**2016-17 Major Assessment Report**

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

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| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.   SLO 1.3. Apply critical thinking to inform and communicate professional judgments: Identify models of assessment, prevention, intervention and evaluation to practice at all levels of practice. (SWRK 135: Life Summary --Understanding Development over the Life Span)  SLO 1.6. Policy Practice – Engage in policy practice to advance social and economic well-being and to deliver effective social work services: Identify and articulate societal values reflected in social welfare policies and programs. (SWRK 123: Final Group Activity/Presentation) |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”   **SLO 1.3: SWRK 135 Life Summary: Understanding Development over the Life Span:**  This exercise introduces the students to one strategy for organizing information about an individual’s experiences over the life span and applying theories from Human Behavior and Socio-Economic Environment (HBSE) to offer some possible ways of “understanding” the individual. The goal is to facilitate integration of material on individual bio-psycho-social-spiritual development. All of these assignments are evaluated according to a rubric to assess student’s understanding of development over a life span.  For each outcome evaluated on the rubric, a score of 3.0 on a scale of 4.0 will define having met the learning outcome. The department expects that 85% of students must score a minimum of 3.0 on a scale of 0-4.0  **SLO 1.6: SWRK 123--Final Group Activity/Presentation: Reflection Paper: Critical Thinking and Integration of Social Welfare Policy:**    In this assignment, all students write a paper that critically appraises a selected social welfare problem and an associated social welfare policy meant to address it. Students are expected to demonstrate their knowledge about a social problem and a policy designed to address that problem, populations that are impacted as the result of the problem and policy, and the steps that should be taken to address the problem. All of these assignments are evaluated according to a rubric to assess student’s critical thinking ability.  For each outcome evaluated on the rubric, a score of 3.0 on a scale of 4.0 will define having met the learning outcome. The department expects that 85% of students must score a minimum of 3.0 on a scale of 0-4.0 |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   **SLO 1.3: SWRK 135 Life Summary: Understanding Development over the Life Span:**  Of the total of 121 students who were assessed on this standard assignment, 53% (64) received A and 41% (50) received B. Overall, 94% of the students met the program benchmark of B or higher.  **SLO 1.6: SWRK 123--Final Group Activity/Presentation: Reflection Paper: Critical Thinking and Integration of Social Welfare Policy:**  Of the total of 90 students who were assessed on this standard assignment, 39% received an A (35) and 26% (23) received B. Overall, 64% of the students met the program benchmark of B or higher. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   The findings suggest that overall our students exceeded the benchmark of 85% for one SLO, but did not meet the benchmark for the second SLO.  During this academic year, we will review and discuss the finding at faculty and sequence committee meetings and develop strategies to improve student performances on the SLO.  The Department of Social Work Education (DSWE) is currently in the process of reviewing the SLOs in our efforts to align them with the Council on Social Work Education (CSWE)’s new competencies (Education Policy and Accreditation Standard 2015). |
| 1. **What assessment activities will you be conducting in the 2017-2018 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   1.4. Engage in research-informed practice and practice-informed research: Begin to use practice experience to inform scientific inquiry. (SWRK 171: Article Analysis).  1.7c. Implement direct and indirect practice interventions, including those that are evidence based, to address mutually agreed upon goals/objectives at identified systems. (SWRK 182 GP #3: Problem Solving Model) |
| 1. **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.”   Since the last report, we have further streamlined and standardized our assessment system. We have tested the validity and reliability of the instruments used to collect the data. We use continuous quality improvement principles and practices to advance and lead our program.  **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions. |