., personal or agency computer or electronic devices)

6. Performance is generallyunacceptable; 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 competency

○　　　　○　　　　○　　　　○　　　　○

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

Student's Score

The student's score is: _____

Comments:

If the Score is below a 3, please contact the student's Faculty Liaison