

**Academic Affairs Assessment of Student Learning**

 **Assessment Plan for Academic Years 2021-2023**

**Instructions:**

* Please submit a copy of this assessment plan to the Director of the Office of Institutional Research, Assessment and Effectiveness
* Please be sure to keep a copy of the assessment plan in your department office.

**Identifying Information:**

College: College of Professional Studies

Department/Program: Social Work

Assessment Coordinator’s Name: Kerri Steele

Assessment Coordinator’s Email Address: ksteele1@wvstateu.edu

Academic Year: 2020-2021

 **Program Learning Outcomes (**Please list**)**

1.  Demonstrate ethical and professional behavior;
2.  Engage in diversity and difference in practice;
3.  Advance human rights and social, economic, and environmental justice;
4.  Engage in practice-informed research and research-informed practice;
5.  Engage in policy practice;
6.  Engage with individuals, families, groups, organizations, and communities;
7. Assess individuals, families, groups, organizations, and communities;
8. Intervene with individuals, families, groups, organizations, and communities;
9. Evaluate practices with individuals, families, groups, organizations, and communities

**Curriculum Map** (Please attach or paste here)

**See separate document, Generalist Curriculum Matrix**

1. Outline which learning outcomes and where you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

All competencies and practice behaviors will be measured as learning outcomes in fall and spring of the AY 21/22 and AY 22/23 in the field courses SWK 404 (fall) and SWK 406 (spring) using the Field Final Evaluation as completed by the field supervisor. This evaluation measures the self-report of the supervisor for each practice behavior on a scale of 1 to 5 with 1 being lowest level of competency and 5 being the highest. This has been the standard assessment for accreditation for the past 10 years. SWK is accredited through the Council on Social Work Education, the body that sets our PLO’s, Practice Behaviors, and benchmarks for assessment. See Appendix I

Additionally, students will be assessed on all PLO’s in a comprehensive exam given to all students in Spring in course SWK 405 Practice III (the departmental version of a senior seminar). See Appendix II

Over the past several years, student have scored consistently lower on two particular competencies: engaging in policy practice and engaging in practice-informed research. Last year (AY 2020-21), student scored much higher and hit the benchmark for engaging in policy practice and this is likely due to our additional of SWK 242 Intro to Policy Practice as a newly required course in our curriculum.

Student continue to score below the benchmark for engaging in practice-informed research. Due to COVID, we have been unable to call our Social Work Field and Advisory Council to meet for the last 2 years (meetings convene in the fall), so we’ve been unable to explore this topic with our advisory body. We are hoping to convene in Fall of 2023. Additionally, we have hired a new field director in the program. She and the Chair will be working together to help students recognize and utilize research in the field.

Our long-term goal is to introduce assessment in early courses (not just senior courses 404, 405, and 406). This has been our plan for two years, however, the pandemic and retirement of our longtime field director have prevented us from incorporating the comprehensive questions into earlier courses. Questions on the comprehensive exam will be delineated into different categories based on the PLO’s above (5-8 questions per PLO) and this assessment questions will be given out in the major courses as follows:

1.  Demonstrate ethical and professional behavior; (Early assessment in SWK 131)
2.  Engage in diversity and difference in practice; (Early assessment in SWK 202)
3.  Advance human rights and social, economic, and environmental justice; (Early assessment in SWK 330)
4.  Engage in practice-informed research and research-informed practice; (Early assessment in SWK 400)
5.  Engage in policy practice; (Early assessment in SWK 342)
6.  Engage with individuals, families, groups, organizations, and communities; (Early assessment in SWK 316)
7. Assess individuals, families, groups, organizations, and communities; (Early assessment in SWK 245)
8. Intervene with individuals, families, groups, organizations, and communities; (Early assessment in SWK 245)
9. Evaluate practices with individuals, families, groups, organizations, and communities; (Early assessment in SWK 316)

This will allow us to see what PLO’s students are scoring lowest in and we can then adjust our senior level SWK courses (SWK 403, 404, 405, and 406) accordingly. We hope to have this in place by no later than Fall of 2024.

1. How are you planning to measure the learning outcomes (s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

For the AY 21/22, assessment will continue as it is now. Students will be measured using comprehensive exams and field evaluations. The benchmark for aggregated data on each competency is 85% of students show mastery the dimensions of knowledge, values, cognitive/affective reactions, and skills.

1. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

The comprehensive exam will be completed on WVSU MyOnline and data will be auto-analyzed for overall scores. The 50 questions are divided amount the 9 competencies and the scores for each competency will be aggregated by the Department Chair. Overall scores for each competency will tracked and reported for accreditation purposes after being aggregated with competency scores from the field evaluation.

For the Field Evaluation, data will be entered into SPSS software by the Field Instructor. The data will be analyzed by the Department Chair. Data will be aggregated for both semesters and an overall mean for each competency and practice behavior will be produced. This will then aggregated with the data from the comprehensive exam to determine an overall mean for each competency.

The overall numbers are then reported for the year using required accreditation form AS-4(B). The benchmark for the each competency is that 85% of students will show competence in the area. The results (AS-4(B)) are required to be displayed on our website by no later than the September following the academic year.