**2015-16 Annual Assessment Report**

**Department of Social Work Education: BA PROGRAM**

1. **What learning outcome(s) did you assess this year?**

*Be sure to list the student learning outcome(s) assessed, not simply the activity or assignment evaluated.  Note: these should be program level outcomes, not general education outcomes - the GE committee will issue a separate call for GE assessment reports.*

**BA PROGRAM LEARNING OUTCOMES**

The Department of Social Work assessed 29 learning outcomes (practice behaviors) for BA program including those outlined in the Student Outcomes Assessment Plan (SOAP). These outcomes are driven by the Council on Social Work Education’s (CSWE) accreditation standard for 13 practice competencies.

Included in this report are the following 17 outcomes:

1. Demonstrate the ability to analyze existing or proposed policies intended to address social problems and conditions.

2. Demonstrate the ability to recognize individual and institutionalized forms of oppression.

3. Demonstrate the willingness and ability to participate in social action to correct injustices.

4. Exhibit professional practices that support active collaboration with all client systems in an atmosphere of equality and mutuality.

5. Demonstrate the ability to intervene with sensitivity to, and respect for, human differences drawing specifically upon his / her awareness of personal values and the understanding of the hierarchical power relationships that relate to these differences.

6. Understand his/her personal values and biases and the impact of these on social work practice

7. Demonstrate the ability to critically examine values and ethical issues raised in practice/policies and develop a reasoned course of action

8. Adhere to the social work professions code of ethics as articulated in the NASW Code of Ethics.

9. Demonstrate knowledge of human functioning in the family small groups and larger social systems.

10. Demonstrate knowledge of the processes and influences of socialization, individuation, culture and gender on human behavior.

11. Demonstrate an understanding of the dimensions of social welfare policy practice and its relevance to promoting social justice in society and empowerment among marginalized groups.

12. Demonstrate proficiency in social work practice processes, e.g., assessment, intervention, and evaluation of services, in work with various types and sizes of client systems.

14. Demonstrate a basic understanding of qualitative and quantitative tools and techniques of the research process in order to interpret and evaluate research studies under supervision.

16. Conduct data analysis to answer discrete research questions arising from the evaluation of the student’s practice and participation in program evaluation and social work research.

17. Prepare written reports that include the most appropriate method of graphic/tabular and/or narrative presentation considering the research question and type of data gathered.

**2.  What instruments did you use to assess them?**

*If this does not align with the outcomes and activities detailed in the timeline of the SOAP, please provide an explanation of this discrepancy.  If the standards for student performance are not included in your SOAP, you should include them here.  For example, "On outcome 2.3, 80% of students will score an average of 3.5 out of 5 on the attached rubric.”*

**BA Program** **Direct Measures**

The Department of Social Work Education uses 14 Standard Assignments (in classroom) and 27 Field Practicum Assignments to assess the 29 student learning outcomes for the BA program.

The instruments used to assess the 17 learning outcomes included in this report were the following:

1. SWRK 160 Standard Assignment (Self-Reflection Paper)
2. SWRK 161 Standard Assignment (Community Needs Assessment)
3. SWRK 181 (fall) Field Practice Performance Evaluation

*Note*: The Department of Social Work Education refers to Standard Assignments as “Common Assignments” in response to national accreditation requirements-- Council on Social Work Education (CSWE).

**Indirect Measures**

1. End of Year Student Survey

An end of year student survey was completed by 35 graduating BA students during class in the latter part of the semester.

**3.  What did you discover from these data?**

*Provide a discussion of student performance in relation to your standards of performance.  Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).*

**BA PROGRAM**

The analyses of the outcome data indicate that student performance exceeded the BA program benchmark of 85% on each of the learning outcomes:

1. SWRK 160 Standard Assignment (Self-Reflection Paper)

There were a total of 116 students assessed on this standard assignment with 77% (89) earning an A and 20% (23) earning a B. This outcome indicates that students performed at a high level, indicating that 99% of students met the program benchmark of C or higher.

1. SWRK 161 Standard Assignment (Community Needs Assessment)

There were a total of 128 students assessed on this standard assignment with 47% (60) earning an A and 45% (57) earning a B. This outcome indicates that students performed at a high level, indicating that 97% of students met the program benchmark of C or higher.

1. SWRK 181 (fall) Field Practice Performance Evaluation

Each semester student performance in field practicum is evaluated using specific behavioral anchors as assessment criteria and using a standardized rating scale. The possible scores on the scale range from 1 to 5 (1= Poor, 2=Below Average, 3=Average, 4=Above Average, 5=Excellent). For the fall 2015 cohort, total of 82 performance evaluations were assessed, and 99.5% received above average (3 or above) on the measured outcomes. This outcome indicates that students performed at a high level in their field placements, and exceeded the program benchmark of 85%.

**Indirect Measures: End of Year Survey**

**BA PROGRAM**

An end of year student survey was distributed to graduating BA students in the classroom and online. There were 35 responses. The responses indicate the following themes:

|  |  |
| --- | --- |
| **Strengths of Program** | **Suggestions for Improvement** |
| Professors were passionate, committed, had real-world experiences | Program should post job announcement |
| Internship | Some professor did not put enough effort, they had other full time jobs.  |
| Diversity | Certain classes should be available more often |
| Students’ have a say and input | Lack of writing class |
| Friendly and supportive staff | Program could be made more challenging |

Overall, students viewed the professors/instructors in positive respect, they appeared to value internship experiences and diversity in the classroom, they also liked that their view points were considered. Overall, the quality of instruction by professors and instructors as strengths of the program. Suggestions for improvement included timely job announcement for graduating students, more class choices and times (day/evening), and writing opportunities.

**4.  What changes did you make as a result of the findings?**

*Describe what action was taken based on the analysis of the assessment data.*

**DIRECT MEASURES**

The findings in the previous year indicated strong student learning outcomes for BA program. We continue to build on that success as a foundation to strive for better. No fundamental changes were made in the program based on the findings in the previous year.

Department of Social Work Education (DSWE) is in the process of streamlining and standardizing the assessment system. In the past year, the department reviewed all the direct measures, discussed them in the faculty meetings and faculty retreats. We are currently in the process of developing methods to test the validity and reliability of the instruments used to collect the data, and the outcome data.

**5. What assessment activities will you be conducting in the 2016-17 academic year?**
*Briefly list the outcomes to be assessed and how you will measure them. This should align with the activities provided in your SOAP.*

We will continue to assess the outcomes listed under questions #1 above and we will use the measures listed under questions #2, also above.

**6.  What progress have you made on items from your last program review action plan?**

*Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state "no progress."*

Overall, we find that student learning outcomes exceed our program benchmark for all of the CSWE competencies for BA Program. In general, our measures appeared to be valid and reliable, with slight variations in some sections of the courses, indicating some issues with inter-rater reliability, and other data slightly skewed towards higher scores indicating scaling issue. We have made following specific changes based on the results of the student outcome data:

* Increased the rigor for assignments for which outcomes were very high (>98%).
* Instituted languages in the assignments to directly respond to the practice behaviors, and thereby strengthen the validity of the measures.
* Standardized inter-rater reliability for direct measure 1 (Common Assignment) by requiring each faculty use rubric consistently. We will revisit the measures we currently use when we adopt the new EPAS 2015 in a few years from the current 2008 EPAS.
* Adjusted rating scale for direct measure 2 (Field Practicum) to accurately capture the variation in student level competencies.