

**Academic Affairs Assessment of Student Learning**

**Report for Academic Year \_2021-2022**\_\_

**Department/Program \_\_Social Work\_\_\_\_\_\_**

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1. **Which learning outcomes did you measure this past year?** [Please indicate whether any of these measures were conducted as follow-up to a previous year’s issues or in response to Program Review. Be specific.]

The Council on Social Work Education (CSWE) requires evaluation of all accreditation competencies each year. The competencies are reflected in student outcomes and are as follows:

**2.1.1** Demonstrate ethical and professional behavior;

**2.1.2** Engage in diversity and difference in practice;

**2.1.3** Advance human rights and social, economic, and environmental justice;

**2.1.4** Engage in practice-informed research and research-informed practice;

**2.1.5** Engage in policy practice;

**2.1.6** Engage with individuals, families, groups, organizations, and communities;

**2.1.7** Assess individuals, families, groups, organizations, and communities;

**2.1.8** Intervene with individuals, families, groups, organizations, and communities;

**2.1.9** Evaluate practices with individuals, families, groups, organizations, and communities

Each competency details practice behaviors to be measured and assessed in a students’ final year. See 8 for detailed behaviors and scores. These competencies are measured every year in SWK 404 Field, SWK 405 Practice III, and SWK 406 Advanced Field.

1. **In which course(s) were assessments conducted?**

Assessment of the above competencies occurred in SWK 404 Field, SWK 405 Practice III, and SWK 406 Advanced Field Instruction. These courses are taken by seniors in their final year.

1. **How did you assess the selected program learning outcomes**

There are two instruments for assessment, a field evaluation form completed by Field Supervisors during a student’s internship and a comprehensive exam completed by students prior to graduation.

SWK 404 Field and SWK 406 Advanced Field Instruction assessed students’ knowledge, values, cognitive/affective processes, and skills through scoring of Field Experience Evaluation which is a scale is used for field supervisors to rate students demonstration of practice behaviors in the field setting. The Field Experience Evaluation lists all competencies and practice behaviors with a rating for the behavior on a scale of 1-5 with 1 being the lowest level of skill/comfort/knowledge etc. and 5 being the highest (See Field Final Evaluation in Appendix I). At the end of each field course, the evaluation is completed by the field supervisor.

SWK 405 Practice III assessed students’ knowledge, values, cognitive/affective processes, and skills using a comprehensive exam. These areas (knowledge, values, cognitive/affective processes, and skills) are identified through the Council on Social Work Education (CSWE, our accrediting body) as the dimensions of each competency to assess in the senior year and the comprehensive evaluation was developed as one measure of assessment. (See Appendix II)

1. **How many students were included in the assessment(s) of each PLO in a course?**

There were 17 students in SWK 404 in Fall 2021, and in both SWK 405 and SWK 406 in Spring 2022. All were included in the assessments.

1. **How were students selected to participate in the assessment of each outcome (**Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

These assessment represent all students in SWK 404, SWK 405, and SWK 406. CSWE requires assessment of all senior students.

1. **In general, describe how each assessment tool (measure) was constructed** (i.e. in-house, national, adapted).

The comprehensive exam was constructed by the WVSU Department of Social Work to reflect areas, questions, and language that mimics the questions of the West Virginia Social Work licensing exam.

The Final Field Evaluation was constructed in the WVSU Department of Social Work but it uses the wording of the CSWE accreditation competencies and practice behaviors. CSWE also recommends a 1-5 point evaluation scale, but our department decided on the wording to use for each practice behavior rating of 1-5.

1. **Who analyzed results and how were they analyzed**

The comprehensive exam was completed on WVSU MyOnline and data was auto-analyzed for overall scores. The 50 questions are divided amount the 9 competencies and the scores for each competency is aggregated by the Department Chair (Dr. Kerri Steele for 2021-2022). Overall scores for each competency is tracked and reported for accreditation purposes after being aggregated with competency scores from the field evaluation.

For the Field Evaluation in both SWK 404 and SWK 406, data is entered into Excel by the Field Instructor, (Lena Lambert for 2021-2022). The data is then analyzed by the Department Chair, (Dr. Kerri Steele for 2020-2021). Data is aggregated for both semesters of the field evaluation and an overall mean for each competency and practice behavior is produced. This is 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 (See Appendix III).

A final analysis of the data occurs in departmental meetings and the annual Social Work Field and Advisory committee which reviews each benchmark and score to determine what changes may be needed in the program to better address the competency. As noted earlier, we have been unable to convene the Advisory Committee due to COVID for the last 3 years but we plan to start again in Summer of 2023.

1. **Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome**

The benchmark was met in 8 of the 9 competencies (See Appendix III). The assessment shows that students and supervisor felt students were well-prepared to demonstrate ethical and professional behavior, engage in diversity and different in practice, advance human rights and justice, and engage, assess, and intervene with individuals, families, groups, organizations and communities. The 1 competency that did not meet the benchmark was engaging in practice-informed research and research-informed practice.

This is the second year using the new competencies of the CSWE. It is also the second year using two measures for each competency. The assessment shows marked improvements from last year’s assessment where we were under the benchmark for 3 competencies as opposed to 1. Our scores have increased in engaging in policy practice and in evaluating practice showing that our efforts to increase knowledge and skills in these outcomes is working.

Historically, students have scored lower in research-informed practice/practice informed research. As noted in previous years, the biggest issue appears to be how students define research and that they don’t understand that they engage in research daily. Additionally, field supervisors seem to also lack understanding about what “research” entails. Professor Lambert, the Field Director, will work on a training for both students and field supervisors to explain what research looks like in the field. Additionally, the department will discuss moving the SWK 400 research course to the fall semester in 2023 instead of spring to further help students connect research to the field.

1. **What are next steps?** (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

The same outcome will be measured using the same instruments. Our PLO’s are set by our accrediting body and were adopted in 2019-2020. We are in our 3rd year of using the new PLO’s with the current tools, we expect to need about 5 years of data to make a meaningful measurement of the impact of the tools.

1. **Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

Appendix I is the comprehensive exam, Appendix II is the field evaluation form, Appendix III is the CSWE reporting form.